



**Western Cape  
Government**

Education

**Annual Report 2013/2014**  
Department of Education

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## Part A

# General Information



## 1. Western Cape Education Department (WCED) General Information

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

Location	Postal Address	Telephone	Fax
WCED Head Office	Private Bag 9114, Cape Town, 8000	021 467 2000	021 467 2996
Metro Central	Private Bag X4, Athlone, 7760	021 514 6700	021 659 4413
Metro East	Private Bag X23, Kuilsriver, 7579	021 900 7000	021 903 9484
Metro North	Private Bag X45, Parow, 7500	021 938 3000	021 938 3180
Metro South	Private Bag X2, Mitchell's Plain, 7785	021 370 2000	021 372 1856
Cape Winelands	Private Bag X3102, Worcester, 6849	023 347 6000	023 342 4138
Eden & Central Karoo	Private Bag X6510, George, 6530	044 803 8300	044 873 2253
Overberg	Private Bag X08, Caledon, 7230	028 214 7408	028 214 7400
West Coast	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>.

### Twitter (micro-blogging)

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

### Tumblr (blog)

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

### Posterous (blog)

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

## 2. List of abbreviations/acronyms

A(B)ET: Adult (Basic) Education and Training	IMG: Institutional Management and Governance
ACE: Advanced Certificate in Education	LSEN: Learners with Special Education Needs
ANA: Annual National Assessment	LTSM: Learning and Teaching Support Materials
ASIDI: Accelerated School Infrastructure Development Initiative	MTEF: Medium-Term Expenditure Framework
ASS: Annual School Survey	NCS: National Curriculum Statement
CAPS: Curriculum and Assessment Policy Statement	NC (V): National Curriculum (Vocational)
CEMIS: Central Education Management Information System	NEPA: National Education Policy Act
CTLI: Cape Teaching and Leadership Institute	NQF: National Qualifications Framework
DHET: Department of Higher Education and Training	NSC: National Senior Certificate
DBE: Department of Basic Education	NSNP: National School Nutrition Programme
DEMIS: District Education Management Information System	PFMA: Public Finance Management Act
DIP: District Improvement Plan	PILIR: Policy and Procedure on Incapacity Leave and Ill-Health Retirement
ECD: Early Childhood Development	PPI: Programme Performance Indicator
EIG: Education Infrastructure Grant	PPM: Programme Performance Measure
EMIS: Education Management Information System	RCL: Representative Council of Learners
EPWP: Expanded Public Works Programme	SAQA: South African Qualifications Authority
FAL: First Additional Language	SASA: South African Schools' Act
FET: Further Education and Training	SETA: Sector Education and Training Authority
GET: General Education and Training	SGB: School Governing Body
GHS: General Household Survey	SIM: School Improvement Monitoring
GIS: Geographic Information System	SIP: School Improvement Plan
Gr: Grade	SMT: School Management Team
HEI: Higher Education Institution	U-AMP: User Asset Management Plan
HL: Home Language	WCED: Western Cape Education Department
ICT: Information and Communication Technology	WSE: Whole School Evaluation

### 3. FOREWORD BY THE MINISTER



Donald Grant

Over the last five years it has been my privilege to work with the Western Cape Education Department in improving education outcomes in this Province. I am proud of what we have, together, achieved.

Over this period, we have made significant progress towards our three strategic goals, namely:

- improvement in Language and Mathematics in Primary Schools
- improvement in the number and quality of passes in the National Senior Certificate
- reduction in number of under-performing schools

Work towards these three goals has led to a pleasing increase in the retention rate at schools

Given the progress in these areas, I can state categorically that the system is in better shape than it was five years ago. This is as a result of a team effort by WCED officials, SGBs, parents and educators as well as partnerships with other Provincial Departments and education agencies.

While the Western Cape still has some way to go to achieve all the objectives set out in its strategic plan, we can point to significant progress so far.

In 2010/2011, we laid the foundations needed to complete this plan, and in 2011/2012 and 2012/2013, we built on these foundations, specifically targeting assistance to our poorer schools and the Foundation Phase.

In 2013/2014, we re-enforced these foundations ensuring further stability in the system.

Some highlights of the 2013/2014 year include the introduction of the e-Recruitment System which allows teachers to capture and store their CVs online, as well as apply for vacant teaching posts. Over 20 000 educators registered on the system last year.

We are particularly proud of the various initiatives we have taken in order to assist our poorer learners and schools. Some highlights included the introduction of a breakfast meal for learners, in addition to the lunch meal they receive each day; an increase in funding at over 300 fee-paying schools serving less affluent communities; the payment of R42 million in fee compensation to help schools by alleviating some of the challenges they face as a result of the non-payment of school fees.

Two hundred and sixteen (216) fee-paying schools serving poor communities opted to become no-fee schools in the 2014 school year when they were offered this opportunity.

The 2013/2014 financial year also saw the launch of the School Resource Officer (SRO) pilot, which aims to build safer school environments, and the construction and/or planning of 15 new schools and 33 replacement schools. 108 maintenance projects were also completed in schools.

What we have now today is a maturing provincial education system which has responded positively to a number of systems improvements.

In the 2014/2015 financial year we plan to deepen, re-enforce and strengthen these strategies to ensure greater stability in the system in order to give effect to our commitment to improving the lives of those most important of people – the learners. Where changing circumstances and contexts require it, we will redefine and reshape these strategies.

The focus on quality and retention will contribute positively to economic growth and a reduction in unemployment.

We look forward to making Education 'Better Together', improving education outcomes and the system in the years to come.



**Donald Grant**  
**Minister of the Department of Education**  
**2013/14**

#### 4. REPORT OF THE ACCOUNTING OFFICER

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



PA Vinjevoold  
Superintendent-  
General

##### *Academic performance*

The WCED monitors academic performance on internal and external assessment. In relation to internal assessment, the assessment tasks are scrutinised by HODs and Subject Advisors. In addition, targets are set for numbers passing all grades and language and mathematics. External assessments are set in Grades 1-6 and 9 in the form of the Annual National Assessments. The WCED administers independently set Grade 3, 6 and 9 tests in language and mathematics and the DBE sets the Grade 12 National Senior Certificate.

There has been a steady improvement in the number and quality of passes in the National Senior Certificate. Once the re-marks and supplementary results had been factored in, a further 651 learners passed the NSC, increasing the percentage pass rate from the initial 85.1% to a figure of 86.5%.

Similarly there was an improved pass rate in other grades, notably in grades 10 and 11.

The external testing programme for Languages and Mathematics informed our interventions with schools, including the formal teacher training programmes.

##### *Support*

Information about the support for the expanding learner population, including both those remaining in the system and those enrolling for the first time, is provided in some detail in the rest of this report. This includes infrastructure planning and provisioning, textbooks and workbooks, food, transport, the increased number of no-fee schools and the fee-exemption programme.

##### *Systems and accountability*

On the pages of this report that introduce each Programme we have included some information about the provisioning in 2009/10 as compared with the figures for 2013/14. The figures need to be understood alongside the focused drive, over this period, for increased efficiencies.

Critically, staffing costs have been reduced through cutting down on contract posts; reducing numbers of personnel in excess; tackling inefficient timetabling at schools and dealing with the cases of those on extended periods of leave. The use of online ordering systems, bulk buying and online recruitment have improved turnaround times and assisted with monitoring and tracking. Data analysis and management have provided us with the insights to make better decisions about almost every element in the education system. In a system characterised by strengthening accountability we have concentrated on providing for the most vulnerable children.

## Overview of the financial results of the department:

### Departmental receipts

Departmental receipts	2013/2014			2012/2013		
	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure	Estimate	Actual Amount Collected	(Over)/Under Collection Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Sale of goods and services other than capital assets	11,906	11,959	(53)	10,974	13,172	(2,198)
Fines, penalties and forfeits	228	774	(546)	228	761	(553)
Interest, dividends and rent on land	1,998	1,818	180	1,998	3,530	(1,532)
Financial transactions in assets and liabilities	26,698	19,003	7,695	11,333	24,418	(13,085)
Total	40,830	33,554	7,276	24,533	41,881	(17,348)

Own revenue generated by the department amounts to 0.3 % of the total budget. The Department's main sources of own revenue are –

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

All tariffs have been listed in a tariff register that is kept in electronic format. Tariffs are annually reviewed to provide for inflation. The under-collection on departmental receipts for 2013/14 is R7 million and is mainly attributed to the fact that fewer debts were written off where receivable revenue is affected than was anticipated. All debts are written off in terms of the department's debt write-off policy and this requires a number of steps including efforts to trace debtors.

## Programme Expenditure

Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1. Administration	579,744	571,149	8,595	546,911	536,988	9,923
2. Public ordinary school education	11,381,365	11,362,779	18,586	10,467,295	10,450,520	16,775
3. Independent school subsidies	84,648	84,648	-	72,321	72,321	-
4. Public special school education	910,338	910,338	-	824,291	820,101	4,190
5. Further education and training	353,097	353,078	19	597,589	597,523	66
6. Adult basic education and training	37,898	37,898	-	36,920	36,920	-
7. Early childhood	465,637	465,535	102	383,894	383,894	-
8. Infrastructure development	1,192,946	1,054,312	138,634	790,987	750,672	40,315
9. Auxiliary and associated services	663,112	662,459	653	640,035	639,171	864
Total	15,668,785	15,502,196	166,589	14,360,243	14,288,110	72,133

The Department spent 98.94 percent of the adjusted budget for 2013/14. The under-expenditure amounted to R166.589 million, or 1.06 percent of the adjusted budget, which is well within the national benchmark of 2 per cent.

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

- *R8.593 million for the Equitable Share.* The amount of R6.1 million is committed for the wrapping machine procured for the Directorate: Examination Administration. Due to the time-delay in the manufacturing process abroad the machine could not be manufactured and installed by the 31<sup>st</sup> of March 2014. The remaining balance of R2.819 million under-spend for the Programme: Administration is due to efficiency measures implemented within the department.
- *R10.181 million for the Technical Secondary School Recapitalisation Grant.* This resulted from delays in the construction of mechanical and civil technology workshops at two technical high schools, as well as delivery delays for ICT hardware and mechanical, electrical and civil technology toolkits to technical secondary schools. The amount of R9.706 million is committed for the ICT hardware and mechanical, electrical and civil technology toolkits. The outstanding amount of R0.475 million is to be surrendered to National Treasury.



- *R138.635 million for the Education Infrastructure Grant (EIG).* The underspending is due to delays on the Accelerated School Infrastructure Development Initiative (ASIDI) capital infrastructure projects at public ordinary schools. The full amount of R138.635 million is committed for expenditure not paid by 31 March 2014.
- *R0.653 million for the HIV/AIDS (Life Skills Education) Grant.* The full amount of R0.653 million is committed for services rendered by suppliers/contractors during 2013/14, but invoices were not submitted in time for payment and could not be paid by the 31<sup>st</sup> of March 2014.
- *R6.775 million for the National School Nutrition Programme Grant.* A milk pilot was due to be conducted early in 2013/14 financial year. The plan was for learners to be given a sachet of milk once a week. Because of delays in sourcing a supply of the packaging material, this pilot was delayed and only took place in November 2013. The full amount is uncommitted and is to be surrendered to National Treasury.
- *R1.498 million for the Dinaledi Schools Grant.* Tenders were awarded in April 2014 and the full amount is uncommitted and is to be surrendered to National Treasury.
- *R0.234 for the Social Sector EPWP Incentive Grant to Provinces.* Fewer claims were received from FET colleges for capacity building of data capturers and First Aid training of ECD practitioner assistants. The amount is uncommitted and is to be surrendered to National Treasury.
- *R0.020 for the Further Education and Training Grant.* The amount is uncommitted and is to be surrendered to National Treasury.

It should be noted that, besides the uncommitted funding that has been surrendered to the National Treasury, the unspent funds are all in respect of committed projects and a request for rollover of the funds was submitted to Provincial Treasury. There was thus minimal impact on any programmes or service delivery.

#### **Virements/roll overs**

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

- Shifting of R12 024 000 from programme 1 to programme 4 for the implementation of the Occupation Specific Dispensation (OSD) for Education Therapists, Counsellors and Psychologists at Elsen schools.
- Shifting of R8 925 000 from programme 1 to programme 7 for financial support to Grade R quintiles 4 and 5 schools at public ordinary schools that were awarded no-fee status with effect from January 2014.
- Shifting of R11 303 000 from programme 1 to programme 8 for infrastructure upgrade of schools halls and sport fields at public schools.

- Shifting of R1 399 000 from programme 1 to programme 9 for GG-daily tariffs due to the reclassification of the Standard Chart of Accounts (SCOA).
- Shifting of R24 196 000 from programme 2 to programme 8 for infrastructure maintenance, upgrade of school halls and sport fields and upgrade of classrooms at public schools.
- Shifting of R284 000 from programme 3 to programme 8 for infrastructure maintenance, upgrade of school halls and sport fields and upgrade of classrooms at public schools.
- Shifting of R9 755 000 from programme 4 to programme 8 for infrastructure upgrade of school halls and sport fields and upgrade of classrooms at public schools.
- Shifting of R14 000 from programme 6 to programme 8 for infrastructure maintenance at public schools.

The following rollovers were requested:

- R6.1 million of the Equitable Share is requested for the wrapping machine procured for the Directorate: Examination Administration. Due to the time-delay in the manufacturing process abroad the machine could not be manufactured and installed by the 31<sup>st</sup> of March 2014.
- R9.706 million of the Technical Secondary School Recapitalisation Grant is requested for the ICT hardware and mechanical, electrical and civil technology toolkits and for the construction of the mechanical and civil technology workshops at two technical high schools
- R138.635 million of the Education Infrastructure Grant (EIG) is requested for the expenditure not paid by 31 March 2014 for ASIDI capital infrastructure projects at public ordinary schools.
- R0.653 million of the HIV/AIDS (Life Skills Education) Grant is requested for invoices for services rendered that could not be submitted in time for payment by suppliers/contractors by the 31<sup>st</sup> of March 2014.

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

The department did not incur any unauthorised expenditure during the period under review. To minimise irregular expenditure, the department identified supply chain champions per directorate. They were trained in all aspects of SCM. SCM templates, to structure and control the required process and procedures were introduced. To reduce incidences of irregular expenditure, the internal control unit performs a post audit. The unit provides feedback to SC champions and their directorates on the rate of potential irregular expenditure. These steps led to a reduction in irregular expenditure.

### **Future plans of the department**

The proposed national education Action Plan to 2019 states that, to promote focus within the education system, five of the 27 goals have been identified as **priority goals**. These deal with Grade R, teacher development, learning materials, school management and support by district offices. This will shape the WCED's future plans.

The 3 goals of the WCED (Improved Language and Mathematics in Primary schools; improved number and quality of passes in the National Senior Certificate; Reduction in the number of under-performing primary schools) will be retained with an emphasis also on continuing to improve learner retention rates.

The pro-poor emphasis will continue, with attention also to the security and well-being of learners so that they are assured of the best possible education in all respects.

Teacher developmental needs will be addressed and the best environment for teaching and learning will be provided and managed.

### **Public Private Partnerships**

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

### **Discontinued activities / activities to be discontinued**

None

### **New or proposed activities**

None

### **Supply chain management**

*Unsolicited bid proposals concluded for the year under review*

None

*SCM processes and systems*

The WCED relies on the Accounting Officers' System, Standard Operating Procedures (SOPs) and the Irregular Expenditure policy issued within the WCED.

*Challenges experienced in SCM and how they were resolved*

The department held a strategic planning session, which allowed prioritisation of main activities. This allowed the department to produce a five-year procurement plan. Forward planning is key for those goods and services that require procurement. The regulatory and procedural aspects require ongoing attention.

#### **Gifts and Donations received in kind from non-related parties**

None

#### **Exemptions and deviations received from the National Treasury**

None

#### **Events after the reporting date**

No events occurred between 31 March 2014 and the date of approval of the financial statements on 31 May 2014 that necessitated adjusting the financial statements.

