

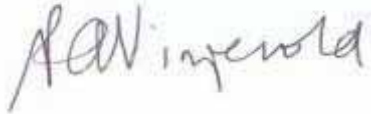
**Western Cape
Government**

Education

Annual Report 2011/2012
Department of Education

Mr Donald Grant
Minister of Education

I submit the Annual Report of the *Western Cape Education Department* for the period 1 April 2011 to 31 March 2012.

A handwritten signature in dark ink, appearing to read 'PA Vinjevold', is centered on the page. The signature is written in a cursive style with some loops and flourishes.

PA Vinjevold
31 August 2012

DEPARTMENT OF EDUCATION
VOTE 05
2011/12 ANNUAL REPORT

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Part 1 – General Information

Vision

Creating opportunity for all through improved education outcomes.

This is given expression through three over-arching goals:

1. Improved literacy and numeracy in primary schools
2. Improved number and quality of passes in the National Senior Certificate
3. Reduction in number of under-performing schools

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
- Further Education and Training (FET) at public FET colleges
- Adult Education and Training (AET) in community learning centres
- Early Childhood Development (ECD) in Grade R
- Training opportunities for teachers and non-teachers
- Targeted food programme and other poverty alleviation and safety measures
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme

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

Organisational Structure

The Western Cape Education Department is headed by the Superintendent General. There are 4 branches, each headed by a Deputy Director General. The branches are: Education Planning; Curriculum and Assessment Management; Institution Development and Co-ordination and Corporate Services. See Organogram in Appendix A.

Legislative Mandate

Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)
The Constitution of the Western Cape Province, 1998 (Act 1 of 1998)
Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)
The South African Schools Act (SASA), 1996 (Act 84 of 1996)
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)
Further Education and Training Colleges Act, 1998 (Act 16 of 2006)
The 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)
Municipal Finance Management Act, 2003 (Act 56 of 2003)
The Annual Division of Revenue Acts
Public Service Act, 1994 (Proclamation 103 of 1994)
South African Qualifications Authority Act, 1995 (Act 58 of 1995)
The South African Council for Educators Act (31 of 2000)
Adult Basic Education and Training Act, 2000 (Act 52 of 2000)

Entities reporting to the Minister

None

Minister's Statement

It is the vision of the Western Cape Government to expand the life chances of learners in the province through, amongst others, improved education outcomes.

To give expression to this vision, we developed and released a strategic plan for education in 2009 for the period 2010-2019 that commits this Government to:

- improving learner performance in literacy and numeracy in the province's primary schools;
- improving the number and quality of passes in the National Senior Certificate examinations; and
- reducing the number of under-performing schools (i.e. schools with a Grade 12 pass rate of less than 60%) in the province.

This plan is based on a sustained, focused and systematic approach to improving education outcomes.

In the period 2010-2014, the plan lays the foundation for solid improvements in learner performance in the period that will follow in 2014-2019, during which period learners will have the opportunity to be educated within a system that has been designed and managed to deliver on the targets set.

Since the plan was adopted, we have made significant progress in establishing the foundations necessary to improve education outcomes in the Western Cape. We are pleased to see a positive trend developing with regard to the performance of public ordinary schools in the province, particularly in the results achieved in the National Senior Certificate examinations over the last two years. However, there are also improvements to other significant indicators, e.g. increased retention rates.

This is a reflection of a maturing provincial education system responding positively to a number of sustainable improvements. It shows us that each year the Western Cape Education Department and our schools are working better together to improve the quality of education in the Western Cape.

In the 2011/2012 financial year, we prioritised the provision of support and resources to schools serving poorer communities and the Foundation Phase.

This included an unprecedented roll-out of more than 2 million textbooks and readers to Grades 1, 2, 3 and 10 learners over and above those provided according to the national norm for textbook provisioning. This Government firmly believes that textbooks are an essential educational resource for the development of reading, writing and language skills.

In 2011, we also expanded the Department's systemic literacy and numeracy testing of learners in Grades 3, 6 and 9. An analysis of the 2011 National Senior Certificate and literacy and numeracy test results assisted us in setting new targets for improvement and helped us refine our strategy for the 2012 school year.

To provide our learners with the best learning environment possible, we undertook in 2010 to build 45 new permanent school structures over a three year period (including new schools and facilities to replace schools that were built with inappropriate materials).

To date, we have completed the building of 23 new schools and have replaced 8 schools built with inappropriate materials. In 2012, we expect to complete the building of 3 new schools and 13 replacement schools. Once these schools have been completed, the Western Cape Government would have succeeded in building 26 new schools (accommodating an additional 30,000 learners) and 21 replacement schools (accommodating 27,000 learners) in the province in the planned three year period. This exceeds the original target.

The Western Cape Government is committed to directing the majority of its resources to improving the education outcomes of the schools that serve our province's poorest communities and ensuring that our most vulnerable learners have every opportunity to receive a quality education. The poorer 60% of our school population therefore receive the greater allocations in terms of important indicators such as norms and standards funding, school feeding, new infrastructure and learner transport. In this regard, we are delighted to report that significant progress has been made since 2009 in reducing the number of under-performing schools. The number of under-performing public high schools dropped from 78 in 2010 to 30 in 2011.

In the next two years, we look forward to deepening the quality that has begun to be embedded within the education system of this province by improving – over time – the quality of teaching as well as the leadership and management of schools through providing focused development opportunities and the introduction of enhanced accountability measures. We also look forward to expanding access to technology in our schools to enhance teaching and learning practices.

In everything that we do, we will continue to put our learners first and ensure that our teachers are treated as the valued professionals that they are.

Every decision taken in relation to education in the Western Cape will ultimately be informed by our vision to improve the life chances of our learners through improved education outcomes.

Donald Grant
Western Cape Education Minister

Accounting officer's overview

The WCED's over-arching goal is to keep more children in quality education institutions for as long as possible. In the year 2011/12 we recorded pleasing progress on this goal.

The first sign of this progress is the increase in 2012 in enrolment at public ordinary schools, independent schools and public special schools. In the period there was also a significant increase in the number of young children enrolled in Western Cape Grade R classes. In addition, there was growth in enrolment for the National Certificate (Vocational) at FET Colleges and for examinations at Adult Education Centres in the province. The greatest increase was recorded in public ordinary schools where over 4 000 more learners were enrolled in 2012 compared to 2011.

The growth in numbers and the steps taken to improve quality are described in this Annual Report. Programme 2 describes progress in public ordinary schools; Programme 3 describes Independent Schools; Programme 4 deals with Special Schools and the new inclusive approach adopted by the WCED to recognize and support all our children. Programmes 5 and 6 describe the work done in the year in FET Colleges and Adult Centres respectively. Finally, the WCED's support and interventions in Grade R are set out in Programme 7.

In each of the programmes the WCED faced the double challenge of accommodating more learners and of improving the quality of the education experience of each learner or student. The attempts to improve quality are described in Programmes 1 to 8.

In summary, our work to improve the learning experience of our children focused on allocating our financial and human resources where they are most needed and where the greatest impact would be felt.

In order to do this we improved the collection and use of data. The accuracy of the Central Education Management Information System (CEMIS) data was improved and was used for the allocation of teachers and non-educator posts, ordering of textbooks, provision of workbooks, Annual National Assessments and Grade 3, 6 and 9 tests.

Detailed analysis of the Grade 3, 6 and 9 tests and of the National Senior Certificate allowed us to differentiate and focus our support to teachers and principals. Data capturers were employed to verify Grade R information and the FET colleges also provided regular and detailed information as part of the tracking of the conditional grant.

The data allowed the WCED to prepare the timeous and accurate allocation of posts to schools. This step together with concerted efforts to reduce the number of teachers in excess and Policy on Incapacity Leave and Ill-Health Retirement (PILIR) cases and the increase in the number of vacancy lists provided for a more equitable deployment of our most important and expensive asset – our teachers. The data also supported more accurate and appropriate spending of the funds allocated to education.

We paid special attention to training, recruiting, selecting and appointing principals of schools. Over 200 aspirant and existing principals received bursaries to attend a formal Advanced Certification in Education (ACE) course run at the universities in the Western Cape. The WCED also ran informal courses for principals, deputy principals and heads of department.

All Foundation Phase and Grade 10 teachers attended training on the Curriculum and Assessment Policy Statements (CAPS) which were introduced in these grades in 2012. Large numbers of primary school teachers also attended specialist training in literacy and numeracy at the Cape Teaching and Learning Institute. There were a variety of training courses on specialist topics.

The WCED put significant resources into ensuring that all children had textbooks, workbooks and readers. Textbook retention and retrieval were given attention but there is still considerable work to be done in ensuring that these precious learning resources are used by children every day.

The WCED increased the number of new classrooms and schools in the province and maintained and improved the quality of some existing school buildings.

Finally, the WCED increased access to social support for children: the numbers accessing the National School Nutrition Programme, no fee schools, HIV AIDs education, transport and safe schools' programmes increased. With the Department of Arts, Culture and Sport we extended after-school support to 180 schools.

The combination of all the above has resulted in small but important signs of improved education quality. In the majority of externally-set tests and examinations, the numbers of learners passing increased compared to previous years and there was also an increase in the quality of passes. However, the WCED is concerned about the quality of Grade R teaching, the pass rates in grades 1 and 9 and the numbers taking and passing mathematics and science in grades 10 -12.

These will receive concerted attention in the next financial year.

Part 2 – Information on pre-determined objectives

2.1. Overall Performance

2.1.1. Voted Funds

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Under-expenditure
R13,331,843,000	R13,377,152,000	R13,361,153,000	R15,999,000
Responsible Minister	Provincial Minister of Education		
Administering Department	Department of Education		
Accounting Officer	Head of Department, Western Cape Education Department (WCED) (Superintendent-General of Education)		

2.1.2. Aim of the Vote

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
- Further Education and Training (FET) at public FET colleges
- Adult Education and Training (AET) in community learning centres
- Early Childhood Development (ECD) in Grade R
- Training opportunities for teachers and non-teachers
- Targeted food programme and other poverty alleviation and safety measures
- Support to teachers through provision of basic conditions of service, incentives and an employee wellness programme

2.1.3. Strategic Outcome Oriented Goals

Strategic Outcome Oriented Goal 1	Improved Literacy and Numeracy in Primary Schools¹
Goal statement	Literacy and Numeracy performance to improve so that: 40% of learners in Grade 3 perform in Language according to age norms by 2014 and 60% perform according to age norms for Mathematics. 40% of learners in Grade 6 perform in Language according to age norms by 2014 and 50% perform according to age norms for Mathematics. 55% of learners in Grade 9 perform in Language according to age norms by 2014 and 20% perform according to age norms for Mathematics. Scores to be tracked by means of annual testing and interventions to be adjusted accordingly.

¹ Note that the targets for Literacy in Grades 3 and 6, as set in the Goal statement of the Strategic Plan (2010 – 2014), have been adjusted in line with the more stringent standards that were formally applied in the WCED tests of 2011. The initial targets for Grade 9 were set in the absence of a formal benchmark in this regard and are now provided based on the results of the 2 year pilot testing.

Strategic Outcome Oriented Goal 2	Improved number and quality of passes in the National Senior Certificate²
Goal statement	To improve the pass rate in the NSC through provision of text books, teacher training programmes, management and support. The targets for 2014 are 43 000 learners passing the NSC and 17 500 gaining admission to Bachelor's degrees; 11 000 learners to pass Mathematics and 8 000 to pass Physical Science.

Strategic Outcome Oriented Goal 3	Reduction in number of under-performing schools
Goal statement	Elimination of under-performance in the National Senior Certificate in high schools: that is no schools which have a pass rate of <60% by 2014. Elimination of 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.

2.1.4. Overview of the service delivery environment for 2011/12

The Provincial Strategic Objective 2 was published in November 2009. The document states that *The Western Cape Government will improve the life chances of all its children through the provision of quality education. To this end all children will remain in school for as long as possible and achieve optimal results. In particular, the focus in the period 2010 to 2019 will be on improving the reading, writing and calculating abilities of learners. The period 2010-2014 will lay the foundations for these improvements. In the period 2014-2019 the province's children will reap the fruits of a system that has been designed and managed to deliver on the targets set.*

It is widely acknowledged that the greatest challenge facing the basic education sector is to improve the quality of teaching and learning in schools. Several international tests have demonstrated that South Africa's learners perform well below learners from other countries which spend less per learner and face similar, or worse, poverty challenges. The following table provides key statistics relating to numeracy and mathematics.

	<i>Average Grade 6 mathematics score in the international SACMEQ³ programme (2007)</i>	<i>% of Grade 3 learners with at least 'partially achieved' in the 2011 ANA numeracy tests</i>	<i>% of Grade 6 learners with at least 'partially achieved' in the 2011 ANA mathematics tests</i>	<i>Pass rate in Grade 12 mathematics (2010)</i>	<i>Grade 12 mathematics passes in 2010 as a % of the age 18 population cohort</i>
EC	470	49	29	37	9
FS	493	29	26	48	10
GP	545	38	47	60	17
KN	485	38	36	48	16
LP	448	19	20	40	16
MP	477	17	17	41	14
NC	499	22	27	52	10
NW	503	19	18	53	12
WC	566	51	55	66	16
SA	495	34	31	47	14

Sources: 2007 SACMEQ dataset; official 2011 ANA report; official 2010 National Senior Certificate report. Note: For the statistics in the last column the size of the population cohort was calculated by the Department of Basic Education using an adjustment to deal with certain discrepancies between enrolment and population statistics.

² Note that the targets for numbers to pass Mathematics and Physical Science provided in the Goal statement of the Strategic Plan (2010 – 2014) have been adjusted to correspond with the enrolment pattern both provincially and nationally in this regard.

³ Southern and Eastern Africa Consortium for Monitoring Educational Quality. Scores are designed to produce a mean of 500 amongst learners of all participating countries.

2011/12 was generally a stable labour period. This allowed the WCED to focus on its core business of improving education outcomes. All resources, human and financial, and all interventions were directed at those schools in greatest need of support.

Violence, crime, and socio-economic conditions continue to place a number of demands on schools, schooling and the WCED.

An above-average size cohort of children (enrolled into Grade 1 after a policy change in 2004) from primary school entered high school in 2011, and the cohort of learners new to the province who enrolled in 2012, imposed accommodation and provisioning pressures on the system.

2.1.5. Overview of the organisational environment for 2011/12

The WCED comprises the Provincial Ministry of Education, the provincial head office, eight district offices and public ordinary and special schools, FET colleges, adult community learning centres and ECD sites. In 2011 streamlining of the organisational structure was completed.

The organisation 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
- sufficient and safe schools
- an enabling environment for partners in education to contribute towards quality education: teacher unions, School Governing Bodies, private sector, Non-Governmental Organisations, independent schools, Higher Education Institutions and colleges.

WCED activities – scope and scale

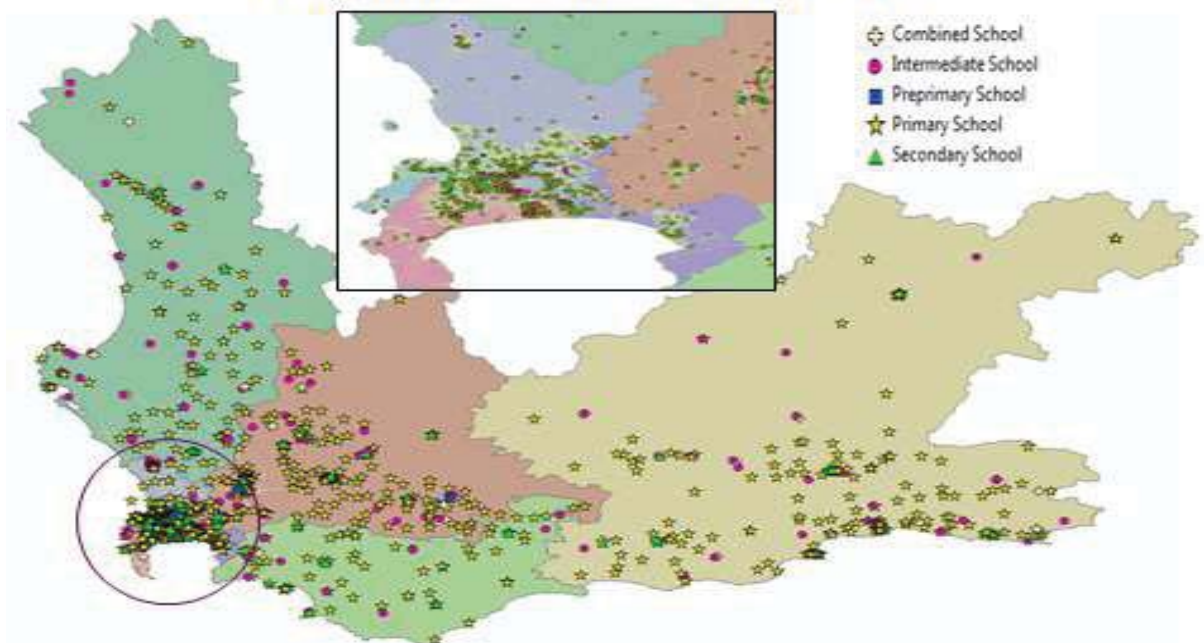
Learners	
Learners in Public Ordinary Schools Grades 1 – 12 inclusive	923 224
Learners in Grade R in Public Ordinary Schools	50 495 + 1 215 (Pre Grade R)
Learners in Grade R at Independent Sites	20 087
Learners in Special Needs' Schools	18 878
Learners in Independent Schools	40 098
Students in FET Colleges (headcount)	40 403
Adult learners	36 582
Total	1 130 982
Educators	
Educators	31 831
Public service staff (approved establishment)	8 479
Institutions	
Public ordinary schools	1 453
Schools for learners with special needs	74
Further education and training institutions	6 (43 sites)
Adult community learning sites	287
District offices	8

Institutions current (All public ordinary schools) (31 March 2012)

Source 2011: Annual Survey for schools pre-Grade R to matric); PERSAL: 2012

The eight education district offices are split into 49 circuits which provide direct support to schools. The circuit teams are multifunctional teams with curriculum advisers; special education services professionals (psychologists, social workers, learning support advisers) and institutional management and governance managers. Circuit team managers lead these support teams.

Education Districts of the WCED



Public Ordinary Schools and Learners per Education District and Circuit (2011)										
District		1	2	3	4	5	6	7	8	Total
Cape Winelands	Schools	40	35	33	38	30	30	33	36	275
	Learners	25 336	25 485	22 048	13 137	14 649	22 679	10 054	10 120	143 508
Eden and Central Karoo	Schools	33	32	24	32	38	38	28		225
	Learners	9 039	23 114	23 559	19 219	12 685	14 556	14 304		116 476
Metro Central	Schools	33	44	36	36	30	33			212
	Learners	20 759	21 989	22 162	23 369	20 669	23 401			132 349
Metro East	Schools	24	21	25	22	20	25			137
	Learners	24 898	25 545	25 071	23 132	21 947	28 177			148 770
Metro North	Schools	28	26	27	26	33	31	31		202
	Learners	25 281	19 156	31 045	23 898	22 940	21 260	32 164		175 744
Metro South	Schools	34	34	28	16	17	30	29		188
	Learners	26 569	21 137	17 855	12 788	18 630	33 360	28 813		159 152
Overberg	Schools	28	29	25						82
	Learners	10 524	18 817	10 528						39 869
West Coast	Schools	25	26	22	26	31				130
	Learners	14 129	9 841	16 704	7 734	10 658				59 066
<p>The Annual School Survey of 2011 had 1451 schools. 9 Schools closed on 31 December 2011 (Buffelsvlei, Buffelsnek, Matjiesrivier, Herbertsdale, Oakhurst, Salt River Moslem, Robbeneiland, St. Louis, Eendekuil) and 11 Schools opened on 1 January 2012 (Beaufort West Primary, Disa Primary, Blue Downs Primary, Northpine Technical High, Rouxville Primary, Fisantekraal High, Abedare Number2 Primary, Delft Technical High, Louwville High, Citrusdal Secondary, Melkbos High). Every school provides data to the national learner tracking system. Thus 1451-9(closed December 2011) +11 (opened January 2012) =1453.</p>										

2.1.6. Key policy developments and legislative changes

a. Schools

The *Basic Education Laws Amendment Act, 15 of 2011*, was enacted on 19 September 2011. The purpose of the Act is to accommodate aspects of the creation of the Department of Basic Education and related matters. It amends the National Education Policy Act (NEPA) and the South African Schools Act (SASA); the Employment of Educators Act (Act No. 76 of 1998); the South African Council for Educators Act (Act No. 31 of 2000) and the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001). The Act now provides for various types of special schools, additional functions of school principals and training of governing bodies by a recognised governing body association.

The Department of Basic Education amended the *National Norms and Standards for School Funding* from 1 April 2011. The amendments deal with the provision of operational funds to no-fee schools (Paragraph 138A) and with compensation for fee exemptions for fee-paying schools (Paragraph 170A). A later amendment allows for the Grade 3 and Grade 6 Annual National Assessments in public schools, to be used to measure learner achievement in those independent schools which are eligible for subsidy, as of 2012.

The *National Norms and Standards for Grade R funding* (January 2008) emphasise the need for capacity building and delineate a clear service delivery framework within which schools must operate. The WCED initiated the registration of community sites as independent schools, in terms of this framework.

The *National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment* was promulgated on the 11 June 2010 (Vol. 540, No. 33283). Overall, the aim of the policy is to regulate and formalise the provision of school infrastructure and to provide guidelines that aim at an equitable provision of an enabling physical teaching and learning environment for all learners in South Africa. It indicates clear roles and responsibilities of all role players and clarifies accountability in the provision of school infrastructure. The WCED has developed its own guidelines in this regard

In 2010/11, Infrastructure Plans were developed in terms of the regulations of *The Government Immovable Asset Management Act (GIAMA)* (Act No 19 of 2007). The Infrastructure Plan used previously in terms of stipulations of National Treasury is replaced by the User Asset Management Plan (U-AMP), as stipulated by the National Department of Public Works.

The *Policy on Learner Attendance* was implemented at all public schools from 1 January 2011. The purpose of this policy is to (a) promote punctual and regular attendance at public schools; and (b) provide public schools and provincial education departments with standard procedures for recording, managing and monitoring learner attendance.

The *National Curriculum Statement* has been refined and repackaged into the *Curriculum and Assessment Policy Statements (CAPS)*. The CAPS specify for each subject the teaching time, content, skills, Learning and Teaching Support Materials (LTSM) needed and the assessment weightings and prescriptions. They have the benefit of containing all requirements in one document. The CAPS was implemented in the Foundation Phase and Grade 10 in 2012, and will be implemented in the Intermediate Phase and Grade 11 in 2013, and in the Senior Phase and Grade 12 in 2014.

On 1 April 2010, further amendments to the *Children's Act* (Act No. 38 of 2005) came into effect. In terms of Section 196 (3) of the Children's Act, those schools of industry and reform schools, which are currently the responsibility of a provincial Department of Education, become the responsibility of the provincial Department of Social Development, within two years of the commencement of the relevant chapter in the Act. This implies that schools of industry and reform schools in South Africa should be transferred to the Department of Social Development by the end of March 2012.

b. FET Colleges

The Department of Higher Education and Training (DHET) was established in May 2009 with the intention that it will ultimately be responsible for higher education institutions, FET colleges, SETAs and Adult Education and Training (AET). With the establishment of the DHET, the FET colleges and adult education and training are to become a national competency. The DHET and provincial education departments signed a protocol of agreement on the transition and interim governance and management of the colleges.

The draft Constitutional Amendment to transfer FET colleges from a provincial to a national competence was promulgated in early September 2011. DHET has invited provinces to constitute provincial technical task teams to manage the transfer of functions to a national competence.

The *Higher Education and Training Laws Amendment Bill* was published on 7 December 2010. It aims to amend the FET Colleges Act of 2006 and the Adult Basic Education and Training Act, 2000, so as to: amend certain definitions; make provision for the employment of educators at public centres by inserting provisions with regard to employers of educators, salaries and other conditions of service of educators, the educator establishment, powers of employers, appointments and the filling of posts, the transfer of educators, the secondment of educators, the retirement of educators, the discharge of educators, incapacity and misconduct and the performance of other work by educators; to provide for transitional arrangements with regard to public centres; make provision for the determination of national education policy for public centres, for directive principles of national education policy, for consultation on policy and legislation, for the publication of national education policy and for the monitoring and evaluation of adult education and training; and to provide for quality assurance in respect of the qualifications offered by public and private centres.

The *Further Education and Training Colleges Amendment Bill*, 2011 (Gazette No. 34222) was tabled on 27 July 2011 as a section 76 bill. It has now been signed into Law by the President. The overall effect is to amend the FET Colleges Act of 2006, so as to “remove all references to provincial authority; to substitute functions previously assigned to the Member of the Executive Council with the Minister; to remove all references to the Head of Department and substitute with the Director-General; to provide for the prohibition of a member of Council or a member of staff to conduct business, directly or indirectly with the concerned FETC which business is in conflict of interest with the concerned public FETC; to provide for transitional arrangements with regard to public service posts and teacher posts, staff, disciplinary measures; and policy made by the Member of the Executive Council under the principal Act or any provincial law, necessary for the effective governance, management and funding of public FETCs”.

At the beginning of 2011, FET colleges were authorised to re-introduce Report 191 Programmes for engineering related trades at levels N1-N3 and to re-introduce all Report 191 Programmes at levels N4-N6. Accordingly the enrolment numbers for these programmes reflect an increase.

The *Norms and Standards for the funding of FET Colleges* were implemented from 1 April 2010. The norms and standards are based on the cost of providing the National Certificate: Vocational Programmes. The funding formula has three components, namely *personnel*; *capital* and *non-personnel/non-capital*. The transfer of funds to FET colleges occurs in the form of a conditional grant, with monthly transfers.

2.1.7. Departmental revenue

The table below summarises the revenue the Department collected, consisting of administration fees (insurance premium collections), fees for reprographic services; refunds in respect of previous years and financial transactions in assets and liabilities.

	R'000	R'000	R'000	R'000	R'000	% deviation from target
	2008/09 Actual	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual	
	R'000	R'000	R'000	R'000	R'000	
Sales of goods and services other than capital assets	8,297	9,127	11,193	10,466	12,611	20.5%
Fines, penalties and forfeits	382	383	511	228	560	145.6%
Interest, dividends and rent on land	1,227	1,394	324	1,998	1,081	-45.9%
Sales of capital assets (Capital revenue)	0	0	0	0	0	0
Financial transactions (Recovery of debts)	12,639	15,543	10,206	11,333	19,666	73.5%
Total departmental receipts	22,545	26,747	22,234	24,025	33,918	41.2%

2.1.8. Departmental expenditure

The table below gives an indication of the expenditure per Programme over the past 2 years. The department spent 99.9% of its allocated budget in 2011/12.

Programmes	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual	% deviation from target
	R'000	R'000	R'000	R'000	
1. Administration	489,163	497,574	532,038	532,038	0%
2. Public ordinary school education	8,619,954	9,721,049	10,906,432	10,896,316	0.1%
3. Independent school subsidies	55,522	59,696	64,188	63,554	1 %
4. Public special school education	634,604	727,646	791,341	791,341	0%
5. Further education and training	368,917	446,971	534,671	534,659	0%
6. Adult Basic Education and Training	29,479	32,152	33,098	33,098	0%
7. Early Childhood Development	288,620	345,895	380,796	378,061	0.7%
8. Auxiliary and associated services	127,054	124,760	134,588	132,086	1.9%
Total	10,613,313	11,955,743	13,377,152	13,361,153	0.1%

2.1.9. Transfer payments

As indicated in the table below, the department transferred 99.9% of the budgeted amount to its institutions. The bulk of the funds are calculated in terms of the Norms and Standards for the funding of the various institutions.

Table: Summary of Transfer payments for 2011/12 (R'000)

Programmes	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual	% deviation from target
	R'000	R'000	R'000	R'000	
Public Ordinary Schools	604,506	602,685	608,267	608,223	0%
Independent Schools	55,522	59,696	64,188	63,554	1%
Schools for Learners with Special Education Needs	115,014	119,552	128,346	128,346	0%
Further Education and Training Colleges	163,969	165,042	243,928	243,928	0%
ABET: Private Centres	22,578	24,987	27,248	27,248	0%
ECD: Grade R: Public Schools	89,441	150,753	126,080	126,080	0%
ECD: Grade R: Community Centres	45,732	45,287	46,838	46,838	0%
Total	1,096,762	1,168,002	1,244,895	1,244,217	0.1%

2.1.10. Conditional Grants and earmarked funds

Table: Summary of Conditional Grants for 2011/12 (R'000)

Conditional Grant	Adjusted Allocation 2011/12	Roll-over from 2010/11	Total Allocation 2011/12	Total Transfers Received	Actual Expenditure 2011/12	% deviation from target
	R'000	R'000	R'000	R'000	R'000	
HIV and AIDS (Life skills education)	16,388	0	16,388	16,388	14,088	14.0%
National School Nutrition Programme (NSNP)	227,433	3,473	230,906	230,906	230,041	0.4%
Further Education and Training College Sector	534,671	0	534,671	534,671	534,659	0%
Education Infrastructure Grant	385,039	0	385,039	385,039	385,039	0%
Technical Secondary Schools Recapitalisation	8,619	0	8,619	8,619	8,610	0.1%
Dinaledi Schools	6,720	0	6,720	6,720	6,684	0.5%
Social Sector Extended Public Works Programme Incentive Grant to Provinces	5,675	0	8,070	8,070	8,066	0%

All the requirements according to the Division of Revenue Act, 2011, in respect of the above-mentioned Conditional Grants were met:

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

GRANT	INDICATOR (worded as per national text)	TARGET	ACTUAL	DISCUSSION ON VARIANCE
HIV/AIDS (Life skills education)	Advocacy School and public awareness of HIV risk factors	1 524 schools (first aid kits delivered to all schools)	1 524 schools (first aid kits delivered to all schools)	Target met
	Training and Development Capacity and Skills development workshops for educators and principals : Integration of sexual reproductive health and HIV programmes into the school curriculum	1 020	1 122	Target met
	Co-curricular Peer Education Secondary Schools: Quality curriculum-based prevention and school-based life skills (peer education) programme provided in selected secondary schools. Peer education workshops for master trainers by implementing NPOs Youth Conferences to address sexual reproductive health, HIV, HCT, teenage pregnancy, relationships, positive lifestyle choices Support of Soul Buddyz Clubs training of educators to manage and support Soul Buddyz clubs in primary schools Grade 7 provincial Soul Buddyz camp	123 schools 34 master trainers 1 youth conference per district 50 educators 100 learners/5 educators	123 schools 34 master trainers 1 youth conference per district 49 educators 100 learners/5 educators	Target met Target met Target met Target met Target met
	Care and Support: Workshops for learners focusing on HIV/AIDS, teenage pregnancy, drug abuse and HCT Transfer of funds to selected schools to support orphans and vulnerable learners.	800 learners at high risk 200 schools	873 learners 561 schools	Target met Demand from schools to upgrade existing sick bays to support learners, and to be utilised by the school nurse for health screening in collaboration with the Department of Health.
	LTSM: Age appropriate HIV/AIDS - L TSM used in schools. Development and distribution of LTSM to all schools Additional classroom and school library life skills resources	571 Schools Q1-3 primary schools only (grades 1-7) 501 high schools targeted (grades 8-9) 1 091 Primary schools 365 high schools	571 Schools Q1-3 primary schools only 501 schools 1 091 Primary schools 365 high schools	Target met Target met Target met

GRANT	INDICATOR (worded as per national text)	TARGET	ACTUAL	DISCUSSION ON VARIANCE
	Monitoring and Support Regular submission of monitoring reports to evaluate the effectiveness of the curricular intervention programmes through school and district visits.	256 schools	75 schools	This target could not be met because of a variety of staffing constraints.
National School Nutrition Programme (NSNP)	Improved school attendance	415 829 (1 000 schools)	426 707 (1 015 schools)	The increase is due to the fact that as from April 2011 all the Q1 – Q3 schools were mandated to feed the whole school as per DORA requirements.
	Number of learners in Q1 – Q3 Primary schools Number of learners in Q1 – Q3 Secondary schools Number of learners in Q4 – Q5 Primary and Secondary schools	263 501 (598 schools) 87 859 (88 schools) 64 469 (316 schools)	269 244 (598 schools – includes 39 Special Needs' Schools) 94 157 (106 schools) 63 306 (311 schools)	The total number of primary school learners increased but the number of schools decreased because some schools merged or closed. The number of high school learners increased because of whole school feeding in the Q1 – Q3 schools.
	Establishment of school gardens to supplement the meals provided by the programme	325 gardens in total	346 gardens in total	21 new gardens were developed during the year. Advocacy encourages the schools to take their own initiative or to form partnerships.
	Schools supplied with kitchen utensils	Only supply on request	285 Primary schools, 35 Special schools and 85 Secondary schools supplied with kitchen equipment	The kitchen equipment is supplied to Q1 – Q3 schools as priority schools.
	Volunteer food handlers recruited by schools to assist in preparing and serving the food	2 425 volunteers	2 757 volunteers	The number of volunteers increased in proportion to the increase in the number of learners.
	Workshops are held to empower the volunteers, covering areas of food preparation, gas safety and hygiene	240	263	The target was exceeded as new volunteers were recruited due to the increase in the number of learners fed.

GRANT	INDICATOR (worded as per national text)	TARGET	ACTUAL	DISCUSSION ON VARIANCE
Further Education and Training College Sector	Enrolment of NC (V) Programmes as set out in college enrolment target planning.	13 752	13 772	Colleges achieved enrolment targets
	Enrolments in Report 191 Programmes in line with the Report 191.	9 144	7 629	Target not achieved because the advocacy and enrolment programme was affected by the date of the re-introduction of N-programmes
	Expanding ICT for teaching and learning utilising connectivity norms.	17 LAN & WAN	37 LAN & WAN installed	Target exceeded due to increased demand for connectivity
	Continue Implementing MIS systems for the delivery of transversal MIS services	0	0	No provincial target was set for this indicator but colleges continue to phase in Information Technology Systems
	Implementation of the Funding Norms for FET Colleges.	R527 117 000	R534 659 259	The adjustment budget included additional funding for CoE
	Refurbishment, maintenance and repairs of infrastructure and equipment to support the delivery of approved programmes.	325 classrooms	749 Classrooms	Colleges exceeded the target to accommodate increased student numbers in occupational programmes
	New Infrastructure.	R0	R0	The Conditional Grant did not include funding for this in 2011/12.
Education Infrastructure Grant	New schools and additional libraries and labs constructed Existing school infrastructure upgraded and rehabilitated New and existing schools maintained Number of work opportunities created	26 schools, including 13 libraries & 31 lab upgrades 23 Existing schools' infrastructure upgraded 0	26 schools, including 13 libraries & 31 lab upgrades 23 Existing schools' infrastructure upgraded 1 814 work opportunities created	N/A No funds were allocated for the creation of work opportunities at the start of the year but an amount was assigned during the adjustment appropriation.

GRANT	INDICATOR (worded as per national text)	TARGET	ACTUAL	DISCUSSION ON VARIANCE
Technical Secondary Schools Recapitalisation {Kuijs River THS; Kasselsvlei Comprehensive; HTS Bellville; Oude Molen THS; Sizimisele Secondary; HTS Drostdy; HS Labori; Langenhoven Gimnasium; P.W.Botha Kollege}	32 new workshops to be built to support the technical subject offerings	One new workshop to be constructed at Kuijs River Technical High School (3 workshops in total over the 3 year period of the grant)	New Civil Engineering workshop completed at Kuijs River Technical High so that the subject could be offered at the School	The business plan for the 3 year period of the grant has identified that in each of the three years one school will be provided with a new workshop.
	147 existing workshops refurbished, upgraded and re-designed to comply with safety laws and regulations and minimum industry standards	Refurbishing and/or re-designing of 10 workshops at the nine schools	28 Workshops across the nine schools were refurbished and/or redesigned. Workshops were painted and floors were repaired. Roofs were repaired.	The increased number of workshops refurbished, re-designed and upgraded was made possible because of judicious use of the available funds so as to be able to assist in more cases.
	Equipment bought, delivered and installed at 191 workshops	To procure modern machinery and equipment for 27 workshops so that the technical subjects could prepare learners for employment in modern workshops.	New and more modern equipment and machinery was installed in 28 workshops at the nine participating schools.	Target exceeded because budgeting allowed for one more workshop to be supported.
	578 Technical schools teachers trained in subject content delivery	To upgrade the skills of 16 technical teachers from nine schools to prepare learners to meet the needs of industry	The skills of 18 teachers at the nine technical high schools were upgraded in the use of digital resources used in the industry e.g. Autocad.	Target exceeded because extra teachers needed support.
Dinaledi Schools	Up to 7 Textbooks for each learner in Grades 8, 9, 10, 11 and 12 learners as is required to address shortages	Study Guides for Mathematics and Science in grades 8 to 12 provided to 48 schools	46 participating schools were provided with Physical Sciences and Mathematics Study Guides for grades 8 to 12	The WCED underwent a process of re-consideration of the selection of schools for the Dinaledi programme, based on the stipulated performance-related criteria. As a result 46 schools were approved. This is two schools short of the originally envisaged 48 at this point. It is anticipated
	300 ICT laboratories in Dinaledi schools without ICT Labs	ICT laboratories to be installed in 48 schools without ICT labs	46 schools had either a Mathematics or a Physical Sciences ICT laboratory subject room refurbished.	

GRANT	INDICATOR (worded as per national text)	TARGET	ACTUAL	DISCUSSION ON VARIANCE
				that another 2 schools meeting specified targets will be included in this next financial year
	50 computers(specify) in each of the 500 schools	20 Computers to be installed in each of 48 Dinaledi schools as a first phase of compliance.	46 schools procured at least 20 computers for use in Mathematics or Physical Sciences subject rooms.	Support scheduled for outer years of grant
	Mathematics, Physical Science and English FAL teaching and learning software at 500 Dinaledi Schools 2000 teachers trained on content knowledge in Mathematics, Physical science and English FAL Capacity development of principals in Dinaledi schools achieving below 60% pass rate in the NSC examinations Grade 8, 9 and 10 learners in 500 Dinaledi schools trained and supported to participate in mathematics and science Olympiads Televisions that can receive education TV Broadcasts and solutions installed in 500 Dinaledi schools	Targeted for compliance in 48 schools in the next financial year	These are listed as targets for achievement in 46 schools in the 2012-2013 Dinaledi Conditional Grant Business plan submitted in March 2012.	Support scheduled for 2012-2013 financial year
	Distribution to 500 Dinaledi schools of a diagnostic tool to assess measure and address learning and teaching deficiencies in Mathematics, Physical Science and English FAL. Mathematics kits for 500 Dinaledi schools Mobile Science laboratories to 300 Dinaledi schools without labs and science kits to 500 Dinaledi Schools	Targeted for compliance in 48 schools in the next financial year	These are listed as targets for achievement in 46 schools in the 2012-2013 Dinaledi Conditional Grant Business plan submitted in March 2012.	Support scheduled for 2012-2013 financial year
Social Sector Extended Public Works Programme Incentive Grant to Provinces	Increased number of people employed and receiving income through the EPWP Increased duration of the work opportunities created Increased number of households and beneficiaries to which services are provided Increased income per EPWP beneficiary	648 practitioner assistants + 8 administrative assistants trained/deployed for 10 months	648 practitioner assistants + 8 administrative assistants trained/deployed for 10 months	None

2.1.11. Capital investment, maintenance and asset management plan

Building projects completed during 2011/12

New schools (26 over the MTEF)

- 1 new school was handed over in April 2011: Westlake Primary School
- 9 new schools were completed in December 2011: Blue Downs Primary School; Delft High School 1; Delft High School 2; Delft Primary School 1; Delft Primary School 2; Citrusdal High School; Fisantekraal High School; Northpine Technical High School; Beaufort West Primary School
- Melkbosstrand High School was completed in March 2012
- A donor-funded school (Disa Primary School) in Hout Bay has been completed
- Three mobile schools were completed for use in January 2012: Vredenburg High School; Rouxville Primary School and Abedare No 2 Primary School

Replacement schools (replacement of schools built of inappropriate materials) [23 over MTEF]

- The following 8 Replacement Schools were completed in 2011/12: Wallacedene Primary School, Naphakade High School, Klapmuts Primary School, M M Mateza Primary School, Thembaletu Primary School, Gansbaai Primary School, Masibambane High School, Oaklands High School

Additional classrooms

- Expansion classrooms: 44 classrooms built onto existing schools in order to increase enrolment
- Relief classrooms: 14 classrooms completed, carried over from the 2010/11 financial year
- Grade R classrooms: 68 classrooms were completed. 8 were carried over from 2009/2010, 50 carried over from 2010/2011 and 10 from 2011/2012
- Mobile units provided: 59

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.

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

In respect of moveable assets, the WCED has an asset management unit which is part of the Supply Chain Unit.

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 the National Treasury.

The following measures were put in place to ensure an asset register is available to maintain accounting standards and ensure an effective, efficient and accurate reconciliation of information:

- Annual stocktaking done 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 in line with Chapter 10 of Treasury Regulations
- Procurement procedures for assets in the Accounting Officer's System
- Monthly reconciliation of purchases on LOGIS and the 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 identified in the moveable asset register in all asset categories and were allocated unique numbers (bar codes).
- Responsibility managers are responsible for the safeguarding of their 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 the 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. They also formulate provincial policy with regard to the use of GG vehicles. The WCED is responsible for the licensing, maintenance and re-fuelling of the vehicles, as well as maintaining an asset register on the Fleetman System.

The WCED ensures that the provincial policy is applied. It also maintains a register of vehicles in use by the WCED and monitors vehicle use by means of log sheets. The present fleet meets the current needs of the WCED.

Maintenance

Major maintenance projects undertaken during the period under review include:

Number of projects	Budget for 2011/12 R'000	Estimated final cost R'000
304	R108,413m	R126,555m

The 2011 U-AMP indicates the following under the heading of "User Condition Rating"

Condition Status	General Description	Rating
Excellent	No apparent defects. Appearance is as new. Risk index: No effect on service capability. No risk.	C5
Good	Exhibits superficial wear and tear, minor defects and minor signs of deterioration to surface finishes. Risk index: Intermittent, minor inconvenience to operations. Probability of risk to health and safety or property is slight. Low cost implication.	C4
Fair	In average condition, deteriorated surfaces require attention; services are functional, but require attention, backlog maintenance work exists. Risk index: Constant inconvenience to operations. Some risk to health and safety or property. Medium cost implications.	C3
Poor	Has deteriorated badly, with serious structural problems. Poor general appearance with eroded protective coatings; elements are broken, services not performing; significant number of major defects. Risk index: Major disruption to service capability, high probability of risk to health and safety or property. High cost implication/financial loss.	C2
Very Poor	Has failed; not operational and unfit for occupancy. Risk index: unusable, immediate high risk to security, health and safety or property. Significant cost impact.	C1

Four hundred and seventy five (475) public ordinary schools in the Western Cape have been rated as "poor". Leased schools and inappropriate structure schools ("plankie" schools) are disproportionately represented in this category. Over the years very little scheduled maintenance has been done by owners of leased properties. Property owners cite the low rental tariffs as the main reason why proper maintenance on leased schools cannot be executed. Nine hundred and fifty eight (958) schools are rated as "fair". A bigger proportion of these schools should be rated as "good" but the maintenance backlog on these buildings has affected ratings, reflecting under-expenditure on maintenance.

Twenty (20) public ordinary schools are rated as "C4".