#### **Other**

*Infrastructure matters: Magqwaka case*

The Magqwaka matter falls within the scope of the Department of Transport and Public Works (DTPW) as Implementing Agent (IA). However, there have been joint efforts by DTPW and the WCED to resolve the matter. DTPW has referred the matter to the Office of the State Attorney for advice. According to DTPW, no response had been received from the State Attorney by March 31 2014.

#### *Agency/Principal Activities*

The Department engaged in the following agency/principal activities:

- With the Department of Transport and Public Works (DTPW) for infrastructure related activities, where DTPW was the implementing agent for the WCED.
- With the Department of Basic Education (DBE) for the Accelerated School Infrastructure Development Initiative (ASIDI) for the building of schools and classrooms, where the department acts as agent for DBE.
- With the Department of Basic Education (DBE) for the Annual National Assessments (ANA) for the administering of the ANAs on behalf of the DBE, where the department acts as agent for DBE.

No fees were received or paid for the agency/principal services delivered over and above the funding provided for the execution of the agreed tasks.

#### **Acknowledgements**

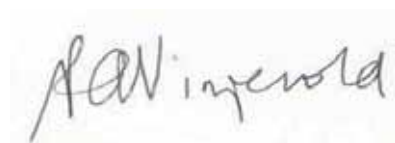
We acknowledge with thanks the work of diligent teachers as well as the leadership and support provided by all stakeholders and roleplayers in ensuring that our work is dedicated to learners and to improving their life chances.

## **Conclusion**

The year under review has been characterised by a renewed focus on improving learning outcomes, as evidenced in the School Improvement and District Improvement Plans. Service Delivery has been strengthened through the appointment of key personnel and a variety of management improvements. The fee-relief granted to schools is an important development. The WCED looks forward to continued efficiencies and a stable education system.

## **Approval and sign off**

As the Accounting Officer, I have approved the Annual Financial Statements supplied under separate cover at this point.

A handwritten signature in black ink, appearing to read 'PA Vinjevold', is shown on a light-colored background.

**PA Vinjevold**  
**Accounting Officer**  
**Department of Education**  
**31 May 2014**

## **5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT**

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

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

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

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

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

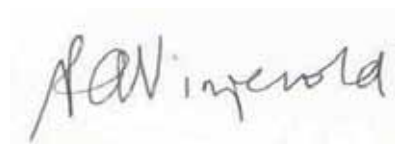
The Accounting Officer is responsible for the preparation of the annual financial statements and for the judgements made in this information.

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

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

In my opinion, the Annual Report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the department for the financial year ended 31 March 2014.

Yours faithfully

A handwritten signature in black ink, appearing to read 'PA Vinjevold', is written over a light blue rectangular background.

**Accounting Officer**  
**PA Vinjevold**  
**31 May 2014**

## **6. STRATEGIC OVERVIEW**

### **6.1 Vision**

Creating opportunity for all through improved education outcomes.

This is given expression through three over-arching goals:

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

### **6.2 Mission**

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

- Overall planning for, and management of, the education system
- Education in public ordinary schools
- Support to independent schools
- Education in public special schools
- 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
- A 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

### **6.3 Values**

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

## **7. LEGISLATIVE AND OTHER MANDATES**

Constitution of the Republic of South Africa, 1996 (Act 108 of 1996)

Constitution of the Western Cape Province, 1998 (Act 1 of 1998)

Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)

South African Schools Act (SASA), 1996 (Act 84 of 1996)

National Education Policy Act (NEPA), 1996 (Act 27 of 1996)

Further Education and Training Colleges Act, 1998 (Act 16 of 2006)

General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001)

Employment of Educators Act, 1998 (Act 76 of 1998)

Public Finance Management Act, 1999 (Act 1 of 1999)

Annual Division of Revenue Act, 2012 (Act 5 of 2012)



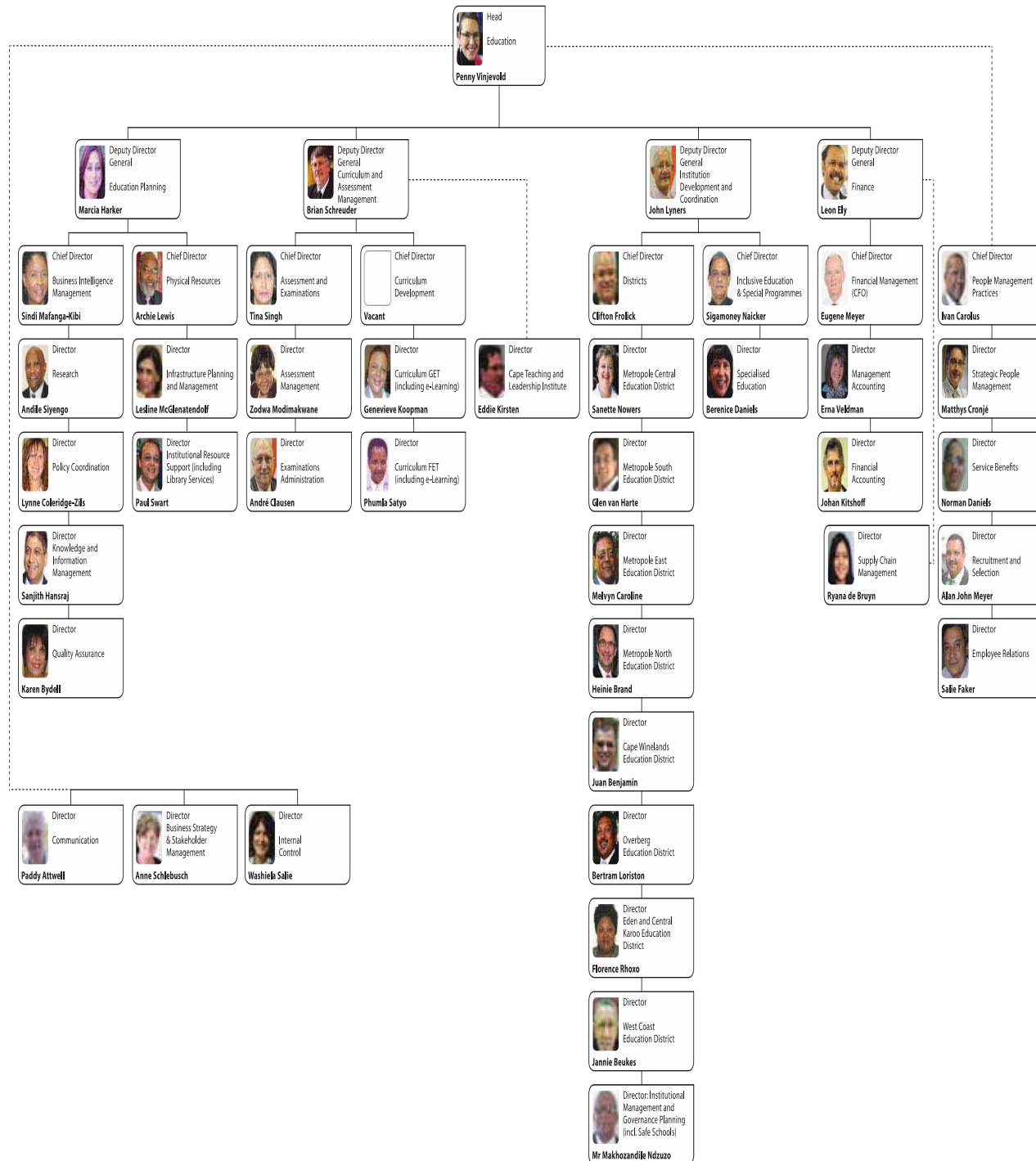
Public Service Act, 1994 (Proclamation 103 of 1994)  
South African Qualifications Authority Act, 1995 (Act 58 of 1995)  
South African Council for Educators Act, (Act 31 of 2000)  
Adult Basic Education and Training Act, 2000 (Act 52 of 2000)

## **8. ORGANISATIONAL STRUCTURE**

See overleaf

## **9. ENTITIES REPORTING TO THE MINISTER/MEC**

Not applicable





## Part B

# Performance Information

## 1. AUDITOR GENERAL'S REPORT: PREDETERMINED OBJECTIVES

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

Refer to page 184 of the Report of the Auditor General, published as Part E: Financial Information.

## 2. OVERVIEW OF DEPARTMENTAL PERFORMANCE

### 2.1 Service Delivery Environment

The South African education sector plan is contained in *Action Plan 2014, towards Schooling 2025*. The plan contains 27 goals. The first 13 deal with learning outcomes and the other 14 goals deal with how these learning outcomes can be achieved.

The accountability system inherent in this plan is linked to the South African education **goals**, their **indicators**, and to **targets** and their **milestones**. The number of goals is limited; the indicators are measurable. The targets should be 'in range' and should aim to improve education outcomes incrementally. They are disaggregated per province and should not be regarded as a ceiling. Whilst national targets have been set over the long term, up to 2025, milestones generally focus on desired achievements in the medium term (up to five years into the future). Milestones have been set for goals 1 – 13 but have not been set for goals 14 to 27, the goals dealing with the *how* of achieving the learning outcomes.

The Delivery Agreement is a negotiated charter which was concluded in 2010 and signed by, amongst others, the President, the Minister of Basic Education and the provincial MECs. The 27 goals are listed below. The **five priority goals** of the Delivery Agreement, for the period up to 2014, appear in bold.

The goals for **learning outcomes** are:

- 1 ► Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.**
- 2 ► Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.**
- 3 ► Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.**
- 4 ► Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.**
- 5 ► Increase the number of Grade 12 learners who pass *mathematics*.**

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

- 6 ► Increase the number of Grade 12 learners who pass *physical science*.
- 7 ► Improve the average performance of Grade 6 learners in *languages*.
- 8 ► Improve the average performance of Grade 6 learners in *mathematics*.
- 9 ► Improve the average performance in *mathematics* of Grade 8 learners.
- 10 ► Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
- 11 ► Improve the access of children to quality early childhood development (ECD) below Grade 1.**
- 12 ► Improve the grade promotion of learners through Grades 1 to 9.
- 13 ► Improve the access of youth to Further Education and Training beyond Grade 9.

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

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

The WCED performance on the indicators linked to the national goals is provided in Appendix A (page 240).

The WCED is responsible for *Provincial Strategic Objective 2: Improving Education Outcomes*, which was published in November 2009. Although it pre-dated the national plan it contains many of the indicators in that document. The provincial plan 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.*

The Annual Performance Plan of 2013/14 identified five Key Focuses. The first four were those identified at a national level: i) Texts, including the national workbooks ii) Curriculum strengthening measures in support of the Curriculum and Assessment Policy Statements (CAPS) iii) Annual National Assessments iv) Infrastructure and v) Systems and support for improved learning outcomes. Progress on Texts, Curriculum and the ANA are reported under Programme 2. Infrastructure progress is reported in Programme 8 and also under point 8.1 (page 96). "Capital investment, maintenance and asset management plan". Systems and support are discussed under both Programme 1 and Programme 2.

2013/14 was a stable labour period. This allowed the WCED to focus on its core business of improving education outcomes. Resources, human and financial, and all interventions were focused on those schools in greatest need of support.

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

There were some areas that experienced unexpected pressure on accommodation for learners in January 2014. Officials were assigned the task of helping learners to find places in schools. A new system is being set up to enable learners looking for places to register a query with a unique registration number to ensure that there is clarity about the actual number of learners not in school in order to refine and speed up this process. The fact that it is the right of the school to determine its capacity and to define its enrolment policy sets a challenge in this regard.

The increase in demand for places in schools is highlighted in the discussion under Programme 2.

## **2.2 Service Delivery Improvement Plan**

The department has completed a service delivery improvement plan. The tables below highlight the service delivery plan and the achievements to date.

### Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
<b>Provide Telecommunication Service at WCED Head Office</b>	Learners Educators Officials at Head Office Members of Public	<p>a) Currently Switchboard Operators answer and divert / direct 211 432 incoming (DDI) and internal calls annually</p> <p>b) Currently 60 762 calls are unanswered by officials annually</p> <p>c) Currently 1% of calls are dropped annually</p> <p>d) Telecommunications support office currently manages the needs of 1 060 Head Office officials, spread across two buildings</p>	<p>a) Switchboard Operators answers and divert/direct 211 432 incoming (DDI) and internal calls annually</p> <p>b) Manage the reduction of unanswered calls by officials to 57 724 annually</p> <p>c) Retain 1% of dropped calls annually</p> <p>d) Telecommunications support office manages the needs of 1 060 Head Office officials, spread across two buildings</p> <p>*Please Note: Number of Head Office officials can fluctuate subject to new appointments and officials leaving the WCED.</p>	a-d) Information on actual achievement not available due to lost information as the buffer that stores the information was full. The WCED is currently in the process of procuring a new PABX system
<b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b>	<ul style="list-style-type: none"> <li>900 000+ learners</li> <li>31 000+ educators</li> <li>7 000+ public servants</li> <li>Learners from 1500+ schools and 203 independent schools.</li> <li>Members of School Governing Bodies (SGB)</li> <li>Members of Community including parents</li> </ul>	<p>a) 19% of the total calls received are dropped</p> <p>b) Currently the call centre handles 12 267 cases</p> <p>c) 2 355 cases require further follow-up and support</p>	<p>a) Reduce the dropped call rate to 14%</p> <p>b) 80% of calls are concluded on first call</p> <p>c) 12% of calls are referred to Safe Schools Co-ordinators for follow-up</p> <p>d) 8% of calls are referred for further counselling</p>	<p>a) The Cyber Call system has not been upgraded as yet.</p> <p>b) The Safe Schools call Centre received 14 854 calls. (77% concluded on first call)</p> <p>c) 3 433 calls (23%) needed further assistance and support 612 of these calls were crime related incidents, whilst 1 055 calls dealt with reports on burglary and vandalism</p> <p>d) 394 abuse cases were reported – of which 52 were related to bullying and 228 calls needed counselling and psychological support. A further 524 calls were School Governing Body queries</p>



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

Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Provide telecommunication Service at WCED Head Office Consultation:</b></p> <ul style="list-style-type: none"> <li>a) The annual Customer Satisfaction Survey is a source of consultation as clients are targeted</li> <li>b) The Theta Nathi complaints and compliments mechanism is used to improve current service delivery levels</li> <li>c) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED On-line website</li> <li>d) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the consultants can be of service</li> <li>e) Switchboard Manager attends to complaints</li> </ul> <p><b>Access:</b></p> <ul style="list-style-type: none"> <li>a) WCED Head Office in Cape Town</li> <li>b) Operating hours of the Call Centre: 07:30 – 16:00. (Closed lunch times at 12:30-13:00)</li> </ul> <p><b>Courtesy:</b></p> <ul style="list-style-type: none"> <li>a) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the officials can be of service</li> <li>b) Callers report unanswered lines and report congestion to switchboard operators</li> <li>c) The Theta-Nathi complaints and compliments mechanism published on the WCED Service Charter is a means to complain about officials' behaviour</li> <li>d) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED On-line website</li> <li>e) Complaints are referred to the Switchboard Manager</li> </ul>	<p><b>Consultation:</b></p> <ul style="list-style-type: none"> <li>a) The annual Customer Satisfaction Survey is a source of consultation as clients are targeted</li> <li>b) The Theta Nathi complaints and compliments mechanism is used to improve current service delivery levels</li> <li>c) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED On-line website</li> <li>d) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the consultants can be of service</li> <li>e) Switchboard Manager attends to complaints</li> </ul> <p><b>Access:</b></p> <ul style="list-style-type: none"> <li>a) WCED Head Office in Cape Town</li> <li>b) Operating hours of the Call Centre: 07:30 – 16:00. (Closed lunch times at 12:30-13:00)</li> </ul> <p><b>Courtesy:</b></p> <ul style="list-style-type: none"> <li>a) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the officials can be of service</li> <li>b) Callers report unanswered lines and report congestion to switchboard operators. Operators note the complaints in support of telephone management reports</li> <li>c) The Theta-Nathi complaints and compliments mechanism published on the WCED Service Charter is a means to complain about officials' behaviour</li> <li>d) The existence of the Theta-Nathi service will be broadcast to clients while waiting to be transferred to their respective officials</li> <li>e) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED On-line website</li> <li>f) Complaints are referred to the Switchboard Manager</li> </ul>	<p><b>Consultation:</b></p> <ul style="list-style-type: none"> <li>a) Significant improvements on previous year's customer satisfaction surveys were recorded</li> <li>b) The online feedback system, which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</li> <li>c) Complaints registered internally within WCED were amicably managed</li> <li>d) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the consultants can be of service</li> <li>e) No complaints were received</li> </ul> <p><b>Access:</b></p> <ul style="list-style-type: none"> <li>a) WCED Head Office in Cape Town</li> <li>b) Operating hours of the Call Centre: 07:30 – 16:00. (Closed lunch times at 12:30-13:00)</li> </ul> <p><b>Courtesy:</b></p> <ul style="list-style-type: none"> <li>a) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the officials can be of service</li> <li>b) Receives intermittent congestion complaints from Golden Acre users. Primary Rate Interface lines (PRI's) have been procured to address this problem.</li> <li>c) The online feedback system, which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</li> <li>d) Only 1 complaint was received in February 2014 and was addressed with Switchboard staff immediately. The matter was successfully resolved</li> <li>e) Only 1 complaint was received in February 2014 and was addressed with Switchboard staff</li> <li>f) No complaints were received</li> </ul>

Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Openness &amp; Transparency:</b></p> <p>a) On the WCED website</p> <p>b) Client Contact Centres have suggestion boxes for client comment</p> <p>c) The annual Customer Satisfaction Survey assesses the perception of WCED services and offers opportunity for critique, suggestions for improvement and complaints.</p> <p><b>Value for Money:</b></p> <p>a) Callers wishing to enquire about corporate services (Human Resources, and Financial management) matters are referred to the WCED Call Centre for dedicated attention via the switchboard</p> <p>b) Dedicated lines for WCED Safe Schools and Examination lines (during Peak periods) are shared with clients, for information</p> <p>c) 4 dedicated operators manage the calls to Head – Office buildings</p> <p>d) Assistive devices are used to support staff with visual impairment challenges at the switchboard</p> <p>Policy for telecommunication management services and support is logged on the WCED website</p>	<p><b>Openness &amp; Transparency:</b></p> <p>a) On the WCED website</p> <p>b) Client Contact Centres have suggestion boxes for client comment</p> <p>c) Input received in the suggestion boxes is monitored, reported upon and feasible input incorporated into the WCED telecommunication management policies</p> <p>d) The annual Customer Satisfaction Survey assesses the perception of WCED services and offers opportunity for critique, suggestions for improvement and complaints</p> <p><b>Value for Money:</b></p> <p>a) Callers wishing to enquire about corporate services (Human Resources, and Financial Management) matters are referred to the WCED Call Centre for dedicated attention via the switchboard</p> <p>b) Dedicated lines for WCED Safe Schools and Examination lines (during Peak periods) are shared with clients, for information</p> <p>c) 4 dedicated operators manage the calls to Head – Office buildings</p> <p>d) Assistive devices are used to support staff with visual impairment challenges at the switchboard</p> <p>Policy for telecommunication management services and support is logged on the WCED website</p>	<p><b>Openness &amp; Transparency:</b></p> <p>a) No suggestions to improve the Client Contact Centres via the WCED website were received during the reporting period</p> <p>b) No suggestions to improve the Client Contact centres via the suggestion boxes were received during the reporting period</p> <p>c) Significant improvements from previous year's customer satisfaction surveys were recorded</p> <p>d) Significant improvements on previous year's customer satisfaction surveys were recorded</p> <p><b>Value for Money:</b></p> <p>a) Switchboard operators receive calls for the Call Centre on a daily basis</p> <p>b) Dedicated lines for WCED safe schools and Examination lines (during Peak periods) are shared with clients, for information</p> <p>c) 4 dedicated operators manage the calls to Head – Office buildings</p> <p>d) Assistive devices are used to support staff with visual impairment challenges at the switchboard</p> <p>Policy for telecommunication management services and support is logged on the WCED website</p>
<p><b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b></p> <p><b>Consultation:</b></p> <p>a) Telephone consultations</p>	<p><b>Consultation:</b></p> <p>a) Initiate discussions with the service provider contracted by the WCED to upgrade the system to ensure that it is enabled to cater for an online rating of services</p>	<p><b>Consultation:</b></p> <p>a) The Cyber Call system has not been upgraded as yet. However, a new Safe Schools Management System has been developed which expedites the generation of reference numbers and the logging of the caller information whilst still online</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p>b) Districts consult with safe schools cluster</p> <p>c) Direct consultation with enquirers (callers) takes place while calls are logged and cases are followed through</p> <p>d) The annual Customer Satisfaction survey is a source of consultation as clients are targeted</p> <p>e) The District website feedback facility</p> <p>f) The Theta Nathi complaints and compliments mechanism. Input is used to improve current service delivery levels</p> <p><b>Access</b></p> <p>a) 2<sup>nd</sup> Floor Grand Central Building (via telephone / professional call centre)</p> <p>b) Toll free line: Safe Schools: 0800 45 46 47</p> <p>c) Operating hours of the Call Centre: 07:30 – 16:00. After hours recording of enquiries</p> <p><b>Courtesy:</b></p> <p>a) Education Safety Manager</p> <p>b) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED On-line website</p> <p>c) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the consultants can be of service</p> <p>d) The Theta-Nathi complaints and compliments mechanism published is used to seek redress, if standards are not met</p> <p>e) District website feedback facility</p>	<p>b) Telephone consultations</p> <p>c) Districts consult with safe schools clusters</p> <p>d) Direct consultations with enquirers (callers) take place while calls are logged and cases are followed-through</p> <p>e) The annual Customer Satisfaction survey is a source of consultation as clients are targeted</p> <p>f) The District website feedback facility</p> <p>g) The Theta Nathi complaints and compliments mechanism. Input is used to improve current service delivery levels</p> <p><b>Access:</b></p> <p>a) 2<sup>nd</sup> Floor Grand Central Building (via telephone / professional call centre)</p> <p>b) Toll free line: Safe Schools: 0800 45 46 47</p> <p>c) Operating hours of the Call centre: 07:30 – 16:00. After hours recording of enquiries</p> <p><b>Courtesy:</b></p> <p>a) Education Safety Manager</p> <p>b) Feedback to Directorate Communication through the "Contact WCED Form" in the WCED On-line website</p> <p>c) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the consultants can be of service</p> <p>d) The Theta-Nathi complaints and compliments mechanism published is used to seek redress, if standards are not met</p> <p>e) District website feedback facility</p>	<p>b) A survey form has been developed to gather service perceptions manually. It will be signed-off in the 2014/2015 financial year for implementation until the system upgrade is completed</p> <p>c) A survey form has been developed to gather service perceptions manually. It will be signed-off in the 2014/2015 financial year for implementation until the system upgrade is completed</p> <p>d) Direct consultation with enquirers (callers) takes place while calls are logged and cases are followed through</p> <p>e) Significant improvements from previous year's customer satisfaction surveys were recorded</p> <p>f) The online feedback system which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</p> <p>g) The online feedback system which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</p> <p><b>Access:</b></p> <p>a) 2<sup>nd</sup> Floor Grand Central Building (via telephone / professional call centre)</p> <p>b) Toll free Safe Schools line: 0800 45 46 47</p> <p>c) Operating hours of the Call Centre: 07:30 – 16:00. After hours recording of enquiries is followed-up on the next working day</p> <p><b>Courtesy:</b></p> <p>a) Education Safety Manager attends to all queries and exhibits courtesy</p> <p>b) The online feedback system which replaced Theta Nathi system reported no specific telephone management complaints for the reporting period</p> <p>c) All callers (clients) are welcomed to the WCED Head-Office and dealt with dignity, while asked how the callers can be assisted</p> <p>d) The online feedback system which replaced the Theta Nathi system reported no specific telephone management complaints for the reporting period</p> <p>e) If and when complaints were registered, these registered complaints were discussed at scheduled meetings held for redress with district Coordinators and Fieldworkers</p>

Current/actual arrangements	Desired arrangements	Actual achievements
<p><b>Openness &amp; Transparency:</b></p> <ul style="list-style-type: none"> <li>a) On the WCED website and the Client Contact Centres have suggestion boxes for Client input</li> <li>b) The annual Customer Satisfaction Survey assesses the perception of WCED services and offers opportunity for critique, suggestions for improvement and complaints</li> <li>c) Safe Schools co-ordinators at District level include the services of the Safe Schools Call Centre</li> <li>d) Telephone marketing</li> </ul> <p><b>Value for Money:</b></p> <ul style="list-style-type: none"> <li>a) While the call centre staff complement is small and the numbers of calls registered are minimal, the real value adding work is done in the field, through partnership, use of safety fieldworkers and psychologists</li> <li>b) Safety Fieldworkers follow up on truant learners and assess learner problems</li> <li>c) Providing mentoring and coaching to learners at risk and ensure that learners access services they need</li> <li>d) Facilitating the Safe Schools Youth Clubs as part of the holiday programme</li> </ul>	<p><b>Openness &amp; Transparency:</b></p> <ul style="list-style-type: none"> <li>a) On the WCED website and the Client Contact Centres have suggestion boxes for Client input</li> <li>b) The annual Customer Satisfaction Survey assesses the perception of WCED services and offers opportunity for critique, suggestions for improvement and complaints</li> <li>c) Safe Schools co-ordinators at District level include the services of the Safe Schools Call Centre</li> <li>d) Telephone marketing</li> </ul> <p><b>Value for Money:</b></p> <ul style="list-style-type: none"> <li>a) While the call centre staff complement is small and the numbers of calls registered are minimal, the real value adding work is done in the field, through partnerships, use of safety fieldworkers and psychologists</li> <li>b) Safety Fieldworkers follow up on truant learners and assess learner problems</li> <li>c) Providing mentoring and coaching to learners at risk and to ensure that learners access services they need</li> <li>d) Facilitating the Safe Schools Youth Clubs as part of the holiday programme</li> </ul>	<p><b>Openness &amp; Transparency:</b></p> <ul style="list-style-type: none"> <li>a) The online feedback system which replaced Theta Nathi system reported no specific telephone management complaints for the reporting period. Suggestion boxes were not utilised</li> <li>b) Significant improvements on previous year's customer satisfaction surveys were recorded</li> <li>c) Safe Schools co-ordinators at District level include the services of the Safe Schools Call Centre</li> <li>d) The Safe Schools District Coordinators and the Safe Schools Fieldworkers at the district perform services of the Safe Schools Call Centre. Job descriptions have been amended to reflect this inclusiveness factor</li> </ul> <p><b>Value for Money:</b></p> <ul style="list-style-type: none"> <li>a) The Safe Schools Call Centre managed 14 854 calls</li> <li>b) The Safe Schools Fieldworkers follow up on truant learners, assess learner problems and facilitate the re-integration of learners to school by partnering with the relevant role-players such as the Department of Social Development</li> <li>c) The Safe Schools Fieldworkers mentor and coach learners at risk to ensure that learners access services they need</li> <li>d) The Safe Schools Call Centre logged 314 truancy incidents, of which 285 were referred to the district for intervention by the Safe Schools Fieldworker</li> </ul> <p>The 20 employed Safe Schools Fieldworkers facilitated the Safe Schools Youth Clubs as part of the holiday programme</p> <p>78 youth clubs have been established</p> <p>101 holiday programme venues catered for 13 968 learners</p>

**Service delivery information tool**

Current/actual information tools	Desired information tools	Actual achievements
<b>Provide telecommunication Service at WCED Head Office</b> a) All internal clients and clients linked to the schools are communicated with via official correspondence (circulars/circular minutes), which are stored on the website for general clients to access b) Letterheads including the Service Delivery Charter, accessible at all education sites and support offices c) E-mail d) Western Cape Education Department website e) Switchboard Manager	a) All internal clients and clients linked to the schools are communicated with via official correspondence (circulars/circular minutes), which are stored on the website for general clients to access b) Letterheads including the Service Delivery Charter, accessible at all education sites and support offices c) E-mail d) Western Cape Education Department website e) Switchboard Manager	a) All internal clients and clients linked to the schools are communicated with via official correspondence (circulars/circular minutes), which are stored on the website for general clients to access b) Letterheads including the Service Delivery Charter, accessible at all education sites and support offices c) E-mail d) Western Cape Education Departmental website e) No need arose to communicate with clients
<b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b> a) Safe Schools Cluster meetings  b) Distribute brochures at events c) Information tables at events d) District website feedback facility e) The safe schools call centre number is printed on call official WCED Letterheads including the Service delivery Charter, accessible at all education sites and support offices f) Marketing merchandise is distributed annually to improve information sharing and to advertise the unique services on offer	a) Safe Schools Cluster meetings  b) Distribute brochures at events c) Information tables at events d) District website feedback facility e) The safe schools call centre number is printed on call official WCED Letterheads including the Service delivery Charter, accessible at all education sites and support offices f) Marketing merchandise is distributed annually to improve information sharing and to advertise the unique services on offer	a) The Safe Schools Call Centre provides the district with statistics of all incidents which assists them with the planning of developmental and intervention programmes b) Scheduled meetings were held with District Co-ordinators and Fieldworkers c) The Safe Schools Call Centre number is printed on all official letterheads and stationery d) Distributed brochures at events with information tables e) The Safe Schools Call Centre number is printed on call official WCED Letterheads including the Service delivery Charter, accessible at all education sites and support offices f) The Safe Schools Call Centre number appears on all WCED letterheads and stationery. The number also appears on the hand held metal detectors as well as Occupational Health and Safety (OHS) information boards and other signage (prohibiting illegal substance and dangerous weapons) at all schools

**Complaints mechanism**

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
<b>Provide telecommunication Service at WCED Head Office</b>		
a) The Theta-Nathi complaints and compliments mechanism published on the WCED Service Charter is a means to seek redress if published standards were not met	a) The Theta-Nathi statistics are monitored, report upon and strategies to address and improve status quo implemented	a) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period
b) Complaints are referred to the Switchboard Manager	b) The Theta-Nathi complaints and compliments mechanism is used to seek redress, if standards are not met	b) 306 internal complaints were received and successfully dealt with
c) Feedback facility on website	c) Complaints are referred to the Switchboard Manager	c) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period
	d) Feedback facility on website	d) The online feedback which replaced the Theta Nathi system reported no specific external telephone management complaints for the reporting period
<b>Providing first line of support to victims of abuse, violence and school crime at WCED institutions</b>		
a) Education Safety Manager monitors complaints and take appropriate action	a) Education Safety Manager monitors complaints and take appropriate action	a) The Education Safety Manager takes appropriate action when receiving complaints; these include mediating with the affected person/s and/or intervention/ remedial steps for the Safe Schools Call Centre Consultant through on the job training. The Safe Schools Call Centre managed 14 854 calls which included incidents relating to burglary and vandalism, crime and violence, gangsterism, abuse and School Governing Body queries
b) Call Centre Manager available to attend to complaints	b) Call Centre Manager available to attend to complaints	b-d) The online feedback (replaced Theta Nathi) system reported no specific telephone management complaints for the reporting period.
c) Feedback facility on website	c) Feedback facility on website	
d) The Theta-Nathi complaints and compliments mechanism is used to seek redress if standards are not met	d) The Theta-Nathi complaints and compliments mechanism is used to seek redress if standards are not met	

## **2.3 Organisational environment**

The WCED comprises the provincial ministry of education, the provincial head office, district offices and education institutions, including ordinary and special public schools and ECD sites. The FET colleges and adult community learning centres are reflected in this Annual Report but, as noted in the legislation below, management of these is in a transitional stage pending finalisation of all details of the transfer to the Department of Higher Education and Training.

There are four branches, each headed by a Deputy Director General. The branches are Education Planning; Curriculum and Assessment Management; Institution Development and Co-ordination and Finance. The Chief Directorate for People Management also reports directly to the Head of Department, as do the Directorates for Internal Control, Communication and Business Strategy and Stakeholder Management.

### *Changes in the year under review*

In the past year, the Chief Directorate for Human Resources was re-configured as well as being re-named "People Management Practices". There are four People Management directorates. The directorate "Service Benefits" attends to the needs of all eight district offices. The other three directorates are "Strategic People Management", "Recruitment and Selection" and "Employee Relations". Service benefits for SMS members and Head Office staff are now managed by the office of the Chief Director.