The condition of WCED buildings is deteriorating and will continue to deteriorate unless the maintenance budget is increased or alternative models are adopted. The annual requirement for maintenance is 1.5% of the value of the stock. Although scheduled maintenance projects proceed according to plan, annual increases in costs impact on the extent of what can be addressed. Hence, concerns about aging and deteriorating stock remain. A summary of the 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
Total backlog since 2004		1,115,551		

2.2. Programme Performance

The Provincial Education Sector

ST001	Provincial education sector – key trends				
		<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Revenue (R'000)*					
Equitable share		10,183,421	11,035,772	12,092,084	12,069,418
Conditional grants		302,345	889,501	1,190,413	1,187,187
Donor funding		0	0	0	0
Financing		100,800	8,219	70,630	70,630
Own revenue		26,747	22,234	24,025	33,918
Total		10,613,313	11,955,743	13,377,152	13,361,153
Payments by programme (R'000)*					
1 Administration		489,163	497,574	532,038	532,038
2 Public ordinary school education (see further split below)		8,619,954	9,721,049	10,906,432	10,896,316
3 Independent school subsidies		55,522	59,696	64,188	63,554
4 Public special school education		634,604	727,646	791,341	791,341
5 Further education and training		368,917	446,971	534,671	534,659
6 Adult basic education and training		29,479	32,152	33,098	33,098
7 Early childhood development		288,620	345,895	380,796	378,061
8 Auxiliary and associated services		127,054	124,760	134,588	132,086
Total		10,613,313	11,955,743	13,377,152	13,361,153
Payments for public ordinary school education (R'000)*					
2.1 Public primary schools		4,782,768	5,480,559	5,957,999	5,957,005
2.2 Public secondary schools		3,118,546	3,341,818	3,819,201	3,817,903

ST001	Provincial education sector – key trends				
		<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Payments by economic classification (R'000)*					
Current payment		9,179,618	10,246,556	11,216,682	11,208,856
Compensation of employees		8,214,843	9,193,265	9,999,485	9,997,071
Educators		7,249,591	8,069,255	8,839,736	8,837,322
Non-educators		965,252	1,124,010	1,159,749	1,159,749
Goods and services and other current		964,775	1,053,290	1,217,197	1,211,785
Transfers and subsidies		1,164,546	1,260,490	1,484,316	1,483,057
Payments for capital assets		269,149	448,697	676,154	669,240
Total		10,613,313	11,955,743	13,377,152	13,361,153

Programme 1: Administration

Purpose

To provide overall management of and support to the education system in accordance with the National Education Policy Act, South African Schools' Act, Public Finance Management Act and other relevant policies.

The Administration programme consists of the following sub-programmes⁴:

Office of the provincial Minister for Education

- to provide for the functioning of the office of the provincial Minister for Education

Corporate services

- to provide management services that are not education specific for the education system

Education management

- to provide education management services for the education system

Human resource development

- to provide human resource development for head office-based staff

Education Management Information System (EMIS)

- to provide education management information in accordance with the National Education Information Policy

Strategic Objectives

Strategic Objective 1.1	To direct human and financial resources to those districts and schools that have historically experienced under-investment and ensure overall financial and HR management.
Strategic Objective 1.2	To improve the responsiveness and efficiency of the WCED through a focus on improving the Department's business processes and systems.
Strategic Objective 1.3	To provide targeted management training for officials, members of school management teams and School Governing Bodies.
Strategic Objective 1.4	To ensure that teachers are equipped to teach by means of ongoing professional development and training and classroom-based support if required.

Service Delivery Objectives and Indicators

Programme Performance Measures (National Measures)
▶ PPM101: Number of public schools that use SA SAMS to provide data to the national learner tracking system
▶ PPM102: Number of public schools that can be contacted electronically (e-mail)
▶ PPM103: Percentage of education current expenditure going towards non-personnel items

⁴ 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.

ST101	Administration – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by sub-programme (R'000)*					
1.1 Office of the MEC		4,200	4,886	5,550	5,550
1.2 Corporate services		186,075	202,076	210,235	210,235
1.3 Education management		258,824	256,221	285,468	285,468
1.4 Human resource development		16,856	9,876	5,441	5,441
1.5 Education Management Information System (EMIS)		23,208	24,515	25,344	25,344
Total		489,163	497,574	532,038	532,038
Payments by economic classification (R'000)*					
Current payment		361,519	367,994	400,425	400,425
Compensation of employees		229,661	250,450	252,346	252,346
Educators		81,850	70,237	70,170	70,170
Non-educators		147,811	180,213	182,176	182,176
Goods and services and other current		131,858	117,544	148,079	148,079
Transfers and subsidies		110,311	118,653	97,041	97,041
Payments for capital assets		17,333	10,927	34,572	34,572
Total		489,163	497,574	532,038	532,038
Performance statistics					
Staffing					
Number of educators (publicly employed)		117	125	130	126
Number of non-educators (publicly employed)		872	813	830	751
Statistics on administration systems					
Number of schools with SAMS		1456	1 452	1 456	1 453
Number of schools with e-mail		1450	1 447	1 456	1 452

ST101	Administration– Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
► Programme performance measures*					
► PPM101: Number of public schools that use SA SAMS to provide data to the national learner tracking system		1 456	1 452	1 456	1 453
► PPM102: Number of public schools that can be contacted electronically (e-mail)		1 450	1 447	1 456	1 452
► PPM103: Percentage of education current expenditure going towards non-personnel items		20.84%	19.46%	20.4%	22.7%
Programme Performance Indicators*					
PPI 1.1 Ensure financial management		Unqualified Audit	Unqualified Audit	Unqualified Audit	Qualified Audit
PPI 1.2 Deviations i.r.o. procurement matters		28	19	20	6
PPI 1.3 Number of additional schools with computer facilities for teaching and learning		150	196	156	119
PPI 1.4 Number of schools using i-SAMS		100	57	500	213
PPI 1.5 Percentage of grievances handled within the required period		100	100	100	100
PPI 1.6 Number of vacancy lists issued in respect of institution-based teacher posts for the school year 2011		2	7	5	5
PPI 1.7 Numbers of additional schools to undergo Whole School Evaluation		99	90	90	108
<p>Note:</p> <p>1. Schools use a system which is compatible with SA SAMS</p> <p>2. The indicator regarding time taken to audit annual leave has been withdrawn in light of a decision to audit individual leave only when an employee leaves the WCED or in the case of a special request. Leave patterns are monitored through regular trend reporting.</p> <p>3. The Programme Performance Indicators have been renumbered for convenience.</p> <p>* Explanations for the variances between targets and actuals are provided on the table below.</p>					

Programme Performance Measures, Strategic objectives and Indicators: Discussion of Variances
<p>► PPM101: Number of public schools that use SA SAMS to provide data to the national learner tracking system</p> <p>Baseline (actual output 2010/11): 1 452 Target: 1 456 Actual: 1 453</p> <p>Discussion: The Central Education Management System (CEMIS) is used to provide this data. All public ordinary schools in the Western Cape administer CEMIS. The Annual School Survey of 2011 had 1451 schools. 9 Schools closed on 31 December 2011 (Buffelsvlei, Buffelsnek, Matjiesrivier, Herbertsdale, Oakhurst, Salt River Moslem, Robbeneiland, St. Louis, Eendekuil) and 11 Schools opened on 1 January 2012 (Beaufort West Primary, Disa Primary (Hout Bay), Blue Downs Primary, Northpine Technical High, Rouxville Primary, Fisantekraal High, Abedare Number2 Primary, Delft Technical High, Louwville High, Citrusdal Secondary, Melkbos High). Every school provides data to the national learner tracking system. Thus 1451-9(closed December 2011)+11 (opened January 2012)=1453.</p>
<p>► PPM102: Number of public schools that can be contacted electronically (e-mail)</p> <p>Baseline (actual output 2010/11): 1 447 Target: 1 456 Actual: 1 452</p> <p>Discussion: At 31 March 2012 there were 1453 open public ordinary schools (see above). Of the 1453 Public Ordinary Schools, only Fisantekraal High, opened in January 2012, is experiencing intermittent e-mail access due to frequent copper theft in the area. The school is currently exploring alternative connectivity solutions.</p>
<p>► PPM103: Percentage of education current expenditure going towards non-personnel items</p> <p>Baseline (actual output 2010/11): 19.46% Target: 20.4% Actual: 22.7%</p> <p>Discussion: The reason for the increase is the saving under Compensation of Employees that was transferred to schools for the maintenance of buildings as well as for learning and teaching support materials.</p>
Programme Performance Indicators
<p>PPI 1.1 Ensure financial management</p> <p>Baseline (actual output 2010/11): Unqualified audit Target: Unqualified Audit Actual: Qualified Audit</p> <p>Discussion: The department was required to account for mobile classrooms for the first time. This was a change in accounting policy. The AG found that the asset register relating mobile classrooms was incomplete. Reasons for this include the variety of types of mobiles and prefabs which include mobile kitchens and donor-funded or SGB-purchased rooms. The WCED has put in plans to address the issues raised.</p>
<p>PPI 1.2 Deviations i.r.o. procurement matters</p> <p>Baseline (actual output 2010/11): 19 Target: 20 Actual: 6</p> <p>Discussion: This was an improvement on the target set.</p>
<p>PPI 1.3 Number of additional schools with computer facilities for teaching and learning</p> <p>Baseline (actual output 2010/11): 196 (non-cumulative) Target: 156 Actual: 119</p> <p>Discussion: 119 schools are completed to date. The remaining 37 schools are currently receiving deliveries of their computer facilities.</p>
<p>PPI 1.4 Number of schools using i-SAMS</p> <p>Baseline (actual output 2010/11): 57 Target: 500 Actual: 213</p> <p>Discussion: The review of the rollout methodology and amendment of the Finance module and the Curriculum module within iSAMS to accommodate CAPS influenced the rollout plan and the project focussed on consolidation of the existing</p>

schools.
Programme Performance Indicators
PPI 1.5 Percentage of grievances handled within the required period
Baseline (actual output 2010/11): 100% Target: 100% Actual: 100% Discussion: All grievances were handled according to regulations and inside the stipulated timeframe.
PPI 1.6 Number of vacancy lists issued in respect of institution-based teacher posts for the school year 2011
Baseline (actual output 2010/11): 7 Target: 5 Actual: 5 Discussion: Target met. The additional lists introduced in 2010 were retained to accommodate the positive response from schools and in order to support rapid and effective filling of posts to ensure optimal operations in schools.
PPI 1.7 Numbers of additional schools to undergo Whole School Evaluation
Baseline (actual output 2010/11): 90 (non-cumulative) Target: 90 Actual: 108 Discussion: Target exceeded. WSE was conducted at 108 schools across the education districts. The target was exceeded as a result of a decision to pilot a two-tier system whereby smaller schools had a shorter evaluation period.

Discussion

Financial

The WCED achieved its highest spending rate in 2011/12 in the last 5 years as follows

Financial Year	Budget	Expenditure	% Spent
2011/12 Prelim	R13,377,152	R13,361,153	99.88%
2010/11	R11,998,212	R11,955,743	99.65%
2009/10	R10,663,812	R10,613,313	99.53%
2008/09	R9,206,088	R9,192,478	99.85%
2007/08	R7,822,732	R7,737,797	98.91%

Funds were directed to meet the goals of Action Plan 2014 and the three goals of the WCED. Although 76% of the budget is assigned to the compensation of employees (CoE), and over R1 billion to the 8 Conditional Grants and other essential commitments, the WCED has dedicated itself to judicious spending in order to redirect funds to meet the greatest needs.

Savings were recorded in the CoE, mainly due to efficiency measures implemented, such as the reduction in the number of temporary and relief staff. These CoE savings were mainly re-allocated to the improvement of school infrastructure (over R72.5m). Ongoing prudent financial management allowed the WCED to set aside around R57m to assist schools with municipal debt to eliminate backlogs.

Cost-saving measures through the bulk-ordering of textbooks together with other measures, meant that the WCED could purchase extra books to the value of R10.55m. School furniture worth over R2m was also purchased out of savings. A total of R13.2m was re-directed to meet pressures on the Learner Transport System.

The institutional management and governance function in districts was reviewed and assessed against the provisions of the South African Schools Act (SASA), especially elements pertaining to school financial management and school governance in general. A hundred selected schools were inspected from October 2011 to February 2012 in an exercise to strengthen school financial management.

The WCED was recognised by the South African Institute of Government Auditors as the “most consistently high performing in financial management of any government department in the country over the last three years”.

Human Resources

Management of the staff establishment of the WCED is critical to the educational success of schools. In order to cover the rising costs of compensation of employees, the WCED cut back on 419 funded vacant teaching posts over a 2 year period, with a 52 post decrease for 2012. The WCED is implementing an improved learner/educator ratio in the Foundation Phase. Because the WCED has more permanent teachers, the system has greater stability in general. There are fewer teachers in excess as a consequence of a deployment plan. The WCED is managing the Policy on Incapacity Leave and Ill-health Retirement (PILIR) cases in order to ensure that all necessary controls are in place and no unnecessary delays or over-payments take place.

Optimal placement of educators in excess is vital. During the period 1 April 2011 to 31 December 2011, the WCED reduced the number of excess educators by 111. A further 89 excess educators were placed in the first quarter of 2012.

During the period 1 April 2011 to 31 December 2011, 343 (65.10%) Funza Lushaka bursary holders (2010 bursary holders that qualified for placement in 2011) out of 527 were successfully placed. During the period 1 January 2012 to 31 March 2012, 253 Funza Lushaka bursary holders (2011 bursary holders that qualified for placement in 2012) out of 485 (52.2%) were successfully placed in permanent, relief or temporary posts.

Special attention was paid in 2011 to the advertisement and filling of posts of principals. These posts were advertised in each of the vacancy lists and prioritised to ensure swift processing of the applications. This development reduced the periods in which educators were in acting positions and the use of temporary staff and contributed to school stability. Appointment criteria and selection processes for principals were also strengthened.

The table below gives the statistics in this regard.

	New principals per Year						
	2009	2010	2011	2012	Grand Total	Number of schools	%
Cape Winelands	13	22	20	10	65	275	23
Eden & Central Karoo	14	13	12	9	48	221	21
Metro Central	12	30	14	6	62	210	29
Metro East	9	21	6	10	46	140	32
Metro North	15	16	10	16	57	206	27
Metro South	14	18	8	8	48	188	25
Overberg	3	9	5	4	21	82	25
West Coast	8	13	11	5	37	131	28
Grand Total	88	142	86	68	384	1 453	26

Information and Communication

In 2011/12 the role of the Central Education Management Information System (CEMIS) was further developed so that it became an online vehicle through which greater efficiency in learner registration and tracking was managed. Its role in supporting, guiding and strengthening strategic decision-making was enhanced. As in the past, CEMIS directly supported examination and assessment administration and registration processes and provided data for staff establishment calculations and for the conduct of online surveys in ordinary and special schools.

In 2011, CEMIS was also used to collect projections from schools for the anticipated textbook ordering (CAPS and workbooks) for the forthcoming year. This automated process resulted in efficiencies in regard to time, labour and costs, as well as allowing online monitoring of progress and facilitating reporting. The re-imburement of fee exemptions to schools was also automated which resulted in greater transparency, control and reporting. Online checking by schools of their Norms and Standards and staff establishment allocations improved efficiencies.

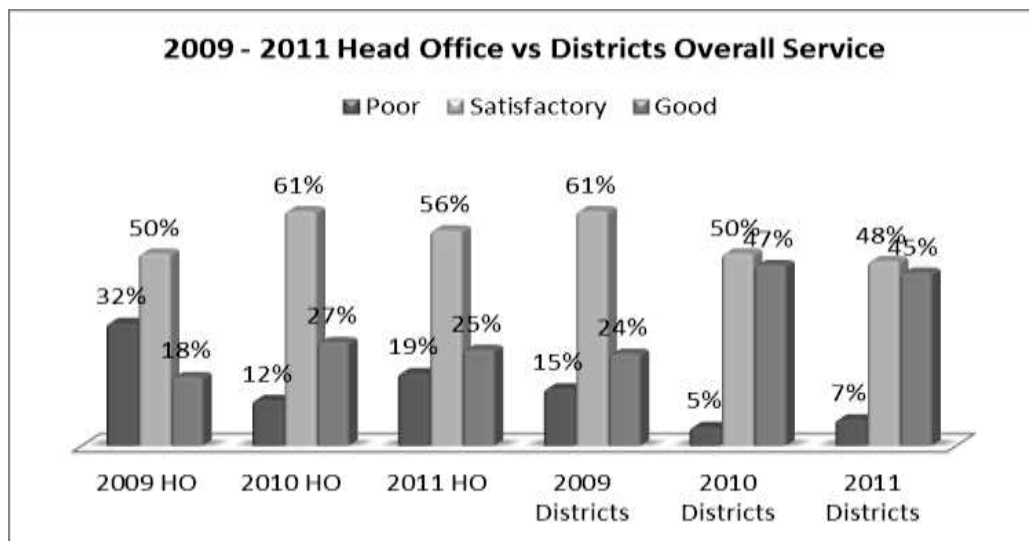
The District Management Information System (DEMIS) is fully operational across all 8 district offices. District officials use the system to plan, capture and view reports for all school interventions.

The Khanya Project had a mandate to provide technology to all public schools in the WCED by 2012, and to ensure that all educators were empowered to use a variety of technologies as teaching, learning and administrative tools. The project was officially completed on 31 March 2012, having supplied computers, servers, data projectors, laptops, interactive white boards and other technology to schools. The functions of the Khanya project have been mainstreamed into the structures of the WCED.

In the next five years the WCED will provide cutting edge technology through innovative configurations to schools and districts. The technology architecture will focus on classroom technology and the reconfiguration of existing computer laboratories. Digital resources will be provided to schools. Relevant and appropriate training in the use of technologies and digital resources for e-Learning will also be provided.

The Walk-in and Visitors' centres received between 3 500 and 5 700 visitors a month. The WCED Call Centre took 119 396 client service calls and resolved 99.5% of client service queries on initial request. An estimated 600 client service queries were referred to back offices. The WCED Web site is updated regularly and recorded more than 1 million visits in 2011/12.

The Customer Satisfaction Survey, in its third year, polled the opinions of 296 schools and received 708 responses from 154 schools. In total, across the 3 years, 60% of WCED schools have been invited to respond to the survey (5 respondents per school) and 426 schools in total, that is 30% of all schools, responded. The ratings of the services of the WCED indicate that the improved ratings of 2010 were more or less sustained in 2011. Schools particularly appreciate the services they receive at district level and the 2011 rating of "good" or "excellent" for district service is 45%, compared with the 24% of 2009 when the Circuit Teams were established.



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. Schools and districts are held accountable for support to schools and the performance of learners. Teacher and learner attendance and optimal use of the school day were key focus areas.

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 which are tracked through the Provincial Dashboard. 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.

The programme of Whole School Evaluation continues to give valuable insights not only into the support needs at individual schools but also into systemic issues. In 2011 a pilot exercise was conducted to establish if visits could be of shorter duration than the standard 3 - 5 days. Shorter visits to, for example, smaller schools, or those that were functioning smoothly, were conducted. This streamlined model was adopted and 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.

In 2011, the reports of schools on their improvement plans of 2010 were captured electronically by officials and analysed with a view to developing an online version. In February 2012, all schools completed online School Improvement Plans (SIPs), with targets for 3 years, for academic performance; management efficiencies (such as teacher and learner absenteeism; teacher training, timetabling and academic planning); resourcing and maintenance. The indicators correspond with some of the national targets under Action Plan 2014 (see Annexure) and match the 9 focus areas of whole school evaluation. The value of an online improvement plan like this is that all schools are focused on driving key improvement interventions. The SIP can also form part of the accountability system, since signatories to the plan include the principal, the SGB and the WCED.

An Education Council, to advise the Minister responsible for Education in the Western Cape on education matters, was appointed in terms of *The Regulations relating to the Education Council for the Province of the Western Cape* which was published on 26 September 2011. The Provincial Minister appointed Professor Brian Figaji as Chairperson and Professor Daya Reddy as Vice-Chairperson of the Education Council. The Council now consists of 21 members in total, representing various categories of stakeholders in education.

ST102	Expenditure by item (2011/12) R'000									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Current payments	401,237	9,694,029		627,070	259,553	5,850	114,203	123,944	11,225,886	
Compensation of employees	252,346	8,732,150		607,313	259,553	5,670	63,855	76,184	9,997,071	
CS educators	70,170	7,924,369		495,932	224,168	5,002	63,855	53,826	8,837,322	
Salaries and wages	61,821	6,868,326		431,167	195,934	4,489	54,663	51,827	7,668,227	
Social contributions	8,349	1,056,043		64,765	28,234	513	9,192	1,999	1,169,095	
Non-educators	182,176	807,781		111,381	35,385	668		22,358	1,159,749	
Salaries and wages	159,952	692,170		96,328	30,289	616		18,957	998,312	
Social contributions	22,224	115,611		15,053	5,096	52		3,401	161,437	
Goods and services	148,891	961,879		19,757		180	50,348	47,760	1,228,815	
Inventory	9,704	224,892		731		39	5,390	22,283	263,039	
Learning support material	5,315	213,826		672			5,315	3,731	228,859	
Stationery and printing	4,301	9,809				39	75	18,510	32,734	
Other	88	1,257						42	1,446	
Consultants, contractors and special services	47,467	23,219				3		18	70,707	
Equipment less than R5, 000	8,605	26,105						26	34,736	
Maintenance of buildings	14,304	130,556							144,860	
Operating leases	2,149	5,859				81		4,677	12,766	
Learner transport		173,160					2,517	4	175,681	
Other goods and services	63,808	366,487	-	14,451	-	57	42,441	20,710	507,954	
Interest and rent on land										
Interest										
Rent on land										
Financial transactions in assets and liabilities	2,042								2,042	
Unauthorised expenditure										

ST102	Expenditure by item (2010/11) (continued)								
	<i>1 Admin</i>	<i>2 POS</i>	<i>3 Indep</i>	<i>4 Spec</i>	<i>5 FET</i>	<i>6 ABET</i>	<i>7 ECD</i>	<i>8 Aux</i>	Total
Transfers and subsidies	97,041	57,188	63,554	129,463	275,106	27,248	225,390	8,067	1,483,057
Municipalities									
Departmental agencies and accounts								5,256	5,256
Non-profit institutions	90,640	608,223	63,554	128,346	243,928	27,248	225,191	2,806	1,389,936
Section 21 schools		311,507							311,507
LTSM		311,507							311,507
Utilities									
Maintenance									
Service rendered									
Other educational institutions	90,640	296,716	63,554	128,346	243,928	27,248	225,191	2,806	1,078,429
Households	6,401	48,965		1,117	31,178		199	5	87,865
Payments for capital assets	31,718	545,099		34,808			38,468	75	650,168
Buildings and other fixed structures		539,191		34,808			38,468		612,467
Buildings		382,239		14,491					396,730
Hostels									
New schools		382,239		14,491					396,730
Additional classrooms									
Other additions									
Other									
Other fixed structures		156,952		20,317			38,468		215,737
Machinery and equipment	29,869	5,908						75	35,852
Transport equipment									
Other machinery and equipment	32,723	17,509	-	4,575	-	-	-	117	54,924
Software and other intangible assets	1,849								1,849
Grand Total	532,038	10,896,316	63,554	791,341	534,659	33,098	378,061	132,086	13,361,153

Programme 2: Public School Education

Purpose

To provide public ordinary education from Grades 1 to 12, in accordance with the South African Schools Act, 1996 and the Western Cape Provincial School Education Act, 1997, as amended

The Ordinary School Education programme comprises the following sub-programmes⁵:

Public primary schools

- to provide specific public primary schools with resources required for Grades 1 to 7

Public secondary schools

- to provide specific public secondary schools with resources required for Grades 8 to 12

Professional services

- to provide educators and learners with departmentally managed support services

Human resource development

- to provide for the professional and other development of educators and non-educators

National School Nutrition Programme

- to provide identified poor and hungry learners in public ordinary primary schools with the minimum food they will need to learn effectively in school

Strategic Objectives

Programme 2: Strategic objective	
Strategic Objective 2.1.	To ensure that literacy and numeracy outcomes improve by directing maximum resources (both human and financial) to the first three years of schooling. This will be coupled with universal and compulsory testing of learners from Grades 1 to 6 from 2010. Benchmarks and targets will be set at each school.
Strategic Objective 2.2.	To ensure excellent management of schools with officials, principals and teachers held to account for their role in improving individual school performance.
Strategic Objective 2.3.	To ensure that every classroom is text-rich, with reading books for each Grade 1 to 6 classroom and textbooks for all Grades 1 to 12 for each subject, and to make greater use of technology to deliver a quality curriculum into the classroom.
Strategic Objective 2.4.	To provide targeted food and other poverty-alleviation and safety measures to address the needs of poor learners.
Strategic Objective 2.5.	To ensure prioritised, cost-effective and efficient infrastructure maintenance.
Strategic Objective 2.6.	To ensure that schools and teachers are provided to match demographic trends.

⁵ 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.

Service Delivery Objectives and Indicators

Programme Performance Measures (National Measures)
▶ PPM201: Number of learners enrolled in public ordinary schools
▶ PPM202: Number of educators employed in public ordinary schools
▶ PPM203: Number of non-educator staff employed in public ordinary schools
▶ PPM204: Number of learners in public ordinary schools benefiting from the "No Fee School" policy
▶ PPM205: Number of public ordinary schools to be provided with water supply
▶ PPM206: Number of public ordinary schools to be provided with electricity supply
▶ PPM207: Number of public ordinary schools to be supplied with sanitation facilities
▶ PPM208: Number of classrooms to be built in public ordinary schools
▶ PPM209: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include: laboratories, stock rooms, sick bay, kitchen etc)
▶ PPM210: Number of learners with special education needs that are enrolled in public ordinary schools
▶ PPM211: Number of full service schools ⁶
▶ PPM212: Number of schools visited at least once a quarter by a circuit manager

Programme policy developments during 2011/12

Norms and standards for school funding

The Department of Basic Education amended the *National Norms and Standards for School Funding* from 1 April 2011. The amendments deal with the provision of operational funds to no-fee schools (Paragraph 138A) and with compensation for fee exemptions for fee-paying schools (Paragraph 170A). A later amendment allows for the Grade 3 and Grade 6 Annual National Assessments in public schools to be used to measure learner achievement in those independent schools which are eligible for subsidy, as of 2012.

The NCS for Grades R – 12:

Government Gazette (32836 no.1227 of 29 December 2009) indicated that learner portfolios and common tasks for assessment (Grade 9 CTAs) would be discontinued with immediate effect and reduced the number of assignments per subject. The Department of Basic Education completed the draft Curriculum and Assessment Policy Statements (CAPS) in March 2011. The National Curriculum Statements have been refined and repackaged into the CAPs which define teaching time, content, skills, Learning and Teaching Support Materials needed and the assessment weightings and prescriptions. They have the added benefit of containing all requirements in one document. The CAPS were implemented in the Foundation Phase and Grade 10 in 2012, and will be implemented in the Intermediate Phase (Grades 4 – 6) and in Grade 11 in 2013 and in the Senior Phase (Grades 7 – 9) and in Grade 12 in 2014.

⁶ This refers to the number of schools to be established in the given year

Review of WCED Policy on the Closing of Public Schools

The draft policy provides a framework which will expedite the closing of public schools. This policy will describe the processes which will make a contribution to ensuring larger, better resourced schools in the Western Cape Province. Amendments to the existing policy have been completed.

The Government Immovable Asset Management Act (GIAMA) - Infrastructure Planning.

From 2010/11, Infrastructure Plans have been developed in terms of the regulations of this Act. The Infrastructure Plan used previously, in terms of stipulations of National Treasury will be replaced by the User Asset Management Plan (U-AMP), as stipulated by the National Department of Public Works.

National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment.

The policy was published in 11 June 2010 (Government Gazette No 33283). The aim of the policy is to regulate and formalise the provision of school infrastructure and to provide guidelines that aim at an equitable provision of an enabling physical teaching and learning environment for all learners in South Africa. It indicates clear roles and responsibilities of all role players and clarifies accountability in the provision of school infrastructure. Key aspects of the policy are: i) the development of the minimum norms and standards for school infrastructure to ensure equity in the provisioning of school infrastructure, ii) the establishment of nationally standardised criteria and iii) procedures for the identification and prioritization of the location of facilities.

ST201	Public ordinary schooling – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by sub-programme (R'000)*					
2.1 Public primary schools		4,782,768	5,480,559	5,957,999	5,957,005
2.2 Public secondary schools		3,118,546	3,341,818	3,819,201	3,817,903
2.3 Professional services		388,935	454,216	478,321	471,407
2.4 Human resource development		79,040	87,619	86,181	86,181
2.5 Conditional grants		250,665	356,837	564,730	563,820
Total		8,619,954	9,721,049	10,906,432	10,896,316
Payments by economic classification (R'000)*					
Current payment		7,890,495	8,844,794	9,685,586	9,682,428
Compensation of employees		7,149,825	7,994,876	8,732,150	8,732,150
Educators		6,502,662	7,234,580	7,924,369	7,924,369
Non-educators		647,163	760,296	807,781	807,781
Goods and services and other current		740,670	849,918	953,436	950,278
Transfers and subsidies		531,749	531,258	657,232	657,188
Payments for capital assets		197,710	344,997	563,614	556,700
Total		8,619,954	9,721,049	10,906,432	10,896,316
Performance statistics					
Learners		913 965	919 936	920 000	921 776
Total possible learner days per learner		198	198	200	198
Number of educators (publicly employed) Primary & Secondary (a)		28 995	28 695	28 300	28 842
Number of permanent educators who have left public ordinary schools (b)		1 046	795	1 300	887
Attrition rate for permanent educators (b/a)		3.6%	3%	4%	3.1%
Total possible working days per educator		200	200	204	202

ST201	Public ordinary schooling – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
▶ Programme performance measures**					
▶ PPM201: Number of learners enrolled in public ordinary schools		913 965	919 936	920 000	921 776
▶ PPM202: Number of educators employed in public ordinary schools		28 995	28 695	28 300	28 842
▶ PPM203: Number of non-educator staff employed in public ordinary schools		6 709	6 681	6 678	6 470
▶ PPM204: Number of learners in public ordinary schools benefiting from the “No Fee School” policy		349 373	365 112	366 853	366 259
▶ PPM205: Number of public ordinary schools to be provided with water supply		0	0	0	0
▶ PPM206: Number of public ordinary schools to be provided with electricity supply		0	0	0	0
▶ PPM207: Number of public ordinary schools to be supplied with sanitation facilities		0	0	0	0
▶ PPM208: Number of classrooms to be built in public ordinary schools		New PPM	394	447	453
▶ PPM209: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include: laboratories, stock rooms, sick bay, kitchen etc)		New PPM	95	504	328
▶ PPM210: Number of learners with special education needs that are enrolled in public ordinary schools		13 765	12 691	13 700	6 973
▶ PPM211: Number of full service schools ⁷		27	39	11	11
▶ PPM212: Number of schools visited at least once a quarter by a circuit manager		New PPM	1 453	1 456	1 514
**Explanations for the variances between targets and actuals are provided on the table below.					

⁷ This refers to the number of schools to be established in the given year

ST201	Public ordinary schooling – Key trends			
Programme performance indicators**				
	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
PPI 2.1. Learners retained in the school system from Grades 10 – 12	53% (estimated)	56.7%	57%	57%
PPI 2.2 Percentage of learners in Grade 3 attaining acceptable outcomes in literacy	53.5% (estimated) (not tested)	54.9%	60%	30.4%*
PPI 2.3 Percentage of learners in Grade 3 attaining acceptable outcomes in numeracy	35% (estimated) (not tested)	48.3%	45%	47.2%
PPI 2.4 Percentage of learners in Grade 6 attaining acceptable outcomes in literacy	44% (estimated) (48.6%)	52.3%	50%	31.5%*
PPI 2.5 Percentage of learners in Grade 6 attaining acceptable outcomes in numeracy	14% (estimated) (17.4%)	24.4%	20%	23.4%
PPI 2.6 Percentage of learners in Grade 9 attaining acceptable outcomes in languages	40% (estimated) (not tested)	51.8% (pilot)	50%	44.2%
PPI 2.7 Percentage of learners in Grade 9 attaining acceptable outcomes in mathematics	35% (estimated) (not tested)	9.4% (pilot)	42%	10.4%
PPI 2.8 Schools with a pass rate where <60% pass	85	78	35	30
PPI 2.9 National Senior Certificate Pass Rate	75.7%	76.8%	80%	82.9%
PPI 2.10 National Senior Certificate Pass Numbers	34 017	35 139	34 400	33 146
PPI 2.11 % of learners who qualify for Bachelor Degree study	31.88%	31.48%	32%	38.1%
PPI 2.12 Numbers of learners who qualify for Bachelor Degree study	14 324	14 414	13 760	15 214
PPI 2.13 Numbers of learners passing Mathematics in the National Senior Certificate	12 467	11 571	11 200	9 820
PPI 2.14 Numbers of learners passing Physical Science in the National Senior Certificate	7 064	7 524	7 800	7 137
PPI 2.15 Number of additional schools secured with an alarm linked to armed response, burglar bars, and stone guards on windows.	50	50	50	50
<p>Note that only Grade 6s were tested in 2009/10 but the results were only made available after the publication of the relevant APP. The other scores provided are estimates. In 2010 all grades were tested in one year for the first time. The Grade 9 tests were piloted in all schools offering Grade 9.</p> <p>*Score affected by changes to the test to raise the standard to match international norms</p> <p>**Explanations for the variances between targets and actuals are provided on the table below.</p>				

ST201	Public ordinary schooling – Key trends			
Programme performance indicators**				
	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
PPPI 216 Number of learners in public ordinary schools benefiting from learner transport	47 753	48 786	47 000	50 992
PPI 217 Number of educators (publicly employed) [Programme 2 : Public Primary Schools]	17 217	17 010	16 588	16 987
PPI 218 Number of non-educators (publicly employed) [Programme 2: Public Primary Schools]	3 534	3 530	3 939	3 430
PPI 219 Number of educators (publicly employed) [Programme 2 : Public Secondary Schools]	10 247	10 079	9 944	10 209
PPI 220 Number of non-educators (publicly employed) [Programme 2: Public Secondary Schools]	2 428	2 423	2 731	2 337
PPI 221 Educator absenteeism in public ordinary schools expressed as a %	New PPI	New PPI	6%	3%
PPI 222 Learner absenteeism in public ordinary schools expressed as a %	New PPI	New PPI	9.9%	4.1%
PPI 223 Numbers of teachers in Grades 1-6 attending formal literacy and numeracy training workshops at the CTLI	New PPI	New PPI	950	2 594
PPI 224 Numbers of school management team members trained at the CTLI	New PPI	New PPI	750	672
PPI 225 Number of maintenance projects completed	New PPI	New PPI	158	304
**Explanations for the variances between targets and actuals are provided on the table below.				

ST202	Public primary schools – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by economic classification (R'000)*					
Current payment		4,347,861	5,042,752	5,464,518	5,463,524
Compensation of employees		4,148,094	4,675,110	5,112,583	5,112,583
Educators		3,774,765	4,254,349	4,652,450	4,652,450
Non-educators		373,329	420,761	460,133	460,133
Goods and services and other current		199,767	367,642	351,935	350,941
Transfers and subsidies		319,115	291,491	351,066	351,066
Payments for capital assets		115,792	146,316	142,415	142,415
Total		4,782,768	5,480,559	5,957,999	5,957,005
Performance statistics					
Staffing					
Number of educators (publicly employed) (a)		17 217	17 010	16 588	16 987
Number of non-educators (publicly employed)		3 534	3 530	3 939	3 430
Enrolment					
Learners in public primary schools (b) {includes Intermediate schools]		591 441	597 392	597 500	593 510
L:E ratio in public primary schools (b/a)		34.4	35	35	34.9
Learners Grade 1 to Grade 7		584 034	578 398	580 000	586 052
of which disabled learners		9 516*	9 466	9 500	3 527
of which females		288 146	291 008	291 000	288 417
Institutions and infrastructure					
Schools		1 097	1 094	1 097	1 090
Number of schools with SASA Section 21 functions		805	784	799	805
Number of schools declared no-fee schools		546	559	562	552

ST202	Public primary schools – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
	Number of schools without water supply	0	0	0	0
	Number of schools without electricity	0	0	0	0
	Number of schools without toilets	0	0	0	0
	Classrooms (c)	19 362	19 651	19 376	20 519
	Learner/classroom ratio (b/c)	30.5	29.4	30	28.9
	Expenditure on maintenance (R'000)*				
	Expenditure on school maintenance	28,712	56,076	72,275	76,1
	Replacement value of all immobile school infrastructure (R'000)	11,407,191	12,581,435	11,616,998	13,728,998

ST203	Public secondary schools – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
	Payments by economic classification (R'000)*				
	Current payment	2,880,305	3,139,915	3,496,452	3,495,154
	Compensation of employees	2,692,203	2,951,214	3,224,025	3,224,025
	Educators	2,422,982	2,656,092	2,901,622	2,901,622
	Non-educators	269,221	295,122	322,403	322,403
	Goods and services and other current	188,102	188,701	272,427	271,129
	Transfers and subsidies	173,771	176,642	247,084	247,084
	Payments for capital assets	64,470	25,261	75,665	75,665
	Total	3,118,546	3,341,818	3,819,201	3,817,903
	Performance statistics				
	Staffing				
	Number of educators (publicly employed) (a)	10 247	10 079	9 900	10 209
	Number of non-educators	2 428	2 423	2 700	2 337

ST203	Public secondary schools – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Enrolment					
Learners in public secondary schools (b) [includes combined schools]		322 524	322 544	323 000	328 266
L:E ratio in public secondary schools (b/a)		31.5	32	32	32
Learners Grade 8 to Grade 12		329 931	329 845	312 000	335 724
of which females		176 489	176 365	176 500	179 695
Females in Grade 12		26 287	25 751	25 800	22 913
Females in Grade 12 who offer Mathematics		10 670	9 506	9 400	7 565
Females in Grade 12 who offer Science		6 815	6 337	6 400	5 485
Institutions and infrastructure					
Schools		359	358	359	363
Number of schools with SASA Section 21 functions		255	257	260	263
Number of schools declared no-fee schools		107	116	116	115
Number of schools without a water supply		0	0	0	0
Number of schools without electricity		0	0	0	0
Number of schools without toilets		0	0	0	0
Classrooms (c)		9 387	9 481	9 479	9 674
Learner/classroom ratio (b/c)		34.4	34	34	33.9
Expenditure on maintenance (R'000)*					
Expenditure on school maintenance		46, 326	42,387	36,138	50,2
Replacement value of all immobile school infrastructure (R'000)		5,722,268	6,313,900	6,608,781	4,496,780*

ST203	Public secondary schools – Key trends			
	<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Output statistics				
Number of Grade 9 learners sitting for standardised tests	74 836	77 992	80 000	76 912
Number of Grade 9 learners attaining acceptable outcomes	53 651	56 791	58 500	54 832
Number of learners writing NSC examinations (d)	44 931	45 783	43 000	39 988
Number of learners passing NSC examinations (e)	34 017	35 139	34 400	33 146
Number of learners passing with endorsement	14 324	14 414	13 800	15 215
NSC pass rate (e/d)	75.7%	76.8%	80%	82.9%
Number of NSC candidates passing both Mathematics and Science	6 633	6 767	6 050	6 167
Number of schools writing NSC examinations	417	417	417	418
Number of schools with an NSC pass rate below 40%	17	12	0	3
NSC pass rate of quintile 1 schools	60.2%	57.8%	60%	70.3%
NSC pass rate of quintile 5 schools	89.1%	90.2%	91%	92.7%
*Adjusted estimate				

Programme Performance Measures, Strategic Objectives and Indicators: Discussion of Variances
<p>► PPM201: Number of learners enrolled in public ordinary schools</p> <p>Baseline (actual output 2010/11): 919 936 Target: 920 000 Actual: 921 776 Discussion: There was a larger growth in enrolment than anticipated.</p>
<p>► PPM202: Number of educators employed in public ordinary schools</p> <p>Baseline (actual output 2010/11): 28 695 Target: 28 300 Actual: 28 842 Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.</p>
<p>► PPM203: Number of non-educator staff employed in public ordinary schools</p> <p>Baseline (actual output 2010/11): 6 681 Target: 6 678 Actual: 6 470 Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.</p>
<p>► PPM204: Number of learners in public ordinary schools benefiting from the “No Fee School” policy</p> <p>Baseline (actual output 2010/11): 365 112 Target: 366 853 Actual: 366 259 Discussion: The number of learners increased by 1 147, compared with the number in 2010, as a result of an increased enrolment in the schools in question. The total number of beneficiaries is dependent on enrolment in the eligible schools in quintiles 1 - 3.</p>
<p>► PPM205: Number of public ordinary schools to be provided with water supply</p> <p>► PPM206: Number of public ordinary schools to be provided with electricity supply</p> <p>► PPM207: Number of public ordinary schools to be supplied with sanitation facilities</p> <p>Baseline (actual output 2010/11): 0 Target: 0 Actual: 0 Discussion: There are no schools that do not have a water supply, electricity or sanitation facilities</p>
<p>► PPM208: Number of classrooms to be built in public ordinary schools</p> <p>Baseline (actual output 2010/11): 394 (non-cumulative) Target: 447 Actual: 453 Discussion: The target was exceeded by 6.</p>
<p>► PPM209: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include: laboratories, stock rooms, sick bay etc)</p> <p>Baseline (actual output 2010/11): 95 (non-cumulative) Target: 504 Actual: 328 Discussion: 10 of the ELSEN projects could not be completed because of late identification of the projects and situational reasons, e.g. the workshops at the Bishops School of Skills could not proceed because Klipfontein Methodist Primary School was using the building whilst their own building was upgraded and extra mobile units were placed. This accounted for 41 rooms in total: Atlantis School of Skills (2); Bishops School of Skills (4); Faure School of Skills (6); Glenbridge (3); Van Riebeeck Vallei School of Skills (1); Agape (5); Beacon School for Autism (7); Karitas (7); Mary Harding (2); Ligstraal (4). The target of 504 rooms included offices, storerooms and strongrooms but the definition of specialist rooms has changed to exclude these rooms. The total of 328 rooms does not include these rooms.</p>

▶ PPM210: Number of learners with special education needs that are enrolled in public ordinary schools
Baseline (actual output 2010/11): 12 691 Target: 13 700 Actual: 6 973 Discussion: The target was based on the available figure of 13 765 (2009/10). The new figure is as a result of a data-cleaning exercise. Schools had been applying varying and inappropriate definitions of special needs but corrected their figures in response to queries and greater clarification of how to interpret the definition.
▶ PPM211: Number of full service schools ⁸
Baseline (actual output 2010/11): 39 (non-cumulative) Target: 11 Actual: 11 Discussion: Target met. A total number of 119 Full- Service Schools/Inclusive schools have been registered.
▶ PPM212: Number of schools visited at least once a quarter by a circuit manager
Baseline (actual output 2010/11): 1 453 Target: 1 456 Actual: 1 514 Discussion: The recording was increased to accommodate the schools for Learners with Special Educational Needs. The total reflects an average over the four quarters. Some schools closed at the end of 2011 and others opened in 2012. There were 12 schools that were not visited at least once a quarter by an IMG manager as the schools concerned did not require this attention.
PPI 2.1. Learners retained in the school system from Grades 10 – 12
Baseline (actual output 2010/11): 57% Target: 57% Actual: 57% Discussion: Target met.
PPI 2.2. % of learners in Grade 3 attaining acceptable outcomes in Literacy
Baseline (actual output 2010/11): [54.9%] – using a different test-type Target: 60% Actual: 30.4% Discussion: A decision was taken to increase the level of complexity of the test to match comparable international tests in order to prompt schools to raise internal standards further.
PPI 2.3. % of learners in Grade 3 attaining acceptable outcomes in Numeracy
Baseline (actual output 2010/11): 48.3% Target: 45% Actual: 47.2% Discussion: The target was exceeded.
PPI 2.4. % of learners in Grade 6 attaining acceptable outcomes in Literacy
Baseline (actual output 2010/11): 52.3% - using a different test-type Target: 50% Actual: 31.5% Discussion: A decision was taken to increase the level of complexity of the test to match comparable international tests in order to prompt schools to raise internal standards further.