In 2013/14, the Director: Management Accounting was promoted to the post of Chief Director for Financial Management, responsible for the oversight of two directorates, Financial Accounting and Management Accounting. New directors were appointed in both of these directorates in the year under review. They filled the vacancies left by the above promotion and because the Internal Control Unit was constituted as a full directorate.

A new Chief Director for Districts was appointed. The Directorate for Institutional Management and Governance Planning (IMGP) was incorporated into this Chief Directorate, in addition to the eight District Offices. A new District Director was appointed in the District Cape Winelands.

The restructuring that led to the incorporation of the Directorate IMGP with the districts also brought about the inception of a Chief Directorate for Inclusive Education and Special Programmes. The Curriculum Chief Director was transferred into that new post. Because of the vacancy left by that transfer, the only SMS vacancy as of the end of March 2014 is in the post of Chief Director for Curriculum Development and Teacher Training.

The steps enumerated above have served to refine the ability of the WCED to deliver services efficiently as follows: People Management is set to be more effective through a re-distribution of work load and giving more focus to the sections concerned. The incorporation of the IMGP directorate into the Chief Directorate for Districts will assist to align and focus services. The inception of the Internal Control Directorate brings a new layer of accountability and efficiency into the department.



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

In respect of the organisation, the Department aims to provide

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

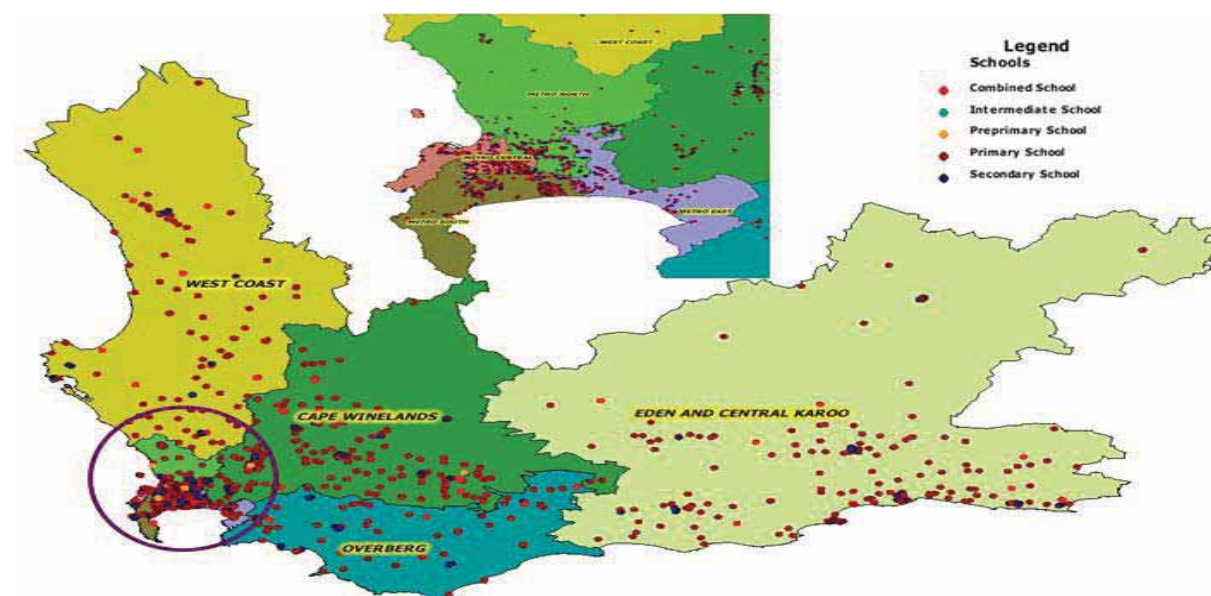
#### WCED activities – scope and scale

<b>Learners</b>	
Learners in Public Ordinary Schools Grades 1 – 12 inclusive	948 595
Learners in Grade R in Public Ordinary Schools	59 565
Learners in Grade R at Independent Sites	15 533
Learners in Special Needs' Schools	19 876
Learners in Independent Schools	47 600
Students in FET Colleges (headcount)	71 594
Adult learners	33 595
<b>Total</b>	<b>1 196 358</b>
<b>Educators</b>	
Educators	31 640
Public service staff (approved establishment)	9 118
<b>Total</b>	<b>40 758</b>
<b>Institutions</b>	
Public ordinary schools	1 457
Schools for learners with special needs	71
Further education and training institutions	6
Adult community learning sites	308
District offices	8

Institutions current (All public ordinary schools) (31 March 2014)

Source 2013: Annual Survey for schools pre-Grade R to matric); PERSAL: 2014

The eight education district offices are made up of 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.



District <sup>1</sup>		1	2	3	4	5	6	7	8	Total
Cape Winelands	Schools	39	35	33	38	30	30	32	36	273
	Learners	24 335	24 416	21 273	12 416	13 806	21 482	9 552	9 610	136 890
Eden and Central Karoo	Schools	31	32	24	32	36	38	29		222
	Learners	8 620	22 768	22 857	19 094	12 143	14 275	13 970		113 727
Metro Central	Schools	33	44	36	35	30	33			211
	Learners	20 793	21 465	20 629	21 934	20 128	21 984			126 933
Metro East	Schools	24	23	25	22	22	26			142
	Learners	23 667	25 965	23 482	21 334	20 768	29 245			144 461
Metro North	Schools	28	28	30	27	33	31	31		208
	Learners	25 234	19 682	33 045	24 632	21 543	19 504	32 477		176 117
Metro South	Schools	34	34	28	16	17	30	30		189
	Learners	26 051	20 916	16 873	11 794	18 311	31 704	29 131		154 780
Overberg	Schools	28	29	25						82
	Learners	10 044	18 737	10 017						38 798
West Coast	Schools	25	25	23	27	31				131
	Learners	13 976	9 259	16 294	7 551	9 809				56 889
Grand Total	Schools	242	250	224	197	199	188	122	36	1 458
	Learners	152 720	163 208	164 470	118 755	116 508	138 194	85 130	9 610	948 595

<sup>1</sup> Figures are taken from the Annual School Survey of 2013

## 2.4 Key policy developments and legislative changes

### a. Schools

The *Basic Education Laws Amendment Act, 2011 (Act 15 of 2011)*, was enacted on 19 September 2011. The purpose of the Act is, *inter alia*, to accommodate aspects of the creation of the Department of Basic Education and related matters; amend the National Education Policy Act (NEPA) and the South African Schools Act (SASA), the Employment of Educators Act, 1998 (Act 76 of 1998), the South African Council for Educators Act, 2000 (Act 31 of 2000) and the General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001). The Act also provides for the various types of public school for learners with special education needs, the additional functions of school principals and the training of governing bodies by recognised governing body associations.

On 29 November 2013, the Minister of Basic Education prescribed the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, in Government Gazette No. 37081. These Regulations were promulgated in terms of Section 5A(1)(a) of the South African Schools Act, 1996 (Act 84 of 1996). The Regulations seek to, *inter alia*, provide minimum uniform norms and standards for public school infrastructure; ensure compliance with minimum uniform norms and standards in the design and construction of new schools, including alterations and improvements to existing schools, and for timeframes within which school infrastructure backlogs must be eradicated.

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 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.

The *National Curriculum Statement* Grades R-12 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 in one document. The CAPS was implemented in the Foundation Phase and Grade 10 in 2012, in the Intermediate Phase and Grade 11 in 2013 and in the Senior Phase and Grade 12 in 2014.

The national policy pertaining to the progression and promotion requirements of the National Curriculum Statement (NCS) Grade R – 12, the National Protocol for Assessment, Grades R – 12 and the regulations pertaining to the NCS were implemented to complement the CAPs.

On 1 April 2010, further amendments to the *Children's Act, 2005 (Act 38 of 2005)* came into effect. In terms of Section 196(3) of the Children's Act, schools of industry and reform schools, which were the responsibility of the provincial Department of Education, became the responsibility of the provincial Department of Social Development, after two years of the commencement of the relevant chapter in the Act. Following the decision of the Constitutional Court in the matter between *The Teddy Bear Clinic for Abused Children and Another v Minister of Justice and Constitutional Development and Another*, CCT 12/13,

amongst others, the Judicial Matters Amendment Act No. 42 of 2013, was published in Government Gazette No. 37254, dated 22 January 2014. This Act amends, *inter alia*, the Children's Act, 2005, the Child Justice Act, 2008, the Criminal Law (Sexual Offences and Related Matters) Amendment Act, 2007, including aspects of the Promotion of Access to Information Act, 2000. These amendments are especially relevant in education as they deal with, *inter alia*, sections of legislation deemed by the Constitutional Court to be unjustifiably infringing on children's constitutional rights, the National Register for Sex Offenders and expungement of records, and the time period allowed to access information in terms of the Public Access to Information Act (PAIA). It further amends the Criminal Law Amendment Act, 2007, so as to exclude persons under the age of 18 years from the operation of the Act.

### **New provincial legislative interventions**

Section 63(1) of the Western Cape Provincial School Education Act, 1997 (Act 12 of 1997), empowers the Provincial Minister to make regulations which are not inconsistent with any law, and, where applicable, subject to any national norms and standards contemplated in section 146(2) of the Constitution. Consequently, the following regulations have been prepared in the relevant period:

- 1) The Regulations on the Declaration on the Declaration of Personal Interests of Members of Governing Bodies in the Procurement of Goods and Services for Public Schools, 2013. These Regulations were promulgated and published in the Provincial Gazette Extraordinary No. 7197, dated 18 November 2013, and came into effect at the beginning of the 2014 academic year. They were distributed to schools via Circular No. 0052/2013, and seek to establish a protocol for governing body members and committee members, to declare personal interests when dealing with matters relating to procurement of goods and services for public schools, and thereby manage conflict of interests between a member and a school.
- 2) The Draft Regulations relating to the Admission of Learners to Public Schools for Learners with Special Education Needs, in terms of section 63(1), read with section 20A(2), were published for public comment in the Provincial Gazette Extraordinary Number 7187 on 18 October 2013. Comments received are being considered for finalisation of the Regulations. These draft Regulations seek to describe the process of assessment, support and admission for learners to public schools for learners with special education needs.
- 3) The Regulations on the Duties of Attendance Officers, were published in the Provincial Gazette Extraordinary No. 7205, dated 2 December 2013, and forwarded to schools via Circular No. 0002/2014, on 17 January 2014. These Regulations provide for the duties of Attendance Officers, list valid reasons for absence from school, and outline a written notice to parents regarding learner attendance for learners of compulsory school going age.
- 4) The Draft Regulations relating to the Representative Council of Learners will empower the Provincial Minister to determine the functions and procedures for the establishment and election of Representative Councils of Learners. They further provide for the roles and functions of Teacher Liaison Officers and the duties attached to that officer as an Electoral Officer for the election of Representative Councils of Learners.

These Regulations will also be published for public comment in the Provincial Gazette Extraordinary. The Draft Regulations are in the process of being vetted by the Directorate: Legislation in the Office of the Premier, whereafter they will be published in the Provincial Gazette during May 2014 for comments.

- 5) The Draft Regulations relating to the Issuing of Performance Indicators Binding on Public Schools, by the Head of Department, seek to set out indicators for public schools in order to monitor and evaluate the academic performance of the public school to enable the Department to assist, advise and provide the necessary support to help the relevant public schools to perform better. These Regulations are currently the subject of legal vetting and will be published for public comment.
- 6) The Regulations relating to the Disciplining, Suspension and Expulsion of Learners at Public Schools in the Western Cape were promulgated, in terms of Section 63(1)(cE), in Provincial Gazette Extraordinary No. 6932, and came into effect on 1 April 2012. Schools are required to align their Code of Conduct with these Regulations, and to follow the substantive and procedural standards prescribed in the Regulations on matters relating to learner misconduct. These Regulations will be reviewed in the 2014/15 financial year for further alignment with Codes of Conduct for public schools.
- 7) The Regulations relating to Visitation and Assessment of Public and Subsidised Independent Schools, were promulgated in terms of Section 63(1)(cG), in Provincial Gazette Extraordinary No. 6976, dated 29 June 2012. These regulations provide for the evaluation of performance and monitoring of compliance in accordance with National and Provincial Norms and Standards and were introduced to schools via circular 0026/2012.
- 8) The Regulations relating to the Minimum Teaching Hours per school week and school day in public schools in the Western Cape, were promulgated in terms of section 63(1)(cC), in Provincial Gazette Extraordinary No. 7065, dated 28 November 2012 and introduced to schools via Circular 0044/2012. These regulations provide for the minimum teaching hours per subject per phase, general principles which should be applied when calculating the minimum school hours per week and per school day, individual support plans; and staggered implementation dates.

The Department has also prepared the following Guidelines for public schools:

- 1) Guidelines on Playground Safety at Public Schools have been approved by the Minister responsible for education in the Western Cape, and sent to schools via Circular No. 10/2014, for implementation in July, 2014. The guidelines provide for the roles and responsibilities of staff members with regard to the safety of learners in the playground, playground surfaces, poisonous and otherwise unsuitable plants, as well as guidance with regard to the selection of playground equipment. It includes annexures dealing with basic environmental surveys, precautionary measures when purchasing or installing playground equipment and the inspection and maintenance of equipment.

- 2) The Guidelines on Social Networking are currently being finalised for approval by the Head of Department and Provincial Minister. These Guidelines will regulate the use of social networking sites by educators and learners as a resource tool to support curriculum delivery and to enhance learning, provide for parameters for the interaction between a learner and educator at the school, and to further advise on the dangers relating to the use of social media by learners.

#### **b. FET Colleges and Adult Education and Training**

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, including FET colleges, SETAs and Adult Education and Training Centres. The DHET and provincial education departments signed a protocol agreement on the transition, interim governance and management of the FET colleges, and DHET has invited provinces to constitute provincial technical task teams to manage and advise on the transfer of functions relating to FET Colleges as a national competence.

The Higher Education and Training Laws Amendment Act, 2010 (Act 25 of 2010), was published in Government Gazette No. 33853 on 7 December 2010. It amends the FET Colleges Act, 2006, (Act 16 of 2006) and the Adult Basic Education and Training Act, 2000 (Act 52 of 2000), so as to make provision for the employment of educators at public centres, salaries and other conditions of service, the educator establishment, powers of employers, appointments and the filling of posts, the transfer of educators, secondment, retirement, discharge, incapacity and misconduct and the performance of other work by educators. It also provides for, *inter alia*, transitional arrangements with regard to public centres; the determination of national education policy for public centres, for directive principles of national education policy, consultation on policy and legislation, the publication of national education policy and the monitoring and evaluation of adult education and training, including quality assurance in respect of the qualifications offered by public and private centres.

The *Further Education and Training Colleges Amendment Act, 2012 (Act 3 of 2012)*, came into effect on 3 May 2012, and amends the FET Colleges Act of 2006 (Act 16 of 2006). The Minister of Higher Education and Training determined, in Government Notice No. 367, published in Government Gazette No. 35336, dated 11 May 2012, that some of the provisions of the Further Education and Training Amendment Act, 2012 (Act 3 of 2012), will come into effect from the date of signature by the President (11 May 2012 as the date of Notice by the Minister) except for Sections 11, 12, 13, 14, 28(3) and 32(b).

Section 14 deals with finances linked to the distribution of the Conditional Grant, and sections 11, 12, 13, 28(3) and 32(b) deal with the transfer of the staff from Provincial Education Departments to DHET subject to the provisions of section 197 of the Labour Relations Act, 1995 (Act 55 of 1995). These processes must first be completed before the relevant sections can come into effect on the date to be determined by the Minister and published by a further Notice in the Government Gazette. However, on 26 March 2014, the Minister of Higher Education and Training published a Notice (Notice No. 209), in Government Gazette No. 37470, announcing that sections 13, 28(3) and 32(b) relating to staff, will come into effect



on 1 April 2014, while sections relating to management staff, in particular, sections 14, 11 and 12 came into effect on 1 April 2013.

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 funding of FET colleges takes the form of a conditional grant, transferred on a monthly basis.