● ⁸ This refers to the number of schools to be established in the given year

PPI 2.5. % of learners in Grade 6 attaining acceptable outcomes in Numeracy
Baseline (actual output 2010/11): 24.4%
Target: 20%
Actual: 23.4%
Discussion: The target was exceeded.
PPI 2.6. % of learners in Grade 9 attaining acceptable outcomes in Languages
Baseline (actual output 2010/11): 51.8% - on a pilot test
Target: 50%
Actual: 44.2%
Discussion: The test used in 2010 was a pilot exercise. 2011 was the first year in which all schools wrote the test so the process could be defined as the setting of the baseline.
PPI 2.7. % of learners in Grade 9 attaining acceptable outcomes in Mathematics
Baseline (actual output 2010/11): 9.4% - on a pilot test
Target: 42%
Actual: 10.4%
Discussion: The target was set prior to there being any baseline in this regard. The target for 2012 has been adjusted accordingly.
PPI 2.8. Schools with a pass rate where <60% pass
Baseline (actual output 2010/11): 78
Target: 35
Actual: 30
Discussion: The target was exceeded as a result of additional support provided.
PPI 2.9. National Senior Certificate pass rate
Baseline (actual output 2010/11): 76.8%
Target: 80%
Actual: 82.9%
Discussion: The target was exceeded as a result of additional support provided.
PPI 2.10. National Senior Certificate pass numbers
Baseline (actual output 2010/11): 35 139
Target: 34 400
Actual: 33 146
Discussion: There was a small enrolment in Grade 12 in 2011 as a result of low enrolment of that class into Grade 1 because of new enrolment legislation. Although the pass rate increased the learner numbers did not meet the target.
PPI 2.11. % of learners who qualify for Bachelor's degree study
Baseline (actual output 2010/11): 31.48%
Target: 32%
Actual: 38.1%
Discussion: The target was exceeded as a result of additional support provided.
PPI 2.12. Numbers of learners who qualify for Bachelor's degree study
Baseline (actual output 2010/11): 14 414
Target: 13 760
Actual: 15 214
Discussion: The target was exceeded as a result of additional support provided.

PPI 2.13. Numbers of learners passing Mathematics in the National Senior Certificate examinations
Baseline (actual output 2010/11): 11 571 Target: 11 200 Actual: 9 820 Discussion: The lower number passing Mathematics than in 2010 corresponds with the smaller number enrolled overall. This target has been adjusted down in the Annual Performance Plan for 2013 because insufficient numbers have enrolled for Mathematics. The % pass rate for Mathematics went up to 68.65% from 65.95% in 2010.
PPI 2.14. Numbers of learners passing Physical Science in the National Senior Certificate examinations
Baseline (actual output 2010/11): 7 524 Target: 7 800 Actual: 7 137 Discussion: This target has been adjusted down in the Annual Performance Plan for 2013 because insufficient numbers have enrolled for Physical Science. The % pass rate for Physical Science went up to 65.32% from 59.59% in 2010.
PPI 2.15. Number of additional schools secured with an alarm linked to armed response, burglar bars, and stone guards on windows.
Baseline (actual output 2010/11): 50 (non-cumulative) Target: 50 Actual: 50 Discussion: Target met.
PPI 2.16. Number of learners in public ordinary schools benefiting from learner transport
Baseline (actual output 2010/11): 48 786 Target: 47 000 Actual: 50 992 Discussion: The WCED must respond to the transportation needs of learners if they live beyond the prescribed 5 kilometer radius from the nearest school.
PPI 2.17. Number of educators (publicly employed) [Programme 2: Public Primary Schools]
Baseline (actual output 2010/11): 17 010 Target: 16 588 Actual: 16 987 Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.
PPI 2.18. Number of non-educators (publicly employed) [Programme 2: Public Primary Schools]
Baseline (actual output 2010/11): 3 530 Target: 3 939 Actual: 3 430 Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.
PPI 2.19. Number of educators (publicly employed) [Programme 2: Public Secondary Schools]
Baseline (actual output 2010/11): 10 079 Target: 9 944 Actual: 10 209 Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.

PPI 2.20. Number of non-educators (publicly employed) [Programme 2: Public Secondary Schools]
Baseline (actual output 2010/11): 2 423 Target: 2 731 Actual: 2 337 Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.
PPI 2.21. Educator absenteeism in public ordinary schools expressed as a %
Baseline (actual output 2010/11): New measure Target: 6% Actual: 3% Discussion: This was the first year in which this indicator was used. 3% will be used as the baseline for succeeding years.
PPI 2.22. Learner absenteeism in public ordinary schools expressed as a %
Baseline (actual output 2010/11): New measure Target: 9.9% Actual: 4.1% Discussion: Target was exceeded. Only about 66% of schools have been providing reliable data on this measure. Steps are being taken to improve the reliability of the total.
PPI 2.23. Numbers of teachers in Grades 1-6 attending formal literacy and numeracy training workshops at the CTLI
Baseline (actual output 2010/11): New measure Target: 950 Actual: 2 594 Discussion: Target exceeded. As the courses were popular a decision was taken to increase the intake.
PPI 2.24. Numbers of school management team members trained at the CTLI
Baseline (actual output 2010/11): New measure Target: 750 Actual: 672 Discussion: Target not met. Despite the usefulness of the courses, school management team members face other commitments as well.
PPI 2.25. Number of maintenance projects completed
Baseline (actual output 2010/11): New measure Target: 158 Actual: 304 Discussion: Some more funds were assigned to maintenance under the adjustments' budget. A number of smaller projects were then undertaken in view of the available timeframes.

Discussion

Enrolment

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
2001	81 790	62 960	81 832	94 302	89 254	83 305	77 778	82 190	71 966	67 034	50 206	39 910	882 527
2002	86 969	77 026	64 134	83 022	93 188	86 786	80 865	75 601	80 450	69 752	51 618	40 468	889 879
2003	86 916	82 454	75 931	66 033	82 383	92 341	84 514	81 154	73 200	81 739	51 746	39 644	898 055
2004	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 ⁹	921 776 ¹⁰

Data Source: 2001– 2011: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners).

⁹ Note that there were 39 998 candidates who wrote the Grade 12 National Senior Certificate. That NSC figure includes the candidates from independent (2 349) and special schools (120) – totals that are not reflected in this table. The figures in the above table are drawn from a particular date and do not account for learners who leave and enter the system after that date.

¹⁰ Note that these totals do not include the 1448 LSEN Unit learners

The table indicates that there is not uniform growth across all grades. The totals in Grades 11 and 12 show signs of better retention. The historical decline in numbers in Grades 11 and 12 is being addressed through enhanced attention to subject-selection at the end of Grade 9, better advice about career options and choices and strengthening of the academic support given at high school level.

The larger totals in Grades 1 and 9 indicate that there are large numbers of learners repeating these grades. These are matters which are receiving attention with special interventions to reduce the failure rates. Enrolment patterns are influenced by the change, at a national level, in the Grade 1 admission age policy in 2000, which permitted schools to enrol only learners aged 7 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 adjusted in 2004, with the advent of a further stipulation, there was increased enrolment again. The Grade 1 class of 2004 entered high school in 2011. This accounts for the drop in total registration at primary schools and the increase at high schools. It also contributes to the increased total of Grade 9 learners in 2012.

Support Provided

Norms and standards, No fee schools and fee exemption programme

The funds used to cover educational expenses, the Norms and Standards allocations to schools, are weighted so that schools in poorer communities are allocated more funds. This amount increased in 2011/12 as follows:

National	Number of schools	2010 Rand amount per learner	2011 Rand amount per learner
NQ 1	314	855	960
NQ 2	163	784	880
NQ 3	190	784	880
NQ 4	321	431	484
NQ 5	454	202	318
Total	1 442¹¹	539 (average)	599 (average)

All discretionary funding streams, such as the no-fee school programme and the allocation of additional teachers to schools, are directed to redress historical disadvantage and to alleviate the impact of poverty. The no-fee school policy is applicable to national quintiles 1, 2 and 3 and benefited 366 259 learners, up from 365 112 in 2010/11.

Fee status	Total number of schools
No-fee	667
School fee charging	786
Grand Total	1 453

In 2011 a new option was given to schools in Quintiles 4 and 5 to apply for compensation to address fee-exemptions for learners not able to afford fees. A total of 497 schools of a possible 711 made application and a sum of around R20m was paid out to those schools.

¹¹ New schools are funded from a different funding source in the year in which they open

Nutrition

The *National School Nutrition Programme* provided 426 707 (415 829 in 2011) learners with nutritious meals on a daily basis at 1 015 (1 000 in 2011) targeted Primary, Special and Secondary schools. Workshops were conducted for volunteer food handlers, on food and gas safety and hygiene. Teachers, parents and learners were offered courses on food production.

Test Results

Grades 3, 6 and 9 Language and Mathematics

From 2002 - 2009 there was provincial testing of Grades 3 and 6 learners in alternate years. In 2010 the WCED tested, for the first time, all Grade 3, 6 and 9 learners to establish the state of language and mathematics learning in each school in the province. This was the first time that Grade 9 learners were tested. In 2011 the WCED increased the level of challenge in the tests, in particular the language tests. Specifically, longer and more complex texts were included in the tests, in order to make the test items comparable with items used in international tests.

The results were as follows:

WCED Grade 3, 6 & 9 Systemic Results 2011						
Public Ordinary Schools						
	Grade 3		Grade 6		Grade 9	
	Numeracy	Literacy	Mathematics	Language	Mathematics	Language
Wrote	75,725	75,714	74,211	74,180	73,184	73,102
Passed	35,742	23,017	17,365	23,367	7,611	32,311
Pass %	47.2	30.4	23.4	31.5	10.4	44.2
Mean	46.3	38.7	37.6	40.9	24.9	48.9

Scores on these tests give schools a picture of their strengths and weaknesses. The results of the tests help the WCED to strengthen its support and help schools to build the foundations needed to achieve higher levels of literacy and numeracy.

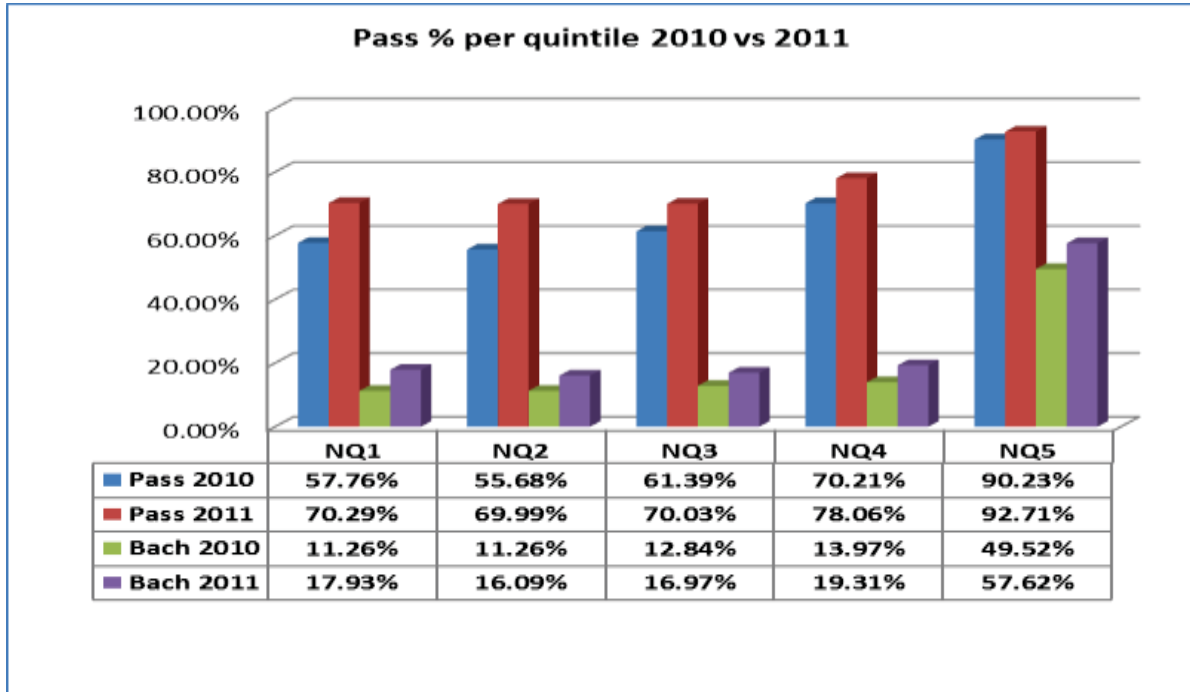
National Senior Certificate

2011 was the fourth year of the National Senior Certificate. There was a great deal of support provided to schools in order for them to achieve the targets they had set themselves. The hard work yielded encouraging improvement and the Western Cape achieved an 82.9% pass rate. The number of learners passing decreased, but this was due to a smaller cohort of Grade 12s, following a change in enrolment policy in 2000. The pass rate has increased by 7% over the past two years.

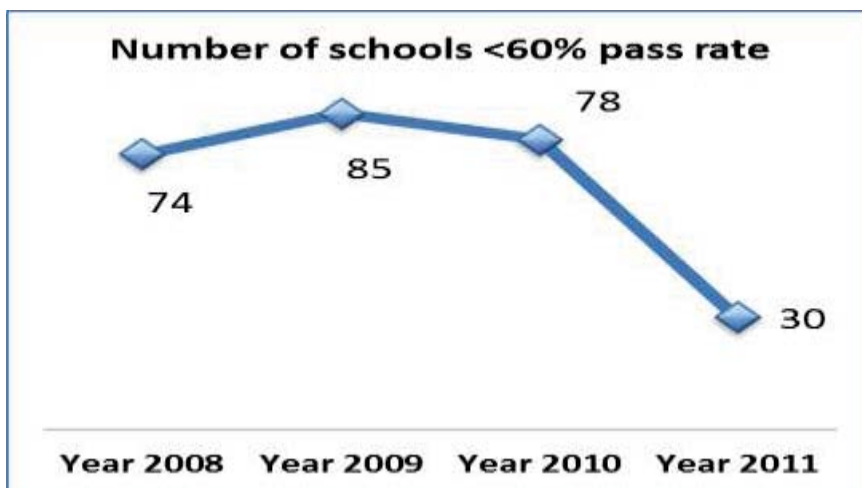
WCED Comparative NSC results 2008 – 2011					
Year	Wrote	Passed	% Pass	Access to B. Deg.	% Access to B. Deg.
2008 (NSC)	43 953	34 577	78.7	14 522	33
2009 (NSC)	44 931	34 017	75.7	14 324	31.9
2010 (NSC)	45 783	35 143	76.8	14 416	31.5
2011 (NSC)	39 988	33 146	82.9	15 214	38.1

Despite fewer candidates writing the 2011 examinations, there were 798 more candidates that obtained passes that allow entry into Bachelor's Degree study than in 2010.

There was also improved performance by the schools serving the poorest communities. The average pass rate across the schools in Quintiles 1-3 increased from 59% in 2010 to 70% in 2011.



The number of schools with a pass rate of less than 60% dropped from 85 in 2009 and 78 in 2010 to 30 in 2011.



The pass rate for Mathematics increased to 68.7% from 66% in 2010. For Physical Science the 2011 pass rate was 65.3%, exceeding the 2010 figure of 59.6% by 5.7%. However the numbers passing both Mathematics (9 820) and Physical Sciences (7 137) did not meet the targets set. This was both because the overall enrolment for the year was low and because numbers enrolling for these two subjects are dropping. This is an area of concern which is to be addressed through the Maths and Science Strategy developed in 2012.

Training

Continuing professional teacher development in the WCED remains a key focus.

Teachers

The *National Curriculum Statement* was refined and repackaged into the *Curriculum and Assessment Policy Statements* (CAPS). The CAPS specify for each subject the teaching time, content, skills, Learning and Teaching Support Materials (LTSM) needed and the assessment weightings and prescriptions. They have the benefit of containing all requirements in one document. The key changes brought about by the CAPS are that there should be less administrative burden for teachers, clearer specifications of subject content and stronger teaching and assessment methods.

In 2011, the WCED trained teachers in Grades 1 – 3 and in Grade 10, for the introduction of the CAPS in 2012. This took the form of 3 day training programmes in the holidays for all relevant teachers. The Grade 10 teachers had an orientation programme over a Friday and a Saturday.

The WCED co-ordinated training for almost 8 000 teachers of Grades 10 – 12, during the school holidays.

In 2009 the WCED embarked on an 8 year training and support plan to support Literacy and Numeracy development. This programme, provided by expert service providers, for teachers in Grades 1 – 6 is offered as follows:

Year 1 (2009): first 250 schools	Group 1 (125 schools) <i>Numeracy</i> Training in June holiday Group 2 (125 schools) <i>Literacy</i> Training in June holiday School-based support (250 schools) Readers and LTSM (250 schools)
Year 2 (2010): first 250 schools in a second year of training	Group 1 (125 schools) <i>Literacy</i> Training in June holiday Group 2 (125 schools) <i>Numeracy</i> Training in June holiday School-based support (250 schools) Readers and LTSM (250 schools)
Year 3 (2011): second 250 schools – in practice this was 258 schools	Group 3 (129 schools) <i>Numeracy</i> Training in June holiday Group 4 (129 schools) <i>Literacy</i> Training in June holiday School-based support (258 schools) Readers and LTSM (258 schools)
Year 4 (2012): second 258 schools in a second year of training	Group 3 (129 schools) <i>Literacy</i> Training in June holiday Group 4 (129 schools) <i>Numeracy</i> Training in June holiday School-based support (258 schools) Readers and LTSM (258 schools)
This pattern will be <i>repeated</i> for years 5 to 8, i.e. between 2013 and 2016, so that all primary schools are trained and are supported with reading schemes and materials, within a period of 8 years.	

The Literacy and Numeracy Programme in 2011 provided 258 primary schools with intensive training and site-based support for teachers from Grades 1-6.

In-service training and development was also offered through the CTLI. 34 training courses were delivered for teachers in the Foundation, Intermediate and Senior Phases: 1024 teachers attended these two to three week long curriculum courses in this financial year. 392 principals and school management team members received training via the 10 management courses that were presented in this period. Conferences and seminars in mathematics, reading and writing as well as for principals reached 3 413 teachers and principals. Thus there were altogether 4 829 beneficiaries of CTLI courses in the financial year.

Principals

The focus in this year was on the development and support of principals who were inexperienced, or in need of extra mentoring, or keen to undertake further professional development. Courses for school managers, focused on topics that included the principal as manager of the curriculum; the roles and responsibilities of deputy principals; the roles and responsibilities of heads of department, of aspiring principals and school leaders; the induction of principals and deputy principals; school management team training and women in, and into, management.

The equivalent of 1% of the WCED payroll is utilised to improve the skills and competency of all WCED employees. The skill levels of teachers and public service staff are thus additionally addressed through various Workplace Skills' Programme (WSP) development interventions.

Accredited qualifications

Targeted formal courses, in the form of the Advanced Certificate in Education (ACE) focusing on School Leadership, were presented at higher education institutions. These courses are funded by the WCED in an effort to improve the qualifications of teachers and improve the quality of learning and teaching in the classroom. 1 202 bursaries were awarded to serving teachers to improve their qualifications and 168 pre-service bursaries were awarded in scarce subject areas.

Pre-service bursaries were awarded to aspiring teachers, focusing on the scarce subject areas of Mathematics, Science, Technology and the Foundation Phase. An amount of R8,145m was made available for this year and 109 students received bursaries. 31 students completed their studies in 2011 and 83 continue in 2012. 90 new bursaries were awarded in 2012. 230 new bursaries were awarded to aspirant and existing school principals to improve their qualifications through the ACE in School Management and Leadership. 124 completed their studies in 2011 and 248 continue in 2012.

Other support provided

Texts

In 2011/12 the WCED invested R127 million in reading books and textbooks to support the implementation of CAPS in the Foundation Phase (Grades 1-3) and Grade 10. Home Language reading schemes were supplied to 403 schools and First Additional Language (FAL) reading schemes in English and Afrikaans were provided to all public ordinary primary schools to support the introduction of the FAL as a subject in the Foundation Phase. Mathematics books were supplied to all learners in Grade 1. The department invested R1-million to supplement the supply of Grade 10 literature books for home language. An additional R10 million was invested to address textbook shortages in Grades 9-12 at selected schools.

Structured reading schemes were provided to 508 primary schools. This provision was accompanied by classroom support. Workbooks for Grades 1 – 6 were supplied by the Department of Basic Education, with delivery support from the WCED.

In addition, in 2011/12, the WCED spent R 4-million on library materials for school libraries at 110 Xhosa medium Primary Schools in Quintile 1, 2 and 3 and put monitoring and other mechanisms in place to ensure that these resources are used. 378 public ordinary secondary schools and 1 090 public ordinary primary schools were provided with a set of HIV/AIDS and Life Skills titles, to the value of R3.5 million, for their school libraries.

As part of the advocacy and development programme under the Literacy and Numeracy Strategy, strategically-placed billboards asked the key question “Did your child read, write and practise maths today?” The WCED distributed 100 000 booklets for parents of Grade 1 learners which explain how to support a child’s first year in school.

Mathematics and Physical Science

A new Mathematics and Physical Science Strategy was developed and initiated in 2011. The aim is to:

1. Increase participation rates in Mathematics and Physical Sciences in the FET band.
2. Increase numbers of those passing Mathematics and Physical Sciences in Grade 12.
3. Improve the quality of passes at Grade 12 in terms of improved average scores and/or numbers of learners achieving A, B and C symbols

The strategy has five thrusts: *Schools* (includes re-selecting schools for the national Dinaledi programme, setting up “incentive” schools and categorizing all schools in terms of their subject enrolments to enable focused interventions and nuanced district support); *Teacher Support and Development* (includes teacher training and support, in-class monitoring and teacher recruitment and deployment); *Resources and Support* (includes all resources such as equipment, LTSM, ICT and e-learning material and support); *Learners* (includes learner support, such as telematics programmes, olympiads, practice examination papers, tips, extra lessons, exposure to mathematics and science in industry and the world); *Monitoring, Evaluation and Advocacy*.

Physical Education

Physical Education has come under the spotlight as an important feature of the CAPS. The WCED embarked on a proactive strategy to assist teachers by providing them with a comprehensive Physical Education Manual. The manual is illustrated, with a 40-week lesson plan for grades 1 – 9 together with a visual DVD that shows how to present a Physical Education lesson. This was distributed to all public ordinary primary and high schools in the province during the 2010/11 financial year. A structure was set up consisting of Lead Teachers and Physical Education experts to plan the roll-out of Physical Education in the province. 53 Foundation Phase Curriculum Advisors and 120 Foundation Phase lead teachers were trained over 3 days in March 2012. A similar process will be followed to activate Physical Education in the intermediate and senior phases according to the CAPS implementation strategy.

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 High School programme consists of a differentiated approach to all high schools in the province. There was low intensity support for those schools where over 90% of learners passed in 2010; medium intensity support and a subject-specific focus for the schools which obtained a 60% – 89% pass rate and a high intensity, and whole school, focus for those where fewer than 60% of the learners passed.

In January 2011 and again in 2012, the WCED, together with the schools concerned, analysed the results for each school, per subject and per question paper. School-specific plans, with targets, were set, based on these analyses. Targets per school, and district, were set for pass numbers and numbers gaining admission to B degrees. Particular support is provided for learners at risk.

A tutoring programme is run, using skilled teachers, from inside and outside the WCED. Telematics lessons were beamed to 147 schools in 2011 and intensive support was provided by Curriculum Advisers to those schools that achieved below the provincial average for high enrolment subjects. There were September examinations at all schools with support from district staff. A study tips booklet and an examination question pack were supplied to each Grade 12 learner. From the start of 2012 the programme was expanded to cover all grades at high schools and to focus on a set of additional criteria beyond the Grade 12 pass rate.

Planning

The WCED continued with its expressed intention to give active support to teachers in areas identified by the teachers themselves. This again took the form of reducing the pressure on them both administratively and in terms of 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 again sent to schools in 2011 to help schools with advance planning for 2012. There were provincial awards for top teachers, following on a substantial selection process. These awards give recognition for achievement and innovation.

SGB Elections

In 2012 new SGBs were elected. The WCED ran a campaign to publicise the importance of this exercise and lent extra-ordinary support to schools in this regard. The programme of induction will focus on training in the development of appropriate School Improvement Plans and on financial management.

Safe Schools

The Safe Schools Programme has a three-pronged strategy (i) Provision of core security mechanisms,(ii) Programs to support behavioural and attitudinal change (iii) systems programmes that include whole school approaches and networking with relevant agencies that can assist with the creation of safe school environments.

The WCED operates a Safe Schools Call Centre, where various issues relating to school-based crime and violence can be reported and counselling for affected and traumatised individuals is offered.

In addition to the Safe Schools Call Centre and safety infrastructure support, the WCED offers educational programmes to encourage positive pursuits such as sports, arts, drama and information about future careers. The programmes focus on attitudinal or behavioural changes; creative and constructive approaches to conflict management; and mediation training. Safety fieldworkers are 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 109 high-risk schools.

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 facilitate the Safe Schools Youth Clubs as part of the holiday programme. This project aims to reinforce positive attitudes and behaviour through channelling of learners at risk to attend appropriate educational structures and to develop skills to implement community projects.

Fifty new schools received core security infrastructure (motorized gates; pedestrian monitoring gates; alarm systems linked to armed response; barbed wire and mesh wire; burglar bars) and benefited from the training of peer mediators. Fences at high risk schools were repaired; CCTV cameras were installed at selected schools and holiday security was provided where called for. Occupational Health and Safety and Disaster Management training was offered, as well as training in drug testing policy. Approved drug testing devices were supplied in high-risk cases, combined with search and seizure exercises and the supply of hand held metal detectors at 50 selected extra schools. There are district crime prevention plans and partnerships with other government departments and NGOs.

Two new regulations to strengthen controls and support at schools were finalised:

i) *The Regulations Relating to Disciplining, Suspension and Expulsion of Learners at Public Schools in the Western Cape* was published on 15 December 2011. These regulations provide for, amongst others, the investigation of possible serious misconduct, serious misconduct, the suspension of a learner, the notice to the learner and parent of a disciplinary hearing, the appointment and composition of a disciplinary committee, the disciplinary hearing, recommendation of expulsion by the governing body, appeal and access to education. These regulations will be implemented from 2 April 2012.

ii) *The Guidelines for Random Search and Seizure and Alcoholic Liquor and Illegal Drug Testing at Public Schools* was sent to schools via Circular 24 of 2011 dated 3 October 2011. A pro forma policy for schools was included, as well as the contact details of the Safe Schools call centre, and general information to have at hand when contacting Safe Schools.

As part of the approach of the Western Cape Government to prevent anti-social behaviour, and to provide alternative opportunities to the youth, the Department of Cultural Affairs and Sport (DCAS) has introduced Sport MOD centres (Mass participation, access to Opportunity and Development) at 180 schools across the 8 education districts. 98 of these centres were established at primary schools in 2011. The programmes are run after school and provide learners with opportunities to practise sport and other enrichment activities. Both the Safe Schools and School Enrichment programmes of the WCED have linked up with the MOD centres. Neighbouring schools that are not part of the programme are also allowed to join the centres.

Infrastructure

The infrastructure plan for the Medium Term Expenditure Framework (MTEF) from 2010 – 2013 identified the following areas for development:

- Use of under-utilised classrooms in existing schools
- Building new classrooms at existing schools to alleviate over-crowding
- Building new schools, including special schools, to alleviate accommodation pressures
- Replacing existing schools or classrooms that were built of inappropriate materials
- Maintenance and repair
- Provision of Grade R classrooms
- Optimisation of the use of hostels

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

The plan for the MTEF thus proposed:

	New	Replacement	Total
Number of schools	26	23	49
Number of classrooms	768	583	1 351

The infrastructure that was scheduled for delivery in 2011/12 is set out below, alongside the actual delivery figures.

Category	Targeted	Actual number of schools
New Schools	13	12 (+3 Mobile Schools)
Replacement schools	9	8
Grade R classrooms	35	68
Relief Classrooms	No targets set	14
Expansion Classrooms		44
Mobile classrooms		59

Despite the building programme outlined above, the ongoing growth in learner numbers places pressure on the system. In 2011, 50 992 learners were transported to and from school daily - over 2000 more than the 48 796 transported in 2010.

Programme 3: Independent School Subsidies

Purpose

To support independent schools in accordance with the South African Schools Act, 1996

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

Primary phase

- to support independent schools offering Grades 1 to 7

Secondary phase

- to support independent schools offering Grades 8 to 12

Strategic Objective

Strategic Objective 3.1	To render support to independent schools in accordance with the relevant legislation to ensure quality education for learners in these schools
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Programme policy developments during 2011/12

Regulations relating to the registration of and provision of subsidies to independent schools

The Minister for Education in the Province of the Western Cape has, in terms of Sections 46 and 48 of the South African Schools Act, 1996 (Act 84 of 1996), as amended, promulgated the revised regulations for the registration of and the provision of subsidies to independent schools. The regulations determine the following:

1. Requirements and conditions for registration
2. Procedures for registration
3. Registration certificates
4. Permission for learners to register and sit for examinations
5. Monitoring and access to independent schools
6. Subsidies to independent schools
7. Withdrawal of registration and closure of independent schools
8. Appeals to the Provincial Minister

The regulations were published on 6 December 2011 and were sent to all independent schools and role players.

A comprehensive advocacy plan has been put in place for 2012 to ensure smooth transition from the old to the new regulations. The advocacy will focus on three elements: (1) to encourage registration of independent schools that are not registered; (2) to ensure that prospective owners of independent schools register new schools before 30 June each year for the following year; and (3) ensure compliance with the provisions of sections 46 and 48 of the SA Schools Act as well as WCED regulations.

The WCED guideline: *"Rights and responsibilities of Independent Schools"* as well as a Management Checklist were distributed to independent schools in the Western Cape. The application form for registration of independent schools is now aligned with the guideline.

Strategic Objectives and indicators

Programme Performance Measures (National measures)
▶ PPM301: Number of subsidised learners in Independent Schools

ST301	Independent school subsidies – Key trends				
		<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Payments by sub-programme (R'000)					
3.1 Primary phase		22,610	24,015	28,563	28,563
3.2 Secondary phase		32,912	35,681	35,625	34,991
Total		55,522	59,696	64,188	63,554
Payments by economic classification (R'000)					
Current payment		0	0	0	0
Compensation of employees		0	0	0	0
Goods and services and other current		0	0	0	0
Transfers and subsidies		55,522	59,696	64,188	63,554
Payments for capital assets		0	0	0	0
Total		55,522	59,696	64,188	63,554
Performance statistics					
Staffing					
Number of educators (publicly employed)		-	-	-	-
Enrolment					
Learners in independent schools receiving a subsidy		17 928	16 625	15 000	17 330
- Primary phase		11 657	10 844	10 000	11 357
- Secondary phase		6 271	5 781	5 000	5 973
Learners in non-subsidised independent schools		9 096	19 515	15 000	22 768
- Grades 1 to 7		6 218	10 721	10 000	12 106
- Grades 8 to 12		2 878	8 794	5 000	10 662
Total (all independent school learners)		27 024	36 140*	30 000	40 098

ST301	Independent school subsidies – Key trends			
	<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Institutions				
Schools receiving a subsidy(a)	106	97	104	99
3.1 Primary phase	80	40	83	82
3.2 Secondary phase	26	57	21	17
Schools not receiving a subsidy	125	115	120	97
Total	231	212	224	196
Subsidised schools visited during the year for monitoring purposes (b)	106	97	104	99
► Programme performance measure*				
► PPM301: Number of subsidised learners in Independent Schools	17 928	16 625	15 000	17 330
Note: The variable learner data is a factor of the uneven pattern of submission of data sets by independent schools. All 99 subsidised schools were visited in the year for monitoring purposes. The total number of subsidised schools is lower than anticipated. *Explanations for the variances between targets and actuals are provided on the table below.				

Programme Performance Measures, Strategic Objectives and Indicators: Discussion of Variances

► PPM301: Number of subsidised learners in Independent Schools

Baseline (actual output 2010/11): 16 625

Target: 15 000

Actual: 17 330

Discussion: Enrolment figures grew at both the primary and the high school levels.

Discussion

Enrolment

The submission of SNAP and Annual School Surveys by independent schools to the WCED has been inconsistent. The WCED 2010 programme of visits to independent schools led to a sharp increase in returns of the SNAP Survey in 2010 and all registered independent schools submitted responses in 2011 and in 2012.

There were 11 357 primary school and 5 973 high school learners registered in subsidised independent schools in 2011/12, an increase of 705 learners overall. There were 3 253 additional learners recorded in non-subsidised independent schools. The increase in the latter case is probably attributable both to better data and an expansion of the sector.

Support provided

Visits were undertaken to 127 Independent Schools to provide administrative, curriculum and institutional management support. The WCED also investigated complaints such as of poor academic performance, poor management, school fees and schools operating while unregistered. Audits of non-performing schools resulted in the de-registration of Simon Estes school. This decision was, however, overturned by the Cape Town High Court in February 2012 due to procedural irregularities.

The support model for schools, the Norms and Standards for school funding, targets the most disadvantaged of schools. Subsidies to independent schools are payable at a level of 60%, 40%, 25%, 15% or 0% of the estimated provincial per capita expenditure for learners (PAEPL) at public ordinary schools. The PAEPL for 2011/12 was R 9 459 (Primary schools category) and R 10 620 (Secondary schools category) respectively.

The WCED paid subsidies to 99 schools, which included four new applications. Two new applications for registration were processed in 2011.

A team of 24 quality assurance monitors visited 123 schools in March 2012 and confirmed generally adequate compliance in respect of:

- Survey compliance - Annual School Survey (ASS) and Snap Survey (SS)
- Umalusi accreditation
- 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 Programme
- An analysis of the Grade 3, 6 and 9 2011 WCED systemic test results

Test Results

The results of independent schools on the National Senior Certificate in 2011 were as follows:

WCED National Senior Certificate Results 2011						
	Wrote 2010	Passed 2010	Bachelor's Degree access 2010	Wrote 2011	Passed 2011	Bachelor's Degree access 2011
Independent schools	2 622	2 372 90.5%	1479 56.4%	2 654	2 446 92.2%	1 573 59.3%

A growing number of independent schools participated in WCED diagnostic tests in 2011 and more are expected to participate as, in terms of Regulation 8 (b) of the Regulations Relating to the Registration of and Subsidies to Independent Schools (Excluding Pre-Primary Schools), an independent school will qualify to be considered for subsidy if it participates in the the Annual National Assessments and/or the department's diagnostic testing.

Participation in, and performance on, the WCED systemic tests in 2010 and 2011 are as follows:

WCED Systemic Grade 3, 6 & 9 Independent School Results 2011
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Grade	Literacy/Language						Numeracy/Mathematics					
	Schools		Learners		Pass		Schools		Learners		Pass	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
Grade 3	Not Tested	54	Not Tested	1 721	Not Tested	1 241 (72%)	Not Tested	54	Not Tested	1 722	Not Tested	1 386 (80%)
Grade 6	29	47	937	1 435	832 (89%)	1 161 (81%)	29	47	939	1 433	729 (78%)	1 017 (71%)
Grade 9	22	32	1 135	1 331	591 (52%)	1 161 (87%)	22	32	1 139	1 327	1 016 (89%)	617 (46%)

Teacher development

Teachers in independent schools attended various curriculum workshops arranged by the WCED district offices. Independent schools were trained on CEMIS and a data management tool was set up to track visits and reports received. Participation in CEMIS is one of the requirements for registration of independent schools in the province.

Collaboration

Two meetings were held with the National Alliance of Independent School Associations (NAISA) and the Independent Schools' Association of South Africa (ISASA) in 2011 where matters of mutual interest were discussed and collaboration was fostered.

Programme 4: Public Special School Education

Purpose: To provide compulsory public education in special schools in accordance with the South African Schools Act, 1996, and White Paper 6 on Special Needs' Education: Building an Inclusive Education and Training System

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

Schools

- to provide specific public special schools with resources

Professional services

- to support public special schools

Human resource development

- to provide for the professional development of educators and non-educators in public special schools

Strategic Objective

Strategic Objective 4.1.	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)
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Programme policy developments for 2011/12

On 1 April 2010 the Children's Act, 2005 (Act 38 of 2005) came into effect. In terms of Section 196 (3) of the Children's Act, 2005 (Act 38 of 2005), those schools of industry and reform schools, which are currently the responsibility of a provincial Department of Education, become the responsibility of the provincial Department of Social Development, within two years of the commencement of the relevant chapter in the Act. The function will be transferred to the Department of Social Development with effect from January 2013.

Strategic objectives and indicators

Programme Performance Measures (national measures)
PPM401: Number of learners enrolled in public special schools
PPM402: Number of educators employed in public special schools
PPM403: Number of professional non-teaching staff employed in public special schools

ST401	Public special school education – Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by sub-programme (R'000)*					
4.1 Schools		605,280	695,013	756,751	756,751
4.2 Professional services		0	-3	0	0
4.3 Human resource development		0	0	0	0
4.4 Conditional grants		29,324	32,636	34,590	34,590
Total		634,604	727,646	791,341	791,341
Payments by economic classification (R'000)*					
Current payment		491,033	557,233	622,495	622,495
Compensation of employees		484,440	551,270	607,313	607,313
Educators		389,140	449,427	495,932	495,932
Non-educators		95,300	101,843	111,381	111,381
Goods and services and other current		6,593	5,963	15,182	15,182
Transfers and subsidies		114,247	128,680	129,463	129,463
Payments for capital assets		29,324	41,733	39,383	39,383
Total		634,604	727,646	791,341	791,341
Staffing					
Number of educators (publicly employed)		1 746	1 768	1 750	1 829
Number of non-educators (publicly employed)		984	958	980	973
Enrolment					
Up to and including Grade 7		8 522	9 411	9 500	8 958
Grade 8 and above		9 444	8 881	8 900	9 920
Institutions and infrastructure					
Schools		74	72	74	74

ST401	Public special school education – Key trends				
		<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
▶ Programme performance measures*					
▶ PPM401: Number of learners enrolled in public special schools		17 966	18 292	18 400	18 878
▶ PPM402: Number of educators employed in public special schools		1 746	1 768	1 750	1 829
▶ PPM403: Number of professional non-teaching staff employed in public special schools		984	958	945	973
▶ Programme performance indicators*					
PPI 4.1 Resource Centres		8	17	12	20
*Explanations for the variances between targets and actuals are provided on the table below.					

Programme Performance Measures, Strategic objectives and Indicators: Discussion of Variances
<p>► PPM401: Number of learners enrolled in public special schools</p> <p>Baseline (actual output 2010/11): 18 292 Target: 18 400 Actual: 18 878</p> <p>Discussion: The increase in the number of learners at special schools is due to the incremental growth over a period of four years of existing schools of skills, the opening of the additional school of skills and the creation of five additional units for Autism Spectrum Disorders (ASD) at designated special schools.</p>
<p>► PPM402: Number of educators employed in public special schools</p> <p>Baseline (actual output 2010/11): 1 768 Target: 1 750 Actual: 1 829</p> <p>Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.</p>
<p>► PPM403: Number of professional non-teaching staff employed in public special schools</p> <p>Baseline (actual output 2010/11): 958 Target: 945 Actual: 973</p> <p>Discussion: Posts are allocated in the preceding year, but curriculum needs, growth in learner numbers and excess employees have an impact on the actual number. Variations can also be attributed to resignations, contract terminations, appointments, promotions and transfers.</p>
Programme Performance Indicator
PPI 4.1 Resource Centres
<p>Baseline (actual output 2010/11): 17 Target: 12 Actual: 20</p> <p>Discussion: The target was set prior to the end of the previous financial year. At the end of the 2010/2011 financial year, there were 17 Special School/Resource Centres (16 district Resource Centres and one provincial Resource Centre). The three additional Resource Centres are at 1) Mary Harding (a base for the pilot multi-disciplinary therapeutic team for the severely mentally disabled) 2) Jan Kriel School and 3) Tafelberg Schools. The latter two support high schools. This brings the total to 20.</p>

Discussion

Enrolment

The Department currently has 74 special schools accommodating 18 878 learners with special needs which is 586 more learners than in the previous financial year. Currently 6 143 learners are enrolled at schools of skills and 614 learners at skills units at public special schools. The schools of skills form part of the Senior Phase of the GET (Grades 7 – 9). The WCED will strengthen the support for learners in mainstream schooling in 2012 and beyond.

The increase in the number of learners at special schools is mainly due to the incremental growth over a period of four years of existing schools of skills, the development of an additional school of skills and the creation of five additional units for Autism Spectrum Disorders (ASD) at designated special schools. The units for ASD are at Glenbridge School (2 classes), Ligstraal School (1 class) and Cheré Botha (1 class). The provincial outreach team for Autism Spectrum Disorders (ASD), based at Vera School for learners with ASD, assists with the establishment of units, the screening of learners, the capacity building of teachers, monitors the implementation of ASD specific intervention strategies and provides support when required.

Bishops School of Skills was opened in April 2011. The division of the Klein Karoo School in Oudtshoorn into the Klein Karoo School catering for learners experiencing severe intellectual barriers to learning and the Oudtshoorn School of Skills for learners experiencing mild intellectual barriers to learning came into effect from 1 January 2012. With the opening of Bishops School of Skills, eighteen schools of skills and five units for skills training at special schools have been established in the Western Cape.

Support Provided

The consolidation of inclusive education and the establishment of support structures remains a priority for the WCED in order to ensure greater accessibility to education for all learners experiencing barriers to learning, including learners in the mainstream.

The WCED ensures the optimal provision of learning opportunities to all learners experiencing barriers to learning and development through a variety of options within public special schools and public ordinary schools. In some instances the educational needs of the learner experiencing barriers to learning and development are better met through providing additional support in public ordinary schools in line with the further expansion and roll out of Inclusive Education. Greater numbers of learners with low to moderate intensity needs are currently being supported in public ordinary and Full Service/ Inclusive Schools. The WCED goal is that only learners with high intensity support needs are accommodated at public special schools.

A **ten-point WCED plan** for specialised education support was approved in 2011 and was followed by the first stages of implementation. The key elements are:

- i. The additional training of staff
- ii. The quality assurance of the schools
- iii. Exposure to best practice models
- iv. Provision of additional places in Special Schools for learners with high intensity support needs
- v. Development of appropriate educational programmes
- vi. Support for out-of-school learners experiencing barriers to learning
- vii. Fostering inter-sectoral partnerships
- viii. Harnessing the contribution of parents and civil society
- ix. Transformation of certain special schools into resource centres for mainstream and other special schools
- x. Specialist teams will provide appropriate educational programmes and support to learners who experience barriers to learning and are in mainstream schools.

The WCED has put structures in place to facilitate the roll out of the ten-point plan through:

- district-based support teams;
- strengthening designated special schools to become resource centres;
- the establishment of ELSEN-units/ Resource Classes at designated public ordinary schools which are converted into Full-Service/Inclusive Schools; and
- the development of Institutional Level Support Teams.

Three additional resource centres were identified, namely Tafelberg School, Jan Kriel School and Mary Harding School and there are currently 20 special schools that operate as resource centres. The resource centres provide support to learners experiencing barriers to learning at public ordinary schools and at full service schools/ inclusive schools.

The audit for the quality of education for the Deaf in the Western Cape was completed in 2012 and the recommendations on the review of policies; curriculum adaptations; early screening, identification, assessment and support; human resources; provision of appropriate technology and assistive devices; physical infrastructure and transport have been addressed.