The Regulations relating to the Minimum Requirements for the Constitution of a Governing Body of a Public ABET Centre, were promulgated in terms of section 8(7) of the Adult Education and Training Act, 2000 (Act 52 of 2000), in Provincial Gazette Extraordinary No. 6952, dated 23 February 2012. They provide for, among others, the composition, meetings, election and dissolution of a governing body of a public ABET centre.

### c. Challenges presented by policy matters

#### *Schools:*

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

#### *FET Colleges and AET:*

The protracted length of time for the complete transfer of the colleges has placed some burden on the staff concerned. At the same time, in the interests of a provincial skills development thrust, the continued relationship has been welcomed.

In the case of AET the deliberations about the qualification itself has led to unpredictable enrolment patterns and some degree of uncertainty in this sector. The WCED welcomes the indications of progress in this regard.

## 3. STRATEGIC OUTCOME ORIENTED GOALS<sup>2</sup>

Strategic Outcome Oriented Goal 1	Improved Language and Mathematics in Primary Schools
Goal statement	<p>Language and Mathematics performance to improve so that learners perform according to age norms by 2014 as follows<sup>3</sup>:</p> <p>Grade 3: Language: 40% of learners and Mathematics: 60% of learners.</p> <p>Grade 6: Language: 40% of learners and Mathematics: 50% of learners.</p> <p>Grade 9: Language: 55% of learners and Mathematics: 20% of learners.</p> <p>Scores to be tracked by means of annual testing and interventions to be adjusted accordingly.</p>

<sup>2</sup> The targets were updated in the Annual Performance Plan for 2013/14. The original targets have been retained for this report.

<sup>3</sup> The pass mark is 50%. The targets should be read as "For Grade 3 40% of learners to pass at 50% for Languages and 60% to pass at 50% for Mathematics" etc.

<b>Strategic Outcome Oriented Goal 2</b>	<b>Improved number and quality of passes in the National Senior Certificate</b>
<b>Goal statement</b>	To improve the number of learners passing the NSC examination 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 a Bachelor's degree pass; 11 000 learners to pass Mathematics and 8 000 to pass Physical Science.
<b>Strategic Outcome Oriented Goal 3</b>	<b>Reduction in number of under-performing schools</b>
<b>Goal statement</b>	Reduction of under-performance in the National Senior Certificate in high schools: that no schools have a pass rate of <60% by 2014. Reduction in under-performance in other grades as measured through the Annual National Assessment for grades 1 – 6 and 9 and the WCED tests for grades 3, 6 and 9.

*Progress towards targets in Strategic Plan*

The WCED has made progress towards the targets expressed in the Strategic Plan. Adjustments to the targets were outlined as required in the relevant Annual Performance Plans.

*Goal 1: Improved Language and Mathematics in Primary Schools*

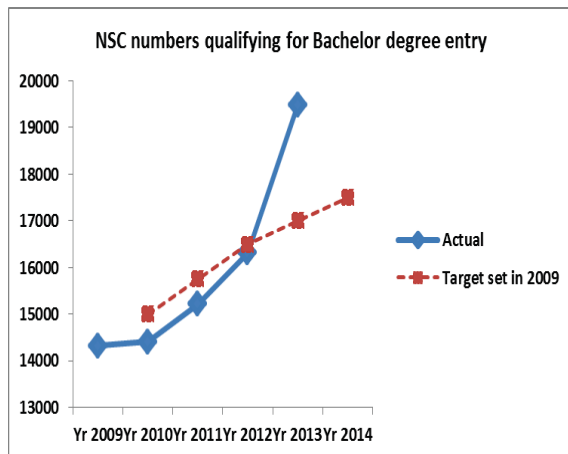
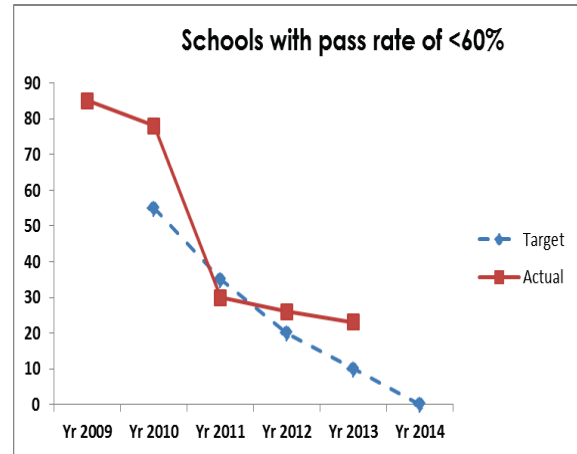
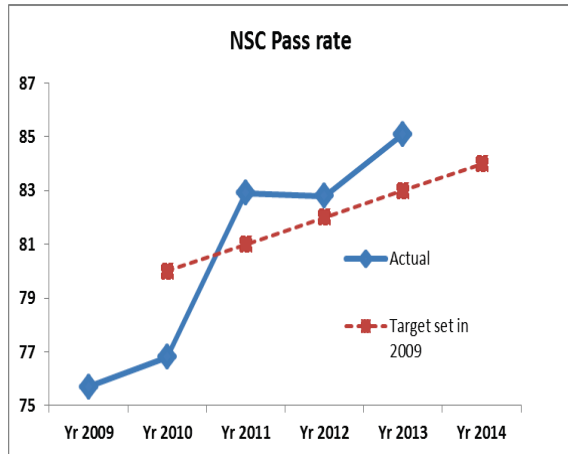
The table below shows what seems to be a decline in the results. The standard of the language tests was adjusted after two years to make the tests more challenging. In 2009, there was not yet a baseline score for Grade 9 so the initial targets were adjusted once the baseline scores were available.

		Yr 2010	Yr 2011	Yr 2012	Yr 2013	Target
<b>Grade 3</b>	<b>Maths Target</b>	40	45	50	55	Unadjusted
	<b>Maths Actual</b>	48.3	47.2	51.5	55	
	<b>Lang Target</b>	55	60	33	40	Adjusted after test changed
	<b>Lang Actual</b>	54.9	30.4	38.9	37	
<b>Grade 6</b>	<b>Maths Target</b>	15	20	25	30	Unadjusted
	<b>Maths Actual</b>	24.4	23.4	26.4	28	
	<b>Lang Target</b>	45	50	35	37	Adjusted after test changed
	<b>Lang Actual</b>	52.3	31.5	36.9	30	
<b>Grade 9</b>	<b>Maths Target</b>	40	42	12	15	Adjusted after pilot
	<b>Maths Actual</b>	9.4	10.4	13.9	14	
	<b>Lang Target</b>	45	50	45	50	Adjusted after pilot
	<b>Lang Actual</b>	51.8	44.2	48.2	48	

Goals 2 and 3: "Improved number and quality of passes in the National Senior Certificate" and "Reduction in number of under-performing schools"



The targets for Goals 2 and 3 originally set for Grade 12 overall performance for the five-year period (2009 – 2014) are shown below, together with the actual numbers.

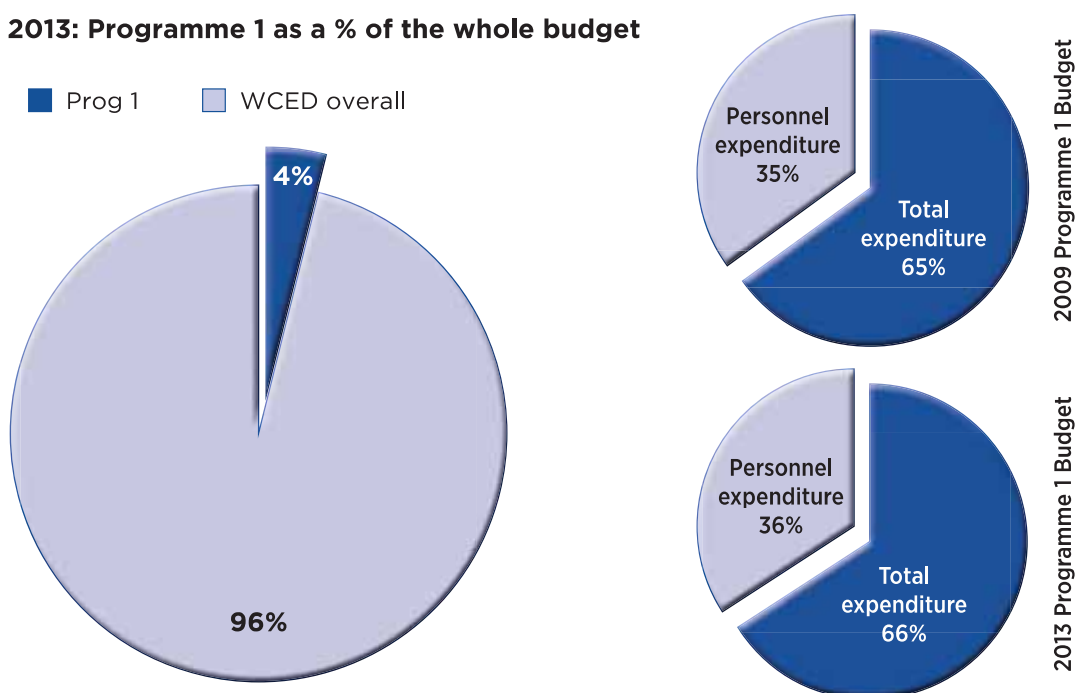


#### 4. PERFORMANCE INFORMATION BY PROGRAMME

##### Programme 1: Administration



2009 and 2013: Programme 1 as a % of the whole budget



2009 Personnel expenditure as a % of the total Programme Budget	2013 Personnel expenditure as a % of the total Programme Budget	2009 Pr 1 Average personnel expenditure per employee (R'000)	2013 Pr 1 Average personnel expenditure per employee (R'000)	2009 Pr 1 Number of employees	2013 Pr 1 Number of employees
2.15	1.92	231	339.38	989	878

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

#### *Sub-programme 1.1: Office of the MEC*

to provide for the functioning of the office of the Member of the Executive Council (MEC) for education

#### *Sub-programme 1.2: Corporate Services*

to provide management services that are not education specific for the education system  
to make limited provision for, and maintenance of, accommodation

#### *Sub-programme 1.3: Education Management*

to provide education management services for the education system

#### *Sub-programme 1.4: Human Resource Development*

to provide human resource development for office-based staff

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

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

### Strategic Objectives

<b>Strategic Objective 1.1</b>	To direct human and financial resources to those districts and schools that have historically experienced under-investment and ensure overall financial and HR management.
<b>Strategic Objective 1.2</b>	To improve the responsiveness and efficiency of the WCED through a focus on improving the Department's business processes and systems.
<b>Strategic Objective 1.3</b>	To provide targeted management training for officials, members of school management teams and School Governing Bodies.

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

#### *Financial*

The WCED spent 98.9% of the approved adjusted budget for 2013/14.

Funds were directed to meet the goals of Action Plan 2014 and the three goals of the WCED. 73.8% of the budget was assigned to the compensation of employees (CoE), and over R1.6 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 needs of those most requiring support.

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<sup>4</sup> The sub-programmes are part of the national sector template and are Treasury funding categories. The funds in Programme 1 cover costs related to the administration of the system.

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 R45m). Ongoing prudent financial management allowed the WCED to set aside R30m to assist schools with municipal services' debt.

Cost-saving measures included the bulk ordering of CAPS textbooks for Grades 7–9 and 12. In addition, the efficiency measures enabled the bulk procurement of readers for Grades 1–3 in 2013/14, which was scheduled for procurement in the 2014/15 financial year.

The WCED was recognised by the Auditor-General of South Africa as the "most improved department of the Western Cape".

#### *Human Resources*

Management of the staff establishment of the WCED is critical to the educational success of schools. The WCED allocated 85 more posts for the 2014 academic year. The WCED continuously strives to improve the learner/educator ratio in the Foundation Phase. Because the WCED has adopted a policy to ensure that more teachers are permanent, the system has greater stability in general. The WCED maintained an average learner/teacher ratio of 1:36 in primary schools and 1:34 in high schools.

There are fewer teachers in excess as a consequence of a designed deployment plan. Optimal placement of teachers in excess is vital to ensure that their skills are best used and that learners benefit in the best way possible. If funds go to salaries of teachers in excess then this impacts on the appointment of teachers that are needed elsewhere. During the period 1 April 2013 to 31 December 2013, the WCED reduced the number of excess educators by 113. A further 16 excess educators were placed in the first quarter of 2014.

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

During the period 1 April 2013 to 31 December 2013, 384 Funza Lushaka bursary holders out of 671 were successfully placed in permanent, relief or temporary posts.

Special attention was paid in 2013 to the advertisement and filling of posts of Deputy Principals and Principals. These posts were advertised in each of the vacancy lists and in special vacancy lists and prioritised to ensure swift processing of the applications. This development reduced the periods in which educators were in acting positions, reduced the use of temporary staff, and contributed to school stability. Appointment criteria and selection processes for principals were also strengthened.

The data on new principal appointments in the table below is for the period 1 April 2013 – 31 March 2014 and includes appointments at all public schools.

New Principals per year							
Districts	Principal posts 2013	2009	2010	2011	2012	2013/4	Total
Cape Winelands	287	13	22	20	10	19	84
Eden & Central Karoo	227	14	13	12	9	27	75
Metro Central	234	12	30	14	6	24	86
Metro East	153	9	21	6	10	12	58
Metro North	220	15	16	10	16	14	71
Metro South	202	14	18	8	8	5	53
Overberg	85	3	9	5	4	9	30
West Coast	134	8	13	11	5	15	52
<b>Total</b>	<b>1 542</b>	<b>88</b>	<b>142</b>	<b>86</b>	<b>68</b>	<b>125</b>	<b>509</b>

### Information and Communication

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

In 2013/14, the CEMIS was further developed to enhance its use. It was developed to support an increased number of automated business processes and also used to greater effect in tracking learner registration. The CEMIS thus played a bigger role in supporting, guiding and strengthening strategic decision-making. As in the past, CEMIS directly supported examination and assessment administration and registration processes and provided data for staff establishment calculations and for conducting online surveys in ordinary and special schools. Regular tracking of learner enrolment at schools assisted all planning processes.

In 2013, CEMIS was again used for the ordering of textbooks by schools (CAPS and workbooks). This automated process resulted in efficiencies in regard to time, labour and costs, as well as allowing online monitoring of progress and facilitated reporting. The automated applications for re-imbursement of fee exemptions to schools was refined which resulted in greater transparency, control and reporting. Online notification of Norms and Standards, staff establishment allocations, and assessment results also improved communications to schools and helped them with their planning. A quarterly school monitoring tool was used by district officials to track progress on specific areas of concern through EduInfoSearch. A facility to upload the 2013 schools' improvement plans was also made available on CEMIS.

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

In 2013, the WCED piloted the use of an automated e-Recruitment system. The on-line application system: E-Recruitment for Educators: "Recruiting the Best" was launched in 2012. All vacancies in 2013 were published via the on-line system. To date 24 600 users have registered on the system and 14 985 users completed profiles on the system.

## Communication

The media published more than 4 300 reports in various formats (print, radio, television and online) on education in the Western Cape, reflecting intense media interest in the work of the WCED.

The WCED conducted campaigns during the year to encourage parents and learners to participate actively in improving learner outcomes and to support the department's efforts to improve access to quality education.

These were i) the Enrolment 2014 campaign to persuade parents to enroll their children early if they were starting primary or high school, or if they were changing schools. ii) A Back-to-School 2014 campaign informed parents of the WCED's priorities for 2014 and what parents could do to support their children's education. iii) A Literacy and Numeracy 2014 campaign explained to parents what they could do at home to help develop their children's skills in reading, writing and mathematics. The WCED distributed over 110 000 Grade 1 Parents' Guides as part of the Literacy and Numeracy campaign.

Media used in the campaigns included radio, billboards and posters, information sheets in community newspapers; and advertising on taxis.

The WCED produced a wide range of publications in 2013/14, including "Tips for Success" guides for Grades 10 to 12; Matric Revision supplements distributed to every NSC candidate; Grade 10 support supplements, on frequently asked questions and key concepts; a Citizen's Report on progress to date; the WCED newspaper, Education Update; a Grade 1 Parents' Guide; and a bi-weekly newsletter for staff, *WCED@work*.