Test Results

Special Needs' schools have not been included in the primary school testing programmes to date. In 2011 there were 120 candidates from six special schools who wrote the National Senior Certificate. Four of the schools achieved a 100% pass rate and one had an 87% pass rate. 23% of those who passed obtained admission to a Bachelor's Degree. Louzanne Coetzee, of Pionier School, was honoured as the top national special needs' achiever. She obtained 6 Distinctions, including 97% for History.

Teacher Development

Training in 2011 included training in the revised model of support for inclusive education outreach teams at Special School Resource Centres, including school psychologists, therapists, special education teachers. District Specialised Education Support staff were trained in the revised support model. There was also training in specialist Special Educational Needs' aspects for Special Schools' principals and staff. Here the emphasis was on schools for the deaf and on support for children with profound intellectual disabilities and those with autism spectrum disorder.

Other Support Provided

The Western Cape Forum for the Intellectually Disabled brought an application regarding severely and profoundly intellectually disabled children in the High Court with the National Government and the Western Cape Provincial Government as respondents. The application culminated in a judgment and order handed down by the Western Cape High Court on 11 November 2010. The order instructed both respondents to take reasonable steps to give effect to the rights of severely and profoundly intellectually disabled children in the Western Cape with regard to a basic education; protection from neglect or degradation; equality and human dignity.

The court order has given rise to inter-governmental collaboration initiatives. The WCED established the Provincial Outreach Team for Profound Intellectually Disabled based at Mary Harding School in November 2011.

The function of this team was to determine the nature and level of support required at each of ten (10) designated Special Care Centres; to assess the qualifications of the caregivers and the adequacy of care provided at the Special Care Centres; to provide a training and support programme for Special Care Centre staff; to assess availability, condition and need for assistive devices and to advise on an appropriate and affordable model of care to be provided.

The National Association for the Blind was awarded the tender to conduct an audit into Braille production and enlarged print at schools and institutions for the blind. In the Western Cape, Athlone School for the Blind, Pioneer School and Pioneer Printers were included and the findings have been submitted to the Department of Basic Education.

Programme 5: Further Education and Training

Purpose:

To provide FET at public FET colleges in accordance with the Further Education and Training Colleges Act (2006)

The FET programme comprises the following sub-programmes:

Public institutions

- to provide specific public FET colleges with resources

Professional services

- to support public FET colleges

Human resource development

- to provide for the professional development of educators and non-educators in public FET colleges

Strategic Objective

Strategic Objective 5.1	To ensure institutional and programme planning alignment in order to deliver relevant, responsive programmes towards meeting local business, industry, community and student needs and to maintain an enabling environment for high quality integrated theory/practical programme delivery through institutional governance and management and operational support.
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Programme policy development during 2011/12

Higher education institutions, FET colleges, SETAs and Adult Education and Training centres are now jointly overseen by the provincial education departments and the *Department of Higher Education and Training (DHET)*. The protocol agreements between DHET and provincial education departments and political heads on the transition and interim governance and management of the colleges will prevail until all the necessary conditions are in place.

The *Constitution Amendment Bill* of 2011 was published on 21 January 2011. It aims to amend the Constitution in line with the decision to transfer the provincial functions related to FET and AET to DHET.

The *Further Education and Training Colleges Amendment Bill, 2011* (Gazette No. 34222) was tabled on 27 July 2011 as a section 76 bill. It has now been signed into Law. The overall effect is to amend the FET Colleges Act of 2006, so as to “remove all references to provincial authority; to substitute functions previously assigned to the Member of the Executive Council with the Minister; to remove all references to the Head of Department and substitute with the Director-General; to provide for the prohibition of a member of Council or a member of staff to conduct business, directly or indirectly with the concerned FETC which business is in conflict of interest with the concerned public FETC; to provide for transitional arrangements with regard to public service posts and teacher posts, staff, disciplinary measures; and policy made by the Member of the Executive Council under the principal Act or any provincial law, necessary for the effective governance, management and funding of public FETCs”.

The intention remains that FET Colleges will become a national competency.

The *Green Paper on Post-School Education and Training* was open for public comment until 30 April 2012. The Green Paper seeks to set out the challenges facing the post school system and sets out broad policy for:

- Expanding post school provision to improve access
- Strengthening the institutions to improve quality
- Setting out a vision and pathways for achieving a coherent post school system with articulation, collaboration, and coordination between the different components, as well as alignment between the various institutional types and between education and training institutions and the labour market.

The next steps will include the development of a White Paper and submission to Cabinet for final approval as government policy. This will be followed by the alignment of legislation, regulations and departmental practice with the White Paper and implementation.

At the beginning of 2011, colleges were authorised to re-introduce Report 191 Programmes for engineering related trades at levels N1-N3 and to re-introduce all Report 191 Programmes at levels N4-N6. Accordingly the enrolment numbers for these programmes reflect a further increase for 2012 to date.

Strategic Objectives and indicators

Programme Performance Measures (national measures)
PPM501: Number of students enrolled in NC(V) courses in FET Colleges
PPM502: Number of FET College NC(V) students who completed full courses successfully

ST501	Further education and training - Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by economic classification (R'000)*					
5.1 Public institutions		368,917	446,971	534,671	534,659
5.2 Professional services		0	0	0	0
5.3 Human resource development		0	0	0	0
5.4 Conditional grants		0	0	0	0
Total		368,917	446,971	534,671	534,659
Payments by economic classification (R'000)*					
Current payment		212,675	251,685	259,565	259,553
Compensation of employees		212,670	251,685	259,565	259,553
Educators		180,045	217,825	224,180	224,168
Non-educators		32,625	33,860	35,385	35,385
Goods and services and other current		5	0	0	0
Transfers and subsidies		156,242	195,286	275,106	275,106
Payments for capital assets		0	0	0	0
Total		368,917	446,971	534,671	534,659
* The 2010/11 target for Expenditure is the Final Appropriation 2010/11 figure					
Staffing					
Number of Non-educators (publicly employed)		24	24	24	24
Enrolment					
Full-time equivalent students*		28 053	38 120	36 700	24 948
Students (headcount)		42 291	45 056	42 000	40 403
of whom females		15 247	22 550	24 600	21 265
of whom females in technical fields		1 154	2 279	2 000	1 429
Students completing programmes successfully during the year		21 665	27 000	28 000	17 814**
*The apparent drop in enrolment is because the total excludes the occupational students and only lists the NC(V) and Report 191 figures.					
**Note that the definition applied was adjusted to refer to "All students who entered into, and completed, a qualification during 2011"					

ST501	Further education and training - Key trends				
		<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Statistics on learnerships					
Active learnership agreements in the province**		4 196	6 336	6 000	9 058
► Programme performance measures***					
► PPM501: Number of students enrolled in NC(V) courses in FET Colleges		12 742	12 967	13 000	13 778
► PPM502: Number of FET College NC(V) students who completed full courses successfully		2 308	3 429	7 000	4 587
Note:					
1. ** Public and private providers are involved with learnership delivery. This data represents “public FET colleges only” data and indicates the learnership agreements signed between colleges and students.					
2.*** Explanations for the variances between targets and actuals are provided on the table below.					

Programme Performance Measures, Strategic objectives and Indicators: Discussion of Variances
<p>► PPM 501: Number of students enrolled in NC(V) courses in FET Colleges</p> <p>Baseline (actual output 2010/11): 12 967 Target: 13 000 Actual: 13 778</p> <p>Discussion: The colleges enrolled more than the target due to the increased DHET bursary allocations that made it possible for financially needy students to enrol.</p>
<p>► PPM 502: Number of FET College NC(V) students who completed full courses successfully</p> <p>Baseline (actual output 2010/11): 3 429 Target: 7 000 Actual: 4 587</p> <p>Discussion: The “Actual” may be slightly higher because it does not include supplementary exam results. There is a significant improvement in the certification rate. There is an increase of 1 158 on the total in 2010/11.</p>

Discussion

Enrolment

In February 2012 the colleges enrolled 33 091 compared to the 27 157 students of February 2011. This includes an increase of 1 878 NC(V) students from 2011. Of the 33 091 students, 29 450 are in public-funded programmes, of which the state funds 80% of the total programme cost. As Colleges enrol students at different stages during the year it is expected that overall figures will increase, particularly as a consequence of the reinstatement of the Report 191 programmes.

Support Provided

In terms of a Protocol Agreement between WCED and DHET the province remains responsible for supporting colleges until the Constitutional amendments and changes to the FETC Act are implemented. WCED supports the colleges through planning, funding and funding transfers, governance and management, curriculum support and examination administration. WCED and DHET monitor and report on college performance regarding enrolments, financial management, moderation of assessments and examinations.

The 2011/12 budget allocation for Programme 5 was increased to allow more students to enrol in colleges. The 2010/11 Schedule 4 FET Colleges Conditional Grant funds were transferred to colleges as scheduled. Relationship-building between FET Colleges, SETAs and industry continues. Internship and on-course work placement are planned in conjunction with the Western Cape Department of Economic Development, SETAs, Cape Chamber of Commerce and industry roleplayers.

In January 2011 DHET encouraged colleges to enrol students in the previously phased-out Report 191 (NATED) N4 – N6 and Engineering N1 – N3. This step was accompanied by an increase in bursary allocations as well as allowing Report 191 students to benefit from this bursary scheme.

The October 2011 DHET FET College Bursary report indicates that out of the 22 806 NC(V) and NATED students 13 192 received full or partial bursaries which cover tuition, accommodation and travel fees. The previous provincial student support programme which included bursary allocations, was phased out during 2011.

The WCED continued to support colleges through ring-fenced funding to provide intensive academic support to students. The academic support includes mathematics support, remedial classes, tutorials, additional learning materials and basic feeding schemes.

Colleges are continually expanding their modes of delivery and delivery times to accommodate more students. College reports indicate that in most cases they have reached full capacity and would not be able to take in more students without expanded infrastructure. Most colleges operate their open learning centres to the benefit of both their own students and the surrounding communities.

DHET has set clear targets for the expansion of further education and training provisioning. The growth trajectory for Western Cape colleges is to enrol 85 000 students per annum by 2015. Colleges are encouraged to become more involved with occupational delivery and artisan development. DHET is, in addition, creating more funding opportunities for colleges through the National Skills Fund and SETAs.

Test Results

The tables below indicate the certification rate of students who entered for, and wrote, all the required subjects in their specific qualification.

NC(V)	Enrolled 7 subjects	Written 7 subjects	Passed 7 subjects	Certification % of those wrote
Level 2	7 425	4 361	2 597	59,6%
Level 3	3 412	2 325	1 192	51,3%
Level 4	1 933	1 651	798	47,7%

Report 191/NATED	Enrolled 4 subjects	Wrote 4 subjects	Passed 4 subjects	Certification % of those wrote
N1	539	252	171	67,9%
N2	234	144	57	39,6%
N3	339	250	95	38%
N4	1 883	1 497	682	45,6%
N5	2 441	2 074	934	45%
N6	523	456	214	46,9%

The 2011 Umalusi report on the national examinations compliments the Western Cape colleges on consistent performance across programmes and qualifications as well as on outperforming other provinces in most programmes.

Lecturer Development

The WCED Curriculum Planners continue to support consistent curriculum implementation through lecturer capacity building and classroom support. Assessment and moderation processes continue to improve the quality of assessment instruments and practices.

Resources/other support provided

The WCED supported FET colleges with initial funding to acquire a new electronic college administration programme. The system has now been fully implemented at all colleges. WCED continues to support the use of an academic management system called ASSET (Advanced Software Solutions to Education and Training). The ASSET system is used to plan internal continuous assessment, quality assure college-designed assessment instruments and moderate assessment processes to ensure credible assessment results.

Programme 6: Adult Education and Training

Purpose: To provide AET in accordance with the Adult Basic Education and Training Act, 2000

The ABET programme comprises the following sub-programmes:

Subsidies to private centres

- to support specific private AET sites through subsidies

Professional services

- to support AET sites

Human resource development

- to provide for the professional development of educators and non-educators at AET sites

Strategic Objective

Strategic Objective 6.1	To provide support to A(B)ET management and governance through policy development and strategic interventions that facilitate effective curriculum delivery in Adult Learning Centres; to provide educators and students at A(B)ET sites with departmentally managed curriculum support services and to provide for the professional development of educators and non-educators
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Programme policy developments in 2011/12

The Constitution Amendment Bill of 2011 was published on 21 January 2011. It aims to amend the constitution in line with the decision to transfer the provincial functions related to Further Education and Training and Adult Education and Training to the Department of Higher Education and Training.

The Higher Education and Training Laws Amendment Bill was published on 7 December 2010. It aims to amend the FET Act, 2006 and the Adult Basic Education and Training Act, 2000, so as to amend certain definitions; to make provision for the employment of educators at public centres by inserting provisions with regard to employers of educators, salaries and other conditions of service of educators, the educator establishment, powers of employers, appointments and the filling of posts, the transfer of educators, the secondment of educators, the retirement of educators, the discharge of educators, incapacity and misconduct and the performance of other work by educators; to provide for transitional arrangements with regard to public centres; to make provision for the determination of national education policy for public centres, for consultation on policy and legislation, for the publication of national education policy and for the monitoring and evaluation of adult education and training; and to provide for quality assurance in respect of the qualifications offered by public and private centres.

Regulations relating to the Registration of Private ABET Centres

After initial publication for comment the regulations were reworked and also aligned to the Amended Adult Education and Training Act, published in December 2010 by the Department of Higher Education. The regulations were published in Provincial Gazette, No. 6838, on 4 March 2011.

Regulations relating to the Establishment of Centre Governing Bodies

Regulations were published for public comment in February 2012. The closing date for comments was 20 March 2012. No comments were received. Regulations will thus be published in April 2012. Governing bodies for Adult Learning Centres will be elected during 2012.

Interim General Education and Training Certificate (GETC) Adult Education and Training (ABET)

On 11 December 2009, the revised interim General Education and Training Certificate (GETC) Adult Education and Training (AET) registered under ID No 64309 at SAQA was published. The qualification was gazetted on 5 November 2009, and is approved for adult learners at ABET Level 4 (NQF level1) for public and private centres.

Strategic Objectives and indicators

Programme Performance Measures (national measures)
PPM601: Number of learners enrolled in public ABET Centres
PPM602: Number of educators employed in public ABET Centres

ST601	Adult basic education and training - Key trends				
		<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Payments by sub-programme (R'000)					
6.1 Subsidies to private centres		29,479	32,152	33,098	33,098
6.2 Professional services		0	0	0	0
6.3 Human resource development		0	0	0	0
Total		29,479	32,152	33,098	33,098
Payments by economic classification (R'000)					
Current payment		6,901	7,165	5,850	5,850
Compensation of employees		6,621	6,098	5,670	5,670
Educators		5,663	5,171	5,002	5,002
Non-educators		959	927	668	668
Goods and services and other current		280	1,067	180	180
Transfers and subsidies		22,578	24,987	27,248	27,248
Payments for capital assets		0	0	0	0
Total		29,479	32,152	33,098	33,098
Staffing					
Number of full-time educators (publicly employed)		3	4	4	2
Number of full-time non-educators (publicly employed)		8	8	8	7
Enrolment					
GET level		18 894	19 577	16 000	18 934
FET level		19 159	20 543	20 500	17 648
Total		38 053	40 120	36 500	*36 582

*including Department of Correctional Services and Private Centres registered with the WCED

ST601	Adult basic education and training - Key trends (continued)			
	<i>2009/10 Actual</i>	<i>2010/11 Actual</i>	<i>2011/12 Target</i>	<i>2011/12 Actual</i>
Institutions				
Subsidised centres	102	107	110	103
► Programme performance measures*				
► PPM601: Number of learners enrolled in public ABET Centres	38 053	40 120	36 000	36 582
► PM602: Number of educators employed in public ABET Centres	8	962	1 250	1 039
*Explanations for the variances between targets and actuals are provided on the table below.				

Programme Performance Measures, Strategic Objectives and Indicators: discussion of variances
<p>► PPM601: Number of learners enrolled in public ABET Centres</p> <p>Baseline (actual output 2010/11): 40 120 Target: 36 500 Actual: 36 582</p> <p>Discussion: Because of the proposed phasing out of the previous Senior Certificate and later revisions to that arrangement it has been difficult to predict enrolment figures. Much has been done to increase the numbers of Level1-4 learners through advocacy programmes.</p>
<p>► PM602: Number of educators employed in public ABET Centres</p> <p>Baseline (actual output 2010/11): 962 Target: 1 250 Actual: 1 039</p> <p>Discussion: Teachers must be employed in proportion to learner enrolment at each centre and based also on the learning areas for which they enrol. Following the announcement by the DBE to end the old Grade 12 curriculum at AET Centres in 2014, the WCED decided to offer Grade 12 at selected AET Centres (Grade 12 HUBS) only. As a result, fewer educators are employed at institutions, contributing to the above variance.</p>

Discussion

Enrolment

Current enrolment consists of 18 934 ABET Levels 1-4 learners, 14 008 FET learners and 3 641 learners doing short skills programmes. ABET Learners increased by 3 309 compared to 2010, with the biggest increase at Level 4 with 2 423 learners.

Learnerships for 48 learners were offered in the Central Karoo, in partnership with the ETDP SETA. Accredited skills programmes were offered at eight CLCs and benefited 282 learners in partnership with three FET Colleges. Programmes offered included Carpentry, Office Skills, Health and Safety, Hospitality, Electrical and Mechanical, Entrepreneurship and Plant Production courses. Other partners include PetroSA, Nestle and the Witzenberg Municipality.

The following new Adult Education and Training sites were registered in 2011: Bongulethu (South), Aurora (Piketberg), Broodkraal (Piketberg), Dasbosch, Le Jardine, Septemberkraal, Paardekraal, Berghof (all Porterville), Mount Hope, Highlands, Alpine, Life Changes, Morgenster (all BALCO-South) Ma a Africa (Delft), De Rust Ventura (Overberg), Mfuleni (North); Pelandaba (George); Bitterfontein (West Coast), as well as Koekenaap and Lutzville.

12 Grade FET hubs were established in 2011 in Eden and Central Karoo (1), Winelands (1), East (3), North (2), South (2), Central (1), West Coast (1), Overberg (1).

The WCED continued its provision of Adult Education Programmes to employees of Provincial and National Government Departments. There are currently 714 learners enrolled through 15 active partnership arrangements. There are ten partnerships governed by Memoranda of Understanding (MOUs) with other provincial departments and with the national Departments of Public Works, Environmental Affairs and Correctional Services. Through these partnerships, employees are given the opportunity to obtain a GETC. A "Transversal Policy for the Delivery of ABET to Employees of Provincial Government Departments" is in place. Partnerships are developed at a central level or at centre level. An MOU has been signed with Theewaterskloof Municipality and the MOU with the South African Navy has been revised to reflect the extension to the curriculum offered to their employees at Simonstown Naval Base.

The *Kha Ri Gude* Mass Literacy campaign was launched in April 2008 with the intention of enabling 4.7 million South Africans to become literate and numerate in one of the eleven official languages by 2012. Learners are taught to read and write in their mother tongue in line with A(B)ET level 1 unit standards. Learners have to complete twenty assessment activities (10 for literacy and 10 for numeracy) in their Learner Assessment Portfolios (LAPS). The LAPS are moderated and verified by SAQA. In 2011 12 948 students participated in the programme for 2011 (16 520 in 2010). The results are not yet available.

Support Provided

The 2012/13 Norms and Standards funding for all 103 Community Learning Centres in the province were approved in October 2011 and letters provided to each institution. Further Norms and Standards funding was provided to CLCs in July 2011, August 2011 and March 2012.

Test Results

	2010	2011
Number enrolled for more than one Learning Area	2 376	3 343
Total number of Learning Area entries\	9 551	14 149
Number writing Learning Area exams	6 753	10 160
Candidates for NQF Level 4 exams	1 783	3 343
ABET October Level 4 Pass (Rate)	1 483 candidates (80.7%)	2 226 candidates (66.6%)

The increases generally and, in particular, the increase in the number of successful candidates is pleasing. The increased enrolment (almost double) has influenced the pass rate. Variability in pass rate is a pattern in this sector where the numbers writing are relatively small. The rate in 2010 was particularly high (62% in 2008 and 65% in 2009).

The previous "Senior Certificate" was to have been offered for the last time in 2011, but a revised date of 2014 has been approved. At national level, a draft White Paper is being compiled, as well as a new qualification to replace the Senior Certificate. This will facilitate the implementation of a qualification geared towards the needs of adults. The qualification will require the study of fewer subjects.

Teacher Development

All Centre Managers and Site Coordinators were provided with a list of Key Result Areas. These form part of their contract with the WCED.

A *Monitoring Instrument for AET IMG Managers* was distributed to all Community Learning Centres in July 2011. It covers the following areas: recruitment of learners, Strategic Planning, Centre Governance, Resource Management, Curriculum and Assessment Management, Social Mobilisation and Advocacy, Dissemination of Information.

A Curriculum Management Manual for Centre Managers was completed in August 2011.

It is critical to attract appropriately qualified staff to the sector at competitive salary packages. The appointment of AET staff is dependent on labour legislation being promulgated and there are delays in this process. The implementation of the gazetted Norms and Standards Funding for Adult Learning Centres will require centres to be better equipped to offer a more professional service for the community.

Programme 7: Early Childhood Development

Purpose:

To provide ECD at the Grade R and earlier levels in accordance with White Paper 5

The ECD programme comprises the following sub-programmes:

Grade R in public schools

- to provide specific public ordinary schools with resources required for Grade R

Grade R in community centres

- to support particular community centres at the Grade R level

Professional services

- to support ECD sites

Human resource development

- to provide for the professional development of educators and non-educators at ECD sites

Strategic Objective

Strategic Objective 7.1	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 and to co-ordinate the level 1, 4 and 5 training of ECD practitioners to ably provide emotional, cognitive, health and physical care and a stimulating learning environment for 0 to 4-year-olds
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Programme policy developments in 2011/12

None

Strategic Objectives and indicators

Programme Performance Measures (national measures)
PPM701: Number of learners enrolled in Grade R in public schools
PPM702: Number of public schools that offer Grade R

ST701	Early Childhood Development- Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by sub-programme (R'000)*					
7.1 Grade R in public schools		174,502	220,579	212,588	210,186
7.2 Grade R in community centres		45,869	45,288	46,838	46,838
7.3 Professional services		0	0	0	0
7.4 Human resource development		68,249	80,028	86,360	86,031
7.5 Conditional grants		0	0	35,010	35,006
Total		288,620	345,895	380,796	378,061
Payments by economic classification (R'000)*					
Current payment		94,718	98,749	116,605	114,203
Compensation of employees		58,740	61,048	66,257	63,855
Educators		58,416	61,048	66,257	63,855
Non-educators		324	0	0	0
Goods and services and other current		35,978	37,701	50,348	50,348
Transfers and subsidies		169,288	196,479	225,723	225,390
Payments for capital assets		24,614	50,667	38,468	38,468
Total		288,620	345,895	380,796	378,061
Staffing					
Number of educators (publicly employed)*		251	237	235	224
Number of non-educators (publicly employed)		0	0	0	0

ST701	Early Childhood Development- Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Enrolment (publicly funded only)					
	Grade R in public schools	46 100	50 726	50 000	50 495**
	Grade R in independent sites	21 077	13 228	13 000	20 087***
	Pre-Grade R in public schools	1 820	1 213	2 000	1 215
	Total	68 997	65 167	65 000	71 797
► Programme performance measures****					
	► PPM701: Number of learners enrolled in Grade R in public schools	46 100	50 726	50 000	50 495
	► PPM703: Number of public schools that offer Grade R	767	807	830	886
Programme performance Indicators****					
	PPI 7.1 Newly built Grade R classrooms	100	0	50	68
	PPI 7.2 Additional ECD kits to Public Ordinary Schools	150	0	100	350
	PPI 7.3 Additional ECD kits in Independent Schools	150	0	50	100
<p>Note:</p> <ol style="list-style-type: none"> * These are Pre-Primary Personnel and are all carried in additional posts. As teachers leave or retire the posts fall away. ** The target for 2011/12 was set prior to the "actual" of 2010/11 being available. *** Staff were employed to capture and verify the data hence the data is now more reliable. Learner numbers drawn from the 2011 Annual Survey for public and ECD independent schools. **** Explanations for the variances between targets and actuals are provided on the table below. 					

Programme Performance Measures, Strategic objectives and Indicators: Discussion of Variances**► PPM701: Number of learners enrolled in Grade R in public schools**

Baseline (actual output 2010/11): 50 726

Target: 50 000

Actual: 50 495

Discussion: There is an increase in the number of Grade R learners enrolled in public schools in comparison to the target that was set for 2011/2012.

► PPM702: Number of public schools that offer Grade R

Baseline (actual output 2010/11): 807

Target: 830

Actual: 886

Discussion: More schools than anticipated are now offering Grade R.

PPI 7.1. Newly built classrooms

Baseline (actual output 2010/11): 0 (non-cumulative)

Target: 50

Actual: 68

Discussion: 8 classrooms from 2009/10; 50 classrooms from 2010/11 and 10 classrooms from the identified 35 of 2011/12 were completed. Delays in the tendering process, changes to the implementing agents and other site-specific problems led to delays and have been reported in preceding years. The relevant budget was rolled over as the funds were committed.

PPI 7.2 Additional ECD kits to Public Ordinary Schools

Baseline (actual output 2010/11): 0

Target: 100

Actual: 350

Discussion: The tender for delivery of ECD kits was not awarded in the previous year as there were no service providers that complied with all tender specifications. The application for the roll-over of funds was successful and the tender could then be re-advertised to include the schools which should have received kits in the previous year.

PPI 7.3 Additional ECD kits in ECD Independent Schools

Baseline (actual output 2010/11): 0

Target: 50

Actual: 100

Discussion: The tender for delivery of ECD kits was not awarded in the previous year as there were no service providers that complied with all tender specifications. The application for the roll-over of funds was successful and the tender could then be re-advertised to include the schools which should have received kits in the previous year.

Discussion**Enrolment**

The Grade R learner data captured in the Annual Surveys for public and ECD independent schools indicates a substantial increase in enrolment of Grade R learners. The overall enrolment in Grade R is reported at 71 797 which is the highest total to date, and 6 630 more than the numbers recorded in 2010/11. This is ascribed to the advocacy campaigns to inform parents of the long term benefits of Grade R for their young children, and to better, verified data.

Support Provided

The Grade R learner subsidy allocation to 886 public and 362 independent schools was increased in 2011 to align it to the requirements of the National Norms and Standards for Grade R funding. Funding has been increased as follows:

Quintile	Per learner daily 2010	Per learner daily 2011	New amount per annum per learner
1	R17	R18	R3 600
2	R16	R17	R3 400
3	R13	R14	R2 800
4	R9	R12	R2 400
5	R5	R10	R2 000

Subsidy claim forms are submitted to Head Office quarterly and these are verified before transfer payments to schools are effected. Currently 46 945 Grade R learners at public schools and 13 910 Grade R learners at ECD independent schools are subsidised.

In line with the prescripts in the Ministerial determination for the Expanded Public Works Programme (EPWP), the minimum stipend paid to all ECD practitioners was increased from R1 200 to R1 272. All ECD practitioners currently on learnership programmes benefit from the increased stipend. This increase has had a positive influence on the attendance of the trainees at training classes.

Thirty model Grade R classes were established in 2011. These are used to share best practices in ECD with neighbouring schools. These 30 sites upgraded their outdoor classroom area so that the Grade R learners could further develop their gross motor skills. 68 new Grade R classrooms were provided and the schools also received funding for furniture and a basic start-up ECD resource pack for these new classrooms.

450 schools received ECD kits and the Grade R practitioners in these schools were trained by the service provider. The training focussed on the effective use of the equipment for the benefit of the Grade R learners, compiling and maintaining an inventory and the storage of equipment. Some of the 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.

Test Results

A limited study in 2011 of the school readiness of 3 428 of those learners already accepted into Grade 1 in 200 schools found that 70% of these were not appropriately school-ready. In 2012 there is to be a focus on ensuring that all Grade R programmes are of the requisite quality and that under-age learners who need further Grade R support are afforded an extra year in Grade R, in order to increase their prospects of success in Grade 1.

Teacher Development

A total of 7 680 ECD practitioners are currently training in either ECD Level 1, 4 or 5 learnership programmes offered at each of the 6 Western Cape FET Colleges. 180 ECD practitioner assistants started their ECD Level 1 learnership training.

648 unemployed persons were beneficiaries of an ECD Practitioner Assistant's programme and 8 additional persons were contracted as administrative support staff. The 10-month Level 1 training programme was provided by the FET Colleges. The WCED contracted a service provider to develop accredited Level 1 learning material.

Resources / other support provided

A financial management manual was compiled to support School Management Teams in the effective and efficient utilization of subsidy allocations.

Head office and district officials monitored the utilization of subsidies at 150 public and ECD independent schools and this monitoring will be extended during the next fiscal year.

The WCED has contributed to the draft integrated provincial strategy for Early Childhood Development in collaboration with the Departments of Health and Social Development. Key elements include the training of ECD practitioners, SGBs, caregivers, parents, principals of ECD sites, cooks and gardeners to ensure the effective management of these sites and improved service delivery for the benefit of the children from birth to four years old.

Programme 8: Auxiliary and Associated Services

Purpose: To provide the education institutions as a whole with support

The Auxiliary and Associated Services programme comprises the following sub-programmes:

Payments to SETA

- to provide employee human resource development in accordance with the Skills Development Act

Conditional grant projects

- to provide for projects specified by the Department of Basic Education that are applicable to more than one programme and funded from conditional grants

External examinations

- to provide for departmentally managed examination services

Teacher training

- to assist with the supply of qualified and competent educators for the teaching profession

Strategic Objectives and indicators

Programme Performance Measures (national measures)
▶ PPM801: Number of candidates for the Grade 12 senior certificate examinations (matric exams)
▶ PPM802: Number of candidates for the ABET NQF Level 4 examinations

ST801	Auxiliary and Associated Services - Key trends				
		2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
Payments by sub-programme (R'000)*					
8.1 Payments to SETA		4 604	4 926	5,256	5,256
8.2 Conditional grant projects		14 626	14 440	16,388	14,088
8.3 External examinations		107 824	105 394	112,944	112,742
Total		127 054	124,760	134,588	132,086
Payments by economic classification (R'000)*					
Current payment		122 277	118,936	126,156	123,902
Compensation of employees		72,886	77,839	76,184	76,184
Educators		30,611	30,968	53,826	53,826
Non-educators		42,275	46,871	22,358	22,358
Goods and services and other current		49 391	41,097	49,972	47,718
Transfers and subsidies		4 609	5 451	8,315	8,067
Payments for capital assets		168	373	117	117
Total		127 054	124 760	134,588	132,086
Staffing					
Number of educators (publicly employed)		7	3	10	0
Number of non-educators		91	101	110	98

ST801	Auxiliary and Associated Services - Key trends (continued)	2009/10 Actual	2010/11 Actual	2011/12 Target	2011/12 Actual
► Programme performance measures*					
► PPM801: Number of candidates for the Grade 12 senior certificate examinations (matric exams)		44 931	45 783	43 000	39 988
► PPM802: Number of candidates for the ABET NQF Level 4 examinations		1 527	1 783	2 000	3 338
Programme performance indicators *					
► PPI 8.1. Number of bursaries awarded to deserving students, for four years of formal study at HEIs		120	137	200	168
*Explanations for the variances between targets and actuals are provided on the table below.					

Programme Performance Measures, Strategic objectives and Indicators : Discussion of Variances
<p>► PPM801: Number of candidates for the Grade 12 senior certificate examinations (matric exams)</p> <p>Baseline (actual output 2010/11): 45 783</p> <p>Target: 43 000 Actual: 39 988</p> <p>Discussion: The overall enrolment for Grade 12 was affected by the legislation that prevented learners below the age of 7 enrolling in Grade 1 in 1999.</p>
<p>► PPM802: Number of candidates for the ABET NQF Level 4 examinations</p> <p>Baseline (actual output 2010/11): 1 783</p> <p>Target: 2 000 Actual: 3 338</p> <p>Discussion: Target was exceeded.</p>
Programme Performance Indicators
PPI 8.1. Number of bursaries awarded to deserving students, for four years of formal study at HEIs
<p>Baseline (actual output 2010/11): 137</p> <p>Target: 200 Actual: 168</p> <p>Discussion: There were not enough applicants who met the selection criteria.</p>

Discussion

Examinations

The WCED manages and administers five major examinations annually in accordance with the relevant policies and regulations. These examinations are:

- i. National Senior Certificate examinations (October/November);
- ii. National Senior Certificate Supplementary examinations (February/March each year).
- iii. Senior Certificate examinations (May/June each year until 2014);
- iv. ABET Level 1-4 examinations (May/June)
- v. ABET Level 1-4 examinations (October/November)

In 2011, the Annual National Assessments were written in grades 1-6 and 9. These papers are set by the Department of Basic Education and supplied to provinces for administration.

Security of examinations is a key priority. All examination processes and procedures are managed in terms of the relevant legislation. School principals are trained to manage the examination process in such a way that no incidents occur that might jeopardise the integrity or security of the examination. All schools offering the National Senior Certificate complied with the instruction to appoint a member of the Senior Management Team as the chief invigilator for the 2011 National Senior Certificate examinations. In the past the invigilators were not teachers at the school but were externally appointed or community-based invigilators. The school-based invigilator was fully accountable for the 2011 examination with the community-based invigilator serving as a mentor. Fifty percent of the invigilators of the grade 12 examination were school based and the other 50% was community based for the first time in the Western Cape. Extensive training was conducted with the invigilators in 2011 with training provided to chief invigilators and principals by Head Office officials.

The National Senior Certificate examination requires the management of approximately 420 examination centres, the appointment of 3 500 markers and the marking of approximately 800 000 answer scripts over an 8 day period.

Competency tests were conducted for prospective markers in seven subjects during 2011 in an initiative to ensure improved marking. The subjects in which competency tests were written were Accounting, Business Studies, Geography, History, Life Sciences, Mathematics and Physical Sciences. Evidence of improved efficiency was noted in the reduction of marker error noted in the re-mark process.

No major irregularities impacting on the integrity of the examination occurred.

At an award ceremony in January 2012, awards and certificates were given to 45 candidates and to 52 schools for excellence or improvement in specified award categories.

Bursaries

To increase the number of qualified Mathematics and Science Educators, the WCED provided 109 pre- service bursaries as a focus for 2011 as follows: 19 Foundation Phase, 54 Intermediate and Senior Phase and 36 FET students. There were 31 WCED bursary holders who completed their studies in December 2011.

In January 2012, an additional 90 bursars were added, bringing the total up to 168.

Pre-service bursaries are now funded under Programme 2, where other bursary information is listed. It is reported here to correspond with the target set in the Annual Performance Plan of 2011/12.

Part 3 – Annual Financial Statements

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VOTE 5
REPORT OF THE AUDIT COMMITTEE
for the year ended 31 March 2012

1. Report of the Audit Committee

The Audit Committee (hereafter: the Committee) is pleased to present its report for the financial year ending 31 March 2012.

2. Audit committee members and attendance

The Committee consists of the following independent members from which the chairperson is appointed. All members are suitably skilled and experienced and collectively have sufficient qualifications and experience to fulfil their duties.

The Committee is required to meet a minimum of four times per annum in terms of its approved terms of reference. During the year six meetings were held.

Member	Comment	Number of meetings attended
Ms Z Abrams	Member appointed for three-year term with effect from 1 January 2011	6
Prof E Calitz	Member appointed for three-year term with effect from 1 January 2010; Chairperson	6
Mr RI Kingwill	Member appointed for three-year term with effect from 1 January 2011.	6
Mr L Mdunyelwa	Member reappointed for second three-year term with effect from 1 October 2011.	5
Mr L Nene	Member appointed for three-year term with effect from 01 April 2011.	5

Apologies were tendered and accepted for meetings not attended. A quorum of members was present at all meetings.

3. Audit Committee responsibility

The Committee reports that it has complied with its responsibilities arising from section 38(1)(a) of the PFMA and Treasury Regulation 3.1.

The Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

4. The effectiveness of internal control

In line with the PFMA and the King III Report on Corporate Governance requirements, Internal Audit provides the Committee and Management with assurance that the internal controls are adequate and effective. This is achieved by a risk-based Internal Audit Plan, Internal Audit assessing the adequacy of controls mitigating the risks and the Committee monitoring implementation of corrective action.

The Committee has reviewed the reports of the Internal Auditors, the Auditor General's report on the Annual Financial statements and the management report. The Committee noted the deficiencies in the system of internal control raised in these reports and continues to monitor the implementation of corrective actions.

VOTE 5
REPORT OF THE AUDIT COMMITTEE
for the year ended 31 March 2012

4.1 Areas highlighted by Internal Audit for improvement

During the year, key control deficiencies were noted by Internal Audit in the following areas:

- Labour Unrest Contingency Planning
- Examinations Administration
- Transfer payments
- Interim Financial Statements
- Debtor Management.

Corrective actions have been agreed by management and are being monitored by the Committee.

4.2 The quality of in-year-monitoring and monthly/quarterly progress reports submitted in terms of the Public Finance Management Act (PFMA) and the Division of Revenue Act

The Committee reviewed the Department's in-year monitoring (IYM) and quarterly performance report (QPR) submissions and these have complied with the requirements of the PFMA and Division of Revenue Act as appropriate. Recommendations made to the Department are followed up at subsequent reviews. The quarterly reports for the first three quarters have been tabled at Committee meetings during the year. Areas for improvement relating to predetermined objectives recommended by the Auditor General will be monitored on a quarterly basis.

4.3 Enterprise Risk Management (ERM)

During the year further progress has been made with the roll out of Enterprise Wide Risk management (ERM) and the alignment to the key risks of the Department. The Committee will monitor further progress on a quarterly basis in pursuit of a combined assurance approach.

5. Evaluation of Financial Statements

The Committee has:

- reviewed and discussed the audited Annual Financial Statements to be included in the Annual Report, with the Auditor-General and the Accounting Officer;
- reviewed the Auditor-General's Management Report and Management's response thereto;
- reviewed changes to accounting policies and practices as reported in the Annual Financial Statements;
- reviewed the Department's processes for compliance with legal and regulatory provisions;
- reviewed the information on predetermined objectives as reported in the annual report;
- reviewed adjustments resulting from the audit; and
- reviewed and where appropriate recommended changes to the interim financial statements as presented by the Department for the six months ending 30 September 2011.

VOTE 5
REPORT OF THE AUDIT COMMITTEE
for the year ended 31 March 2012

The Committee concurs with and accepts the Auditor-General's conclusions regarding the Annual Financial Statements. The Committee accepts the finding of non-compliance of the asset register with Treasury regulations on account of the changed accounting policy in respect of mobile classrooms, but also notes that the Department did not receive any audit finding of non-compliance when applying the previous accounting policy, which required full expensing of such assets during the year of acquisition. The Committee notes the Auditor General's comments on the effectiveness of the Committee's oversight role and is in discussion to get a clearer understanding of the Auditor-General's expectations. Over and above this the Committee proposes that the audited Annual Financial Statements be accepted and read together with the report of the Auditor-General.

Based on the review and discussions referred to in the preceding paragraphs, the Committee recommended that the audited financial statements be included in the Department's Annual Report for the fiscal year ended March 31, 2012.

The Department has submitted an action plan to deal with the shortcomings underlying the qualified audit and the Committee will closely monitor the implementation thereof.

6. Internal audit

The Committee reports that four of the seven planned areas of the approved Internal Audit plan were tabled as at 31 March 2012. Of the remaining reports, two were tabled after year end and the balance was carried over into the next reporting cycle.

As reported in the previous year, the Committee is of the view that further audit coverage is required and that there is a need for additional capacity to support the increased coverage of further high risk areas.

7. Auditor-General South Africa

The Committee has met with the Auditor-General South Africa to ensure that there are no unresolved issues that emanated from the regulatory audit. Corrective actions on the detailed findings emanating from the current regulatory audit will be monitored by the Committee on a quarterly basis.

8. Appreciation

The Committee wishes to express its appreciation to the officials of the Department, the Auditor-General South Africa and the Internal Audit Unit for the co-operation and information they have provided to enable us to compile this report.



Estian Calitz
Chairperson
Audit Committee
Western Cape Education Department
14 August 2012

VOTE 5
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2012

Report by the Accounting Officer to the Executive Authority and Provincial Legislature of the Republic of South Africa.

1. General review of the state of financial affairs

The WCED faced financial pressure in the period under review mainly as a result of the increase in the salary bill through inflation adjustments. This resulted in a careful review of priorities. By issuing five vacancy lists and reducing the backlog on the PILIR cases, efficiency was brought about. The department also reviewed the projects it was managing and considered their impact on education outcomes. This was all done to consider its contribution to improved learning and teaching.

The beginning of the 2012 school year has seen an increase in learner numbers. This has placed additional financial burden on the department's resources.

The Department will continue allocating funds to its priority items, namely, infrastructure, textbooks and personnel and in line with the strategic objectives set by the department three years ago.

Given the general state of the economy, Western Cape national quintile 4 and 5 schools continue to face financial pressure due to inflation and other economic conditions. The Department wrote off certain debt owed by selected schools to enable them to meet their short term obligations. The policy relating to the compensation for fee exemption was also implemented, which enabled quintile 4 and 5 schools to recover some of the costs incurred. The bulk buying of textbooks for certain grades also assisted schools to reduce certain cost pressures.

The Department spent 99,9% of the adjusted budget. The target set by Provincial Treasury is that departments should not under or overspend by 1%. The under-expenditure amounted to R15,9 million.

Reasons for under-spending are as follows:

- R804 000 for the National School Nutrition Programme conditional grant. The amount is committed for fresh fruit and vegetables that were supplied during the month of March 2012, but invoices were not submitted in time for payment.
- An amount of R6.914 million for capital projects that could not be completed before the end of the financial year. These funds are committed on the existing project for Education District Central office accommodation.
- R2.292 million for LTSM (textbooks) due to outstanding invoices received late and not captured on BAS before 31 March 2012.
- It should be noted that these are all committed projects and a request for roll-over of those funds was submitted to Provincial Treasury.

VOTE 5
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2012

Virement:

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

Shifting of R25 099 000 from programme 1 to programme 2 for urgent maintenance and LTSM needs at public schools.

Shifting of R13 718 000 from programme 4 to programme 2 for expansion classrooms and urgent school furniture and equipment needs at public schools.

Shifting of R821 000 from programme 6 to programme 2 for urgent maintenance needs at public schools.

Shifting of R7 680 000 from programme 7 to programme 2 for expansion classrooms needs at public schools.

Shifting of R922 000 from programme 8 to programme 2 for urgent maintenance needs at public schools.

2. Service rendered by the department

2.1 Tariff policy

The Department charges fees for examination related services such as marking of scripts, copy requests of senior certificates etc., which tariffs are determined by the Department of Basic Education.

2.2 Free Services

The department does not render any service, which could have yielded significant revenue.

2.3 Inventories

The inventory that existed at year-end consisted of Work-in-progress (WIP) that related to construction contracts. Work-in-progress is defined as those construction contracts for which services have been rendered, however, retention funds are still to be paid, as agreed to the supplier in terms of contractual obligations. The amount for WIP is R555,9 million for the year under review.

3. Capacity constraints

Schools are facing challenges in finding appropriately skilled and properly qualified staff for certain subjects. Subjects like mathematics and science are facing critical shortages. The Department has a bursary scheme that partially addresses the challenge. However, the Department of Basic Education is also investigating possible solutions. The department has a telematics broadcast programme to assist Grade 12 learners in critical subjects. The placement of Fundza Lushaka bursary holders, who do possess those skills, is receiving renewed focus. The department has developed a Mathematics and Science strategy, which could assist.

VOTE 5
REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2012

4. Utilisation of donor funds

The Department did not receive any significant donor funds.

5. Trading entities and public entities

The Department does not have any such entities.

6. Organisations to who transfer payments have been made

A list of entities to which transfer payments are made are reported in annexure 1A - D of the Annual Financial Statements.

Transfer payments are made to educational institutions in terms of the relevant Acts of Parliament that govern them. For example, transfer payments are made to public ordinary schools for norms and standards as set out in terms of the South African Schools Act. Please refer to annexure 1B of the annual financial statements for a more detailed explanation for each type of entity.

The Department strictly applies Section 38(1)(j) of the PFMA where entities that receive transfer payments have to prove that they are spending the funds for the intended purpose. Here the relevant entities have to declare and sign a certificate, before the next transfer payments are effected. Then in terms of the relevant act pertaining to that entity they are also responsible to submit their audited financial statements by a due date for review and compliance. The Education district offices pay particular attention to capacity building at school level and provide on-going support. This process is being monitored on an on-going basis.

7. Public private partnerships (PPP)

The Department has not entered into any such arrangement.

8. Corporate governance arrangements

Consistent with the King III report, the internal audit unit follows a risk-based approach to assist management in achieving departmental objectives.

A risk-based approach requires coverage of all significant risks, but is not limited to focusing on operational and strategic risks.

The strategic risk assessment was concluded and received management's attention. An Operational Risk Assessment was concluded.

The Department has an Audit Committee, which consists of independent members. It is currently in its eighth year of operation. The Audit Committee meets regularly and constantly engages with top management and the Executive Authority.

The internal audit function, the office of the Auditor-General and the Forensic Investigative Unit report directly to the Audit Committee as assurance providers.

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The Department has an Enterprise Risk Assessment Unit. The Department has an Enterprise Risk Management committee consisting of the Head of the Department and deputy director-generals. They meet at least on a quarterly basis to consider the risks facing the department and devise mitigating strategies. Operational risks are also reviewed at the same time. The Department developed a Risk Policy framework in conjunction with Provincial Treasury. The risk policy will unfold into a fraud risk assessment policy. The department has a fraud prevention plan.

Senior management has to complete and submit a declaration of 'No conflict of Interest' annually or as circumstances change. All bid committee members and all staff in Supply Chain Management are required to declare any conflict of interest. The Department requires all bidders to declare potential relationships with the employer or employees. The Audit Committee members also have to submit a declaration of 'No conflict of Interest'.

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 of our high risk schools. The Department also has CCTV cameras in certain schools to enable school principals to monitor activity.

9. Discontinued activities/activities to be discontinued

None

10. New/proposed activities

None

11. Asset management

The Department has achieved all the milestones laid out in the Asset Management reforms. The asset verification process is undertaken bi-annually to ensure continuous improvement. All assets have been captured on the asset register and the state/condition of each asset has been recorded.

12. Events after the reporting date

None

13. Performance information

Performance information is recorded on a quarterly basis and submitted to Provincial Treasury. To improve accountability and transparency, the Department developed its own indicators in addition to those that are required by National Treasury. These are monitored regularly. However, the majority are annual targets.

The systems in place are mainly the Central Education Management Information System (CEMIS) to provide learner data and PERSAL to provide personnel numbers and expenditure. The Basic Accounting System (BAS) is used to provide expenditure and revenue data.

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REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2012

14. SCOPA resolutions

The SCOPA resolutions for the financial year as tabled.

Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
SCOPA Report dated 25 March 2010	The Department may have to account for write-offs in terms of alleged fruitless and wasteful expenditure relating to infrastructure projects. The ultimate outcome of the matter cannot currently be determined, and no provision for any fruitless and wasteful expenditure that may result has been made in the financial statements. The loss due to the cancellation of the contracts is considered as fruitless and wasteful expenditure.	The WCED accepts the committee's recommendations. The Department has included a note in the financial statements to the effect that an amount of R1,75 million has been identified as possible fruitless and wasteful expenditure. This is subject to finalisation.
	Difficulties were experienced during the audit concerning delays or the unavailability of requested information. This is indicative of a situation where there is a lack of on-going monitoring and supervision as well as a lack of effective control activities surrounding the availability of expected information. Contract and or tender documentation could be misplaced and a payment could be made that is not in line with the requirements of the contracts or bid information or tender documentation.	The WCED accepts the committee's recommendations. The Department has implemented controls surrounding the collection of source documentation, which is also monitored on a monthly basis.
	SCOPA resolutions have not been substantially implemented. If corrective actions is not taken in terms of SCOPA resolutions a reoccurrence of past errors and practices is more likely.	The WCED accepts the committee's recommendations. The Department made significant progress in this regard.
SCOPA report dated 30 June 2011	The delays in the delivery of infrastructure must be investigated and addressed as soon as possible.	The WCED accepts the committee's recommendations. The department did improve its processes around infrastructure planning to avoid delays.
	Issue of employees doing business with WC government must be addressed and finalised as matter of urgency to avoid any recurrence of this in the future.	The WCED accepts the committee's recommendations

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Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
	Access to the server room should be restricted, for example by the installation of a swipe card facility. Magnetic card locks should also be installed in data centre doors to limit access, as well as cameras to monitor personnel entering the server room. All data should be backed up on a daily, weekly and monthly basis. Backups should be tested periodically to determine whether the backup data is functional.	The WCED accepts the committee's recommendations
	User forms for adding users should specify the required and approved user rights.	The WCED accepts the committee's recommendations. The department did strengthen some of the controls.
	Standardised logical security settings should be implemented on the network and other relevant applications.	
	A backup log should be maintained for all backups performed for the database servers that are housed at SITA Western Cape. The log should include the backup restoration and testing that is periodically performed and should be reviewed independently and evidence thereof should be maintained.	
SCOPA report dated 9 March 2012	The internal control systems and project management of the Department be improved;	The WCED accepts the committee's recommendations
	It is pleased with the decrease in the overall vacancy rate; however, it expressed its concern on the vacant positions in senior management, for an example, the DDG: Corporate Services which was only re-evaluated in November 2011. There are also vacancies and lack of skills in the Finance Department. The Department needs to take the filling of vacancies very seriously as it impacts on service delivery;	The WCED accepts the committee's recommendations
	Due to the ineffectiveness of monitoring leave administration, the Committee resolved that there must be a reliable system in place to monitor leave taken and/or leave encashment so as to prevent employees from taking any form of leave, (annual leave, sick leave, family responsibility leave, etc.) without following the policy procedures ;	The WCED accepts the committee's recommendations

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Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
	The Department gets the information from the Auditor General on the investigation of the Advisory Service to the Minister of Education and that the information be provided to the Committee;	The WCED accepts the committee's recommendations
	The Department must implement tight procedures pertaining to Supply Chain Management;	The WCED accepts the committee's recommendations
	The requirements of the Preferential Procurement Policy Framework Act (PPPFA) be applied;	The WCED accepts the committee's recommendations
	Due to the Financial Management Improvements Plan not addressing the root cause of the internal control deficiencies identified in the 2009/2010 financial year; the Committee calls on the Department to revise the Financial Management Improvement Plan as a matter of urgency;	The WCED accepts the committee's recommendations
	The Department adheres to the Committee request and provides the Committee with the five internal audit reports, especially the Learner Transport report, without delay;	The WCED accepts the committee's recommendations
	Four Material misstatements were corrected during the audit process.	The WCED accepts the committee's recommendations.
	<ul style="list-style-type: none"> • The Department failed to identify the irregular expenditure of R14.6 million, which was due to inadequate processes. This error was only detected during the audit process; 	
	<ul style="list-style-type: none"> • The Capital expenditure of R38 338 000 was due to reclassification of information which was included in the financial statements; 	
	<ul style="list-style-type: none"> • The Capital commitments of R1,6 bn as a result of inadequate procedures to review information included in the financial statements and this was detected during the audit process. 	
	<ul style="list-style-type: none"> • The Department must have the processes in place to prevent the above from occurring in the future. 	

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Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
	Awards made to Suppliers were not based on preference points that were allocated and calculated in accordance with the requirements of the Preferential Procurement Policy Framework Act, 2000 (Act No. 5 of 2000) and its regulations and National Treasury Instruction Note of 15 September 2010. The Committee resolved that there must be a process in place to control the access of suppliers who do not meet the required PPPFA.	
	The delays in construction of classrooms;	The WCED accepts the committee's recommendations
	The computer services costs which increased dramatically in a period of a year.	The WCED accepts the committee's recommendations

15. Prior modifications to audit reports

The department has successfully implemented a system of addressing the concerns and findings of the Auditor-General. The responsible managers are required to develop a plan of action, which is evaluated by a committee. Once the process of quality assurance is completed, implementation thereof is monitored. The progress in this regard is also reported to the Audit Committee.

Nature of non-compliance	Financial year in which it first arose	Progress made in clearing/resolving the matter
Monitoring of other remunerative work by employees	2010/11	All tenders above R500 000 are checked to ensure no employees are involved. The Department has also drafted a policy.
Procurement and contract management	2010/11	The Department implemented the electronic Sourcelink procurement system to ensure compliance.

16. Exemptions and deviations received from the National Treasury

In terms of section 79 of the PFMA, the National Treasury approved a departure from the disclosure of amortisation tables for finance lease expenditure in respect of GG vehicles as required in terms of the Departmental Reporting Framework Guide. Steps are being implemented to ensure full disclosure of GG vehicle expenditure as finance leases, including amortisation tables, for the 2012/13 financial year.

In terms of section 66 of the PFMA, read with National Treasury Practice Note 5 of 2006/07, the Minister of Finance, Economic Development and Tourism in the Western Cape has granted approval for all finance lease commitments in respect of GG vehicle expenditure that has been entered into or will be entered into that exceeds 60 months.

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for the year ended 31 March 2012

17. Interim Financial Statements

The Department prepared interim financial statements as required by Provincial Treasury. These interim statements were reviewed by the Provincial Treasury and the WCED made adjustments where these were considered appropriate.

18. Other

None

19. Infrastructure matters: Magqwaka case

The Department had on-going discussions with the Department of Transport and Public Works concerning the Magqwaka case. The WCED is awaiting the final results of the legal process to account for any expenditure that may result from this.

20. Response to Audit Opinion

The Western Cape Education Department (WCED) has received a negative audit outcome after five years of unqualified audits. The WCED acknowledges the outcomes of the audit and will take the appropriate course of action to strengthen our systems.

The qualification in the audit finding is because the WCED has an incomplete asset register for mobile classrooms. This is the first time the department had to account for such an asset register. In ideal circumstances the department should have an asset register of mobile classrooms, clearly spelling out the definitions of what counts as a mobile classroom and systems in place for identification and control over movement of units. This should also be audited by internal audit to ensure all the necessary controls are adequate.

The Audit also found examples of non-compliance relating to SCM rules and regulations.

Plans to address audit findings

Mobile classrooms

During July 2012 the WCED conducted a comprehensive count of mobile units using an agreed definition. In the next two months the following steps will be taken:

- 1) Criteria will be developed defining when the unit is considered permanent and whether it is a mobile classroom. A system will be devised to separate mobile Grade R classrooms, kitchen units and library units.

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REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2012

- 2) Supply asset management will draw up a project plan, defining the scope and length of the project to count and verify units. This could include bar coding those units. The project plan will be complete by 10 August and the plan completed by end September 2012.
- 3) The WCED will devise a tracking system for when units are moved.
- 4) The WCED will also account for those units purchased by DTPW and treat them according to the NT guidelines.
- 5) Those units purchased by SGBs will need to be reflected on schools' asset registers and the district offices will be requested to assist in this regard.
- 6) Detailed source documentation of each transaction in the asset register will form part of the reconciliation performed.
- 7) Agreement to be reached with DTPW as to units considered as permanent and also what role WCED will play. This will be included in the Service Delivery Agreement with DTPW.
- 8) Internal audit will be considered in the process to sign off as well as the AGSA in respect of process and procedures followed by the department.
- 9) The WCED will also request AGSA to do an interim audit to ensure that problems that could arise, be dealt with timeously.
- 10) The above process will be completed by 30 October 2012.

SCM – non-compliance

The AGSA identified non-compliance relating to SCM rules and regulations. The AGSA identified the period of non-compliance prior to the implementation of Source-link in December 2011. There are no identified issues since the implementation of Source-link.

Therefore to correct the situation the following actions are suggested:

- 1) Development of a policy on irregular expenditure based on the recently issued National Treasury list of types of irregular expenditure.
- 2) A circular to all staff members will be issued with the list of irregular expenditure.
- 3) Each director to identify a key staff member to take responsibility for SCM and to attend a workshop on training on latest SCM requirements. This person will be the only one responsible for procurement for each directorate.
- 4) Review the SCM structure of directorate Infrastructure and districts to ensure they support proper recording of transactions.
- 5) Training by SCM would be an important element in the prevention of Irregular and Fruitless and Wasteful expenditure.
- 6) The SCM should consider issuing templates to assist staff, as SCM regulations are becoming complex. PT has already issued SCM templates and the implementation date is scheduled for end of September 2012.
- 7) The use of schools to potentially circumvent the SCM regulations will to be stopped.

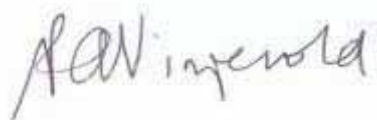
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- 8) There should also be a workshop by SCM or officials by PT on housekeeping matters as the AGSA testing focuses on source documentation.
- 9) Internal audit has already included irregular expenditure in the audit plan for 2012/13, therefore the reporting mechanisms should be strengthened in those areas not covered above. The recommendations that follow from such a report will be implemented immediately.
- 10) At year end all SMS members to sign certificates in respect of irregular and fruitless and wasteful expenditure for their budget.
- 11) The WCED will set up a high-level Internal Control Unit by end August 2012. The Control Unit will train and provide support to the SCM official in each directorate.
- 12) All documentation in respect of Source-link will be verified by the Internal Control Unit.
- 13) The WCED will consider requesting the AGSA to do interim testing of irregular expenditure to prevent challenges at year end.

Regular feedback will be given to the Minister and the Audit Committee in respect of progress regarding the course of action.

21. Approval

The Annual Financial Statements set out on pages 116 to 173 have been approved by the Accounting Officer.



PA Vinjevold
Superintendent-General
Date: 31 August 2012

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

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) as set out on pages 116 to 173 which comprise the appropriation statement, the statement of financial position as at 31 March 2012, the statement of financial performance, statement of changes in net assets, the cash flow statement for the year then ended, and 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 of these financial statements in accordance with the *Departmental financial reporting framework* as prescribed by the National Treasury and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and Division of Revenue Act of South Africa, 2011 (Act No. 6 of 2011) (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 the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA), the *General Notice* issued in terms thereof and 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 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 qualified audit opinion.

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

Basis for qualified opinion

Tangible movable assets

6. The department did not have adequate systems in place over the recording of mobile units, as reflected in note 29 to the financial statements, on which I could rely. The department's records did not permit the application of adequate alternative procedures regarding mobile units. Consequently, I was unable to obtain sufficient appropriate evidence to satisfy myself as to its existence, valuation and completeness of mobile units amounting to R56 million.

Qualified opinion

7. In my opinion, except for the possible effect of the matter described in the Basis for qualified opinion paragraph, the financial statements present fairly, in all material respects, the financial position of the Western Cape Education Department as at 31 March 2012 and its financial performance and cash flows for the year then ended, in accordance with the *Departmental financial reporting framework* as prescribed by the National Treasury and the requirements of the PFMA and DoRA.

Emphasis of matter

8. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Significant uncertainties

9. With reference to note 18 to the financial statements the department has an obligation to settle schools municipal accounts that have not been settled by the schools. The department is unable to determine the exact amount of liability settled during the year or still to be settled as some accounts are settled by the schools directly. Each case is examined individually and no provision for any liability that may result has been made in the financial statements.

Restatement of corresponding figures

10. As disclosed in note 29 to the financial statements, the corresponding figures for 31 March 2011 have been restated as a result of an error discovered during the current financial year relating to mobile units which were previously not accounted for in the department's financial statements in the department's asset register which were previously not accounted for in the financial statements of the department.

Material Impairments

11. The department has receivables relating to staff as well as other debts totalling R71 million at 31 March 2012 as disclosed in note 28 to the financial statements, which had been outstanding for more than three years. The recoverability of these amounts is doubtful.

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

Irregular expenditure

12. As disclosed in note 25 to the financial statements, the irregular expenditure of R52 million identified is understated as the full extent of the irregularities is still in the process of being determined.

Additional matters

13. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Unaudited supplementary schedules

14. The supplementary information set out on pages 166 to 173 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly do not express an opinion thereon.

Financial reporting framework

15. The financial reporting framework prescribed by the National Treasury and applied by the department is a compliance framework. The wording of my opinion on a compliance framework should reflect that the financial statements have been prepared in accordance with this framework and not that they “present fairly”. Section 20(2)(a) of the PAA, however, requires me to express an opinion on the fair presentation of the financial statements. The wording of my opinion therefor reflects this requirement.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

16. In accordance with the PAA and the *General Notice* issued in terms thereof, I report the following findings relevant to performance against predetermined objectives, compliance with laws and regulations and internal control, but not for the purpose of expressing an opinion.

Predetermined objectives

17. I performed procedures to obtain evidence about the usefulness and reliability of the information in the annual performance report as set out on pages 6 to 93 of the annual report.
18. The reported performance against predetermined objectives was evaluated against the overall criteria of usefulness and reliability. The usefulness of information in the annual performance report relates to whether it is presented in accordance with the National Treasury annual reporting principles and whether the reported performance is consistent with the planned objectives. The usefulness of information further relates to whether indicators and targets are measurable (i.e. well defined, verifiable, specific, measurable and time bound) and relevant as required by the *National Treasury Framework for managing programme performance information*.

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

19. The reliability of the information in respect of the selected programmes is assessed to determine whether it adequately reflects the facts (i.e. whether it is valid, accurate and complete).
20. There were no material findings on the annual performance report concerning the usefulness and reliability of the information.

Additional matter

21. Although no material findings concerning the usefulness and reliability of the performance information were identified in the annual performance report, I draw attention to the following matter below.

Achievement of planned targets

22. Of the total number of planned targets, only 42 were achieved during the year under review. This represents 34% of total planned targets that were not achieved during the year under review.
23. This was mainly due to the fact that indicators and targets were not suitably developed during the strategic planning process and as a result of the department not considering relevant systems and evidential requirements during the annual strategic planning process.

Compliance with laws and regulations

24. I performed procedures to obtain evidence that the entity has complied with applicable laws and regulations regarding financial matters, financial management and other related matters. My findings on material non-compliance with specific matters in key applicable laws and regulations as set out in the *General Notice* issued in terms of the PAA are as follows:

Annual financial statements, performance and annual reports

25. The financial statements submitted for auditing were not prepared in all material respects in accordance with the requirements of section 40(1) of the PFMA. Material misstatements identified by the auditors were not adequately corrected, which resulted in the department receiving a qualified audit opinion.

Assets and liabilities

26. Proper control systems to safeguard and maintain assets were not implemented, as required by section 38(1)(d) of the Public Finance Management Act and Treasury Regulation 10.1.1(a).

Procurement and contract management

27. Goods and services with a transaction value below R500 000 were procured without obtaining the required price quotations, as required by Treasury Regulation 16A6.1.

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

28. Contracts and quotations were awarded to suppliers whose tax matters had not been declared by the South African Revenue Services to be in order as required by Treasury Regulations 16A9.1(d) and the Preferential Procurement Regulations.
29. The preference point system was not applied in all procurement of goods and services above R30 000 as required by section 2(a) of the Preferential Procurement Policy Framework Act and Treasury Regulations 16A6.3(b).
30. Contracts and quotations were awarded to bidders who did not submit a declaration on whether they are employed by the state or connected to any person employed by the state, which is prescribed in order to comply with Treasury regulation 16A8.3.
31. Employees of the department performed remunerative work outside their employment in the department without the written permission from the relevant authority as required by section 30 of the Public Service Act and section 33(1) of the Employment of Educators Act.
32. Persons in service of the department who had a private or business interest in contracts awarded by the department failed to disclose such an interest, as required by Treasury Regulation 16A8.4 and/or Public Service Regulation 3C.
33. Persons in service of the department whose close family members, partners or associates had a private or business interest in contracts awarded by the department failed to disclose such interest, as required by Treasury Regulation 16A8.4.
34. A proper evaluation of major capital projects were not done prior to a final decision on the project as per the requirements of section 38(1)(a) of the PFMA.

Expenditure management

35. The accounting officer did not take effective steps to prevent irregular expenditure, as required by section 38(1)(c)(ii) of the Public Finance Management Act and Treasury Regulation 9.1.1.
36. Sufficient appropriate audit evidence could not be obtained that effective and appropriate disciplinary steps were taken against officials who made and or permitted irregular expenditure particularly relating to irregular expenditure identified in the previous financial year as required by section 38(h)(iii) of the Public Finance Management Act and Treasury Regulations 9.1.3.

Revenue management

37. The accounting officer did not take effective and appropriate steps to collect all money due, as required by section 38(1)(c)(i) of the Public Finance Management Act and Treasury Regulations 11.2.1 and 15.10.1.2(a) & (e).

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

Service delivery

Technical Secondary Schools Re-capitalisation grant

38. Other than those technical schools that demonstrated the capacity, systems and controls to manage the procurement process, the procurement process was not managed provincially, as required by the Division of Revenue Grant Framework, Gazette No. 34280.

Internal control

39. I considered internal control relevant to my audit of the financial statements, the report on pre-determined objectives and compliance with laws and regulations. The matters reported below under the fundamentals of internal control are limited to the significant deficiencies that resulted in the basis for qualified opinion and the findings on compliance with laws and regulations included in this report.

Leadership

40. The accounting officer did not adequately exercise oversight responsibility throughout the financial year to ensure accurate and complete financial statements. This is evident by the extent of sufficient appropriate audit evidence relating to mobile units that could not be timeously presented for audit purposes, the material misstatements in the financial statements as well as non-compliance with procurement and contract management regulations, expenditure management, revenue management and conditional grants.

Financial and performance management

41. The financial management improvement plan prepared by the department on the findings of the audit of the 2010-11 financial year should have been prepared in such a manner that it would ensure improvement. The improvement plan, however, proved to be insufficient to address the internal control deficiencies identified resulting in inefficient monitoring and review over financial information and compliance to laws and regulations and thereby resulting in a modification of the audit opinion and significant non-compliance with laws and regulations.
42. There was a lack of review and monitoring by management at the district offices to ensure that controls over monthly reconciling of transactions are implemented. The risks arising from the accounting for mobile units was not adequately addressed in a timely manner to ensure the compilation of an accurate and complete asset register.
43. There was also a lack of monitoring controls and adequate follow up over outstanding debtors resulting in an understatement of the provision which resulted in a material adjustment to the financial statements.

VOTE 5
REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2012

OTHER REPORTS

Investigations

44. Twenty two cases relating to alleged financial irregularities, corruption and human resource irregularities were closed during the current financial year.
45. Nineteen instances were reported in the current financial year relating to non-compliance with supply chain regulations; these are currently under investigation at the date of this report. Twenty six other cases relating to alleged financial irregularities, corruption and human resource irregularities were also reported during the current financial year and are still in process at the date of this report.

Performance audits

Readiness of government to report on performance

46. During the year under review a performance audit was conducted on the Readiness of Government to report on its performance. The focus of the audit is on how government institutions are guided and assisted to report on their performance, as well as the systems and processes that they have put in place. The audit is currently in the reporting phase and the findings will be reported on in a separate report.

Performance audit on Early Childhood Development – Grade R

47. During the year under review a performance audit of the Early Childhood Development (ECD) programme was conducted. The audit focused on the economic, efficient and effective use of resources in the ECD programme. The audit is currently in the reporting phase and the findings will be reported on in a separate report.

Auditor General

Cape Town
31 July 2012



AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Appropriation per programme									
Programmes	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration									
Current payment	431,447	(7,965)	(25,099)	398,383	398,383	-	100.0	382,242	368,096
Transfers and subsidies	68,542	28,499	-	97,041	97,041	-	100.0	118,761	118,653
Payment for capital assets	53,236	(18,664)	-	34,572	34,572	-	100.0	9,830	9,830
Payment for financial assets	3,912	(1,870)	-	2,042	2,042	-	100.0	995	995
	557,137	-	(25,099)	532,038	532,038	-	-	511,828	497,574
2. Public Ordinary School Education									
Current payment	9,750,389	(68,121)	3,318	9,685,586	9,682,428	3,158	100.0	8,848,337	8,844,794
Transfers and subsidies	571,756	56,250	29,226	657,232	657,188	44	100.0	531,258	531,258
Payment for capital assets	536,047	11,871	15,696	563,614	556,700	6,914	98.8	344,997	344,997
	10,858,192	-	48,240	10,906,432	10,896,316	10,116	-	9,724,592	9,721,049
3. Independent School Subsidies									
Transfers and subsidies	64,188	-	-	64,188	63,554	634	99.0	59,709	59,696
	64,188	-	-	64,188	63,554	634	-	59,709	59,696
4. Public Special School Education									
Current payment	645,699	(17,611)	(5,593)	622,495	622,495	-	100.0	559,238	557,233
Transfers and subsidies	114,676	14,787	-	129,463	129,463	-	100.0	130,511	128,680
Payment for capital assets	44,684	2,824	(8,125)	39,383	39,383	-	100.0	41,733	41,733
	805,059	-	(13,718)	791,341	791,341	-	-	731,482	727,646
5. Further Education and Training									
Current payment	267,365	(7,800)	-	259,565	259,553	12	100.0	251,757	251,685
Transfers and subsidies	267,306	7,800	-	275,106	275,106	-	100.0	195,286	195,286
	534,671	-	-	534,671	534,659	12	-	447,043	446,971
6. Adult Basic Education and Training									
Current payment	9,003	(2,332)	(821)	5,850	5,850	-	100.0	7,165	7,165
Transfers and subsidies	24,916	2,332	-	27,248	27,248	-	100.0	24,987	24,987
	33,919	-	(821)	33,098	33,098	-	-	32,152	32,152
7. Early Childhood Development									
Current payment	121,785	-	(5,180)	116,605	114,203	2,402	97.9	106,553	98,749
Transfers and subsidies	227,864	-	(2,141)	225,723	225,390	333	99.9	196,479	196,479
Payment for capital assets	38,827	-	(359)	38,468	38,468	-	100.0	62,554	50,667
	388,476	-	(7,680)	380,796	378,061	2,735	-	365,586	345,895
8. Auxiliary and Associated Services									
Current payment	127,064	(42)	(866)	126,156	123,902	2,254	98.2	119,987	118,936
Transfers and subsidies	8,315	-	-	8,315	8,067	248	97.0	5,460	5,451
Payment for capital assets	131	42	(56)	117	117	-	100.0	373	373
	135,510	-	(922)	134,588	132,086	2,502	-	125,820	124,760
Subtotal	13,377,152	-	-	13,377,152	13,361,153	15,999	99.9	11,998,212	11,955,743
Total	13,377,152	-	-	13,377,152	13,361,153	15,999	99.9	11,998,212	11,955,743
Add: Departmental receipts				9,893					
Actual amounts per Statement of Financial Performance (Total Revenue)				13,387,045				11,998,212	
Actual amounts per Statement of Financial Performance Expenditure					13,361,153				11,955,743

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Appropriation per Economic classification									
Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	10,131,650	(122,704)	(9,461)	9,999,485	9,997,071	2,414	100.0	9,198,930	9,193,265
Goods and services	1,221,102	18,833	(24,780)	1,215,155	1,209,743	5,412	99.6	1,075,241	1,052,296
Transfers & subsidies									
Departmental agencies & accounts	5,256	-	-	5,256	5,256	-	100.0	4,926	4,926
Non-profit institutions	1,279,017	83,912	28,202	1,391,131	1,389,926	1,205	99.9	1,169,972	1,168,002
Households	63,290	25,746	(1,117)	87,919	87,865	54	99.9	87,564	87,562
Gifts and donations	-	10	-	10	10	-	100.0	-	-
Payment for capital assets									
Buildings & other fixed structures	615,439	(1,551)	5,493	619,381	612,467	6,914	98.9	437,693	425,806
Machinery & equipment	55,486	(2,226)	1,663	54,923	54,923	-	100.0	18,708	18,708
Software & other intangible assets	2,000	(150)	-	1,850	1,850	-	100.0	4,183	4,183
Payment for financial assets	3,912	(1,870)	-	2,042	2,042	-	100.0	995	995
Total	13,377,152	-	-	13,377,152	13,361,153	15,999	99.9	11,998,212	11,955,743

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 1 – Administration
for the year ended 31 March 2012

Details per Sub-Programme	2011/12							2010/11	
	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
1.1 Office of the MEC									
Current payment	5,104	88	-	5,192	5,192	-	100.0	4,658	4,658
Transfers and subsidies	-	102	-	102	102	-	100.0	18	18
Payment for capital assets	-	256	-	256	256	-	100.0	210	210
1.2 Corporate Services									
Current payment	196,841	(1,406)	-	195,435	195,435	-	100.0	191,352	183,533
Transfers and subsidies	8,462	1,173	-	9,635	9,635	-	100.0	13,995	13,994
Payment for capital assets	733	2,390	-	3,123	3,123	-	100.0	3,554	3,554
Payment for financial assets	3,912	(1,870)	-	2,042	2,042	-	100.0	995	995
1.3 Education Management									
Current payment	214,229	(4,845)	(23,874)	185,510	185,510	-	100.0	168,896	162,569
Transfers and subsidies	50,091	29,619	-	79,710	79,710	-	100.0	89,494	89,387
Payment for capital assets	41,903	(21,655)	-	20,248	20,248	-	100.0	4,267	4,267
1.4 Human Resource Development									
Current payment	6,666	(95)	(1,225)	5,346	5,346	-	100.0	9,856	9,856
Payment for capital assets	-	95	-	95	95	-	100.0	20	20
1.5 Education Management Information System (EMIS)									
Current payment	8,607	(1,707)	-	6,900	6,900	-	100.0	7,480	7,480
Transfers and subsidies	9,989	(2,395)	-	7,594	7,594	-	100.0	15,254	15,254
Payment for capital assets	10,600	250	-	10,850	10,850	-	100.0	1,779	1,779
Total	557,137	-	(25,099)	532,038	532,038	-	100.0	511,828	497,574

Programme 1 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	262,735	(5,111)	(5,278)	252,346	252,346	-	100.0	253,371	250,450
Goods and services	168,712	(2,854)	(19,821)	146,037	146,037	-	100.0	127,763	116,549
Transfers & subsidies									
Non-profit institutions	66,930	23,700	-	90,630	90,630	-	100.0	110,375	110,257
Households	1,612	4,789	-	6,401	6,401	-	100.0	8,397	8,396
Gifts and donations	-	10	-	10	10	-	100.0	-	-
Payment for capital assets									
Machinery & equipment	51,236	(18,514)	-	32,722	32,722	-	100.0	6,744	6,744
Software & other intangible assets	2,000	(150)	-	1,850	1,850	-	100.0	4,183	4,183
Payment for financial assets									
Payment for financial assets	3,912	(1,870)	-	2,042	2,042	-	100.0	995	995
Total	557,137	-	(25,099)	532,038	532,038	-	100.0	511,828	497,574

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 2 – Public Ordinary School Education
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
2.1 Public Primary School									
Current payment	5,498,605	(35,081)	994	5,464,518	5,463,524	994	100.0	5,042,752	5,042,752
Transfers and subsidies	312,852	35,081	3,133	351,066	351,066	-	100.0	291,491	291,491
Payment for capital assets	121,136	11,240	10,039	142,415	142,415	-	100.0	146,316	146,316
2.2 Public Secondary schools									
Current payment	3,494,527	(399)	2,324	3,496,452	3,495,154	1,298	100.0	3,139,915	3,139,915
Transfers and subsidies	198,969	22,022	26,093	247,084	247,084	-	100.0	176,622	176,642
Payment for capital assets	85,877	(10,799)	587	75,665	75,665	-	100.0	25,261	25,261
2.3 Professional Services									
Current payment	458,973	(32,944)	-	426,029	426,029	-	100.0	420,648	420,648
Transfers and subsidies	22,221	4,144	-	26,365	26,365	-	100.0	26,077	26,077
Payment for capital assets	15,635	10,292	-	25,927	19,013	6,914	73.3	7,491	7,491
2.4 Human Resource Development									
Current payment	74,176	4,185	-	78,361	78,361	-	100.0	81,027	81,027
Transfers and subsidies	15,377	(8,291)	-	7,086	7,086	-	100.0	5,597	5,597
Payment for capital assets	184	550	-	734	734	-	100.0	995	995
2.5 Conditional Grants - POSE									
Current payment	224,108	(3,882)	-	220,226	219,360	866	99.6	163,995	160,452
Transfers and subsidies	22,337	3,294	-	25,631	25,587	44	99.8	31,471	31,451
Payment for capital assets	313,215	588	5,070	318,873	318,873	-	100.0	164,934	164,934
Total	10,858,192	-	48,240	10,906,432	10,896,316	10,116	99.9	9,724,592	9,721,049

Programme 2 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	8,830,888	(98,738)	-	8,732,150	8,732,150	-	100.0	7,995,553	7,994,876
Goods and services	919,501	30,617	3,318	953,436	950,278	3,158	99.7	852,784	849,918
Transfers & subsidies									
Non-profit institutions	545,161	33,880	29,226	608,267	608,223	44	100.0	484,656	484,656
Households	26,595	22,370	-	48,965	48,965	-	100.0	46,602	46,602
Payment for capital assets									
Buildings & other fixed structures	531,928	200	13,977	546,105	539,191	6,914	98.7	335,951	335,951
Machinery & equipment	4,119	11,671	1,719	17,509	17,509	-	100.0	9,046	9,046
Total	10,858,192	-	48,240	10,906,432	10,896,316	10,116	99.9	9,724,592	9,721,049

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 3 – Independent School Subsidies
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
3.1 Primary Phase									
Transfers and subsidies	27,400	1,163	-	28,563	28,563	-	100.0	24,028	24,015
3.2 Secondary Phase									
Transfers and subsidies	36,788	(1,163)	-	35,625	34,991	634	98.2	35,681	35,681
Total	64,188	-	-	64,188	63,554	634	99.0	59,709	59,696

Programme 3 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers & subsidies							-		
Non-profit institutions	64,188	-	-	64,188	63,554	634	99.0	59,709	59,696
Total	64,188	-	-	64,188	63,554	634	99.0	59,709	59,696

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 4 – Public Special School Education
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
4.1 Schools									
Current payment	645,699	(17,611)	(5,593)	622,495	622,495	-	100.0	559,238	557,236
Transfers and subsidies	114,674	13,038	-	127,712	127,712	-	100.0	118,129	116,298
Payment for capital assets	-	6,544	-	6,544	6,544	-	100.0	21,479	21,479
4.2 Professional Services									
Current payment	-	-	-	-	-	-	-	-	(3)
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
4.3 Human Resource Development									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
4.4 Conditional Grants - PSSE									
Transfers and subsidies	-	1,751	-	1,751	1,751	-	100.0	12,382	12,382
Payment for capital assets	44,684	(3,720)	(8,125)	32,839	32,839	-	100.0	20,254	20,254
Total	805,059	-	(13,718)	791,341	791,341	-	100.0	731,482	727,646

Programme 4 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	617,671	(10,358)	-	607,313	607,313	-	100.0	553,264	551,269
Goods and services	28,028	(7,253)	(5,593)	15,182	15,182	-	100.0	5,974	5,964
Transfers & subsidies									
Non-profit institutions	113,419	14,927	-	128,346	128,346	-	100.0	128,755	126,924
Households	1,257	(140)	-	1,117	1,117	-	100.0	1,756	1,756
Payment for capital assets									
Buildings & other fixed structures	44,684	(1,751)	(8,125)	34,808	34,808	-	100.0	39,188	39,188
Machinery & equipment	-	4,575	-	4,575	4,575	-	100.0	2,545	2,545
Total	805,059	-	(13,718)	791,341	791,341	-	100.0	731,482	727,646

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 5 – Further Education and Training
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
5.1 Public Institutions									
Current payment	267,365	(7,800)	-	259,565	259,553	12	100.0	251,757	251,685
Transfers and subsidies	267,304	7,802	-	275,106	275,106	-	100.0	195,286	195,286
5.2 Professional Services									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
5.3 Human Resource Development									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Total	534,671	-	-	534,671	534,659	12	100.0	447,043	446,971

Programme 5 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	267,365	(7,800)	-	259,565	259,553	12	100.0	251,757	251,685
Non-profit institutions	234,855	9,073	-	243,928	243,928	-	100.0	165,042	165,042
Households	32,451	(1,273)	-	31,178	31,178	-	100.0	30,244	30,244
Total	534,671	-	-	534,671	534,659	12	100.0	447,043	446,971

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 6 – Adult Basic Education and Training
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
6.1 Subsidies to private centres									
Current payment	9,003	(2,332)	(821)	5,850	5,850	-	100.0	7,165	7,165
Transfers and subsidies	24,914	2,334	-	27,248	27,248	-	100.0	24,987	24,987
6.2 Professional Services									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
6.3 Human Resource Development									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Total	33,919	-	(821)	33,098	33,098	-	100.0	32,152	32,152

Programme 6 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	7,700	(2,030)	-	5,670	5,670	-	100.0	6,098	6,098
Goods and services	1,303	(302)	(821)	180	180	-	100.0	1,067	1,067
Transfers & subsidies									
Non-profit institutions	24,916	2,332	-	27,248	27,248	-	100.0	24,987	24,987
Total	33,919	-	(821)	33,098	33,098	-	100.0	32,152	32,152

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 7 – Early Childhood Development
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
7.1 Grade R in Public Schools									
Current payment	81,293	(1,133)	(5,180)	74,980	72,578	2,402	96.8	71,859	64,055
Transfers and subsidies	129,457	(1,870)	(1,507)	126,080	126,080	-	100.0	105,857	105,857
Payment for capital assets	11,887	-	(359)	11,528	11,528	-	100.0	27,902	16,015
7.2 Grade R in Community Centres									
Current payment	-	-	-	-	-	-	-	1	1
Transfers and subsidies	44,967	1,871	-	46,838	46,838	-	100.0	45,287	45,287
7.3 Professional Services									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
7.4 Human Resource Development									
Current payment	40,492	1,133	-	41,625	41,625	-	100.0	34,693	34,693
Transfers and subsidies	45,369	-	(634)	44,735	44,406	329	99.3	45,335	45,335
7.5 Conditional Grants - ECD									
Transfers and subsidies	8,070	-	-	8,070	8,066	4	100.0	-	-
Payment for capital assets	26,940	-	-	26,940	26,940	-	100.0	34,652	34,652
Total	388,476	-	(7,680)	380,796	378,061	2,735	99.3	365,586	345,895

Programme 7 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	70,440	-	(4,183)	66,257	63,855	2,402	96.4	61,048	61,048
Goods and services	51,345	-	(997)	50,348	50,348	-	100.0	45,505	37,701
Transfers & subsidies									
Non-profit institutions	226,548	-	(1,024)	225,524	225,191	333	99.9	196,040	196,040
Households	1,316	-	(1,117)	199	199	-	100.0	439	439
Payment for capital assets									
Buildings & other fixed structures	38,827	-	(359)	38,468	38,468	-	100.0	62,554	50,667
Total	388,476	-	(7,680)	380,796	378,061	2,735	99.3	365,586	345,895

VOTE 5
APPROPRIATION STATEMENT
for the year ended 31 March 2012

Detail per programme 8 – Auxiliary and Associated Services
for the year ended 31 March 2012

Details per sub-programme	2011/12							2010/11	
	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
8.1 Payments to SETA									
Transfers and subsidies	5,256	-	-	5,256	5,256	-	100.0	4,926	4,926
8.2 Conditional Grant Projects									
Current payment	13,388	(37)	-	13,351	11,245	2,106	84.2	14,774	13,822
Transfers and subsidies	3,000	-	-	3,000	2,806	194	93.5	408	408
Payment for capital assets	-	37	-	37	37	-	100.0	210	210
8.3 External Examinations									
Current payment	113,676	(5)	(866)	112,805	112,657	148	99.9	105,213	105,114
Transfers and subsidies	59	-	-	59	5	54	8.5	126	117
Payment for capital assets	131	5	(56)	80	80	-	100.0	163	163
Total	135,510	-	(922)	134,588	132,086	2,502	98.1	125,820	124,760

Programme 8 Per Economic classification	2011/12							2010/11	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	74,851	1,333	-	76,184	76,184	-	100.0	77,839	77,839
Goods and services	52,213	(1,375)	(866)	49,972	47,718	2,254	95.5	42,148	41,097
Transfers & subsidies									
Departmental agencies & accounts	5,256	-	-	5,256	5,256	-	100.0	4,926	4,926
Non-profit institutions	3,000	-	-	3,000	2,806	194	93.5	408	400
Households	59	-	-	59	5	54	8.5	126	125
Payment for capital assets									
Machinery & equipment	131	42	(56)	117	117	-	100.0	373	373
Total	135,510	-	(922)	134,588	132,086	2,502	98.1	125,820	124,760

VOTE 5
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2012

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 to Financial transactions in assets and liabilities to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after virement):

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Approp.
	R'000	R'000	R'000	%
Programme name				
Administration	532,038	532,038	-	0%
Public ordinary school education	10,906,432	10,896,316	10,116	0%
Independent school subsidies	64,188	63,554	634	1%
Public special school education	791,341	791,341	-	0%
Further education and training	534,671	534,659	12	0%
Adult basic education and training	33,098	33,098	-	0%
Early childhood development	380,796	378,061	2,735	1%
Auxiliary and associated services	134,588	132,086	2,502	2%

Note: Explanation of variance: The under-expenditure on Auxiliary and associated services (Conditional grant HIV/AIDS) is mainly due to the HIV/AIDS KRAs that were infused into the work of district staff e.g. Social Workers and Curriculum Advisors. This resulted in less funding being required from the HIV/AIDS Conditional Grant, which also resulted in lower spending of the grant in certain areas.