The number of visits to the WCED web site continued to grow. The monthly average passed the 100 000 mark for the first time during the year (109 312). The site attracted 1 311 752 visits in 2013/14, up from 1 179 074 in 2012/13. 14% of schools rated the web site as "excellent", according to the 2013 Customer Satisfaction Survey. 98% rated the site as satisfactory or good.

The WCED introduced an online Matric Support web featuring links to lessons on YouTube from the WCED's Telematics programme. The department loaded 171 videos by the start of the matric exam period in October 2013. The 171 videos attracted 25 637 views from August to the end of the exam period. The WCED has since loaded a total of 324 videos covering Geography, Mathematics, Physical Sciences and Life Sciences.

WCED Client Services operates a Walk-in Centre, a Visitors' Centre and a Call Centre. The Walk-in Centre received an average of 1 827 visitors a month, while the Visitors' Centre received about 1 375 visitors a month. The Call Centre handled an average of 8 346 calls a month. The WCED completed a refurbishment of the Walk-in Centre in 2013, and completed a new Contact Centre specifically for Examinations and Assessments, mainly to assist candidates with NSC queries.

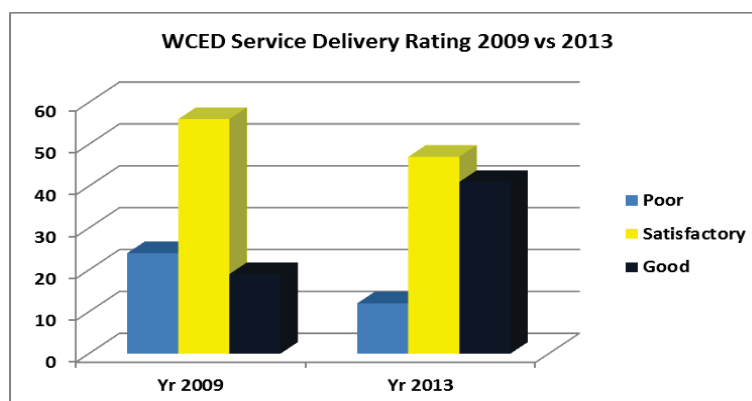


The Customer Satisfaction Survey was conducted for the fifth year in 2013. The sample surveyed was the final set of schools in the province surveyed over the period. In other words, every school has been given an opportunity to assess the service delivery of the WCED at some point between 2009 and 2013. In each year, including 2013, five educators per school, at different post levels completed the questionnaires, including principals.

Respondents per job title 2013		
Job Title	Total	%
Principal	259	24%
Deputy Principal	124	12%
HOD	197	19%
Senior Educator	110	10%
Educator	317	30%
Other	54	5%
<b>TOTAL</b>	<b>1 061</b>	<b>100%</b>

Respondents per Years of Experience		
Experience Category	Staff	%
Less than 5 years	86	8%
5 - 10 years	108	10%
11 - 19 years	195	18%
20 - 30 years	407	38%
More than 30 years	265	25%
<b>Grand Total</b>	<b>1 061</b>	<b>100%</b>

Overall, the ratings show an improvement in the perceived service delivery levels since the first survey was conducted.



#### 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 in 2013.

In February 2013 and again in 2014, all schools completed online School Improvement Plans (SIPs), with targets for 3 years, for academic performance; management efficiencies (teacher and learner absenteeism and academic planning); resourcing and maintenance. The indicators correspond with the national targets under Action Plan 2014 (see Annexure). The value of the online improvement plan is that all schools focus on driving key improvement interventions. The SIP also forms part of the accountability system, since signatories to the plan include the principal, the SGB and the WCED. The plan includes Action Plans to specify steps each school will take to meet the targets set in their SIPs.

In 2012, the WCED introduced quarterly School Improvement Monitoring, linked to the School Improvement Plans. The SIM for 2013/14 tracked use of textbooks and workbooks and key aspects of resourcing and school functionality. Because the reports were captured online, the data could be drawn and used for rapid support. In particular, the data enabled the WCED to keep abreast of deliveries of workbooks and textbooks.

Accountability is extended through the oversight roles played by Provincial and National Treasury 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 were 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.

In common with all government departments countrywide, the WCED participated in a monitoring innovation of the Presidency, the Management Performance Assessment Tool (MPAT) that studied 4 areas of governance, namely Strategic Planning, Human Resources, Governance and Accountability and Financial Management. The exercise was a valuable one and the WCED demonstrated improvement between the first and the second exercises in this regard with a number of scores of 5/5. The results on the 2013/14 cycle were due in April 2014.

Whole School Evaluation continues to give valuable insights not only into the support needs at individual schools but also into systemic issues. The evaluations, over 3 or 5 days depending on the size of the school, are based on the 9 areas for evaluation specified in the WSE policy: Basic functionality; Leadership, management and communication; Governance and relationships; Quality of teaching and learning and educator development; Curriculum provision and resources; Learner achievement; School safety, security and discipline; School infrastructure and Parents and community. Differentiation in the length of visits has allowed for additional schools to be visited. Schools are coded according to the WSE ratings. The findings are shared in trend reports in addition to the extensive reports provided to the schools concerned.

An Education Council, to advise the Minister responsible for Education in the Western Cape on education matters, appointed in terms of *The Regulations relating to the Education Council for the Province of the Western Cape*, met four times and provided advice to the provincial minister and the WCED in regard to matters relating to education, including laws and regulations.



### Strategic Objectives

Programme 1					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM101: Number of public schools that use SASAMS to provide data to the national learner tracking system	1 458	1 459	1 459		
► PPM102: Number of public schools that can be contacted electronically (e-mail)	1 458	1 459	1 459		
► PPM103: Percentage of education current expenditure going towards non-personnel items	21.76%	25.51%	21.52%	- 3.99%	The target was not achieved as a consequence of compensation absorbing a greater part of the budget, resulting mainly from a greater than expected Improvement in conditions of service adjustment. Another contributing factor was the re-classification of functions within the budget.

### Performance indicators

Programme 1					
Programme Performance Indicator	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
PPI 1.1 Ensure financial management	Unqualified Audit	Unqualified Audit			
PPI 1.2 Deviations in respect of tenders above R500 000	12	6	16	-10	The deviations were allowed by policy and necessary in view of the need to support specialised curriculum resourcing and physical resourcing needs.

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

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

- Post-provisioning that ensures that teachers are placed at schools to match the requirements at those schools.
- Appointment of principals (attention to improving selection criteria and training of SGBs in this regard; training opportunities for aspirant principals)
- Attention to the appointment and support of Heads of Department and Deputy Principals in schools
- Training of both teachers and officials as required
- School Improvement Plans and School Improvement Monitoring
- Use of online processes to streamline and fast-track provisioning of all kinds
- Funding equalisation for the support of schools in Quintiles 1 – 3
- Fee exemption process for schools in Quintiles 4 and 5
- Assistance to schools in respect of municipal debt
- Internal control unit to provide feedback to management in respect of non-compliance
- Review business processes as required
- Ensure ongoing improvement in the application of procurement procedures
- Update of all asset registers quarterly

### **Changes to planned targets**

None

### **Linking performance with budgets**

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

- WCED Strategic Plan, quarterly reports on organisational and school performance and the Annual Report of the WCED
- Compilation of financial planning and reporting documents, including the Estimates of Provincial Revenue and Expenditure (EPRE), monthly in-year monitoring (IYM) reports, and the interim and annual financial statements.
- Procurement of assets, goods and services, and contract management
- Maintenance of the WCED asset register
- Payments to suppliers within 30 days
- Management of the staff establishment of the WCED, recruitment of educators and public servants, staff development and performance management, employee wellness, and labour relations.
- Maintenance and further development of the Central Education Management Information System

**Sub-programme expenditure**

Sub-Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
1.1 Office of the MEC	6,117	6,117	-	6,340	6,340	-
1.2 Corporate Services	238,351	238,351	-	235,798	235,798	-
1.3 Education Management	285,673	277,078	8,595	273,618	263,695	9,923
1.4 Human Resource Development	20,699	20,699	-	9,016	9,016	-
1.5 Education Management Information System (EMIS)	28,904	28,904	-	22,139	22,139	-
Total	579,744	571,149	8,595	546,911	536,988	9,923

## Programme 2: Public School Education

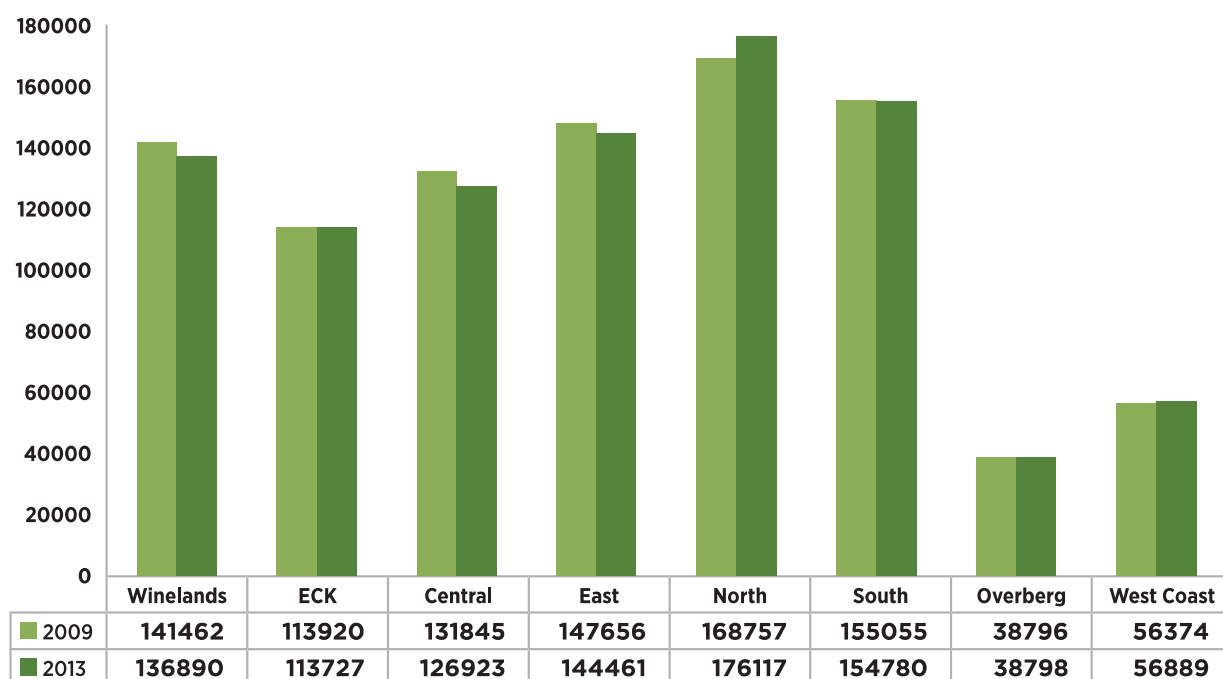
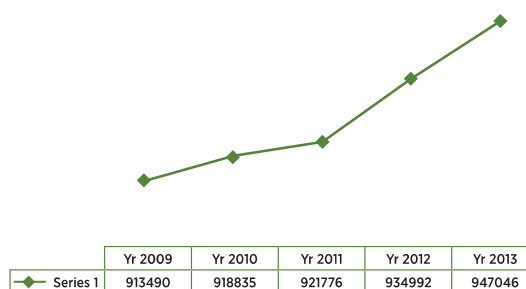


2009 Pr 2 personnel expenditure as a % of the total	2013 Pr 2 personnel expenditure as a % of the total
<b>67.38</b>	<b>62.12</b>
2009 Pr 2 Average per-personnel expenditure per employee (R'000)	2013 Pr 2 Average per-personnel expenditure per employee (R'000)
<b>200.39</b>	<b>279.58</b>
2009 Pr 2 Number of employees	2013 Pr 2 Number of employees
<b>35 696</b>	<b>34 440</b>

42 % of the overall budget is located in Programme 2

There were 334 287 learners fed daily in 2009 and 438 883 in 2013

**Enrolment Grades 1 - 12**



## 4.2 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-programmes<sup>5</sup>:**

*Sub-programme 2.1: Public Primary Schools*

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

*Sub-programme 2.2: Public Secondary Schools*

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

*Sub-programme 2.3: Professional Services*

to provide educators and learners in public ordinary schools with departmentally managed support services

*Sub-programme 2.4: Human Resource Development*

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

*Sub-programme 2.5: Conditional Grants*

- to provide identified poor and hungry learners in public ordinary schools with the minimum food they will need to learn effectively in school through the National School Nutrition Programme (NSNP)
- to recapitalize the technical schools
- to provide support to Dinaledi schools

### Strategic Objectives

Programme 2: Strategic objective	
<b>Strategic Objective 2.1.</b>	To ensure that teachers are equipped to teach by means of ongoing professional development
<b>Strategic Objective 2.2.</b>	To ensure that language and mathematics outcomes improve by directing maximum resources (both human and financial) to the first three years of schooling.
<b>Strategic Objective 2.3.</b>	To ensure excellent management of schools
<b>Strategic Objective 2.4.</b>	To ensure that every classroom is text-rich.
<b>Strategic Objective 2.5.</b>	To provide targeted food and other poverty-alleviation and safety measures
<b>Strategic Objective 2.6.</b>	To ensure that schools are provided to match demographic trends.

<sup>5</sup> The sub-programmes are part of the national sector template and are Treasury funding categories. The funds in Programme 2 are assigned to cover the main budget of the WCED and include teacher salaries, infrastructure and resourcing costs and the school nutrition programme.

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

### Enrolment

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

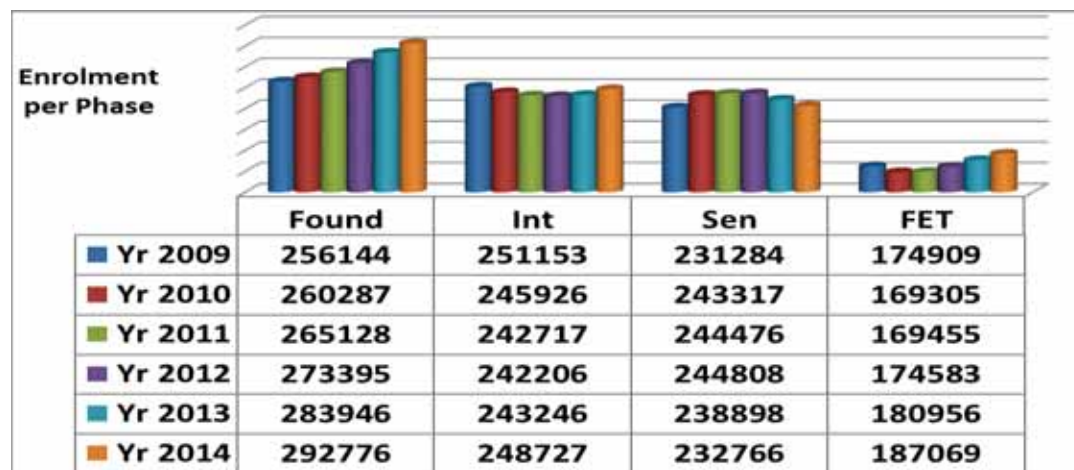
Year	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2002	86 969	77 026	64 134	83 022	93 188	86 786	80 865	75 601	80 450	69 752	51 618	40 468	889 879
2003	86 916	82 454	75 931	66 033	82 383	92 341	84 514	81 154	73 200	81 739	51 746	39 644	898 055
2004 <sup>6</sup>	104 105	82 130	81 489	76 781	66 060	82 574	89 614	85 053	78 964	80 756	54 199	39 451	921 176
2005	93 515	94 231	80 695	80 809	74 984	66 141	81 953	88 778	82 169	81 577	56 657	39 303	920 812
2006	87 650	85 972	89 828	80 443	77 811	73 106	65 347	78 926	80 595	83 529	57 536	40 198	900 941
2007	92 818	82 562	83 914	89 973	78 674	78 021	72 733	66 406	80 697	86 495	61 938	42 624	916 855
2008	91 853	83 267	79 454	85 891	87 116	78 290	76 146	71 410	72 914	79 133	63 819	43 470	912 763
2009	93 601	82 158	80 385	83 150	82 382	85 621	76 262	75 227	79 795	68 405	60 812	45 692	913 490
2010	98 086	83 046	79 155	84 234	80 290	81 402	82 777	75 426	85 114	70 630	53 799	44 876	918 835
2011	100 423	85 216	79 489	83 490	80 205	79 022	78 207	81 312	84 957	73 470	56 995	38 990	921 776
2012	103 444	88 536	81 415	83 922	79 900	78 384	76 432	77 561	90 815	72 714	58 758	43 111	934 992
2013	104 678	93 506	85 762	85 599	79 210	78 437	76 238	75 528	87 132	78 812	56 109	46 035	947 046

Data Source: 2013: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners).