VOTE 5
NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2012

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Approp.
	R'000	R'000	R'000	%
Current expenditure				
Compensation of employees	9,999,485	9,997,071	2,414	0%
Goods and services	1,215,155	1,209,743	5,412	0%
Departmental agencies and accounts	5,256	5,256	-	0%
Non-profit institutions	1,391,131	1,389,926	1,205	0%
Households	87,919	87,865	54	0%
Gifts and donations	10	10	-	0%
Payments for capital assets				
Buildings and other fixed structures	619,381	612,467	6,914	1%
Machinery and equipment	54,923	54,923	-	0%
Software and other intangible assets	1,850	1,850	-	-
Payments for financial assets				
	2,042	2,042	-	0%

<p>Note: Explanation of variance: The under-expenditure on buildings and other fixed structures is due to the reconstruction of office accommodation for the Central Education District Office that could not be completed before the end of the financial year.</p>
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VOTE 5
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2012

	Note	2011/12 R'000	2010/11 R'000
Revenue			
Annual Appropriation	1	13 377 152	11 998 212
Departmental revenue	2	9 893	-
Total Revenue		13 387 045	11 998 212
Expenditure			
Current Expenditure			
Compensation of employees	3	9 997 071	9 193 265
Goods and services	4	1 209 743	1 052 296
Total current expenditure		11 206 814	10 245 561
Transfers and subsidies			
Transfers and subsidies	6	1 483 057	1 260 490
Total transfers and subsidies		1 483 057	1 260 490
Expenditure for capital assets			
Tangible capital assets	7	667 390	444 514
Software and other intangible assets	7	1 850	4 183
Total expenditure for capital assets		669 240	448 697
Payment for financial assets	5	2 042	995
Total expenditure		13 361 153	11 955 743
Surplus for the year		25 892	42 469
Reconciliation of Net Surplus for the year			
Voted funds		15 999	42 469
Annual appropriation		13 377 152	11 998 212
Departmental revenue and NRF Receipts	13	9 893	-
Surplus for the year		25 892	42 469

VOTE 5
STATEMENT OF FINANCIAL POSITION
for the year ended 31 March 2012

Assets		2011/12	2010/11
	Note	R'000	R'000
Current Assets		126 014	147 646
Cash and cash equivalents	8	3 735	29 782
Prepayments and advances	9	19	10
Receivables	10	122 260	117 854
Non-current assets		14 872	14 191
Investments	11	14 872	14 191
Total Assets		140 886	161 837
Liabilities			
Current Liabilities		55 430	90 396
Voted funds to be surrendered to the Revenue Fund	12	15 999	42 469
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	13	2 139	(391)
Bank Overdraft	14	30 140	46 912
Payables	15	7 152	1 406
Total Liabilities		55 430	90 396
Net Assets		85 456	71 441
Represented by:			
Capitalisation Reserve		14 872	14 191
Recoverable Revenue		70 584	57 250
Total		85 456	71 441

VOTE 5
STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2012

	Note	2011/12 R'000	2010/11 R'000
Capitalisation Reserve			
Opening Balance		14 191	13 471
Transfers:			
Movement in Operational Funds		681	720
Closing Balance		<u>14 872</u>	<u>14 191</u>
Recoverable revenue			
Opening Balance		57 250	37 483
Transfers:		13 334	19 767
Debts raised		13 334	19 767
Closing Balance		<u>70 584</u>	<u>57 250</u>
Total		<u><u>85 456</u></u>	<u><u>71 441</u></u>

VOTE 5
CASH FLOW STATEMENT
for the year ended 31 March 2012

	Note	2011/12 R'000	2010/11 R'000
Cash flows from operating activities			
Receipts		13 411 070	12 020 446
Annual appropriated funds received	1.1	13 377 152	11 998 212
Departmental revenue received	2	33 918	22 234
Net increase in working capital		1 331	(29 742)
Surrendered to Revenue Fund		(73 857)	(74 616)
Current payments		(11 206 814)	(10 258 097)
Payments for financial assets		(2 042)	(995)
Transfers and subsidies paid		(1 483 057)	(1 260 490)
Net cash flow available from operating activities	16	646 631	396 506
Cash flows from investing activities			
Payments for capital assets	7	(669 240)	(436 161)
Increase in investments		(681)	(720)
Net cash flows from investing activities		(669 921)	(436 881)
Cash flows from financing activities			
Increase in net assets		14 015	20 487
Net cash flows from financing activities		14 015	20 487
Net decrease in cash and cash equivalents		(9 275)	(19 888)
Cash and cash equivalents at beginning of period		(17 130)	2 758
Cash and cash equivalents at end of period	17	(26 405)	(17 130)

VOTE 5
ACCOUNTING POLICIES
for the year ended 31 March 2012

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, 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, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 1 of 2010.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The Financial Statements have been prepared on a modified cash basis of accounting, except where stated otherwise. The modified cash basis constitutes the cash basis of accounting supplemented with additional disclosure items. Under the cash basis of accounting transactions and other events are recognised when cash is received or paid.

1.2 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.3 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.4 Comparative figures

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.

1.5 Comparative figures - Appropriation Statement

A comparison between actual amounts and final appropriation per major classification of expenditure is included in the Appropriation Statement.

VOTE 5
ACCOUNTING POLICIES
for the year ended 31 March 2012

2. Revenue

2.1 Appropriated funds

Appropriated funds comprise of departmental allocations as well as direct charges against revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Unexpended appropriated funds are surrendered to the Provincial Revenue Fund. Any amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised as payable in the statement of financial position.

Any amount due from the Provincial Revenue Fund at the end of the financial year is recognised as a receivable in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the Provincial Revenue Fund, unless stated otherwise.

Any amount owing to the Provincial Revenue Fund at the end of the financial year is recognised as a payable in the statement of financial position.

No accrual is made for amounts receivable from the last receipt date to the end of the reporting period. These amounts are however disclosed in the disclosure notes to the annual financial statements.

3. Expenditure

3.1 Compensation of employees

3.1.1 Salaries and wages

Salaries and wages are expensed in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

Other employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements at its face value and are not recognised in the statement of financial performance or position.

Employee costs are capitalised to the cost of a capital project when an employee spends more than 50% of his/her time on the project. These payments form part of expenditure for capital assets in the statement of financial performance.

VOTE 5
ACCOUNTING POLICIES
for the year ended 31 March 2012

3.1.2 Social contributions

Employer contributions to post employment benefit plans in respect of current employees are expensed in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

No provision is made for retirement benefits in the financial statements of the department. Any potential liabilities are disclosed in the financial statements of the National Revenue Fund and not in the financial statements of the employer department.

Employer contributions made by the department for certain of its ex-employees (such as medical benefits) are classified as transfers to households in the statement of financial performance.

3.2 Goods and services

Payments made during the year for goods and/or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

The expense is classified as capital if the goods and/or services were acquired for a capital project or if the total purchase price exceeds the capitalisation threshold (currently R5, 000). All other expenditures are classified as current.

Rental paid for the use of buildings or other fixed structures is classified as *goods and services* and not as *rent on land*.

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount should be recorded under goods and services.

3.4 Payments for financial assets

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or underspending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but an estimate is included in the disclosure notes to the financial statements amounts.

All other losses are recognised when authorisation has been granted for the recognition thereof.

VOTE 5
ACCOUNTING POLICIES
for the year ended 31 March 2012

3.5 Transfers and subsidies

Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

3.6 Unauthorised expenditure

When confirmed unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

Unauthorised expenditure approved with funding is derecognised from the statement of financial position when the unauthorised expenditure is approved and the related funds are received.

Where the amount is approved without funding it is recognised as expenditure in the statement of financial performance on the date of approval.

3.7 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as expenditure in the statement of financial performance according to the nature of the payment and not as a separate line item on the face of the statement. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

3.8 Irregular expenditure

Irregular expenditure is recognised as expenditure in the statement of financial performance. If the expenditure is not condoned by the relevant authority it is treated as an asset until it is recovered or written off as irrecoverable.

4. Assets

4.1 Cash and cash equivalents

Cash and cash equivalents are carried in the statement of financial position at cost.

Bank overdrafts are shown separately on the face of the statement of financial position.

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.

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4.2 Other financial assets

Other financial assets are carried in the statement of financial position at cost.

4.3 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made and are derecognised as and when the goods/services are received or the funds are utilised.

Prepayments and advances outstanding at the end of the year are carried in the statement of financial position at cost.

4.4 Receivables

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party (including departmental employees) and are derecognised upon recovery or write-off.

Receivables outstanding at year-end are carried in the statement of financial position at cost plus any accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.5 Investments

Capitalised investments are shown at cost in the statement of financial position.

Investments are tested for an impairment loss whenever events or changes in circumstances indicate that the investment may be impaired. Any impairment loss is included in the disclosure notes.

4.6 Loans

Loans are recognised in the statement of financial position when the cash is paid to the beneficiary. Loans that are outstanding at year-end are carried in the statement of financial position at cost plus accrued interest.

Amounts that are potentially irrecoverable are included in the disclosure notes.

4.7 Inventory

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.

All inventory items at year-end are reflected using the weighted average cost or FIFO cost formula.

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4.8 Capital assets

4.8.1 Movable assets

Initial recognition

A capital asset is recorded in the asset register on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

All assets acquired prior to 1 April 2002 are included in the register at R1.

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as “expenditure for capital assets” and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current “goods and services” in the statement of financial performance.

4.8.2 Immovable assets

Initial recognition

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the immovable capital asset is stated at R1 unless the fair value for the asset has been reliably estimated.

Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as “expenditure for capital assets”. On completion, the total cost of the project is included in the asset register of the department that is accountable for the asset.

Repairs and maintenance is expensed as current “goods and services” in the statement of financial performance.

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4.8.3 Intangible assets

Initial recognition

An intangible asset is recorded in the asset register on receipt of the item at cost. Cost of an intangible asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the intangible asset is stated at fair value. Where fair value cannot be determined, the intangible asset is included in the asset register at R1.

All intangible assets acquired prior to 1 April 2002 can be included in the asset register at R1.

Subsequent expenditure

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset” and is capitalised in the asset register of the department.

Maintenance is expensed as current “goods and services” in the statement of financial performance.

5. Liabilities

5.1 Payables

Recognised payables mainly comprise of amounts owing to other governmental entities. These payables are carried at cost in the statement of financial position.

5.2 Contingent liabilities

Contingent liabilities are included in the disclosure notes to the financial statements when it is possible that economic benefits will flow from the department, or when an outflow of economic benefits or service potential is probable but cannot be measured reliably.

5.3 Contingent assets

Contingent assets are included in the disclosure notes to the financial statements when it is probable that an inflow of economic benefits will flow to the entity.

5.4 Commitments

Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

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5.5 Accruals

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

5.6 Employee benefits

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the statement of financial performance or the statement of financial position.

5.7 Lease commitments

Operating lease

Operating lease payments are recognised as an expense in the statement of financial performance. The operating lease commitments are disclosed in the disclosure notes to the financial statements.

5.8 Impairment

The department tests for impairment where there is an indication that a receivable, loan or investment may be impaired. An assessment of whether there is an indication of possible impairment is done at each reporting date. An estimate is made for doubtful loans and receivables based on a review of all outstanding amounts at year-end. Impairments on investments are calculated as being the difference between the carrying amount and the present value of the expected future cash flows / service potential flowing from the instrument.

5.9 Provisions

Provisions are disclosed 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 will be required to settle the obligation and a reliable estimate of the obligation can be made.

6. Net Assets

6.1 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 for the first time in the current reporting period. 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.

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6.2 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.

7. Related party transactions

Specific information with regards to related party transactions is included in the disclosure notes.

8. Key management personnel

Compensation paid to key management personnel including their family members where relevant, is included in the disclosure notes.

9. GG vehicle expenditure and commitments

The National Treasury approved a departure from the disclosure of apportioning finance lease expenditure and future financial commitments between capital and interest as prescribed by the accounting policy in paragraph 5.7 above, due to the late finalisation of the disagreement on the accounting treatment for the GG vehicles. Future finance lease commitments have been disclosed using the CPIX rate as the basis for annual increments.

VOTE 5
NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2012

1. Annual Appropriation

1.1 Annual Appropriation

Programmes	Final Appropriation 2011/12 R'000	Actual Funds Received 2011/12 R'000	Funds not requested/ not received 2011/12 R'000	Appropriation Received 2010/11 R'000
ADMINISTRATION	532,038.00	532,038	-	476,402
PUBLIC ORDINARY SCHOOL EDUCATION	10,906,432	10,906,432	-	9,647,251
INDEPENDENT SCHOOL SUBSIDIES	64,188	64,188	-	59,709
PUBLIC SPECIAL SCHOOL EDUCATION	791,341	791,341	-	718,360
FURTHER EDUCATION AND TRAINING	534,671	534,671	-	447,043
ADULT BASIC EDUCATION AND TRAINING	33,098	33,098	-	32,710
EARLY CHILDHOOD DEVELOPMENT	380,796	380,796	-	365,586
AUXILIARY AND ASSOCIATED SERVICES	134,588	134,588	-	251,151
Total	13,377,152	13,377,152	-	11,998,212

1.2 Conditional grants**

Total grants received	32	1,190,413	894,103
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(** It should be noted that the Conditional grants are included in the amounts per the Final Appropriation in Note 1.1)

2. Departmental Revenue

Sales of goods and services other than capital assets	2.1	12,611	11,193
Fines, penalties and forfeits	2.2	560	511
Interest, dividends and rent on land	2.3	1,081	324
Transactions in financial assets and liabilities	2.4	19,666	10,206
Total revenue collected		33,918	22,234
Less: Own revenue included in appropriation	13	24,025	22,234
Departmental revenue collected		9,893	-

2.1 Sales of goods and services other than capital assets

Sales of goods and services produced by the department	2	12 489	11 077
Sales by market establishment		12 489	11 077
Sales of scrap, waste and other used current goods		122	116
Total		12 611	11 193

2.2 Fines, penalties and forfeits

Fines	2	560	511
Total		560	511

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2011/12 R'000	2010/11 R'000
2.3 Interest, dividends and rent on land	2		
Interest		1 081	324
Total		1 081	324
2.4 Transactions in financial assets and liabilities	2		
Receivables		12 345	5 435
Other Receipts including Recoverable Revenue		7 321	4 771
Total		19 666	10 206
3. Compensation of employees			
3.1 Salaries and wages			
Basic salary		7 455 753	6 886 984
Performance award		25 675	21 239
Service Based		12 684	10 974
Compensative/circumstantial		83 172	79 512
Periodic payments		5 717	8 935
Other non-pensionable allowances		1 081 293	982 887
Total		8 664 294	7 990 531
3.2 Social contributions			
Employer contributions			
Pension		875 468	794 336
Medical		454 689	405 779
UIF		10	4
Bargaining council		666	668
Official unions and associations		1 944	1 947
Total		1 332 777	1 202 734
Total compensation of employees		9 997 071	9 193 265
Average number of employees		40 310	40 737

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2011/12 R'000	2010/11 R'000
4. Goods and services			
Administrative fees		767	815
Advertising		6,483	4,307
Assets less than R5,000	4.1	34,738	23,692
Bursaries (employees)		13,032	26,106
Catering		10,826	7,276
Communication		11,673	11,589
Computer services	4.2	13,881	15,856
Consultants, contractors and agency/outsourced services	4.3	315,405	238,639
Entertainment		253	232
Audit cost – external	4.4	11,177	12,887
Fleet services		-	3
Inventory	4.5	263,658	247,295
Operating leases		9,035	6,779
Property payments	4.6	248,186	219,105
Transport provided as part of the departmental activities		175,696	141,861
Travel and subsistence	4.7	44,031	46,497
Venues and facilities		15,367	16,759
Training and staff development		23,545	25,133
Other operating expenditure	4.8	11,990	7,465
Total		1,209,743	1,052,296
4.1 Assets less than R5,000	4		
Tangible assets		32 506	22 136
Machinery and equipment		32 506	22 136
Intangible assets		2 232	1 556
Total		34 738	23 692
4.2 Computer services	4		
SITA computer services		8 053	8 868
External computer service providers		5 828	6 988
Total		13 881	15 856

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2011/12 R'000	2010/11 R'000
4.3 Consultants, contractors and agency/outsourced services	4		
Business and advisory services		37 638	28 941
Legal costs		4 169	4 602
Contractors		8 303	8 683
Agency and support/outsourced services		265 295	196 413
Total		315 405	238 639
4.4 Audit cost – external	4		
Regularity audits		9 071	9 456
Performance audits		1 247	2 952
Computer audits		859	479
Total		11 177	12 887
4.5 Inventory	4		
Learning and teaching support material		229 481	212 441
Food and food supplies		880	54
Other consumables		404	729
Materials and supplies		121	37
Stationery and printing		32 734	33 364
Medical supplies		38	670
Total		263 658	247 295
4.6 Property payments	4		
Municipal services		80 669	94 306
Property maintenance and repairs		146 022	107 064
Other		21 495	17 735
Total		248 186	219 105
4.7 Travel and subsistence	4		
Local		44 026	46 400
Foreign		5	97
Total		44 031	46 497
4.8 Other operating expenditure	4		
Professional bodies, membership and subscription fees		444	663
Resettlement costs		1 845	1 473
Other		9 701	5 329
Total		11 990	7 465

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2011/12 R'000	2010/11 R'000
5. Payments for financial assets			
Material losses through criminal conduct		314	184
Other material losses	5.1	314	184
Other material losses written off	5.2	178	20
Debts written off	5.3	1 550	791
Total		2 042	995
5.1 Other material losses	5		
Nature of other material losses			
Incident			
Disciplinary Steps taken/ Criminal proceedings			
GG Accidents		314	184
Total		314	184
5.2 Other material losses written off	5		
Nature of losses			
Claims against the state		-	20
Irregular expenditure		178	-
Total		178	20
5.3 Debts written off	5		
Nature of debts written off			
Employee tax		11	90
Salary overpayments		135	418
Bursaries		21	86
Interest on debts		240	185
Other		1 143	12
Total		1 550	791
6. Transfers and Subsidies			
Departmental agencies and accounts	ANNEXURE 1A	5 256	4 926
Non-profit institutions	ANNEXURE 1B	1 389 926	1 168 002
Households	ANNEXURE 1C	87 865	87 562
Gifts, donations and sponsorships made	ANNEXURE 1D	10	-
Total		1 483 057	1 260 490

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2011/12 R'000	2010/11 R'000
7. Expenditure for capital assets			
Tangible assets		667 390	444 514
Buildings and other fixed structures	31	612 467	425 806
Machinery and equipment	29	54 923	18 708
Software and other intangible assets		1 850	4 183
Computer software	30	1 850	4 183
Total		669 240	448 697

7.1 Analysis of funds utilised to acquire capital assets - 2011/12

	Voted Funds R'000	Aid assistance R'000	TOTAL R'000
Tangible assets	667 390	-	667 390
Buildings and other fixed structures	612 467	-	612 467
Machinery and equipment	54 923	-	54 923
Software and other intangible assets	1 850	-	1 850
Computer software	1 850	-	1 850
Total	669 240	-	669 240

7.2 Analysis of funds utilised to acquire capital assets - 2010/11

	Voted Funds R'000	Aid assistance R'000	TOTAL R'000
Tangible assets	444 514	-	444 514
Buildings and other fixed structures	425 806	-	425 806
Machinery and equipment	18 708	-	18 708
Software and other intangible assets	4 183	-	4 183
Computer software	4 183	-	4 183
Total	448 697	-	448 697

GG vehicle daily tariff expenditure was reclassified from operating lease expenditure to finance lease expenditure in the 2011/12 AFS and hence restated for the 2010/11 comparatives.

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	Note	2011/12 R'000	2010/11 R'000			
8. Cash and Cash Equivalents						
Investments (Domestic)		3 735	29 782			
Total		3 735	29 782			
9. Prepayments and Advances						
Travel and subsistence		19	10			
Total		19	10			
		2011/12	2010/11			
		Less than one year	One to three years			
		Older than three years	Total			
	Note	R'000	R'000	R'000	R'000	
10. Receivables						
Claims recoverable	10.1	14 961	837	-	15 798	24 026
	Annex 3	-	-	-	-	-
Staff debt	10.2	33 087	4 655	3 418	41 160	34 614
Other debtors	10.3	8 714	19 831	36 757	65 302	59 214
Total		56 762	25 323	40 175	122 260	117 854
					Note	
						2011/12 R'000
						2010/11 R'000
10.1 Claims recoverable				10		
National departments					6 380	818
Provincial departments					1 684	322
Private enterprises					7 455	140
Households and non-profit institutions					279	22 746
Total					15 798	24 026
10.2 Staff debt				10		
Salary overpayments					3 901	2 491
Debt account					37 259	32 123
Total					41 160	34 614
10.3 Other debtors				10		
Breach of contract					13 268	13 284
Ex-employees					46 568	39 968
State guarantees					911	910
Criminal acts					1 249	1 524
Miscellaneous					2 581	2 177
Clearing accounts					725	1 351
Total					65 302	59 214

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	Note	2011/12 R'000	2010/11 R'000
11. Investments			
Non-Current			
Shares and other equity			
JL Bisset Fund		434	417
Graham Civil Service Bursary Fund		41	43
Royal Reception Fund		30	32
School Building Fund		14 367	13 699
Total		14 872	14 191
Analysis of non current investments			
Opening balance		14 191	13 471
Additions in cash		681	720
Closing balance		14 872	14 191
12. Voted Funds to be Surrendered to the Revenue Fund			
Opening balance		42 469	50 498
Transfer from statement of financial performance		15 999	42 469
Paid during the year		(42 469)	(50 498)
Closing balance		15 999	42 469
13. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund			
Opening balance		(391)	1 493
Transfer from Statement of Financial Performance		9 893	-
Own revenue included in appropriation		24 025	22 234
Paid during the year		(31 388)	(24 118)
Closing balance		2 139	(391)
14. Bank Overdraft			
Consolidated Paymaster General Account		30 140	46 912
Total		30 140	46 912
15. Payables - current			
Amounts owing to other entities	Annex 4	-	87
Clearing accounts	15.1	6 689	1 220
Other payables	15.2	463	99
Total		7 152	1 406

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2011/12 R'000	2010/11 R'000
15.1 Clearing accounts	15		
Sal: pension debt		-	31
Sal: ACB recalls		175	372
Sal: income tax		5 647	675
Sal: pension fund		214	24
Salary reversal control		182	-
Salary: medical aid		351	56
Other deduction accounts		86	62
Sal: tax debt		34	-
Total		6 689	1 220
15.2 Other payables	15		
Miscellaneous		463	99
Total		463	99
16. Net cash flow available from operating activities			
Net surplus as per Statement of Financial Performance		25 892	42 469
Add back non cash/cash movements not deemed operating activities		601 667	354 037
(Increase) in receivables – current		(4 406)	(28 226)
(Increase) in prepayments and advances		(9)	3 264
Increase in payables – current		5 746	(4 780)
Expenditure on capital assets		650 168	436 161
Surrenders to Revenue Fund		(73 857)	(74 616)
Own revenue included in appropriation		24 025	22 234
Net cash flow generated by operating activities		627 559	396 506
17. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account		(30 140)	(46 912)
Cash with commercial banks (Local)		3 735	29 782
Total		(26 405)	(17 130)

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	Note	2011/12 R'000	2010/11 R'000	
18. Contingent liabilities and contingent assets				
Contingent liabilities				
Liable to	Nature			
Housing loan guarantees	Employees	Annex2A 829	974	
Claims against the department		Annex2B 290 826	64 746	
Other departments (interdepartmental unconfirmed balances)		Annex 4 2 198	45	
Other		Annex2B 43 665	33 415	
Total		337 518	99 180	
19. Commitments				
Current expenditure				
Approved and contracted		928 066	779 622	
Approved but not yet contracted		334 389	355 839	
		1 262 455	1 135 461	
Capital Expenditure (including transfers)				
Approved and contracted		315 098	454 681	
Approved but not yet contracted		1 680 852	1 433 239	
		1 995 950	1 887 920	
Total Commitments		3 258 405	3 023 381	
20. Accruals				
Listed by economic classification	30 Days	30+ Days	Total	Total
Goods and services	18 196	2 918	21 114	18 425
Transfers and subsidies	1 301	3 355	4 656	4 201
Capital assets	10 144	-	10 144	9 968
Other	724	105	829	-
Total	30 365	6 378	36 743	32 594

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	Note	2011/12 R'000	2010/11 R'000
Listed by programme level			
Administration		10 141	7 472
Public Ordinary School Education		25 336	18 372
Independent School Subsidies		-	3 160
Public Special School Education		14	1 151
Further Education and Training		1	-
Adult Basic Education and Training		-	2
Early Childhood Development		216	2 078
Auxiliary and Associated Services		1 035	359
Total		36 743	32 594
Confirmed balances with departments	Annex 4	66	5 362
Total		66	5 362
21. Employee benefits			
Leave entitlement		103 797	95 314
Service bonus (Thirteenth cheque)		300 998	275 387
Capped leave commitments		1 009 187	1 001 703
Other		-	40
Total		1 413 982	1 372 444

Note:

1. The negative leave credits i.r.o. future leave taken as per the detail report, is as follows:

- current cycle (R 475 thousand)

- capped leave (R 2,267 million)

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22. Lease Commitments

22.1 Operating leases expenditure

2011/12	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
Not later than 1 year	-	-	-	1 618	1 618
Later than 1 year and not later than 5 years	-	-	-	246	246
Total lease commitments	-	-	-	1 864	1 864
2010/11	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
Not later than 1 year	-	-	-	877	877
Later than 1 year and not later than 5 years	-	-	-	318	318
Total lease commitments	-	-	-	1 195	1 195

22.2 Finance leases expenditure

2010/11	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000
Not later than 1 year	-	-	299	299
Later than 1 year and not later than 5 years	-	-	102	102
Total lease commitments	-	-	401	401
LESS: finance costs	-	-	18	18
Total present value of lease liabilities	-	-	383	383

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	Note	2011/12 R'000	2010/11 R'000
23. Receivables for departmental revenue			
Transactions in financial assets and liabilities		6 968	28 434
Total		6 968	28 434

Note: Debts, comprising of employees in service, to the value of R1,509 million during 2010/11 and R6,968 million during 2011/2012 financial years were identified due to employees having taken incapacity leave in terms of the Policy on Incapacity Leave and Ill-Health Retirement (PILAR). These cases were captured on the PERSAL system and were not taken on on the BAS system. The outstanding debt amount is currently being recovered. The comparatives have also been re-stated in line with the above-mentioned.

23.1 Analysis of receivables for departmental revenue

Opening balance	28 434	-
Less: Amounts received	26 925	-
Add: Amounts recognised	5 459	28 434
Closing balance	6 968	28 434

	2011/12	2010/11
24. Irregular expenditure		
24.1 Reconciliation of irregular expenditure		
Opening balance	16 961	2 740
Add: Irregular expenditure - relating to prior year	5 837	10 397
Add: Irregular expenditure - relating to current year	30 500	8 346
Less: Amounts condoned	(712)	(4 522)
Less: Amounts recoverable (not condoned)	(178)	-
Irregular expenditure awaiting condonation	52 408	16 961
Analysis of awaiting condonation per age classification		
Current year	30 103	6 098
Prior years	22 305	10 863
Total	52 408	16 961

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		2011/12
		R'000
24.2 Details of irregular expenditure - current year		
Incident	(Disciplinary steps taken/criminal proceedings)	
Amaqobokazana Catering - possible fraud/corruption		1
Jenna's Catering Services - possible fraud/corruption		4
Coalition Trading 247 cc - possible fraud/corruption		7
Greystone Trading - possible fraud/corruption		152
Creative Business Tech - possible fraud/corruption		33
IS Office Connection - possible fraud/corruption		15
Brainwave Projects t/a Peaches Promotion - possible fraud/corruption		11
Masiqhame Trading 851 cc/NM Kama - possible fraud/corruption		13
Konnexus Trading - possible fraud/corruption		16
World Focus 2363 cc - possible fraud/corruption		94
Masiqhame Trading 100 cc - possible fraud/corruption		46
World Focus 2001 - possible fraud/corruption		30
Victory Ticket 797 cc/Laurence Dinge - possible fraud/corruption		11
Pace Care Training - competitive bidding not applied		629
Stellenbosch Satellite Technology Teaching - deviation from competitive bidding		1,703
ERD Transport - Declaration of interest incomplete		127
Ross Transport - Declaration of interest incomplete		216
Random Logic - Declaration of interest incomplete		2,649
Acceptance of quote without declaration of interest		80
Direct procurement of textbooks by non-section 21 schools		1,578
Direct procurement of textbooks by non-section 21 schools		397
Tender irregularities - supply of learning & teaching support material		7,254
Build a Way Construction (Pty) Ltd- no documentary proof of bid evaluation		4,891
Capital Security - written price quotations		18
Supedi - written price quotations		23
Frama Smart Mailing (Pty) Ltd - written price quotations		288
K-Way Institute - written price quotations		40
John Gibbon D Ed - written price quotation		100
Lynne's Catering - written price quotations		26
Overland Tours - written price quotations		30
Ruth Lundie- written price quotations		12
Imizamo Yethu Primary School-written price quotation		19
Levana Primary School - written price quotation		13
Benjamins Bus Service - written price quotation		30
SR Smith - written price quotation		26
Coalition Trading t/a Little Big Bookstore - written price quotation		30
Golden Rewards 1334 t/a UNCTHU - written price quotations		10
Masombukwe Painters and Renovators - no proof that quotations were requested		441
Mphemi and Designs Steel work - no proof that quotations were requested		173
Automated Office Equipment - no proof that quotations were requested		31

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	2011/12 R'000
Incident	
(Disciplinary steps taken/criminal proceedings)	
Robdyl Builders & Renovators - no proof that quotations were requested	105
F& M Maintenance - no proof that quotations were requested	120
Designer Steel - no proof that quotations were requested	138
Keystar Trading 2 - no proof that quotations were requested	163
LG Davids cc t/a LG Development - no proof that quotations were requested	98
World Focus 735CC - no proof that quotations were requested	46
ACE Stationery - no proof that quotations were requested	42
Distinctive Choice t/a ASAP Building - no proof that quotations were requested	190
Natis Plumbing and General Trading - no proof that quotations were requested	44
WM Spilhaus Wolseley - no proof that quotations were requested	60
Onaku Trading - no proof that quotations were requested	46
Kleinsmith and Sons Electrical - no proof that quotations were requested	112
A Isaacs Maintenance - no proof that quotations were requested	57
Autumn Skies Trading 401 - no proof that quotations were requested	30
Tygerberg Plumbing - no proof that quotations were requested	44
Glenn's Service - no proof that quotations were requested	42
Gilbert Plumbers (Pty) Ltd - no proof that quotations were requested	128
Little Hands Building Constructions - no proof that quotations were requested	107
Brombacher and Associates - final decision on quotation accepted	15
Shine the Way 792 - deliberate split of quotations	3,784
Kuyasa Tours and Shuttles - conflict of interest not declared	1
Sitha Construction - conflict of interest not declared	135
Woolf's Trophy World - conflict of interest not declared	10
Dependable Education Suppliers - conflict of interest not declared	325
Allies Hiring and Catering Services - conflict of interest not declared	8
Masiqhame Trading 1596 - conflict of interest not declared	181
Amaqobokazana Catering CC - conflict of interest not declared	10
Dynamic Choices 29 CC - conflict of interest not declared	1,268

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		2011/12
		R'000
Incident	(Disciplinary steps taken/criminal proceedings)	
	Imvusa Trading 400 CC - conflict of interest not declared	15
	Red Ray Electrical - conflict of interest not declared	5
	Gavin January Boukontrakteur - conflict of interest not declared	165
	Pinnacle Micro - no proof that quotations were requested	107
	Acting allowance paid for longer than 12 months	42
	Supply Chain Management non-compliance - various	7,427
		36,337
		36,337
24.3	Details of irregular expenditure condoned	
	Incident	Condoned by (condoning authority)
	AR Kleinhans VLS 05629	2
	Overtime remuneration VLS 05632	7
	Incorrect calculation of overtime	14
	Acceptance of quote without declaration of interest	292
	Direct procurement of textbooks by non-section 21 schools	397
		712
		712
24.4	Details of irregular expenditure recoverable (not condoned)	
	Incident	Not Condoned by (condoning authority)
	I can communications	178
		178
		178

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	2011/12 R'000
24.5 Details of irregular expenditure under investigation	
Incident	
Direct procurement of textbooks by non-section 21 schools	1,578
Tender irregularities - supply of learning & teaching support material	7,254
Build a Way Construction (Pty) Ltd - no documentary proof of bid evaluation	4,891
Capital Security - written price quotations	18
Supedi - written price quotations	23
Frama Smart Mailing (Pty) Ltd - written price quotations	288
K-Way Institute - written price quotations	40
John Gibbon D Ed - written price quotations	100
Lynne's Catering - written price quotations	26
Overland Tours - written price quotations	30
Ruth Lundie- written price quotations	12
Imizamo Yethu Primary School - written price quotations	19
Levana Primary School - written price quotations	13
Benjamins Bus Service - written price quotations	30
SR Smith - written price quotations	26
Coalition Trading t/a Little Big Bookstore - written price quotations	30
Golden Rewards 1334 t/a UNCTHU - written price quotations	10
Masombukwe Painters and Renovators - no proof that quotations were requested	441
Mpheni and Designs Steel work - no proof that quotations were requested	173
Automated Office Equipment - no proof that quotations were requested	31
Robdyl Builders & Renovators - no proof that quotations were requested	105
F&M Maintenance - no proof that quotations were requested	120
Designer Steel - no proof that quotations were requested	138
Keystar Trading 2 - no proof that quotations were requested	163
LG Davids cc t/a LG Development - no proof that quotations were requested	98
World Focus 735CC - no proof that quotations were requested	46
ACE Stationery - no proof that quotations were requested	42
Distinctive Choice t/a ASAP Building - no proof that quotations were requested	190
Natis Plumbing and General Trading - no proof that quotations were requested	44
WM Spilhaus Wolseley - no proof that quotations were requested	60
Onaku Trading - no proof that quotations were requested	46
Kleinsmith and Sons Electrical - no proof that quotations were requested	112
A Isaacs Maintenance - no proof that quotations were requested	57
Autumn Skies Trading 401 - no proof that quotations were requested	30
Tygerberg Plumbing - no proof that quotations were requested	44
Glenn's Service - no proof that quotations were requested	42
Gilbert Plumbers (Pty) Ltd - no proof that quotations were requested	128
Little Hands Building Constructions - no proof that quotations were requested	107
Brombacher and Associates - final decision on quotation accepted	15
Shine the Way 792 - deliberate split of quotations	3,784

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	2011/12 R'000
Incident	
Kuyasa Tours and Shuttles - conflict of interest not declared	1
Sitha Construction - conflict of interest not declared	135
Woolf's Trophy World - conflict of interest not declared	10
Dependable Educational Suppliers - conflict of interest not declared	325
Allies Hiring and Catering Services - conflict of interest not declared	8
Dynamic Choices 29CC - conflict of interest not declared	181
Amaqobokazana Catering CC - conflict of interest not declared	10
Dynamic Choices 29cc - conflict of interest not declared	1,268
Imvusa Trading 400CC- conflict of interest not declared	15
Red Ray Electrical - conflict of interest not declared	5
Gavin January Boukontrakteur - conflict of interest not declared	165
Pinnacle Micro - no proof that quotations were requested	107
Acting allowance paid longer than 12 Months	42
Supply Chain Management non-compliance - various	7,427
	30,103

The department is investigating the full population of vouchers to determine the exact amount of irregular expenditure.

	2011/12 R'000	2010/11 R'000
25. Fruitless and wasteful expenditure		
25.1 Reconciliation of fruitless and wasteful expenditure		
Opening balance	108	645
Less: Amounts condoned	-	(537)
Less: Amounts transferred to receivables for recovery	(5)	-
Fruitless and wasteful expenditure awaiting condonement	103	108
25.2 Analysis of awaiting condonement per economic classification		
Current	103	108
Total	103	108

Note:

Exceeding of contract values

In the Accounting Officer's Report for the year ended 2009/10, regarding the construction of certain schools, i.e. Delft Secondary School, Mfuleni Primary School, Kalkfontein Primary School, Du Noon-Inkwenkwezi Primary School it was reported that in circumstances where the contractor exceeded the contract value to complete the contracts, the excess may be considered to be fruitless and wasteful expenditure. The conservative amount of possible fruitless and wasteful expenditure is estimated to be R1,75 million. However, this is subject to a possible claim receivable from guarantor. Claim against the contractor is subject to the outcome of the guarantee claim.

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26. Related party transactions

Other

1. In terms of the definition for related parties, public ordinary schools are regarded as related parties and the transactions thereto are disclosed under Annexure 1B.
2. During the year the department received services from the following related parties that are related to the department as indicated:
 - 2.1 The Western Cape Department of Transport & Public Works (DTPW)
 The department occupied a building operated by the Western Cape DTPW free of charge.
 The department makes use of government motor vehicles which are managed by the Government Motor Transport (GMT) Section of the DTPW. This relationship is based on an arm's length transaction in terms of tariffs approved by the Provincial Treasury.
 - 2.2 The Western Cape Education Department received corporate services from the Corporate Services Centre of the Department of the Premier in the Western Cape Province in respect of the following service areas:
 - Information and Communication Technology
 - Organisational Development
 - Provincial Training (transversal)
 - Enterprise Risk Management
 - Internal Audit
 - Forensic Investigations
 - Legal Services
 - 2.3 The Western Cape Education Department received security advisory services and security operations from the Department of Community Safety in the Western Cape Province.

	No. of Individuals	2011/12 R'000	2010/11 R'000
27. Key management personnel			
Political office bearers (provide detail below)	1	1 566	1 492
Officials:			
Level 15 to 16	4	4 937	4 585
Level 14 (incl CFO if at a lower level)	9	8 074	7 473
Family members of key management personnel	11	3 988	3 396
Total		18 565	16 946
	Note	2011/12 R'000	2010/11 R'000
28. Impairment			
Debtors		71 334	32 121
Total		71 334	32 121

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29. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance	Current Year Adjustments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	55 324	100 427	80 195	61 510	174 436
Transport assets	52	100 427	44 329	28 681	116 127
Computer equipment	37 082	-	28 281	27 192	38 171
Furniture and office equipment	14 214	-	7 576	5 637	16 153
Other machinery and equipment	3 976	-	9	-	3 985
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	55 324	100 427	80 195	61 510	174 436

29.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Cash	Non-cash	(Capital work- in-progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	54 923	25 272	-	-	80 195
Transport assets	19 071	25 258	-	-	44 329
Computer equipment	28 267	14	-	-	28 281
Furniture and office equipment	7 576	-	-	-	7 576
Other machinery and equipment	9	-	-	-	9
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	54 923	25 272	-	-	80 195

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29.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received Actual R'000
MACHINERY AND EQUIPMENT	32 829	28 681	61 510	-
Transport assets	-	28 681	28 681	-
Computer equipment	27 192	-	27 192	-
Furniture and office equipment	5 637	-	5 637	-
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	32 829	28 681	61 510	-

29.3 Movement for 2010/11

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
MACHINERY AND EQUIPMENT	58 274	18 786	21 736	55 324
Transport assets	52	12 536	12 536	52
Computer equipment	40 617	4 390	7 925	37 082
Furniture and office equipment	13 629	1 860	1 275	14 214
Other machinery and equipment	3 976	-	-	3 976
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	58 274	18 786	21 736	55 324

29.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	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	-	1 345	-	21 344	-	22 689
Additions	-	2 232	-	32 514	-	34 746
Disposals	-	2 225	-	32 506	-	34 731
TOTAL MINOR ASSETS	-	1 352	-	21 352	-	22 704

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Minor Assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011

	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	-	1 305	-	22 783	-	24 088
Curr Year Adjustments to Prior Yr Balances	-	-	-	14	-	14
Additions	-	1 556	-	22 148	-	23 704
Disposals	-	1 516	-	23 601	-	25 117
TOTAL MINOR ASSETS	-	1 345	-	21 344	-	22 689

29.5 MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2012

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Assets written off	-	-	-	7 321	-	7 321
TOTAL MOVABLE ASSETS WRITTEN OFF	-	-	-	7 321	-	7 321

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED 31 MARCH 2011

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Assets written off	-	-	-	8 151	-	8 151
TOTAL MOVABLE ASSETS WRITTEN OFF	-	-	-	8 151	-	8 151

Note: Transport assets include mobile classrooms and mobile schools. This is the first year that these items have been disclosed in the department's financial statements. When unit/s become(s) permanent/fixed, the mobile unit will be transferred to the Department of Transport and Public Works. The mobile grade R classrooms, libraries and kitchen units will be accounted for in the 2012/13 financial year.

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30. Intangible Capital Assets

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
COMPUTER SOFTWARE	18 801	-	33	-	18 834
	-	-	-	-	-
TOTAL INTANGIBLE CAPITAL ASSETS	18 801	-	33	-	18 834

30.1 Additions

ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Cash R'000	Non-cash R'000	(Development work-in- progress current costs) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
COMPUTER SOFTWARE	1 850	-	(1 817)	-	33
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	1 850	-	(1 817)	-	33

30.2 Movement for 2010/11

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2011

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
COMPUTER SOFTWARE	16 018	2 783	-	18 801
TOTAL INTANGIBLE CAPITAL ASSETS	16 018	2 783	-	18 801

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31. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance R'000	Curr year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	-	-	-	-
Non-residential buildings	-	-	-	-	-
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	-	-	-	-	-

31.1 Additions

ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Cash	Non-cash	(Capital work- in-progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
BUILDINGS AND OTHER FIXED STRUCTURES	612 467	-	(612 467)	-	-
Non-residential buildings	612 467	-	(612 467)	-	-
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	612 467	-	(612 467)	-	-

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32. Statement of Conditional Grants Received

NAME OF DEPARTMENT	GRANT ALLOCATION						SPENT			2010/11
	Division of Revenue Act/ Provincial Grants	Roll Overs	DORA Adjust-ments	Other Adjust-ments	Total Available	Amount received by depart-ment	Amount spent by depart-ment	% of available funds spent by dept	Division of Revenue Act	Amount spent by department
	R'000									
DINALEDI SCHOOLS GRANT EDUCATION	6,720	-	-	-	6,720	6,720	6,684	99	-	-
INFRASTRUCTURE GRANT	385,039	-	-	-	385,039	385,039	385,039	100	255,062	255,062
EXP PUB WORK P INC GRNT PROV-SOC	8,070	-	-	-	8,070	8,070	8,066	100	-	-
FURTHER EDU & TRAIN COL GRANT	534,671	-	-	-	534,671	534,671	534,659	100	447,043	446,971
HIV/AIDS (LIFE SKILLS EDU) GRANT	16,388	-	-	-	16,388	16,388	14,088	86	15,392	14,440
NAT SCHOOL NUTRITION PROG GRNT	230,906	-	-	-	230,906	230,906	230,041	100	173,318	169,775
TECH SECON SCHOOL RECAP GRANT	8,619	-	-	-	8,619	8,619	8,610	100	3,288	3,253
Total	1,190,413	-	-	-	1,190,413	1,190,413	1,187,187		894,103	889,501

33. Finance lease commitments - GG vehicles

As determined, the arrangement between the Western Cape Department of Education and GMT constitutes finance leases. The obligation in respect of the finance leases are presented below:

	Within 1 year	2 - 5 years	More than 5 years
2011/12	17 165	54 957	17 263
2010/11	13 355	39 625	11 070

The Department of Education leased 521 vehicles from GMT during 2012. Daily tariffs are payable on a monthly basis, covering the operational costs and capital costs towards the replacement of vehicles.

GG vehicle daily tariff commitments were reclassified from operating lease commitments to finance lease commitments in the 2011/12 AFS and hence restated for the 2010/11 comparatives.

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ANNEXURE 1A
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/ AGENCY/ACCOUNT	TRANSFER ALLOCATION				Transfer		2010/11
	Adjusted Appropriation	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available funds transferred	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	5 256	-	-	5 256	5 256	100	4 926
Total	5 256	-	-	5 256	5 256		4 926

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**ANNEXURE 1B
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS**

NON-PROFIT INSTITUTIONS	TRANSFER ALLOCATION				EXPENDITURE		2010/11
	Adjusted appropriation Act	Roll Overs	Adjust- ments	Total available	Actual Transfer	% of Available funds transferred	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
PUBLIC ORDINARY SCHOOLS	615 092	-	86 815	701 907	701 659	100	602 685
INDEPENDENT SCHOOLS	64 188	-	-	64 188	63 554	99	59 696
SCHOOLS FOR LEARNERS WITH SPECIAL EDUCATION NEEDS	113 419	-	14 927	128 346	128 346	100	119 552
FURTHER EDUCATION AND TRAINING COLLEGES	234 855	-	9 073	243 928	243 928	100	165 042
ABET:PRIVATE CENTRES	24 916	-	2 332	27 248	27 248	100	24 987
ECD: GR-R-PUBLIC SCHOOLS	128 142	-	(2 261)	125 881	125 881	100	150 753
ECD: GR-R-COMMUNITY	44 967	-	1 871	46 838	46 838	100	45 287
ECD: LEARNERSHIPS	53 439	-	(634)	52 805	52 472	99	-
Total	1 279 018	-	112 123	1 391 141	1 389 926		1 168 002

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**ANNEXURE 1C
STATEMENT OF TRANSFERS TO HOUSEHOLDS**

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2010/11
	Adjusted Appropriation Act	Roll Overs	Adjustments	Total	Actual	% of	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
H/H EMPL S/BEN:INJURY ON DUTY	1 126	-	(890)	236	236	100	27
H/H EMPL S/BEN:LEAVE GRATUITY	7 307	-	28 922	36 229	36 228	100	32 730
H/H EMPL S/BEN:PST RETIRMT BENEF	2 213	-	(2 125)	88	88	100	253
H/H EMPL S/BEN:SEVERANCE PACKAGE	-	-	2 467	2 467	2 413	98	3 070
H/H:BURSARIES(NON-EMPLOYEE)	52 644	-	(5 457)	47 187	47 187	100	45 720
H/H:CLAIMS AGAINST STATE(CASH)	-	-	1 651	1 651	1 651	100	5 744
H/H:PMT/REFUND&REM-ACT/GRCE	-	-	62	62	62	100	18
Total	63 290	-	24 630	87 920	87 865		87 562

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**ANNEXURE 1D
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND
PAYMENTS MADE AS AN ACT OF GRACE**

NATURE OF GIFT, DONATION OR SPONSORSHIP	2011/12	2010/11
	R'000	R'000
Paid in cash		
WCED Soccer Club: Sponsorship for expenses	10	-
Subtotal	<u>10</u>	<u>-</u>
Remissions, refunds and payments made as an act of grace		
Compensation for advisory service to MEC for Education	54	18
Parow East Primary School: Funeral costs of W Tromp	8	-
Subtotal	<u>62</u>	<u>18</u>
Total	<u><u>72</u></u>	<u><u>18</u></u>

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ANNEXURE 2A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2012 - LOCAL

GUARANTOR INSTITUTION	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1/4/2011	Guaran-tees draw downs during the year	Guaran-teeed repay-ments/ cancelled/ reduced/ released during the year	Revalua-tions	Closing balance 31/3/2012	Guaran-teeed interest for year ended 31/3/ 2012	Realised losses not recover-able i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Housing									
0001 - STANDARD BANK OF S.A. LIMITED		-	38	116	-	-	154	-	-
0003 - NEDBANK LIMITED		-	20	-	20	-	-	-	-
0004 - FIRSTRAND BANK LIMITED: FIRST NATIONAL		-	227	-	59	-	168	-	-
0010 - NEDBANK LTD INCORPORATING B O E		-	11	-	11	-	-	-	-
0017 - ABSA		-	471	-	29	-	442	-	-
0052 - PEOPLES BANK LIMITED (FORMER FBC		-	13	-	13	-	-	-	-
0055 - OLD MUTUAL BANK DIV. OF NEDBANK		-	21	-	21	-	-	-	-
0444 - BOE BANK LIMITED		-	16	-	16	-	-	-	-
0516 - GREEN START HOME LOANS (PTY)LTD		-	90	-	25	-	65	-	-
0530 - NATIONAL HOUSING FINANCE CORPORATION		-	67	-	67	-	-	-	-
		-	974	116	261	-	829	-	-

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ANNEXURE 2B
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2012

Nature of liability	Opening balance 1/4/2011 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 31/3/2012 R'000
Claims against the department					
Various claims	64,746	262,775	36,695	-	290,826
Subtotal	64,746	262,775	36,695	-	290,826
Other					
Municipal accounts *(See footnote)	33,415	10,250	-	-	43,665
Subtotal	33,415	10,250	-	-	43,665
Total	98,161	273,025	36,695	-	334,491

*It is not possible to determine the liabilities settled during the year as the municipal accounts are also settled by the schools.

VOTE 5
ANNEXURES TO THE
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for the year ended 31 March 2012

ANNEXURE 3
CLAIMS RECOVERABLE

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2012	31/03/2011	31/03/2012	31/03/2011	31/03/2012	31/03/2011
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
DEPT OF BASIC EDUCATION (AURECON)	-	-	840	-	840	-
DEPT OF BASIC EDUCATION (WCED)	-	-	2 170	-	2 170	-
DEPT OF BASIC EDUCATION(WC EDUCATION DEPT)	-	-	3 347	-	3 347	-
NATIONAL DEPARTMENT OF LABOUR (DLB)	-	-	23	-	23	-
DEPT OF DEFENSE (DDF)	-	-	-	21	-	21
DEPT OF EDUCATION - NORTHERN CAPE (CED)	-	-	97	92	97	92
CENTRE FOR E-INNOVATION	-	-	143	-	143	-
DEPT OF EDUCATION - EASTERN CAPE (EED)	-	-	584	562	584	562
DEPT OF EDUCATION - GAUTENG (JED)	-	-	72	-	72	-
DEPT OF EDUCATION - NORTH WEST (NWE)	-	-	16	16	16	16
DEPT OF CULTURAL AFFAIRS & SPORT (WAC)	-	-	14	-	14	-
DEPT OF PREMIER (WAM)	-	-	212	11	212	11
DEPT OF ECONOMIC DEVELOPMENT & TOURISM (WEE)	-	-	63	-	63	-
WC PROVINCIAL TREASURY (WFE)	-	-	19	-	19	-
DEPT OF LOCAL GOVERNMENT & HOUSING (WGA)	-	-	25	-	25	-
DEPT OF HEALTH (WHW)	-	-	37	10	37	10
DEPT OF WATER AFFAIRS (WWA)	-	-	-	18	-	18
DEPT OF TRANSPORT & PUBLIC WORKS (WWK)	-	-	7 347	260	7 347	260
DEPT OF EDUCATION - KWAZULU NATAL (ZED)	-	-	226	-	226	-
DEPT OF COMMUNITY SAFETY (WSL)	-	-	-	22	-	22
DEPT OF SOCIAL DEVELOPMENT (WSS)	-	-	-	1	-	1
DEPT OF EDUCATION - FREE STATE (FED)	-	-	-	35	-	35
DEPT OF HEALTH - FREE STATE (SHW)	-	-	-	92	-	92
	-	-	15 235	1 140	15 235	1 140
Other Government Entities						
CAPE TEACHERS PROFESSIONAL ASSOCIATION (CTPA)	-	-	99	99	99	99
DIE BURGER	-	-	185	41	185	41
VARIOUS SCHOOLS	-	-	-	22 636	-	22 636
GOVERNMENT EMPLOYEES PENSION FUND (GEPF)	-	-	279	110	279	110
	-	-	563	22 886	563	22 886
	-	-	15 798	24 026	15 798	24 026

VOTE 5
ANNEXURES TO THE
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for the year ended 31 March 2012

ANNEXURE 4
INTER-GOVERNMENT PAYABLES

Government entity	Confirmed balance		Unconfirmed balance		Total	
	31/03/2012	31/03/2011	31/03/2012	31/03/2011	31/03/2012	31/03/2011
	R'000	R'000	R'000	R'000	R'000	R'000
DEPARTMENTS						
Current						
Public Works Department Free State	-	23	-	-	-	23
Eastern Cape Education Department	-	-	-	45	-	45
WC Department of the Premier	15	88	-	-	15	88
WC Dept. of Justice & Constitutional Development	-	1 712	-	-	-	1 712
WC Dept. of Transport & Public Works	-	3 509	-	-	-	3 509
WC Dept. of Community Safety	-	30	-	-	-	30
Northern Cape Education Department	-	-	562	-	562	-
Department of Justice & Constitutional Development	-	-	1 636	-	1 636	-
WC Provincial Treasury	51	-	-	-	51	-
Total	66	5 362	2 198	45	2 264	5 407

Part 4 – Human Resource Management

4. Human Resource Management

4.1 Service Delivery

All departments are required to develop a Service Delivery Improvement (SDI) Plan. The following tables reflect the components of the SDI plan as well as progress made in the implementation of the plans.

Table 4.1.1: Main services and service standards provided in terms of the Service Delivery Plan, 1 April 2011 to 31 March 2012

Main services	Actual service beneficiaries	Standard of service	Actual achievement against standards
Providing access to information and advice primarily on service benefits and salary matters telephonically via a Call Centre	a) 40 310 employees of the WCED (31 831 Educators and 8 479 Public Servants)	<ul style="list-style-type: none"> • Call Centre handles 144 000 calls annually • Reduce the number of “dropped” calls rate to 10% • 96% of all enquiries are concluded on first call • 4% referred to back-offices for follow-up via e-mail • Full implementation of tracking system for enquiries requiring follow-up • Chief Directorates for Human Resources (HR) and Financial Management (FM) to fully implement system for speedy resolution of escalated queries 	<ul style="list-style-type: none"> • Call Centre took 119 396 client service calls. • Call centre dropped 8.67% of client service calls. • Call Centre resolved 99.5% of client service queries first time. • 0.5% (600 estimated) client service queries referred to back offices. • Tracking procedures included IMS, email, checklists and direct interaction with back offices. • Client service and multi-functional IHCM team managers liaise to resolve cases, with assistance from staff as required. FM has appointed a back office liaison officer to handle escalated queries.
Providing access to information to the WCED clients	<ul style="list-style-type: none"> • ± 40 310 employees of the WCED • ± 1 131 000 learners and their parents • School Governing bodies to ± 1 453 schools • ± 196 Independent schools • 13 Provincial Government Departments and 4 directly linked National Departments 	<ul style="list-style-type: none"> • ± 500 written correspondence received twice daily at 3 different post boxes, ± 60 faxes received daily via the fax machine & further reduction of complaints about missing documents • 6 Circulars and minutes received for dissemination to schools daily via electronic circular system • Effective use of the IMS and Jtrack systems by 1100 Head Office and District Office officials • Full implementation of ECM e-Filing solution (document scanning system) for WCED Head Office 	<ul style="list-style-type: none"> • ±650 written correspondence received twice daily at 3 post boxes, ± 60 faxes received daily via the fax machine. • 3 Circulars and minutes disseminated to schools via the electronic circular system. • Effective use of the IMS and Jtrack systems by 1400 Head Office and District Office officials • e-Filing not implemented - awaiting provincial e-Filing Blueprint.

Table 4.1.2: Consultation arrangements with service beneficiaries, 1 April 2011 to 31 March 2012

Type of arrangement	Actual achievements	Comments (possible deviation)
Providing access to information and advice primarily on service benefits and salary matters telephonically via a Call Centre		
a) Human Resources conducts roadshows to Districts to address HRM issues - the services offered by the Call Centre are also included in these roadshows	Call Centre advertised in each WCED publication and in response to requests for assistance.	
b) Partnership training between front-office and back-office	Regular, joint training took place as required.	
c) Extend management meetings between Directorates: Communications, HR Administration, HR Management and Financial Administration	Meetings took place regularly as required.	
d) Dedicated annual questionnaire to clients on current standard and possible improvements	Customer satisfaction survey conducted in 200 schools with over 85% positive response. The Client Services Walk-in Centre also organised a dedicated survey. Response 80% positive.	
Providing access to information to the WCED clients		
a) Customer satisfaction survey informs the department of the perception of service delivery (Directorates determine the response to improve services rendered)	The third annual Customer Satisfaction Survey yielded 780 responses and the findings have informed improved business processes.	
b) Circulars, management minutes and notices	Produced as required.	WCED Circulars, management minutes and notices, in three languages, are disseminated via the group lists and also posted on the WCED website.

Table 4.1.3: Service delivery access strategy, 1 April 2011 to 31 March 2012

Access Strategy	Actual achievements
Providing access to information and advice primarily on service benefits and salary matters telephonically via a Call Centre	
a) 2 nd Floor, Grand Central Building (via-telephone/professional call centre)	Call centre operational. After-hours recordings are answered the following morning.
b) After-hours recording of enquiries	
Providing access to information to the WCED clients	
a) 6 th Floor Grand Central Building (General Registry)	The General Registry provides a support service across the organisation and is accessible during office hours.
b) Private Bag 9114. Mail boxes at entrance of the Head Office	

Table 4.1.4: Service information tool, 1 April 2011 to 31 March 2012

Types of information tool	Actual achievements
Providing access to information and advice primarily on service benefits and salary matters telephonically via a Call Centre	
a) Website b) Walk-in Centre Annually review the communication protocol based on effectiveness (vs. statistics and decisions within structured collective meetings)	Web site updated regularly. More than 1 million visits in 2011/12. Walk-in and Visitor centres received between 3 500 and 5 700 visitors a month. Client Services reviewed technology to further improve responsiveness.
Providing access to information to the WCED clients	
a) Record Management: document flow within the department is communicated via Circulars, Management Minutes and notices b) The promotion of access to information guidelines is a tool by which information can be obtained from the WCED c) WCED Website is updated on the organisational structure and the appropriate services and their respective contact/responsible officials d) Postal system	In addition to e-dissemination via the group lists, WCED Circulars, management minutes and notices are posted on the WCED website. The WCED PAIA guidelines are accessible via the internet. The updated WCED organisational structure and PAIA guidelines are accessible via the internet. The WCED postal system is well-maintained, fully operational and accessible to the clients.

Table 4.1.5: Redress mechanism, 1 April 2011 to 31 March 2012

Redress Mechanism	Actual achievements
Providing access to information and advice primarily on service benefits and salary matters telephonically via a Call Centre	
Call centre manager to monitor complaints Feedback facility on website Complaints section Client satisfaction forms at walk-in centre Client satisfaction measurement for call centre Complaints to back-office managers per district Annual update of contact details or as required	Ongoing, as required. 1 622 online queries. Forms available. See Customer Satisfaction Survey. Client Service and other managers liaise on complaints, as required. Contact details updated, as required.
Providing access to information to the WCED clients	
Dedicated Post Office mail bags and mail boxes at entrances of office buildings E-mail (Via Internet and Groupwise) Feedback facility on website Postal system WCED switchboard	Accessible and dedicated Post Office mail bags and mail boxes are at the entrances of office building. Operational. Operational. The WCED postal system is well-maintained, fully operational and accessible to the clients. Operational.

4.2. Expenditure

Education departments budget in terms of clearly defined programmes. The following tables summarise final audited expenditure by programme (Table 4.2.1) and by salary bands (Table 4.2.2). In particular, it provides an indication of the amount spent on personnel expenditure in terms of each of the programmes or salary bands within the department.

Programme	Programme Designation
Programme 1	Administration
Programme 2	Public Ordinary School Education
Programme 3	Independent School Education
Programme 4	Public Special School Education
Programme 5	Further Education and Training Colleges
Programme 6	Adult Basic Education and Training
Programme 7	Early Childhood Development
Programme 8	Auxiliary and Associated Services

Table 4.2.1: Personnel expenditure by programme, 2011/12

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Goods & Services (R'000)	Personnel expenditure as a % of total expenditure	Average personnel expenditure per employee (R'000)	Number of Employees
Programme 1	532,038	252,346	9,640	-	1.89	287.74	877
Programme 2	10,896,316	8,732,150	43,661	-	65.35	247.29	35 312
Programme 3	63,554	-	-	-	-	-	-
Programme 4	791,341	607,313	-	-	4.55	216.74	2 802
Programme 5	534,659	259,553	-	-	1.94	262.71	988
Programme 6	33,098	*1,466	-	-	-	*162.9	9
		**4,204	-	-	0.04	-	-
Programme 7	378,061	63,855	-	-	0.48	285.07	224
Programme 8	132,086	***22,358	-	-	0.57	***228.14	98
		****53,826	-	-	-	-	-
Total	13,361,153	9,997,071	53,301	-	74.82	248.00	40 310

*The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R1,466m is in respect of the 9 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.

**The amount of R4,204 m reflects the amount in respect of the expenditure pertaining to 44 educators appointed on a per-hourly basis for tuition at ABET-centres.

***The personnel expenditure in respect of Programme 8 (Auxiliary and Associated Services) amounting to R 22,358m, is in respect of the 98 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the full-time employees.

****The amount of R53,826m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2011-Matric examinations).

Table 4.2.2: Personnel expenditure by salary bands 2011/12

Salary bands	Personnel Expenditure (R'000)	% of total personnel expenditure	Average personnel expenditure per employee (R'000)	Number of Employees
Lower skilled (Levels 1-2)	271,955	2.72	87.30	3 115
Skilled (Levels 3-5)	625,888	6.25	128.86	4 857
Highly skilled production (Levels 6-8)	5,799,832	57.93	245.41	23 633
Highly skilled supervision (Levels 9-12)	3,268,329	32.65	377.75	8 652
Senior management (Levels 13-16)	45,079	0.45	850,55	##53
Total	# 10,011,083	100.00	248.35	40 310

Note:

The total personnel expenditure in tables 4.2.1 and 4.2.2 differs because some personnel related payments are made directly on BAS.

##The total number of employees indicated in tables 4.2.1 and 4.2.2 above includes both public service staff and educators. The number of employees in the band 13 – 16 includes the 6 CEOs at the Further Education and Training Colleges.

The following tables provide a summary per programme (Table 4.2.3) and salary bands (Table 4.2.4), 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 4.2.3: Salaries, Overtime, Housing Allowance and Medical Assistance by programme, 2011/12

Programme	Salaries		Overtime		Housing Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel expenditure	Amount (R'000)	Overtime as a % of personnel expenditure	Amount (R'000)	Housing Allowance as a % of personnel expenditure	Amount (R'000)	Medical Assistance as % of personnel expenditure
Programme 1	190,750	1.91	1,109	0.01	5,776	0.06	11,562	0.12
Programme 2	6,537,763	65.31	136	0.00	185,452	1.85	400,095	4.00
Programme 4	448,994	4.48	94	0.00	14,786	0.15	27,931	0.28
Programme 5	195,281	1.95	-	0.00	5,117	0.05	11,077	0.11
Programme 6	7,065	0.07	-	0.00	218	0.00	427	0.00
Programme 7	48,981	0.49	-	0.00	1,082	0.01	2,902	0.03
Programme 8	21,877	0.22	788	0.01	830	0.01	1,679	0.02
Total	7,450,711	74.42	2,127	0.02	213,261	2.13	455,673	4.55

Table 4.2.4: Salaries, Overtime, Housing Allowance and Medical Assistance by salary bands, 2011/12

Salary Bands	Salaries		Overtime		Housing Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel expenditure	Amount (R'000)	Overtime as a % of personnel expenditure	Amount (R'000)	Housing Allowance as a % of personnel expenditure	Amount (R'000)	Medical Assistance as a % of personnel expenditure
Lower skilled (Levels 1-2)	192,646	1.92	133	0.00	13,489	0.13	14,969	0.15
Skilled (Levels 3-5)	446,687	4.46	824	0.01	23,812	0.24	37,508	0.37
Highly skilled production (Levels 6-8)	4,314,334	43.10	965	0.01	121,363	1.21	277,094	2.77
Highly skilled supervision (Levels 9-12)	2,470,412	24.68	205	0.00	54,590	0.55	125,385	1.25
Senior management (Levels 13-16)	26,632	0.27	-	0.00	7	0.00	717	0.01
Total	7,450,711	74.42	2,127	0.02	213,261	2.13	455,673	4.55

4.3. 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 using two key variables: - programme (Table 4.3.1) and salary band (Table 4.3.2).

Table 4.3.1: Employment and vacancies by programme, as at 31 March 2012

Personnel Group	Programme	Number of funded posts	Unfunded-Posts	Number of posts filled	Vacancy rate %	Number of persons additional to the establishment (excluding Pre-primary Personnel)	Total number of employees
All Personnel	Program 1	853	94	877	0.00	-	877
	Program 2	35 453	554	35 057	1.12	255	35 312
	Program 4	2 973	10	2 757	7.27	45	2 802
	Program 5	1 219	134	988	18.95	-	988
	Program 6	15	-	9	40.00	-	9
	Program 7	15	-	224	0.00	-	224
	Program 8	102	36	98	3.92	-	98
	Total	40 630	828	40 010	1.53	300	40 310
Educators	Program 1	105	17	126	0.00	-	126
	Program 2	28 467	85	28 681	0.00	161	28 842
	Program 4	1 792	-	1 805	0.00	24	1 829
	Program 5	887	-	808	8.91	-	808
	Program 6	4	-	2	50.00	-	2
	Program 7	15	-	**224	0.00	-	**224
	Program 8	-	-	-	0.00	-	-
	Total	31 270	102	31 646	0.00	*185	31 831

Personnel Group	Programme	Number of funded posts	Unfunded-Posts	Number of posts filled	Vacancy rate %	Number of persons additional to the establishment (excluding Pre-primary Personnel)	Total number of employees
Public Service Personnel	Program 1	748	77	751	0.00		751
	Program 2	6 986	469	6 376	8.73	94	6 470
	Program 4	1 181	10	952	19.39	21	973
	Program 5	332	134	180	45.78	-	180
	Program 6	11	-	7	36.36	-	7
	Program 7	-	-	-	0.00	-	-
	Program 8	102	36	98	3.92	-	98
	Total	9 360	726	8 364	10.64	115	8 479

Note:

* 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 7: Posts of educator: pre-primary are abolished as they become vacant. The WCED adopted a policy according to which the vacated posts are replaced by a subsidy payment in an effort to create more learning sites for pre-primary learners (Early Childhood Development). 224 Educators in Programme 7 are Pre-Primary Personnel. These personnel are carried in additional posts.

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

Table 4.3.2: Employment and vacancies by salary bands, as at 31 March 2012

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number additional to establishment - excluding pre-primary personnel	Total number of employees
All Personnel	Lower Skilled (Levels 1-2)	3 639	409	3 163	13.08	45	3 208
	Skilled (Levels 3-5)	4 299	147	3 825	11.03	30	3 855
	Highly skilled production (Levels 6-8)	28 479	129	29 029	0.00	193	29 222
	Highly skilled supervision (Levels 9-12)	4 163	143	3 940	5.36	32	3 972
	Senior Management (Levels 13-16)	50	-	53	0.00	-	53
	Total	40 630	828	40 010	1.53	300	40 310
	Educators	Lower Skilled (Levels 1-2)	-	-	-	0.00	-
Skilled (Levels 3-5)		-	-	-	0.00	-	-
Highly skilled production (Levels 6-8)		27314	2	27 904	0.00	153	28 057
Highly skilled supervision (Levels 9-12)		3956	100	3 742	5.41	32	3 774
Senior Management (Levels 13-16)		-	-	-	0.00	-	-
Total		31 270	102	31 646	0.00	185	31 831

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number additional to establishment - excluding pre-primary personnel	Total number of employees
Public Service Personnel	Lower Skilled (Levels 1-2)	3 639	409	3 163	13.08	45	3 208
	Skilled (Levels 3-5)	4 299	147	3 825	11.03	30	3 855
	Highly skilled production (Levels 6-8)	1 165	127	1 125	3.43	40	1 165
	Highly skilled supervision (Levels 9-12)	207	43	198	4.35	-	198
	Senior Management (Levels 13-16)	50	-	53	0.00	-	53
	Total	9 360	726	8 364	10.64	115	8 479

Note:

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. The matching and placement of additional employees into vacant substantive posts is an ongoing process and is guided by the applicable collective agreements. In a further effort to promote the redeployment of additional employees, vacant posts are also regularly advertised in departmental vacancy lists. The WCED has developed a number of policy measures to ensure the optimal utilisation of the services of additional staff members.

4.4. Job Evaluation

The Public Service Regulations, 1999, introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in the organisation. The Regulations require all vacancies on salary levels 9 and higher to be evaluated before they are filled. This was complemented by a decision by the Minister for Public Service and Administration that all SMS jobs must be evaluated before 31 December 2002.

The following table (Table 4.4.1) summarises the number of posts that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.

Table 4.4.1: Job Evaluation, 1 April 2011 to 31 March 2012

Salary Band	Total number of posts	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)	3 639	-	0.00	-	0.00	-	0.00
Skilled (Levels 3-5)	4 299	12	0.13	-	0.00	-	0.00
Highly skilled production (Levels 6-8)	1 165	15	0.16	-	0.00	-	0.00
Highly skilled supervision (Levels 9-12)	207	16	0.17	-	0.00	-	0.00
Senior Management Service Band A (Level 13)	36	-	0.00	-	0.00	-	0.00
Senior Management Service Band B (Level 14)	9	-	0.00	-	0.00	-	0.00
Senior Management Service Band C (Level 15)	4	-	0.00	-	0.00	-	0.00
Senior Management Service Band D (Level 16)	1	-	0.00	-	0.00	-	0.00
Total	9 360	43	0.46	-	0.00	-	0.00

Note:

The 43 posts which were subjected to job evaluation came out on the same salary level and therefore no upgrades were made.

The following table provides a summary of the number of employees whose salary positions were upgraded due to their posts 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 4.4.2: Profile of employees whose salary positions were upgraded due to their posts being upgraded, 1 April 2011 to 31 March 2012

Beneficiaries	African	Coloured	Indian	White	Total
Female	9	22	-	4	35
Male	1	5	-	2	8
Total	10	27	-	6	43
Employees with a disability					4

The following table summarises the number of cases where remuneration levels exceeded the grade determined by job evaluation (including higher notches awarded). Reasons for the deviation are provided in each case.

Table 4.4.3: Employees whose salary level exceed the grade determined by job evaluation, as at 31 March 2012 (in terms of PSR 1.V.C.3)

Major Occupation	Number of employees	Job evaluation level	Remuneration on a higher salary level	Remuneration on a higher notch of the same salary level	Reason for deviation
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
Total Number of Employees whose salaries exceeded the level determined by job evaluation (including awarding of higher notches) in 2011/2012					-
Percentage of total employment					-

Table 4.4.4: Profile of employees whose salary level exceed the grade determined by job evaluation, as at 31 March 2012 (in terms of PSR 1.V.C.3)

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2011/ 2012	Nil
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4.5. Employment Changes

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 (Table 4.5.1) and by critical occupations (Table 4.5.2). (These "critical occupations" should be the same as those listed in Table 4.3.3).

Table 4.5.1: Annual turnover rates by salary band, 1 April 2011 to 31 March 2012

Group	Salary Band	Number of Employees per band on 31/3/2011*	Appointments	Transfers into the department	Appointments and transfers into the department	Terminations	Transfers out of department	Terminations and transfers out of department	Turn-over rate %
All Personnel	Lower Skilled (Levels 1-2)	3 250	3 550	-	3 550	3 551	2	3 553	0.00
	Skilled (Levels 3-5)	4 957	5 710	1	5 711	5 005	8	5 013	14.08
	Highly skilled production (Levels 6-8)	23 810	10 113	25	10 138	10 022	40	10 062	0.32
	Highly skilled supervision (Levels 9-12)	8 354	660	4	664	1 012	15	1 027	0.00
	Senior Management Service Band A	39	3	-	3	5	2	7	0.00
	Senior Management Service Band B	9	-	-	-	1	-	1	0.00
	Senior Management Service Band C	3	-	-	-	-	-	-	0.00
	Senior Management Service Band D	1	-	-	-	-	-	-	0.00
	Total	40 423	20 036	30	20 066	19 596	67	19 663	1.00
Educators	Lower Skilled (Levels 1-2)	-	-	-	-	-	-	-	0.00
	Skilled (Levels 3-5)	1 106	3 507	-	3 507	2 693	-	2 693	73.60
	Highly skilled production (Levels 6-8)	22 445	9 812	19	9 831	9 659	33	9 692	0.62
	Highly skilled supervision (Levels 9-12)	8 121	582	3	585	893	8	901	0.00
	Senior Management Service Band A	-	-	-	-	-	-	-	-
	Senior Management Service Band B	-	-	-	-	-	-	-	-
	Senior Management Service Band C	-	-	-	-	-	-	-	-
	Senior Management Service Band D	-	-	-	-	-	-	-	-
	Total	31 672	13 901	22	13 923	13 245	41	13 286	2.01
Public Service	Lower Skilled (Levels 1-2)	3 250	3 550	-	3 550	3 551	2	3 553	0.00
	Skilled (Levels 3-5)	3 851	2 203	1	2 204	2 312	8	2 320	0.00
	Highly skilled production (Levels 6-8)	1 365	301	6	307	363	7	370	0.00
	Highly skilled supervision (Levels 9-12)	233	78	1	79	119	7	126	0.00
	Senior Management Service Band A	39	3	-	3	5	2	7	0.00
	Senior Management Service Band B	9	-	-	-	1	-	1	0.00
	Senior Management Service Band C	3	-	-	-	-	-	-	-
	Senior Management Service Band D	1	-	-	-	-	-	-	-
	Total	8 751	6 135	8	6 143	6 351	26	6 377	0.00

Note:

Column 3 (number of employees) includes all Nature of Appointment (permanent, permanent on probation, temporary - NOA) and Supernumerary (SN) Personnel and excludes the Minister. Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. This includes employees appointed to substantive vacancies which arise as a result of natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This policy means 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 4.5.2: Staff exiting the employ of the department, 1 April 2011 to 31 March 2012

Group	Termination type	All Personnel – Number	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2011
All Personnel	Death / Demise	112	0.60	0.30
	Resignation	557	2.80	1.40
	Expiry of contract	18 134	92.20	44.90
	Dismissal - operational changes	-	0.00	0.00
	Dismissal – misconduct	77	0.40	0.20
	Dismissal – inefficiency	-	0.00	0.00
	Discharged due to ill-health	73	0.40	0.20
	Retirement	643	3.30	1.60
	Employee initiated severance package	-	0.00	0.00
	Transfer to other Public service Departments	67	0.30	0.20
	Grand Total	19 663	100.00	48.60
Educators	Death / Demise	73	0.50	0.20
	Resignation	465	3.50	1.50
	Expiry of contract	12 167	91.60	38.40
	Dismissal - operational changes	-	0.00	0.00
	Dismissal – misconduct	47	0.40	0.10
	Dismissal – inefficiency	-	0.00	0.00
	Discharged due to ill-health	50	0.40	0.20
	Retirement	443	3.30	1.40
	Employee initiated severance package	-	0.00	0.00
	Transfer to other Public Service Departments	41	0.30	0.10
	Grand Total	13 286	100.00	41.90
Public Service Staff	Death / Demise	39	0.60	0.40
	Resignation	92	1.40	1.10
	Expiry of contract	5 967	93.60	68.20
	Dismissal - operational changes	-	0.00	0.00
	Dismissal – misconduct	30	0.50	0.30
	Dismissal – inefficiency	-	0.00	0.00
	Discharged due to ill-health	23	0.40	0.30
	Retirement	200	3.10	2.30
	Employee initiated severance package	-	0.00	0.00
	Transfer to other Public Service Departments	26	0.40	0.30
	Grand Total	6 377	100.00	72.90

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 4.5.3: Reasons why staff resigned, 1 April 2011 to 31 March 2012

Group	Termination type	All Personnel - Number	% of Total Exits
All Personnel	Poor health	5	0.03
	Better remuneration	26	0.13
	Contract expired	3	0.02
	Domestic problems	1	0.01
	Emigration	4	0.02
	Further studies	7	0.04
	Marriage	2	0.01
	Nature of work	16	0.08
	No reason	19 103	97.48
	Other education department	2	0.01
	Other occupation	25	0.13
	Reorganisation	3	0.02
	Resigning of position	396	2.02
	Pregnancy	2	0.01
	Transfer to other system	1	0.01
	Grand Total	19 596	100.00
Educators	Poor health	5	0.04
	Better remuneration	22	0.17
	Contract expired	2	0.02
	Domestic problems	1	0.01
	Emigration	4	0.03
	Further studies	7	0.05
	Marriage	2	0.02
	Nature of work	11	0.08
	No reason	12 841	96.95
	Other education department	2	0.02
	Other occupation	14	0.11
	Reorganisation	1	0.01
	Resigning of position	330	2.49
	Pregnancy	2	0.02
	Transfer to other system	1	0.01
	Grand Total	13 245	100.00
Public Service Staff	Poor health	-	0.00
	Better remuneration	4	0.06
	Contract expired	1	0.02
	Domestic problems	-	0.00
	Emigration	-	0.00
	Further studies	-	0.00
	Marriage	-	0.00
	Nature of work	5	0.08
	No reason	6 262	98.60
	Other education department	-	0.00
	Other occupation	11	0.17
	Reorganisation	2	0.03
	Resigning of position	66	1.04
	Pregnancy	-	0.00
	Transfer to other system	-	0.00
	Grand Total	6 351	100.00

Table 4.5.4: Age groups of staff who resigned, 1 April 2011 to 31 March 2012

Ages	Resignations all staff	All staff - %	Resignations Public Service Staff	Public Service - %	Resignations Educators	Educators - %
Ages 19<	-	0.00	-	0.00	-	0.00
Ages 20 to 24	25	4.49	1	1.09	24	5.16
Ages 25 to 29	72	12.93	14	15.22	58	12.47
Ages 30 to 34	55	9.87	14	15.22	41	8.82
Ages 35 to 39	77	13.82	7	7.61	70	15.05
Ages 40 to 44	146	26.21	23	25.00	123	26.45
Ages 45 to 49	83	14.90	10	10.87	73	15.70
Ages 50 to 54	59	10.59	12	13.04	47	10.11
Ages 55 to 59	28	5.03	9	9.78	19	4.09
Ages 60 to 64	10	1.80	2	2.17	8	1.72
Ages 65>	2	0.36	-	0.00	2	0.43
Grand Total	557	100.00	92	100.00	465	100.00

Table 4.5.5: Granting of employee initiated severance packages by salary band, 1 April 2011 to 31 March 2012

Personnel Group	Salary Band	Number of Packages Instated
All Personnel	Lower Skilled (Levels 1-2)	-
	Skilled (Levels 3-5)	-
	Highly skilled production (Levels 6-8)	3
	Highly skilled supervision (Levels 9-12)	2
	Senior Management Service Band A	1
	Senior Management Service Band B	-
	Senior Management Service Band C	-
	Senior Management Service Band D	-
	Total	6
Educators	Lower Skilled (Levels 1-2)	-
	Skilled (Levels 3-5)	-
	Highly skilled production (Levels 6-8)	1
	Highly skilled supervision (Levels 9-12)	1
	Senior Management Service Band A	-
	Senior Management Service Band B	-
	Senior Management Service Band C	-
	Senior Management Service Band D	-
Total	2	

Personnel Group	Salary Band	Number of Packages Instated
Public Service	Lower Skilled (Levels 1-2)	-
	Skilled (Levels 3-5)	-
	Highly skilled production (Levels 6-8)	2
	Highly skilled supervision (Levels 9-12)	1
	Senior Management Service Band A	1
	Senior Management Service Band B	-
	Senior Management Service Band C	-
	Senior Management Service Band D	-
Total	4	

Table 4.5.6: Promotions by salary band, 1 April 2011 to 31 March 2012

Personnel Group	Salary Band	Employees as at 31/3/ 2012	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)	3 250	-	0.00	1 241	38.18
	Skilled (Levels 3-5)	4 957	8	0.16	2 741	55.30
	Highly skilled production (Levels 6-8)	23 810	514	2.16	19 013	79.85
	Highly skilled supervision (Levels 9-12)	8 354	949	11.36	7 408	88.68
	Senior Management (Levels 13-16)	52	4	7.69	40	76.92
	Total	40 423	1 475	3.65	30 443	75.31
Educators	Lower Skilled (Levels 1-2)	-	-	0.00	-	0.00
	Skilled (Levels 3-5)	1 106	-	0.00	323	29.20
	Highly skilled production (Levels 6-8)	22 445	482	2.15	18 314	81.60
	Highly skilled supervision (Levels 9-12)	8 121	929	11.44	7 253	89.31
	Senior Management (Levels 13-16)	-	-	0.00	-	0.00
	Total	31 672	1 411	4.46	25 890	81.74
Public service	Lower Skilled (Levels 1-2)	3 250	-	0.00	1 241	38.18
	Skilled (Levels 3-5)	3 851	8	0.21	2 418	62.79
	Highly skilled production (Levels 6-8)	1 365	32	2.34	699	51.21
	Highly skilled supervision (Levels 9-12)	233	20	8.58	155	66.52
	Senior Management (Levels 13-16)	52	4	7.69	40	76.92
	Total	8 751	64	0.73	4 553	52.03

4.6. Employment Equity

The following table provides a summary of the total workforce profile per occupational levels. Temporary employees constitute workers employed for three consecutive months or less. The tables in this section are based on the formats prescribed by the Employment Equity Act, 55 of 1998.

Table 4.6.1: Total number of employees (including employees with disabilities) in each of the following occupational levels, as at 31 March 2012

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	2	3	1	2	1	2	1	1	-	-	13
Senior management (Level 13)	3	13	1	10	5	6	-	2	-	-	40
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	128	637	10	297	72	148	6	79	1	1	1 379
Skilled technical and academically qualified workers, junior management, super-visors, foremen, and superintendents (Levels 8-10)	580	3 888	39	1 077	1297	4 915	48	2 368	4	8	14 224
Semi-skilled and discretionary decision making (Levels 4-7)	1 204	2 728	13	609	3 976	7 971	47	2 891	83	31	19 553
Unskilled and defined decision making (Levels 1-3)	615	1 897	4	103	391	1 888	1	147	40	15	5 101
Total	2 532	9 166	68	2 098	5 742	14 930	103	5 488	128	55	40 310

Table 4.6.2: Total number of employees (with disabilities only) in each of the following occupational levels, as at 31 March 2012

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	-	-	-	-	-	-	-	-	-	-	-
Senior management (Level 13)	-	-	-	-	-	-	-	-	-	-	-
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	-	-	-	1	-	-	-	-	-	-	1
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	2	3	-	2	-	1	-	5	-	-	13
Semi-skilled and discretionary decision making (Levels 4-7)	1	2	-	3	1	2	-	1	-	-	10
Unskilled and defined decision making (Levels 1-3)	2	3	-	1	1	4	-	-	-	-	11
Total	5	8	-	7	2	7	-	6	-	-	35

Table 4.6.3: Recruitment, 1 April 2011 to 31 March 2012

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
Top management (Levels 14-16)	-	-	-	-	-	-	-	-	-	-	-
Senior management (Level 13)	-	-	-	3	-	-	-	-	-	-	3
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	17	28	-	26	-	11	-	5	1	-	88
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	64	891	11	151	240	1 026	3	251	3	-	2 640
Semi-skilled and discretionary decision making (Levels 4-7)	656	1 596	10	275	2 280	4 664	35	1 546	209	92	11 364
Unskilled and defined decision making (Levels 1-3)	656	1 901	12	165	544	2 034	4	351	205	69	5 941
Total	1 394	4 416	33	620	3 064	7 735	42	2 153	418	161	20 036

Table 4.6.4: Promotions, 1 April 2011 to 31 March 2012

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	-	-	-	-	-	-	-	-	-	-	-
Senior management (Level 13)	-	1	-	1	-	1	-	1	-	-	4
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	10	51	1	26	6	18	-	6	-	-	118
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	68	350	7	69	157	444	3	189	-	-	1 287
Semi-skilled and discretionary decision making (Levels 4-7)	1	4	-	-	10	42	-	7	1	-	65
Unskilled and defined decision making (Levels 1-3)	-	1	-	-	-	-	-	-	-	-	1
Total	79	407	8	96	173	505	3	203	1	-	1 475

Table 4.6.5: Terminations, 1 April 2011 to 31 March 2012

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	-	-	-	1	-	-	-	-	-	-	1
Senior management (Level 13)	-	3	-	2	-	-	-	-	-	-	5
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	21	48	-	52	5	21	-	13	1	-	161
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	97	990	8	191	271	1 195	2	349	3	-	3 107
Semi-skilled and discretionary decision making (Levels 4-7)	663	1 582	9	241	2 202	4 684	33	1 437	209	98	11 158
Unskilled and defined decision making (Levels 1-3)	650	1 813	10	139	436	1 663	-	211	180	62	5 164
Total	1 431	4 436	27	626	2 914	7 563	35	2 010	393	161	19 596

Table 4.6.7: Skills development, 1 April 2011 to 31 March 2012

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management (Levels 14-16)	-	-	-	-	-	-	-	-	-
Senior management (Level 13)	2	17	-	5	4	13	-	2	43
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	686	1 840	19	922	1 501	3 250	30	1 188	9 436
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	2	9	-	9	19	52	-	32	123
Semi-skilled and discretionary decision making (Levels 4-7)	80	99	3	16	162	368	1	107	836
Unskilled and defined decision making (Levels 1-3)	115	295	-	41	90	467	1	71	1 080
Grand Total	885	2 260	22	993	1 776	4 150	32	1 400	11 518

4.7. Signing of Performance Agreements by SMS Members

Table 4.7.1: Signing of Performance Agreements by SMS Members, as at 31 May 2011

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	-	-	-	0.00
Salary Level 15	4	3	3	100.00
Salary Level 14	9	8	8	100.00
Salary Level 13	36	41	41	100.00
Total	50	53	53	100.00

Table 4.7.2: Reasons for not having concluded Performance Agreements with all SMS on 31 May 2011

Reasons for not concluding Performance Agreements with all SMS
N/A

Table 4.7.3: Disciplinary steps taken against SMS Members for not having concluded Performance Agreements on 31 May 2011

Disciplinary steps taken against SMS Members for not having concluded Performance Agreements
N/A

4.8. Filling of SMS Posts

Table 4.8.1: SMS posts information, as at 30 September 2011

SMS Level	Number of funded 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	-	1	100.00	-	-
Salary level 16, but not HOD	-	-	-	0.00	-	-
Salary Level 15	4	-	3	75.00	1	25
Salary Level 14	8	1	8	100.00	1	12.5
Salary Level 13	36	-	41	113.89	-	-
Total	49	1	53	108.16	2	4.08

Table 4.8.2: SMS posts information, as at 31 March 2012

SMS Level	Number of funded 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	-	1	100.00	-	0
Salary level 16, but not HOD	-	-	-	0.00	-	0
Salary Level 15	4	-	3	75.00	1	25
Salary Level 14	9	-	8	88.89	1	11.11
Salary Level 13	36	-	41	113.89	1	2.78
Total	50	-	53	106.00	3	6.00

Table 4.8.3: Advertising and Filling of SMS posts, as at 31 March 2012

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	-	-	-
Salary level 16, but not HOD	-	-	-
Salary Level 15	-	-	-
Salary Level 14	-	-	-
Salary Level 13	5	5	-
Total	5	5	-

Table 4.8.4: Reasons for not having complied with the filling of funded vacant SMS posts – Advertised within 6 months and filled within 12 months after becoming vacant

SMS Level	Reasons for non-compliance
Director-General/ Head of Department	N/A
Salary level 16, but not HOD	N/A
Salary Level 15	N/A
Salary Level 14	N/A
Salary Level 13	N/A

Table 4.8.5: Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months

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

4.9. Performance Rewards

To encourage good performance, the department has granted the following performance rewards allocated to personnel for the performance period 2010/11, but paid in the financial year 2011/12. The information is presented in terms of race, gender, and disability (Table 4.9.1), salary bands (table 4.9.2) and critical occupations (Table 4.9.3).