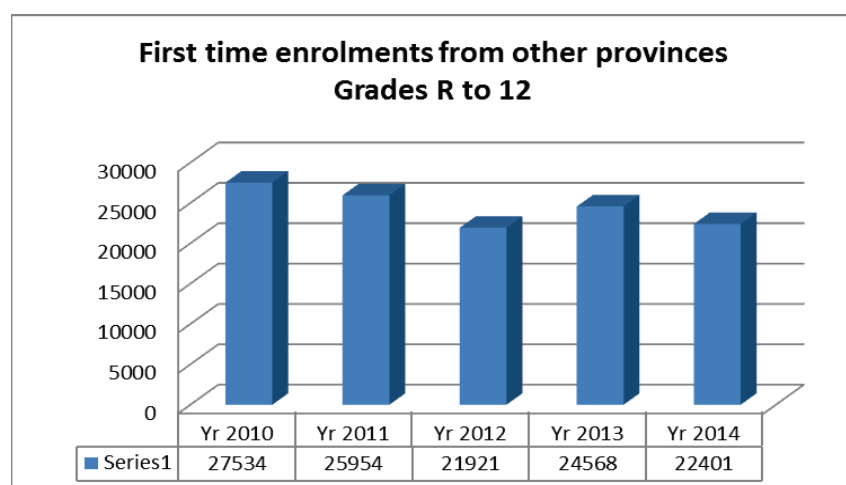
The table above shows an overall increase of 57 167 learners over the 12 year cycle. It illustrates significant growth in the enrolment in Grade 1 and the impact of improved retention between Grades 10 and 12.

<sup>6</sup> Enrolment patterns are influenced by the change, at a national level, in the Grade 1 admission age policy in 2000, which permitted schools to enrol only learners aged seven in the year of first admission. As a result, the Grade 1 intake was lower than in previous years. When the age-requirement was subsequently changed back again in 2004 there was increased enrolment again. This is shown in this table.

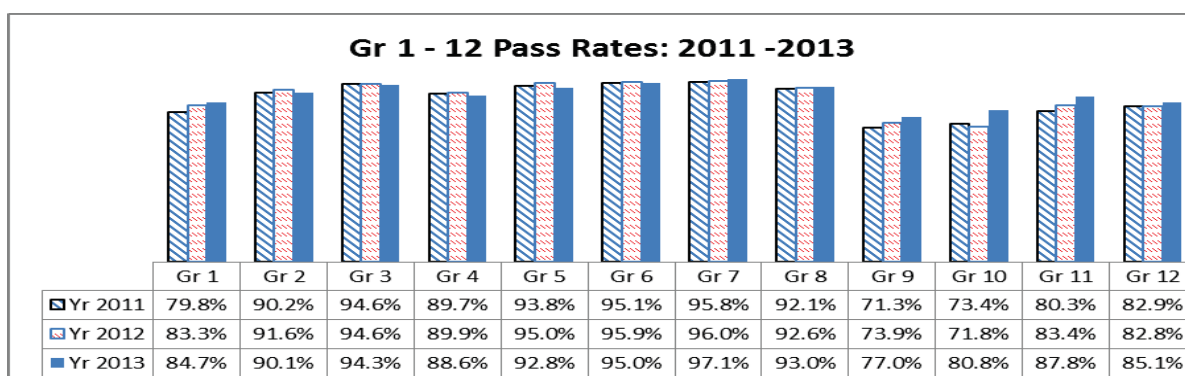
Figures from the SNAP survey of 2014 illustrate the growth in the system “per phase”. At the time of the survey, not all of the Grade 8 enrolments had been captured on the system.



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

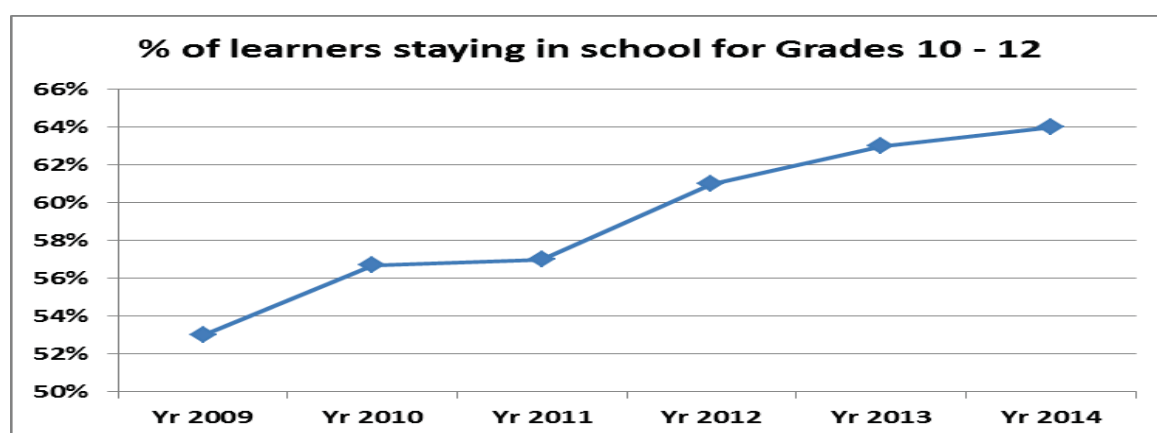


The totals in Grades 1 and 9 indicate that there are numbers of learners repeating these grades. These are matters which are receiving attention with special interventions to reduce the failure rates. The graph and table below summarise recent progress in this regard.



	Yr 2011	Yr 2012	Yr 2013
<b>Overall pass rate [Gr 1-11]</b>	86.9%	88.1%	<b>89.1%</b>
<b>Grade 1 pass rate</b>	79.80%	83.30%	<b>84.7%</b>
<b>Grade 1 pass number</b>	79 190	85 143	<b>87 607</b>
<b>Grade 9 pass rate</b>	71.1%	73.9%	<b>77.0%</b>
<b>Grade 9 pass numbers</b>	54 310	61 542	<b>60 866</b>
<b>Grade 10 pass rate</b>	73.4%	71.9%	<b>80.8%</b>
<b>Grade 10 pass numbers</b>	49 883	48 026	<b>58 915</b>
<b>Grade 11 pass rate</b>	80.3%	83.4%	<b>87.8%</b>
<b>Grade 11 pass numbers</b>	42 685	46 058	<b>46 599</b>
<b>Enrolment Gr 10 - Gr 12</b>	169 455	174 583	<b>180 385</b>

The enrolment totals in Grades 11 and 12 show signs of improved 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. Schools and districts have set specific targets to increase the numbers passing at, and returning to, each school in the next year. The graph below illustrates the impact of this strategy.



## Test Results

### *Primary schooling: Grades 3, 6 and 9 Language and Mathematics in the Western Cape*

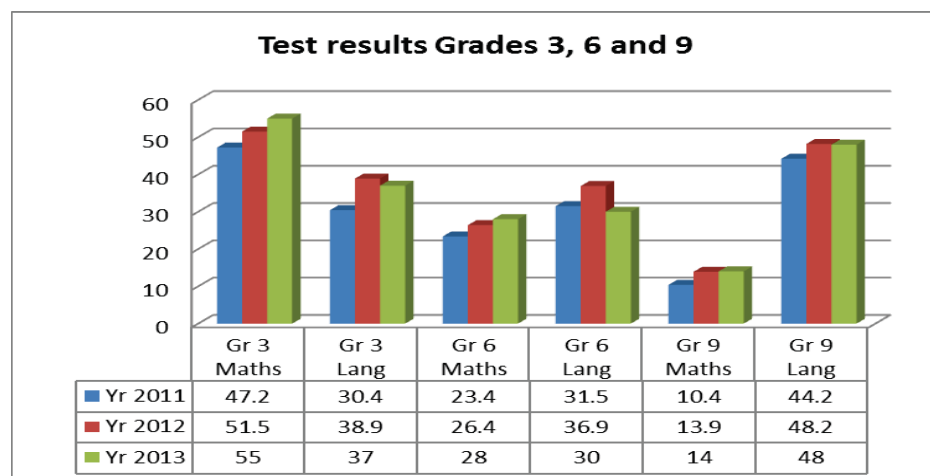
From 2002 to 2009, the WCED administered language and mathematics tests to Grade 3 and 6 learners in alternate years in order to track progress and diagnose problems. In 2010, the WCED tested, for the first time, all Grade 3 and 6 learners to establish the state of language and mathematics learning in each school in the province. In the same year, 2010, Grade 9 learners were tested for the first time. The Grade 9 tests were a pilot exercise to establish a baseline in language and mathematics. In 2011, the WCED increased the level of cognitive challenge in the tests, in particular the language tests, in order to set new minimum benchmarks for the province. Specifically, longer and more complex texts were included in the language tests.



In 2013 over 70 000 learners sat for the tests in each of grades 3, 6 and 9. A pass is a score of 50%. The results are provided below.

<b>WCED Grade 3, 6 &amp; 9 Systemic Results 2013 - Public Ordinary Schools</b>						
	<b>Grade 3</b>		<b>Grade 6</b>		<b>Grade 9</b>	
	<b>Mathematics</b>	<b>Language</b>	<b>Mathematics</b>	<b>Language</b>	<b>Mathematics</b>	<b>Language</b>
<b>Wrote</b>	81 883	81 888	73 908	73 900	79 699	74 534
<b>Passed</b>	45 036	30 299	20 916	21 800	10 682	35 627
<b>Pass %</b>	<b>55</b>	<b>37</b>	<b>28</b>	<b>30</b>	<b>14</b>	<b>48</b>
<b>Mean Scores</b>	<b>51</b>	<b>43</b>	<b>39</b>	<b>39</b>	<b>29</b>	<b>51</b>

The test scores show modest but steady improvements in the Mathematics scores since 2012. The drop in the Grade 3 and 6 Language Pass Rate will be analysed and will inform interventions in specific schools.



The results of the 2013 tests were supplied to schools in January 2014 and these have been used to inform the School Improvement Plans and targets for 2014.

#### *National Senior Certificate*

2013 was the sixth year of the National Senior Certificate (NSC) examination. A great deal of support was provided to Western Cape schools offering Grade 12. The Western Cape achieved an 85.1% pass rate. In 2013, there were 3 566 more candidates who passed than in 2012 and 3 158 more who achieved passes which allow them to enter for a Bachelor's degree study programme. 12 216 learners passed Mathematics with a pass rate of 73.3%. For Physical Sciences, the 2013 pass rate was 72.6%, up from the 2012 figure of 70.9%. The numbers passing Physical Sciences were 8 333.

<b>WCED Comparative NSC results 2009 – 2013</b>										
<b>Year</b>	<b>Wrote</b>	<b>Passed</b>	<b>% Pass</b>	<b>Access to B. Deg.</b>	<b>% Access to B. Deg.</b>	<b>Maths Nos passed</b>	<b>Maths Pass Rate</b>	<b>Phys Sc Nos passed</b>	<b>Phys Sc Pass Rate</b>	<b>Schools with pass rate &lt;60%</b>
2009	44 931	34 017	75.7	14 324	31.9	12 467	64.9	7 064	52.9	85
2010	45 783	35 139	76.8	14 414	31.5	11 571	66	7 524	59.6	78
2011	39 988	33 146	82.9	15 215	38.1	9 820	68.7	7 137	65.3	30
2012	44 700	36 992	82.8	16 319	36.5	11 311	73.5	7 995	70.9	26
2013	47 636	40 558	85.1	19 477	40.9	12 216	73.3	8 333	72.6	23

### *Annual National Assessments*

In 2013, schools received assessment guidelines, as well as one set of exemplar questions per grade and subject in order to prepare learners for the ANA. The exemplars were also placed on the WCED website.

The 2013 Annual National Assessments were written by 615 326 Grades 1 – 6 and 9 learners. 1 455 public ordinary schools, 77 independent and 19 special needs schools in the Western Cape participated in this national assessment. Scripts were marked by the teachers at schools and thereafter samples of three scripts per subject and per class for Grades 3, 6 and 9 from each school were re-marked by teachers at a central venue in each district as the provincial moderation exercise.

The DBE appointed an external evaluation agency to moderate a sample of Grades 3, 6 and 9 scripts at 244 selected schools in the WCED. 25 learner scripts per grades 3, 6 and 9 were sampled and submitted for external marking and moderation. The moderation exercise showed a high degree of correlation between the moderation scores and those awarded by the teachers. This is a reassurance that the standards applied in schools were appropriate.

The 2013 results are indicated in the table below:

	<b>WCED 2013 Language</b>	<b>National 2013 Home Language</b>	<b>WCED 2013 Maths</b>	<b>National 2013 Maths</b>
Grade 1	65	60	61	60
Grade 2	62	57	62	59
Grade 3	49	42	58	49
Grade 4	54	49	42	37
Grade 5	56	46	40	33
Grade 6	63	64	47	38
Grade 9	50	50	17	13

## Professional Development

Continuing professional teacher development in the WCED remains a key focus. Training for the Curriculum Assessment Policy Statements (CAPS) took place for the last time in 2013, ushering in a new period of consolidation across the system after a period of 3 years of training and the successive phased implementation across grades, culminating in the implementation in Grades 7-9 and 12 in 2014.

### Teachers

#### CAPS

The *National Curriculum Statement* was refined and repackaged into the CAPS. The CAPS specify for each subject the teaching time, content, skills, Learning and Teaching Support Materials (LTSM) and the assessment weightings and prescriptions. The CAPS 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 July 2013, the WCED trained teachers of Grades 7-9 for the introduction of the CAPS in 2014. This took the form of a full day's orientation for each of the eight subjects. Approximately 9 000 teachers attended at least one of the four days. On the fifth day, 1 816 principals / deputy principals attended orientation for managing CAPS implementation. Over 2 700 teachers of Grade 12 similarly attended CAPS training in the school holidays.

All teacher training is supplemented by a programme of classroom-based support.

#### Language and Mathematics

In 2009, the WCED embarked on an 8-year training and support plan to support the development of Languages and Mathematics. 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) Numeracy Training in June holiday Group 2 (125 schools) Literacy 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) Literacy Training in June holiday Group 2 (125 schools) Numeracy 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) Numeracy Training in June holiday Group 4 (129 schools) Literacy 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) Literacy Training in June holiday Group 4 (129 schools) Numeracy Training in June holiday School-based support (258 schools) Readers and LTSM (258 schools)

Year 5 (2013): third 250 schools	Group 5 (125 schools) Language Training in June holiday Group 6 (125 schools) Mathematics Training in June holiday
Year 6 (2014): third 250 schools	Group 5 (125 schools) Mathematics Training in June holiday Group 6 (125 schools) Language Training in June holiday
This pattern is being repeated through to 2016, so that all primary schools are trained and are supported with reading schemes and materials, within a period of 8 years.	

The Language and Mathematics Programme in 2013 provided 250 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 Cape Teaching and Leadership Institute. 37 training courses were offered to teachers in the Foundation Phase, Intermediate Phase, Senior Phase, FET band and to members of the School Management Team. School Management and Leadership Development (SMLD) training included training of Institutional Management and Governance Managers. 1 491 beneficiaries attended these one- or two- week long courses in this financial year. There were altogether 2 482 beneficiaries of CTLI courses or seminars in the financial year.

#### *Principals*

The focus in 2013 was on the development and support of school managers who are inexperienced, or in need of extra mentoring, or keen to undertake further professional development. Courses for school managers, focused on topics that included Roles and Responsibilities of Deputy Principals, Roles and Responsibilities of Heads of Department, Aspiring Principals, Aspiring School Leaders, Induction of Newly Appointed Principals, School Management Team training and Women In and Into Management and Leadership Positions.