Table 4.9.1: Performance Rewards by race, gender, and disability, 1 April 2011 to 31 March 2012

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Total number of employees in group	% of total within group	Cost (R'000)	Average cost (R'000) per beneficiary
African	150	1 694	8.85	712	4.75
Male	66	831	7.94	300	4.55
Female	84	863	9.73	412	4.90
Coloured	873	6 109	14.29	4,542	5.20
Male	279	2 632	10.60	1,493	5.35
Female	594	3 477	17.08	3,049	5.13
Indian	6	25	24.00	31	5.17
Male	-	9	0.00	-	-
Female	6	16	37.50	31	5.17
White	256	903	28.35	1,794	7.01
Male	26	186	13.98	269	10.35
Female	230	717	32.08	1,525	6.63
Employees with a disability	4	21	19.05	23	5.75
Total	1 289	8 752	14.73	7,102	5.51

Note: Educators do not receive performance rewards

Table 4.9.2: Performance Rewards by salary bands for personnel below Senior Management Service, 1 April 2011 to 31 March 2012

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
Public Service Personnel						
Lower skilled (Levels 1-2)	216	3 250	7.00	584	2.70	0.21
Skilled (Levels 3-5)	578	3 851	15.00	2,407	4.16	0.38
Highly skilled production (Levels 6-8)	433	1 365	32.00	2,966	6.85	0.05
Highly skilled supervision (Levels 9-12)	50	233	21.00	725	14.51	0.02
Total	1 277	8 699	15.00	6,682	5.23	0.07

Note: Educators do not receive performance rewards

Table 4.9.3: Performance related rewards (cash bonus), by salary band, for Senior Management Service, 1 April 2011 to 31 March 2012

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	39	21.00	285	35.68	0.63
Senior Management Service Band B (Level 14)	3	9	33.00	130	43.22	0.29
Senior Management Service Band C (Level 15)	-	3	-	-	-	-
Senior Management Service Band D (Level 16)	-	1	-	-	-	-
Total	11	52	21.00	415	37.74	0.92

4.10 Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

Table 4.10.1: Foreign Workers by salary band, 1 April 2011 to 31 March 2012

Personnel Group	Salary Band	1 April 2011		31 March 2012		Change	
		Number	% of total	Number	% of total	Number	% in Salary Band
All Personnel	Lower Skilled (Levels 1-2)	3	1.67	3	1.64	-	0.00
	Skilled (Levels 3-5)	75	41.67	69	37.70	-6	-8.00
	Highly skilled production (Levels 6-8)	94	52.22	106	57.92	12	12.77
	Highly skilled supervision (Levels 9-12)	8	4.44	5	2.73	-3	-37.50
	Senior Management (Levels 13 - 16)	-	0.00	-	0.00	-	0.00
	Total	180	100.00	183	100.00	3	1.67
Educators	Lower Skilled (Levels 1-2)	-	0.00	-	0.00	-	0.00
	Skilled (Levels 3-5)	70	41.67	66	37.71	-4	-5.71
	Highly skilled production (Levels 6-8)	93	55.36	105	60.00	12	12.90
	Highly skilled supervision (Levels 9-12)	5	2.98	4	2.29	-1	-20.00
	Senior Management (Levels 13 - 16)	-	0.00	-	0.00	-	0.00
	Total	168	100.00	175	100.00	7	4.17
Public Service	Lower Skilled (Levels 1-2)	3	25.00	3	37.50	-	0.00
	Skilled (Levels 3-5)	5	41.67	3	37.50	-2	-40.00
	Highly skilled production (Levels 6-8)	1	8.33	1	12.50	-	0.00
	Highly skilled supervision (Levels 9-12)	3	25.00	1	12.50	-2	-66.67
	Senior Management (Levels 13 - 16)	-	0.00	-	0.00	-	0.00
	Total	12	100.00	8	100.00	-4	-33.33

4.11. Leave Utilisation for the period 1 January 2011 to 31 December 2011

The following tables provide an indication of the use of sick leave (Table 4.11.1) and incapacity leave (Table 4.11.2). In both cases, the estimated cost of the leave is also provided.

Table 4.11.1(a): Sick leave, 1 January 2011 to 31 December 2011

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)	15 387	12 982	84.37	1 979	7.30	8	5	3,662
	Skilled (Levels 3-5)	25 956	21 465	82.70	3 087	11.39	8	5	9,210
	Highly skilled Production (Levels 6-8)	131 728	101 369	76.95	16 516	60.96	8	6	92,508
	Highly skilled supervision (Levels 9-12)	43 734	34 927	79.86	5 477	20.22	8	5	46,443
	Senior Management (Levels 13-16)	152	108	71.05	34	0.13	4	3	454
	Total	216 957	170 851	78.75	27 093	100.00	8	5	152,277
Educators	Lower Skilled (Levels 1-2)	-	-	0.00	-	0.00	-	-	-
	Skilled (Levels 3-5)	3 419	2 582	75.52	546	2.56	6	3	1,439
	Highly skilled Production (Levels 6-8)	122 908	94 309	76.73	15 488	72.57	8	6	87,354
	Highly skilled supervision (Levels 9-12)	42 691	34 156	80.01	5 307	24.87	8	5	45,290
	Senior Management (Levels 13-16)	-	-	0.00	-	0.00	-	-	-
	Total	169 018	131 047	77.53	21 341	100.00	8	5	134,083
Public service	Lower Skilled (Levels 1-2)	15 387	12 982	84.37	1 979	34.41	8	5	3,662
	Skilled (Levels 3-5)	22 537	18 883	83.79	2 541	44.18	9	6	7,771
	Highly skilled production (Levels 6-8)	8 820	7 060	80.05	1 028	17.87	9	7	5,154
	Highly skilled supervision (Levels 9-12)	1 043	771	73.92	170	2.96	6	5	1,152
	Senior Management (Levels 13-16)	152	108	71.05	34	0.59	4	3	454
	Total	47 939	39 804	83.03	5 752	100.00	8	6	18,194

Table 4.11.1(b): Sick leave only, 1 January 2011 to 31 December 2011

Group	Salary Band	Total Days	Days with medical certification	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per (sick) employee	Average days per (all) employee	Estimated Cost (R'000) on 261 days
All personnel	Lower Skilled (Levels 1-2)	12 980	10 631	81.90	1 957	7.31	7	4	3,080
	Skilled (Levels 3-5)	21 205	16 726	78.88	3 059	11.43	7	4	7,564
	Highly skilled production (Levels 6-8)	108 603	78 570	72.35	16 300	60.93	7	5	75,952
	Highly skilled supervision (Levels 9-12)	34 580	25 780	74.55	5 404	20.20	6	4	36,833
	Senior Management (Levels 13-16)	152	108	71.05	34	0.13	4	3	454
	Total	177 520	131 815	74.25	26 754	100.00	7	4	123,883
Educators	Lower Skilled (Levels 1-2)	-	-	0.00	-	0.00	-	-	-
	Skilled (Levels 3-5)	3 001	2 164	72.11	542	2.57	6	3	1,244
	Highly skilled production (Levels 6-8)	101 258	72 981	72.07	15 291	72.58	7	5	71,648
	Highly skilled supervision (Levels 9-12)	33 569	25 041	74.60	5 234	24.84	6	4	35,720
	Senior Management (Levels 13-16)	-	-	0.00	-	0.00	-	-	-
	Total	137 828	100 186	72.69	21 067	100.00	7	4	108,612
Public service	Lower Skilled (Levels 1-2)	12 980	10 631	81.90	1 957	34.41	7	4	3,080
	Skilled (Levels 3-5)	18 204	14 562	79.99	2 517	44.26	7	5	6,320
	Highly skilled production (Levels 6-8)	7 345	5 589	76.09	1 009	17.74	7	6	4,305
	Highly skilled supervision (Levels 9-12)	1 011	739	73.10	170	2.99	6	4	1,113
	Senior Management (Levels 13-16)	152	108	71.05	34	0.60	4	3	454
	Total	39 692	31 629	79.69	5 687	100.00	7	5	15,272

Table 4.11.2: Incapacity leave, 1 January 2011 to 31 December 2011

Group	Salary Band	Total Days = A	Days with medical certification = B1	% days with medical certification = B	Number of employees using sick leave = C	% of total employees using sick leave = D	Average days per (sick) employee = E	Average days per (all) employee = E	Estimated cost (R'000) on 261 days = F
All personnel	Lower Skilled (Levels 1-2)	2 407	2 351	97.67	59	5.97	41	1	582
	Skilled (Levels 3-5)	4 751	4 739	99.75	104	10.52	46	1	1,645
	Highly skilled production (Levels 6-8)	23 125	22 799	98.59	600	60.67	39	1	16,554
	Highly skilled supervision (Levels 9-12)	9 154	9 147	99.92	226	22.85	41	1	9,609
	Senior Management (Levels 13-16)	-	-	0.00	-	-	-	-	-
	Total	39 437	39 036	98.98	989	100.00	40	1	28,390
Educators	Lower Skilled (Levels 1-2)	-	-	-	-	-	-	-	-
	Skilled (Levels 3-5)	418	418	100.00	9	1.16	46	0	195
	Highly skilled production (Levels 6-8)	21 650	21 328	98.51	545	70.14	40	1	15,705
	Highly skilled supervision (Levels 9-12)	9 122	9 115	99.92	223	28.70	41	1	9,570
	Senior Management (Levels 13-16)	-	-	-	-	-	-	-	-
	Total	31 190	30 861	98.95	777	100.00	40	1	25,469
Public service	Lower Skilled (Levels 1-2)	2 407	2 351	97.67	59	27.83	41	1	582
	Skilled (Levels 3-5)	4 333	4 321	99.72	95	44.81	46	1	1,451
	Highly skilled production (Levels 6-8)	1 475	1 471	99.73	55	25.94	27	1	849
	Highly skilled super-vision (Levels 9-12)	32	32	100.00	3	1.42	11	-	39
	Senior Management (Levels 13-16)	-	-	-	-	-	-	-	-
	Total	8 247	8 175	99.13	212	100.00	39	1	2,922

Table 4.11.3 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 4.11.3: Annual Leave, 1 January 2011 to 31 December 2011

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)	22 358	11	2 074
	Skilled (Levels 3-5)	32 730	12	2 711
	Highly skilled production (Levels 6-8)	27 506	6	4 345
	Highly skilled supervision (Levels 9-12)	27 118	8	3 292
	Senior Management (Levels 13-16)	1 082	20	55
	Total	110 794	9	12 477
Educators	Lower Skilled (Levels 1-2)	-	-	-
	Skilled (Levels 3-5)	109	5	20
	Highly skilled production (Levels 6-8)	9 286	3	3 205
	Highly skilled supervision (Levels 9-12)	22 841	7	3 051
	Senior Management (Levels 13-16)	-	-	-
	Total	*32 236	5	6 276
Public service	Lower Skilled (Levels 1-2)	22 358	11	2 074
	Skilled (Levels 3-5)	32 621	12	2 691
	Highly skilled production (Levels 6-8)	18 220	16	1 140
	Highly skilled supervision (Levels 9-12)	4 277	18	241
	Senior Management (Levels 13-16)	1 082	20	55
	Total	78 558	13	6 201

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, 26 and 28 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 4.11.4: Capped leave, 1 January 2011 to 31 December 2011

Group	Salary Band	Total capped leave available as at 31/12/2011	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 31/12/2011	Total capped leave available as at 31/12/2011
All personnel	Lower Skilled (Levels 1-2)	44 075	1 907	73	26	895	38 191
	Skilled (Levels 3-5)	120 541	8 652	217	40	1 727	112 415
	Highly skilled production (Levels 6-8)	609 921	26 425	3 659	7	9 351	508 104
	Highly skilled supervision (Levels 9-12)	504 576	30 682	2 734	11	7 271	539 508
	Senior Management (Levels 13-16)	3 683	23	5	5	30	3 646
	Total	1 282 796	67 689	6 688	10	19 274	1 201 865
Educators	Lower Skilled (Levels 1-2)	-	-	-	-	-	-
	Skilled (Levels 3-5)	5 658	469	24	20	56	4 037
	Highly skilled production (Levels 6-8)	545 770	23 124	3 515	7	8 321	447 133
	Highly skilled supervision (Levels 9-12)	497 483	30 201	2 721	11	7 174	531 782
	Senior Management (Levels 13-16)	-	-	-	-	-	-
	Total	1 048 911	53 794	6 260	9	15 551	982 953
Public service	Lower Skilled (Levels 1-2)	44 075	1 907	73	26	895	38 191
	Skilled (Levels 3-5)	114 883	8 183	193	42	1 671	108 378
	Highly skilled production (Levels 6-8)	64 151	3 301	144	23	1 030	60 971
	Highly skilled supervision (Levels 9-12)	7 093	481	13	37	97	7 725
	Senior Management (Levels 13-16)	3 683	23	5	5	30	3 646
	Total	233 885	13 895	428	32	3 723	218 912

The following table summarises payments made to employees as a result of leave that was not taken.

Table 4.11.5: Leave pay-outs, 1 April 2011 to 31 March 2012

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee
Leave pay-outs for 2011/12 due to non-utilisation of leave for the previous cycle	-	-	-
Capped leave pay-outs on termination of service for 2011/12	25,242	423	59,673
Current leave pay-outs on termination of service 2011/12	-	-	-
Total	25,242	423	59,673

4.12. HIV and AIDS & Health Promotion Programmes

Table 4.12.1: Steps taken to reduce the risk of occupational exposure, 1 April 2011 to 31 March 2012

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 4.12.2: Details of Health Promotion and HIV and AIDS Programmes (tick the applicable boxes and provide the required information), 1 April 2011 to 31 March 2012

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		Mr Matthys Cronje Director: Human Resource 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 aimed at health and well-being i.e. the HIV/AIDS Life Skills Orientation Programme (LSOP) and the HIV and AIDS in the Workplace (HWP). These two programmes support each other in terms of training and advocacy. The WCED Employee Health & Wellness Programme has two officials responsible for this programme on Assistant Director level and Human Resource Clerk level. Budget = R 1 783 026
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		This programme provides on-going support in respect of the psychological, emotional and lifestyle needs of our employees. It is an Employee Health and Wellness Management Programme focusing on, amongst others, HIV and AIDS, stress, financial management, relationships, legal matters, family matters, substance abuse and trauma debriefing. These services are provided by private service providers to ensure confidentiality. This programme also addresses health and wellness issues of employees through Employee Health and Wellness Awareness Days. The aim of these days is to promote healthy lifestyles and raise awareness around 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.
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: Human Resource Management, responsible Deputy Director and responsible Assistant Director manage the programme and provide quarterly reports to employee parties who also provide support to the programme.

Question	Yes	No	Details, if yes
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 in the Workplace, based on the Framework provided by the Provincial Government, which is supported by the HIV&AIDS Transversal policy and Employee Health & Wellness Transversal framework.
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 awareness-raising of the proper context in which HIV and AIDS should be perceived. Unique matters regarding HIV and AIDS, e.g. Confidentiality, disclosure, VCT, etc. are in the WCED's HIV and AIDS Policy and adherence to these are part of line management's responsibility.
7. Does the department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	X		HIV Counselling Testing (HCT) is integrally part of broad health assessments conducted during Health and Wellness Awareness Days. The participation of HCT is on average 40% of those who attend the Awareness Days.
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.

Note: The Department of Health co-ordinates the Provincial Employee Aids Programme of which the WCED is part. It gives constructive direction regarding the following key elements / services:

1. Education and awareness in the workplace
2. Conducting of an HIV/AIDS audit in the workplace to determine infrastructural needs e.g. First Aid kits
3. Preventative programmes e.g. distribution of condoms
4. Promoting universal precautions e.g. safety measures to be observed when dealing with blood and body fluids of injured persons
5. Voluntary Counseling and Testing
6. Promotion of support to HIV/AIDS-infected employees

DPSA: Employee Health and Wellness Strategic Framework emphasises compliance in regard to HIV/AIDS and TB Management which recommends that core functions of EH&W in the workplace are to:

1. Mitigate the impact of HIV and AIDS and create an enabling social environment for Care, Treatment and Support.
2. Implement the Employee Health and Wellness Day programme for HIV infected and affected work community
3. Implementation of Peer Educator programme for employees, targeting behavioural risks

Medical Assistance for the treatment and care of employees living with HIV/AIDS is provided by GEMS, other medical aids and primary healthcare facilities.

4.13. Labour Relations

The following collective agreements were entered into with trade unions within the department.

Table 4.13.1: Collective agreements, 1 April 2011 to 31 March 2012

Total collective agreements	Nil
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The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

Table 4.13.2: Misconduct and disciplinary hearings finalised, 1 April 2011 to 31 March 2012

Type of misconduct	Number	% of total
Theft, bribery, fraud or act of corruption in regard to examinations	8	2.81
Sexual assault on learner	25	8.77
Sexual assault on other employee	-	0.00
Sexual relationship with learner of the same school	1	0.35
Serious assault with intention to cause grievous bodily harm to a learner or student	-	0.00
Serious assault with intention to cause grievous bodily harm to another employee	-	0.00
Illegal possession of an intoxicating illegal or stupefying substance	-	0.00
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	-	0.00
Wilfully or negligently mismanages the finances of the State	14	4.91
Misuse of state property	5	1.75
Unjustifiably prejudices the administration, discipline or efficiency of the Department	5	1.75
Misuses his or her position in the department to promote or to prejudice the interests of any person	-	0.00
Accepts second employment and / or compensation without written approval from the Employer	-	0.00
Fails to carry out a lawful order and / or routine instruction	7	2.46
Absenteeism	19	6.67
Discrimination	-	0.00
Poor performance, for reasons other than incapacity	7	2.46
While on duty, is under the influence of intoxicating substance	12	4.21
Improper, disgraceful and unacceptable conduct	17	5.96
Assaults, or attempts to or threatens to assault	104	36.49
Victimisation and / or intimidation	-	0.00
Give false statements or evidence in the execution of duties, and / or falsification of records	-	0.00
Unlawful industrial action	13	4.56
Common law or statutory offence (theft, fraud and corruption)	13	4.56
Dishonesty	5	1.75
Abscondment	30	10.53
Total	285	100

Table 4.13.3: Types of misconduct addressed at disciplinary hearings, 1 April 2011 to 31 March 2012

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	1	0.22
Verbal warning	3	0.66
Written warning	9	1.98
Final written warning	184	40.53
Suspension without pay	25	5.51
Fine	131	28.85
Demotion	1	0.22
Dismissal/desertion	83	18.28
Not guilty	4	0.88
Case withdrawn	13	2.86
Total	454	100.00

Table 4.13.4: Grievances lodged, 1 April 2011 to 31 March 2012

Grievances lodged	Number	% of Total
Number of grievances resolved	334	73.09
Number of grievances not resolved	123	26.91
Total number of grievances lodged	457	100.00

Table 4.13.5: Disputes lodged with Councils, 1 April 2011 to 31 March 2012

Disputes lodged with Councils	Number	% of Total
Number of disputes upheld	77	37.38
Number of disputes dismissed	129	62.62
Total number of disputes lodged	206	100.00

Table 4.13.6: Strike actions, 1 April 2011 to 31 March 2012

Strike actions	Number
Total number of person working days lost	859
Total cost (R'000) of working days lost	638
Amount (R'000) recovered as a result of no work no pay	0*

Note:

The protest action took place on 7 March 2012 and as a consequence there was not sufficient opportunity to implement the deductions before the end of the financial year 2011/12. The deductions will take place during the financial year 2012/13.

Table 4.13.7: Precautionary suspensions, 1 April 2011 to 31 March 2012

Precautionary suspensions	Number
Number of people suspended: Public servants.	12
Number of people suspended: Educators.	35
Number of public servant whose suspension exceeded 30 days	12
Number of educators whose suspension exceeded 90 days	19
Average number of days suspended	88.97
Cost (R'000) of suspensions	2,578

4.14. Skills development

This section highlights the efforts of the department with regard to skills development. The tables reflect the training needs as at the beginning of the period under review, and the actual training provided.

Table 4.14.1: Training needs identified, 1 April 2011 to 31 March 2012

Occupational Categories	Gender	Number of employees as at 1 April 2011	Training needs identified at start of reporting period			
			Learner-ships	Skills Pro-grammes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	1 482	-	968	-	968
	Male	2 437	-	1 234	-	1 234
Professionals	Female	19 062	-	4 102	-	4 102
	Male	7 979	-	2 527	-	2 527
Technicians and associate professionals	Female	148	-	-	-	-
	Male	131	-	-	-	-
Clerks	Female	1 889	-	750	-	750
	Male	308	-	269	-	269
Service and sales workers	Female	6	-	-	-	-
	Male	25	-	-	-	-
Skilled agriculture and fishery workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Craft and related trades workers	Female	1	-	-	-	-
	Male	12	-	-	-	-
Plant and machine operators and assemblers	Female	2 018	-	121	-	121
	Male	2 301	-	110	-	110
Elementary occupations	Female	-	-	-	-	-
	Male	-	-	-	-	-
Sub Total	Female	24 621	-	5 941	-	5 941
	Male	13 215	-	4 140	-	4 140
Total		37 836	-	10 081	-	10 081
Employees with disabilities	Female	15	-	6	-	6
	Male	21	-	6	-	6

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.

Table 4.14.2: Training provided, 1 April 2011 to 31 March 2012

Occupational Categories	Gender	Number of employees as at 31 March 2012	Training provided within the reporting period			
			Learner-ships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	1 551	-	1505	-	1505
	Male	2 463	-	1079	-	1079
Professionals	Female	20 132	-	4174	-	4174
	Male	8 345	-	2416	-	2416
Technicians and associate professionals	Female	297	-	14	-	14
	Male	203	-	-	-	-
Clerks	Female	1 972	-	615	-	615
	Male	269	-	224	-	224
Service and sales workers	Female	5	-	39	-	39
	Male	24	-	24	-	24
Skilled agriculture and fishery workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Craft and related trades workers	Female	-	-	-	-	-
	Male	-	-	-	-	-
Plant and machine operators and assemblers	Female	-	-	-	-	-
	Male	24	-	-	-	-
Elementary occupations	Female	2 361	-	162	-	162
	Male	2 664	-	278	-	278
Sub Total	Female	26 318	-	6509	-	6509
	Male	13 992	-	4021	-	4021
Total		40 310	-	10530	-	10530
Employees with disabilities	Female	15	-	3	-	3
	Male	20	-	2	-	2

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.

4.15. Injury on Duty

The following tables provide basic information on injury on duty.

Table 4.15.1: Injury on duty, 1 April 2011 to 31 March 2012

Personnel Group	Nature of Injury on Duty	Number	% of total
All personnel	Required basic medical attention only	96	83.48
	Temporary Total Disablement	18	15.65
	Permanent Disablement	1	0.87
	Fatal	0	0.00
	Total	115	100.00
Percentage of total employment			0.29
Educators	Required basic medical attention only	46	82.14
	Temporary Total Disablement	9	16.07
	Permanent Disablement	1	1.79
	Fatal	0	0.00
	Total	56	100.00
Percentage of total employment			0.18
Public Service Personnel	Required basic medical attention only	50	84.75
	Temporary Total Disablement	9	15.25
	Permanent Disablement	0	0.00
	Fatal	0	0.00
	Total	59	100.00
Percentage of total employment			0.70

4.16. Utilisation of Consultants

Table 4.16.1: Report on consultant appointments using appropriated funds, 1 April 2011 to 31 March 2012

Project Title	Total number of consultants that worked on the project	Duration: Work days	Contract value in Rand
-	-	-	-
Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in Rand
-	-	-	-

Table 4.16.2: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs), 1 April 2011 to 31 March 2012

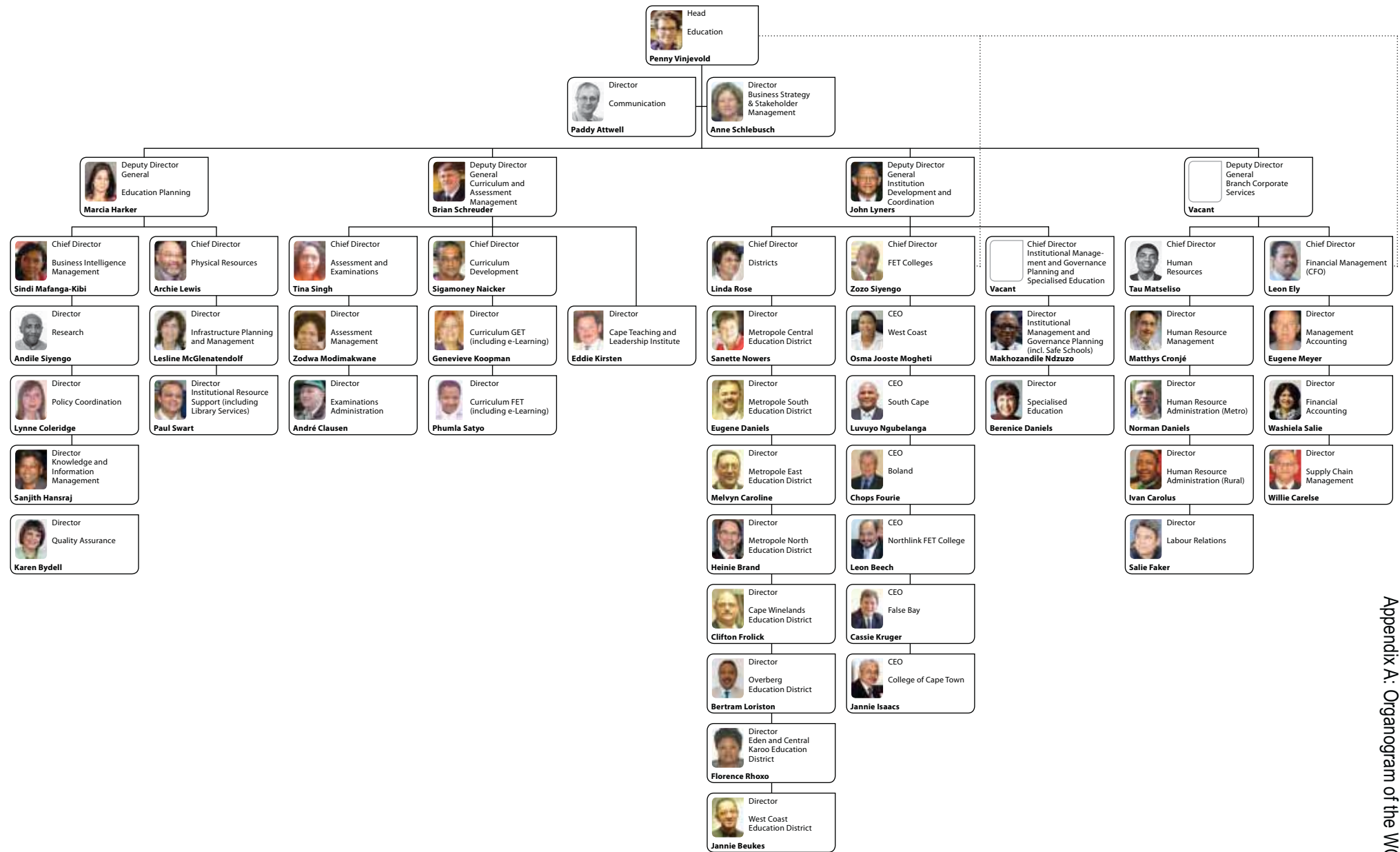
Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
-	-	-	-

Table 4.16.3: Report on consultant appointments using Donor funds, 1 April 2011 to 31 March 2012

Project Title	Total Number of consultants that worked on the project	Duration: Work days	Donor and Contract value in Rand
-	-	-	-
Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in Rand
-	-	-	-

Table 4.16.4: Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs), 1 April 2011 to 31 March 2012

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
-	-	-	-



Appendix B: Action Plan to 2014 and Delivery Agreement Indicators (National)

The national Department of Basic Education will provide provinces with information on this section. The provision of baseline information on indicators 16.1 to 27.2 is dependent on the availability of findings from a school monitoring survey that was conducted by the Department of Basic Education in 2011. The Department will update information on these indicators as information becomes available. Targets will be calculated and provided at a national level once all the data is available.

Indicator number	Indicator title	Source of data	Provincial Performance in 2011/12 (or 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 verification	43
1.2	Percentage of Grade 3 learners performing at the required <i>numeracy</i> level according to the country's Annual National Assessments.	ANA verification	36
2.1	Percentage of Grade 6 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA verification	40
2.2	Percentage of Grade 6 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA verification	41
3.1	Percentage of Grade 9 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	To be confirmed	Piloted in 2010
3.2	Percentage of Grade 9 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	To be confirmed	Piloted in 2010
4	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	NSC database	15 214
5	Number of Grade 12 learners passing <i>mathematics</i> .	NSC database	9 820
6	Number of Grade 12 learners passing <i>physical science</i> .	NSC database	7 137
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 264.	TIMSS database	389
10	Percentage of 7 to 15 year olds attending education institutions.	GHS	98.3%
11.1	The percentage of Grade 1 learners who have received formal Grade R.	ASS	45%
11.2	The enrolment ratio of children aged 3 to 5. (This is an indicator of concern to DBE and DSD.)	GHS	Not available from StatsSA

Indicator number	Indicator title	Source of data	Provincial Performance in 2011/12 (or most recent)
12.1	The percentage of children aged 9 at the start of the year who are in Grade 4 or above.	ASS/GHS	87.26%
12.2	The percentage of children aged 12 at the start of the year who are in Grade 7 or above.	ASS/GHS	84.99%
13.1	The percentage of youths who obtain a National Senior Certificate from a school.	GHS	Not available from StatsSA
13.2	The percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	GHS	Not available from StatsSA
14	The number of qualified teachers aged 30 and below entering the public service as teachers for first time during the past year.	PERSAL	1463
15.1	The percentage of classes with no more than 45 learners.	ASS	96.6%

Baseline data on the indicators below will be provided through a national sample survey conducted by the Department of Basic Education in 2011. Results are not yet available.			
15.2	The percentage of schools where allocated teaching posts are all filled.		
16.1	The average hours per year spent by teachers on professional development activities.		
16.2	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.		
17	The percentage of teachers absent from school on an average day.		
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.		
19	The percentage of learners having access to the required textbooks and workbooks for the entire school year.		
20	The percentage of learners in schools with a library or media centre fulfilling certain minimum standards.		
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.		
22	The percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness.		

23.1	The percentage of learners in schools that are funded at the minimum level.
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.
24.1	The percentage of schools which comply with nationally determined <i>minimum</i> physical infrastructure standards.
24.2	The percentage of schools which comply with nationally determined <i>optimum</i> physical infrastructure standards.
25	The percentage of children who enjoy a school lunch every school day.
26	The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs.
27.1	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.
27.2	The percentage of school principals rating the support services of districts as being satisfactory.

Appendix C: Contact Details

Western Cape Education Department (WCED)

The Western Cape Education Department (WCED) is responsible for public schooling in the province, from Grades 1 to 12, as well as further education and training (FET) in the FET colleges. The WCED operates in eight Education Districts with 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 Education District	Private Bag X4, Athlone, 7760	021 514 6700	021 659 4413
Metro East Education District	Private Bag X23, Kuilsriver, 7579	021 900 7000	021 903 9484
Metro North Education District	Private Bag X45, Parow, 7500	021 938 3000	021 938 3180
Metro South Education District	Private Bag X2, Mitchell's Plain, 7785	021 370 2000	021 372 1856
Cape Winelands Education District	Private Bag X3102, Worcester, 6849	023 347 6000	023 342 4138
Eden & Central Karoo Education District	Private Bag X6510, George, 6530	044 803 8300	044 873 2253
Overberg Education District	PO Box 588, Swellendam, 6740	028 214 7300	028 214 7400
West Coast Education District	Private Bag X3026, Paarl, 7620	021 860 1200	021 860 1231

WCED Call Centres:

Personnel and Finance queries 0861 923 322

Safe Schools: 0800 45 46 47

Website

WCED Online <http://wced.school.za>

E-mail list

WCEDnews <http://list.pgwc.gov.za/mailman/listinfo/wcednews>. Members post to wcednews@list.pgwc.gov.za.

This is a moderated list to protect members from spam.

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>

Appendix D: Programme Performance Measures

This appendix lists the national Programme Performance Measures provided by the Department of Basic Education.

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
1.	PPM101	Number of public schools that use SA SAMS to provide data to the national learner tracking system	<p>Public School: Refers to ordinary and special schools. It excludes independent schools</p> <p>Status Quo: Record the number of public schools that (as per the latest available date) use SA SAMS to provide data to LURITS</p> <p>Target: Record the number of public schools to be trained in the use of SA SAMS for the relevant quarter</p>	Provincial EMIS: Operational Data	Quarterly
2.	PPM102	Number of public schools that can be contacted electronically (e-mail)	<p>Public School: Refers to ordinary and special schools. It excludes independent schools</p> <p>Status Quo: Record the number of public schools that can be contacted by email as per the latest available data</p> <p>Target: Record the number of public schools targeted to be provided with e-mail connectivity in the planned financial year</p>	Provincial EMIS – SNAP Survey	Annual
3.	PPM103	Percentage of education current expenditure going towards non-personnel items	<p>Education Current Expenditure: Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools and independent schools)</p> <p>Non-Personnel Items: Refers to all government non-personnel, non-capital expenditure in education (inclusive of all sub-sectors of education including special schools and independent schools)</p> <p>Calculation: Divide current expenditure devoted to non-personnel items in a given financial year by the total public current expenditure on education for the same financial year and multiply by 100</p> <p>Status Quo: Record the latest available information</p> <p>Target: Record the projected expenditure for the planned financial year</p>	Provincial CFO	Annual

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
4.	PPM201	Number of learners enrolled in public ordinary schools	<p>NB: This measure excludes enrolment in special schools and Grade R enrolment in public ordinary schools.</p> <p>Status Quo: Record total learner enrolment in public ordinary schools as per the latest SNAP data (excluding Grade R enrolment)</p> <p>Target: Record the number of learners expected to be enrolled in public ordinary schools in the planned financial year (excluding Grade R enrolment).</p>	Provincial EMIS: SNAP Survey WC-CEMIS	Annual
5.	PPM202	Number of educators employed in public ordinary schools	<p>Teacher: is a school based educator whose core responsibility is that of classroom teaching at a school.</p> <p>Educator: refers to any person, who teaches, educates or trains other persons or who provides professional educational services. It excludes non-educator staff and includes all educators (temporary, substitute etc)</p> <p>Status Quo: Record the total number of educators employed in public ordinary schools as per latest available data.</p> <p>Target: The number of educators expected to be employed in the planned financial year.</p>	Provincial PERSAL	Annual
6.	PPM203	Number of non-educator staff employed in public ordinary schools	<p>Educator: refers to any person, who teaches, educates or trains other persons or who provides professional educational services.</p> <p>Non-educator staff: all school-based staff that are not educators. These include support staff, administrative staff, hostel staff and professional non-teaching staff.</p> <p>Status Quo: Record the total number of non-educator staff employed in public ordinary schools as per the latest available data.</p> <p>Target: Record the number of non-teaching staff expected to be employed in the planned financial year.</p>	Provincial PERSAL	Annual
7.	PPM204	Number of learners in public ordinary schools benefiting from the "No Fee School" policy	<p>Status Quo: Record the number of learners that benefitted from the "No Fee School Policy" in the past financial year.</p> <p>Target: Record the number of learners expected to benefit from the "No Fee School Policy" in the planned financial year.</p>	Provincial Programme Manager	Annual

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
8.	PPM205	Number of public ordinary schools to be provided with water supply	<p>Status Quo: Record the number of schools that have water supply as per the latest available information</p> <p>Target: Record the number of schools to be supplied with water in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
9.	PPM206	Number of public ordinary schools to be provided with electricity supply	<p>Definition: School with electricity refers to schools that have any source of electricity including solar panels and generators.</p> <p>Status Quo: Record the number of schools that have electricity as per the latest available information</p> <p>Target: Record the number of schools to be electrified in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
10.	PPM207	Number of public ordinary schools to be supplied with sanitation facilities	<p>Sanitation facility: Refers to all kinds of toilets</p> <p>Status Quo: Record the number of public ordinary schools that have sanitation facilities (toilets) as per the latest available information</p> <p>Target: Record the number of schools to be supplied with sanitation facilities in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual
11.	PPM208	Number of classrooms to be built in public ordinary schools	<p>Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. It excludes specialist rooms.</p> <p>Status Quo: Record the total number of classrooms that exist in public ordinary schools as per the latest available information</p> <p>Target: Record the number of classrooms to be built in the planned financial year. This measure excludes specialist rooms.</p>	Provincial NEIMS Programme Manager	Annual
12.	PPM209	Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include: laboratories, stock rooms, sick bay, kitchen, etc)	<p>Specialist Rooms: Rooms designed for special instructional and non-instructional activities. It excludes administrative offices and classrooms (as defined in PPM 208) and includes rooms such as laboratories, stock rooms, sick bays, kitchens, libraries, resource centres etc</p> <p>Status Quo: Record the total number of specialist rooms that exist in public ordinary schools as per the latest available information</p> <p>Target: Record the number of specialist rooms planned to be built in the planned financial year.</p>	Provincial NEIMS Programme Manager	Annual

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
13.	PPM210	Number of learners with special education needs that are enrolled in public ordinary schools	<p>Special education needs: Education that is specialised in its nature and addresses barriers to learning and development experienced by learners with special education needs (including those with disabilities) in public ordinary schools.</p> <p>Status Quo: Record the total number of learners with special education needs enrolled in public ordinary schools in the past financial year</p> <p>Target: Record the number of learners with special needs expected to be enrolled in public ordinary schools in the planned financial year.</p> <p>NB.: This measure excludes number of learners with special needs enrolled in special schools.</p>	EMIS: Annual School Survey	Annual
14.	PPM211	Number of full service schools	<p>Full-service schools: Ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting.</p> <p>Status Quo: Record the number of full service schools (public ordinary) that existed in the past financial year</p> <p>Target: Record the number of full service schools expected to be established in the planned financial year</p>	Provincial Programme Manager	Annual
15.	PPM212	Number of schools visited at least once a quarter by a circuit manager	<p>Circuit Manager: PEDs have different names for this portfolio. For example, in Gauteng it is IDSOs.</p> <p>Status Quo: Total number of schools (special schools, independent schools and public ordinary schools) that were visited by circuit managers per quarter for support, monitoring and liaison in the past financial year.</p> <p>Target: Total number of schools planned to be visited by circuit managers per quarter in the planned financial year.</p>	Provincial Programme Manager: Districts	Quarterly
16.	PPM301	Number of subsidised learners in independent schools	<p>Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA)</p> <p>Status Quo: Record the total number of learners in subsidised independent schools in the past financial year.</p> <p>Target: Record the total number of learners in independent schools expected to be subsidised in the planned financial year</p>	Provincial Programme Manager/CFO	Annual

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
17.	PPM401	Number of learners enrolled in public special schools	<p>Special School: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.</p> <p>Status Quo: Record the total number of learners enrolled in public Special Schools in the past financial year.</p> <p>Target: Record the total number of learners expected to be enrolled in special schools in the planned financial year.</p> <p>NB.: This measure excludes learners with special needs enrolled in public ordinary schools.</p>	Provincial EMIS: SNE SNAP	Annual
18.	PPM402	Number of educators employed in public special schools	<p>Educator refers to any person, who teaches, educates or trains other persons or who provides professional educational services.</p> <p>Status Quo: Record the total number of educators employed in public Special Schools in the past financial year.</p> <p>Target: Record the number of educators expected to be employed in public Special Schools in the planned financial year.</p>	Provincial PERSAL	Annual
19.	PPM403	Number of Professional non-teaching Staff employed in public special schools	<p>Teacher is a school based educator whose core responsibility is that of classroom teaching at a school.</p> <p>Professional non-teaching Staff These are personnel who are classified as paramedics, social workers, caregivers, therapists and psychologists etc.</p> <p>Status Quo: Record the total number of non-educator specialists employed in public Special Schools in the past financial year.</p> <p>Target: Record the number of non-educator specialists expected to be employed in public Special Schools in the planned financial year.</p>	PERSAL	Annual

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
20.	PPM501	Number of students enrolled in NC(V) courses in FET Colleges	<p>Status Quo: Record the total number of learners enrolled in NC(V) courses in Further Education and Training Colleges in the past financial year.</p> <p>Target: Record the number of students expected to be enrolled in NC(V) courses in FET Colleges in the planned financial year</p>	Provincial Programme Manager (FET Colleges)	Annual
21.	PPM502	Number of FET College NC(V) students who completed full courses successfully	<p>Status Quo: Record the total number of FET College students who completed full courses successfully in the past financial year.</p> <p>Target: Record the total number of FET College students expected to complete full courses in the planned financial year.</p>	Provincial Programme Manager (FET Colleges)	Annual
22.	PPM601	Number of learners enrolled in public ABET Centres	<p>ABET: All learning and training programmes for adults from Level 1 to 4, where ABET Level 4 is equivalent to Grade 9 in public schools or a National Qualifications Framework level 1, as contemplated in the South African Qualifications Authority Act, Number 58 of 1995.</p> <p>ABET Centre: Institutions that offer ABET programmes as per the definition of ABET.</p> <p>Status Quo: Record the total number of learners enrolled in public ABET Centres in the past financial year.</p> <p>Target: Record the total number of learners expected to be enrolled in public ABET Centres in the planned financial year.</p>	Provincial EMIS: ABET SNAP Survey	Annual
23.	PPM602	Number of educators employed in public ABET Centres	<p>Status Quo: Record the total number of educators employed in ABET Centres in the past financial year.</p> <p>Target: Record the number of educators expected to be employed in ABET Centres in the planned financial year.</p> <p>NB.: This measure includes both part-time and full time (Headcount) ABET educators.</p>	Provincial EMIS: ABET SNAP Survey	Annual

Key Performance Area: Programme 1					
No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
24.	PPM701	Number of learners enrolled in Grade R in public schools	<p>Status Quo: Record the total number of learners enrolled in Grade R in public schools (both ordinary and special schools) in the past financial year.</p> <p>Target: Record the number of Grade R learners expected to be enrolled in public schools (both ordinary and special) in the planned financial year.</p> <p>NB: This measure requires the total number of learners enrolled in Grade R sites attached to public schools not independent schools.</p>	Provincial EMIS: SNAP Surveys	Annual
25.	PPM702	Number of public schools that offer Grade R	<p>Status Quo: Record the total number of public schools (ordinary and special) that offered Grade R in the past financial year</p> <p>Target: Record the number of public schools (ordinary and special) expected to offer Grade R in the planned financial year</p>	Provincial EMIS:SNAP Surveys	Annual
26.	PPM801	Number of candidates for the Grade 12 National Senior Certificate exams (matric exams)	<p>Status Quo: Record total number of candidates that wrote the National Senior Certificate examination in the past financial year.</p> <p>Target: Record the number of candidates expected to register for the National Senior Certificate examination in the planned financial year.</p>	Provincial Programme Manager: Examinations Database	Annual
27.	PPM802	Number of candidates for the ABET NQF Level 4 examinations	<p>Status Quo: Total number of ABET level 4 students that wrote the ABET level 4 examinations in the past financial year</p> <p>Target: Total number of ABET level 4 students that are expected to write the ABET level 4 examinations in the new financial year</p>	Provincial Programme Manager: ABET Examinations Database	Annual

Appendix E: Glossary

AET:	Adult Education and Training	NC(V):	National Curriculum (Vocational)
ACE:	Advanced Certificate in Education	NPDE :	National Professional Diploma in Education
CEM:	Council of Education Ministers	NGO:	Non-Governmental Organisation
CEMIS:	Central Education Management Information System	NQF:	National Qualifications Framework
CLC:	Community Learning Centre	NSC:	National Senior Certificate
CTLI:	Cape Teaching and Learning Institute	NSNP:	National School Nutrition Programme
DHET:	Department of Higher Education and Training	OHSA:	Occupational Health and Safety Act
DOCS:	Department of Community Safety	PFMA:	Public Finance Management Act
DBE:	Department of Basic Education	PILIR:	Policy on Incapacity Leave and Ill-Health Retirement
DEMIS:	District Education Management Information System	PPI:	Programme Performance Indicator
ECD:	Early Childhood Development	PPP:	Public-Private Partnership
ECM :	Enterprise Content Management	PPM:	Programme Performance Measure
EE:	Employment Equity	RCL:	Representative Council of Learners
EIG:	Education Infrastructure Grant	SACE:	South African Council for Educators
EMIS:	Education Management Information System	SAQA:	South African Qualifications Authority
EPWP:	Expanded Public Works Programme	SASA:	South African Schools' Act
EWP:	Employee Wellness Programme	SASAMS:	School Administration and Management System
FET:	Further Education and Training	SAPS:	South African Police Services
GET:	General Education and Training	SETA:	Sector Education and Training Authority
HEI:	Higher Education Institution	SGB:	School Governing Body
ICT:	Information and Communication Technology	SITA:	State Information Technology Agency
IMG:	Institutional Management and Governance	SMT:	School Management Team
I-SAMS:	Integrated School Administration and Management System	SPMDS:	Staff Performance Management and Development System
IQMS:	Integrated Quality Management System	WSE:	Whole-School Evaluation
KM:	Knowledge Management		
LSEN:	Learners with Special Education Needs		
LTSM:	Learning and Teaching Support Materials		
MTEF:	Medium-Term Expenditure Framework		
NCS:	National Curriculum Statement		