#### *Workplace Skills' Programme*

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 exercise to improve the quality of leadership and management in schools. There were 360 beneficiaries in 2013/14.

To increase the number of qualified maths and science teachers, the WCED provided 96 pre-service bursaries to potential teachers during 2013/14 as follows: Foundation Phase: 68; Intermediate/Phase: 2; FET: 15; Bachelor of Science: 11.

## Support Provided

### Financial

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

The “per learner” amounts paid to public schools in National Quintiles 1, 2 and 3 have been equalised from 2013/14; in other words, NQ 2 and 3 schools now receive the same funding as NQ 1 schools.

National target allocations			
	2012/13	2013/14	2014/15
Quintile 1	R960	R1 010	R1,059
Quintile 2	R880	R1 010	R1,059
Quintile 3	R880	R1 010	R1,059
Quintile 4*	R481	R 550	R 831
Quintile 5*	R213	R 239	R 317
* Average cost for all schools			

The cost of the equalisation of these *per learner* amounts in National Quintiles 2 - 3 will be R26 million in 2014/15.

One of the most significant developments for 2014 is the expansion of the *no fee* school programme. 216 schools, with 172 541 learners, who are in Quintiles 4 and 5 have accepted an invitation to become *no fee* schools. The offer was extended to those schools that charged school fees under R400 per annum.

Fee status	Total number of schools
No fee	887
School fee charging	570
Grand Total	<b>1 457</b>

Schools that charge school fees may apply for compensation for fee exemption in cases where parents are unable to pay fees. In 2012, the WCED compensated schools to the amount of R31 million for the exemption of school fees awarded to parents. In 2013, R42 million was paid to support 90 506 learners in 700 schools.

### Texts, including workbooks

In 2013, the National Department of Basic Education provided workbooks as follows:

Workbooks provided	Grades
Home Language (HL), English First Additional Language (FAL), Mathematics and Life Skills	Foundation Phase (Grades R – 3)
Mathematics, Home Language and English First Additional Language	Intermediate Phase (Grades 4 – 6)
Mathematics	Senior Phase (Grades 7 – 9)

The use of the workbooks was supported and monitored by WCED officials.

The WCED aims to provide a CAPS aligned textbook per learner per subject to support quality teaching and learning. Dedicated funds were thus set aside for this, in addition to the norms and standards funds allocated annually.

In 2013/14, the WCED invested over R257 million in textbooks, teacher guides and core readers to support the implementation of CAPS in the senior phase (Grades 7-9) and Grade 12. The WCED supplied every learner in Grades 7-9 with a textbook for each of the nine subjects offered and seven textbooks for every Grade 12 learner.

In addition, schools were provided with an opportunity during November 2013 to order textbooks for Grades 1-3 (Home Language, First Additional Language, Maths and Life Orientation) and Natural Sciences and Technology for Grades 4-6. Delivery to schools was completed by 17 January 2014.

The WCED norms and standards guidelines suggest that 50% of the total resource allocation should be assigned to purchase LTSM, of which 10% should be reserved for library material. The guidelines further state that each learner must have a textbook for each subject and that the stock of school library material should be augmented annually until the total number of items reflect the minimum international standard of 10 items per learner.

A textbook management and retrieval framework was introduced in November 2013 to ensure that learners return their textbooks at the end of the academic year so that the textbooks can be re-used annually. In February 2014, the WCED provided the Department of Basic Education with detailed statistics on the retrieval rates of textbooks.

### *Infrastructure*

The infrastructure plan 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.

Despite the building programme outlined above, the ongoing growth in learner numbers places pressure on the infrastructure provisioning. Around 50 000 learners travel to and from school daily if the nearest school is more than 5 kilometers away and assistance is needed. Steps were taken in 2013/14 to check and improve routes and to set up other efficiencies.

### *Mathematics and Physical Sciences*

The Mathematics and Physical Sciences Strategy, initiated in 2011, was extended and strengthened in 2013 and is currently under revision. 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) and *Monitoring, Evaluation and Advocacy*.

### *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 the preceding year; 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 2013, the WCED and schools analysed the National Senior Certificate results for each school, per subject and per question paper. School-specific and subject-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 degree study. Particular support is provided for learners at risk.

In 2013 districts used a common template for the District Improvement Plans, with a focus on reduction of the failure rate for Grades 1, 9,11 and 12 (a continuation of the focus initiated in 2012). Schools that fared poorly in subjects with large enrolments were identified for subject-specific support.

A tutoring programme is run, using skilled teachers, from inside and outside the WCED. Telematics lessons were beamed to 147 schools in 2013 and intensive support was provided by Curriculum Advisers to those schools that achieved below the provincial average for high enrolment subjects. A study tips booklet and an examination question pack were supplied to each Grade 12 learner. The programme covers all grades at high schools and focuses on a set of additional criteria beyond the Grade 12 pass rate. Each district is assigned a budget for its support programme.

### *Support and recognition for teachers*

The WCED continued with its expressed intention to give active support to teachers in areas identified by teachers themselves. This again took the form of reducing the pressure on teachers 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 2013 to help schools with advance planning for 2014. There were provincial awards for top teachers, following on a selection process. These awards give recognition for achievement and innovation. Three Western Cape teachers went on to be recognized for the National Teaching Awards of 2013 – one as a national winner and two as second runners up.



### *School Governing Bodies*

2012 saw the 100% participation in, and conclusion of, SGB elections by all WCED schools. An induction programme was offered in 2013 for all SGB members who were trained in financial management, selection and recruitment of competent staff at all levels. Attention has been paid to the variety of roles and responsibilities of SGB members. These include supporting principals to plan and set targets for school performance improvement and addressing discipline matters and the safety of learners and personnel. Principals are required, through section 16A (1)(c)(ii) of the SA Schools Act, to table improvement plans at SGB meetings. SGB Chairpersons signed off on these plans in addition to the principals. A School Governing Body Support Tool was sent to all schools, to assist SGBs to conduct self-evaluation.

The review of the institutional management and governance function in districts against the provisions of the South African Schools Act (SASA) has revealed the need for focussed coordination of this function. Districts were supported by Head Office on matters of SGB training, changes in SGB membership, and in respect of the development of members of the Representative Council of Learners and of Teacher Liaison Officers. 81 identified schools received training in financial management. District based IMG managers engaged chairpersons of SGBs to ascertain the extent to which SGBs support their schools in line with sections 20 and 21 of the SASA. This engagement is ongoing and will include preparation for the 2015 SGB elections in schools.

### *Nutrition*

The National School Nutrition Programme provided 438 883 (431 998 in 2013) learners with nutritious meals on a daily basis at 1 027 (1 021 in 2013) targeted Primary, Special and Secondary schools. Workshops were conducted for volunteer food handlers, on food and gas safety and hygiene, meal preparation and portion sizes. Teachers, parents and learners were offered courses on food production. Breakfast is now served before school between 7.30 and 8 am in addition to the main meal which is served not later than 12h30.

### *Safe Schools*

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

The WCED operates a Safe Schools Call Centre. It provides free, confidential, telephonic communication to learners, parents and educators needing help, guidance or information regarding education related issues. Callers are encouraged to phone the toll-free line 0800 45 46 47 with regard to the following: Emergencies/crisis, Gang Violence, Trauma, School Crime, Abuse and General Queries.

Callers receive telephonic debriefing in crisis calls and in the case of non-crisis calls they are directed, where necessary, to the counselling agencies of the Western Cape Education Department, non-governmental agencies and community-based organisations. The Safe Schools Call Centre received 14 060 calls in the calendar year of 2013. 3 434 of the calls needed further follow up and support.



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

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

Safety Fieldworkers follow up on truant learners and assess learner problems. They provide mentoring and coaching to learners at risk and ensure that learners access services they need. Safety Fieldworkers facilitated the Safe Schools Youth Clubs as part of the holiday 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.

Forty eight additional schools received core security mechanisms (motorised gates; pedestrian monitoring gates; alarm systems linked to armed response; barbed wire and mesh wire; burglar bars) in 2013/14 and benefited from the training of peer mediators. Fences at high-risk schools were repaired and holiday security was provided where it was needed. Occupational Health and Safety and Disaster Management training was offered, as well as training in drug testing policy and drug testing. Approved drug testing devices were supplied in high-risk cases, combined with search and seizure exercises and the supply of hand held metal detectors at 50 selected extra schools. District crime prevention, crime control and specific project plans (substance abuse, youth development, conflict management, safety management) and partnerships with other government departments and NGOs are in place.

In 2013, the WCED in partnership with the City of Cape Town and the Departments of Social Development and Community Safety joined forces to support the community of Manenberg following a plea by teachers and parents for additional security, following on a period of increased gang violence in the area. The WCED contributed funds to the City to assist in funding the deployment of metro police officers in Manenberg to provide visible policing and offer a greater sense of security to parents and teachers. The deployment has continued and has assisted in stabilizing the situation. In addition, the schools have had new re-inforced perimeter fencing installed to provide protection.

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 MOD centres (Mass participation, Opportunity and access and Development) at 181 schools across the eight education districts. 98 of these centres operate at primary schools. The programmes are run after school and provide learners with opportunities to practice sport and participate in other enrichment activities. Both the Safe Schools and School Enrichment programmes of the WCED have linked up with the MOD centres.

## Strategic Objectives

Programme 2					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM201: Number of learners enrolled in public ordinary schools	936 534	940 000	948 595	8 595	A larger number of learners enrolled than anticipated. This included those returning to repeat a grade as well as those registering in the Western Cape for the first time.
► PPM202: Number of educators employed in public ordinary schools	28 636	28 800	28 265	-535	800 office-based educators have been re-classified under Programme 9 which would make the target 28 800. The total includes educators in excess. The total varies on an ongoing basis as educators leave the system, take leave or are appointed into other posts.
► PPM203: Number of non-educator staff employed in public ordinary schools	6 556	6 900	6 007	-893	Not all vacancies are filled. Vacant support staff posts in the supervisory category have been advertised and will be filled.
► PPM204: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	370 617	371 122	554 523	183 401	As a result of a policy decision, 216 schools, in Quintiles 4 and 5, accepted an invitation to become no fee schools. The offer was extended to those schools that charged school fees under R400 per annum.
► PPM205: Number of learners benefiting from National School Nutrition Programme (NSNP)	431 998	427 526	438 883	11 357	Additional eligible learners enrolled in eligible schools.
PPM206: Number of learners benefiting from scholar transport	50 521	50 000	50 209	209	Additional eligible learners needed to be transported to their nearest school.
► PPM207: Number of learners with special education needs that are enrolled in public ordinary schools	6 204	7 600	6 319	1 281	The target was set prior to the completion of the exercise to improve the reliability of data in this regard. This is an ongoing process.

Programme 2					
Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM208: Number of full service schools <sup>7</sup>	10	8	8		
► PPM209: Number of schools visited at least once a quarter by a circuit manager	1 524	1 533	1 530	-3	The total number of schools has fluctuated over the period concerned. Two hospital schools were not visited 4 times in the period concerned. 5 other schools were visited in one of the quarters by other officials but not necessarily by an IMG manager because of vacancies in the district and in cases where the schools did not need intensive support.

### Performance indicators

Programme 2					
Programme Performance Indicator	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
PPI 2.1. Percentage of learners retained in the school system from Grades 10 – 12	61%	62%	63%	1%	The intervention programme in schools has shown benefits.
PPI 2.2. Number of additional schools secured with an alarm linked to armed response, burglar bars and stone guards on windows	50	50	48	-2	The work at two schools was carried over into the following year because of changes to the business plan of one school and because the invoices at another were not submitted in time.
PP1 2.3. Number of bursaries awarded to deserving students for four years of formal study at Higher Education Institutions	168	200	96	-104	A policy decision was taken to suspend the bursary programme for new students in view of the national Funza Lushaka programme.

• <sup>7</sup> This refers to the number of schools to be established in the given year

<b>Programme 2</b>					
<b>Programme Performance Indicator</b>	<b>Actual Achievement 2012/2013</b>	<b>Planned Target 2013/2014</b>	<b>Actual Achievement 2013/2014</b>	<b>Deviation from planned target to Actual Achievement for 2013/2014</b>	<b>Comment on deviations</b>
PPI 2.4 Educator absenteeism in public ordinary schools expressed as a %	3%	4%	3%	1%	Target exceeded. The focus on attendance continues to bear fruit.
PPI 2.5 Learner absenteeism in public ordinary schools expressed as a %	5.61%	7%	5.96%	1.1%	Target exceeded. The focus on attendance continues to bear fruit.
PPI 2.6 Numbers of teachers in Grades R-12 attending formal curriculum training programmes at the Cape Teaching and Leadership Institute	954	1 470	1262	-208	Not all of the training vacancies were taken up by teachers.
PPI 2.7 Numbers of school management team members trained at the Cape Teaching and Leadership Institute	724	750	1133	383	Additional interventions were accommodated, due to needs, during the year.

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

- Continue with High School Programme
- Continue with the provincial strategy to improve language and mathematics
- Monitor the use of textbooks in class
- Conduct targeted training of educators
- Continue with reviewed Maths and Science Strategy
- Support financial management of schools
- Appointment of school corporate officers
- Focus on School and District Improvement Plans with a particular emphasis on pass rates in Grades 1, 9 and 11.

### **Changes to planned targets**

None

### **Linking performance with budgets**

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

- Expanding the educator post basket to 31 031 for 2014
- Providing textbooks, teacher guides and core readers to support the implementation of CAPS in the senior phase (Grades 7-9) and Grade 12 and foundation phase (Grades 1-12)
- Providing Norms and Standards allocations to public ordinary schools

- Providing nutritional meals to learners in need
- Expansion of the no-fee schools programme
- Maintaining the compensation for fee-exemption programme
- Maintaining the safe schools programme

#### **Sub-programme expenditure**

Sub- Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
2.1 Public Primary Schools	6,597,359	6,597,359	-	6,188,654	6,188,654	-
2.2 Public Secondary Schools	4,400,697	4,400,697	-	3,914,964	3,914,964	-
2.3 Human Resource Development	86,695	86,695	-	88,468	87,634	834
2.4 Conditional grants	296,614	278,028	18,586	275,209	259,268	15,941
Total	11,381,365	11,362,779	18,586	10,467,295	10,450,520	16,775

### Programme 3: Independent School Subsidies



Budget Allocation		
	2009	2013
Programme 3	<b>R48 406 000</b>	<b>R81 078 000</b>

Learner Numbers			
Independent Schools			
2009	<b>17 928</b>	2013	<b>18 502</b>

### 4.3 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

*Sub-programme 3.1: Primary Phase*

to support independent schools in Grades 1 to 7

*Sub-programme 3.2: Secondary Phase*

to support independent schools in Grades 8 to 12

#### Strategic Objective

<b>Strategic Objective 3.1</b>	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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#### *Strategic objectives, performance indicators, planned targets and actual achievements*

##### Enrolment

All 203 registered independent schools in the Western Cape completed the Annual School Survey in 2012 and in 2013. Participation in CEMIS is one of the requirements for registration of independent schools in the province.

There were 11 387 primary and 7 115 high school learners registered in subsidised independent schools in 2013/14, an increase of 720 learners overall.

##### Test Results

A growing number of independent schools participated in WCED diagnostic tests in 2013. More are expected to participate in future. 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 be required to participate in, and perform well in, the Annual National Assessments and/or the WCED systemic testing in order to qualify for a subsidy.

Participation in, and performance on, the WCED systemic tests are shown in the tables below.



WCED Systemic Grade 3, 6 & 9 Independent School Results 2013									
Grade	Literacy/Language								
	Schools			Learners			Pass numbers (rate in brackets)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Grade 3	54	68	75	1 721	2 001	2 072	1 241 (72%)	1 335 (66.7%)	1 365 (65.9%)
Grade 6	47	63	62	1 435	1 714	1 763	1 161 (81%)	1 347 (78.6%)	1 319 (74.8%)
Grade 9	32	47	46	1 331	2 028	1 876	1 161 (87%)	1 771 (87.3%)	1 649 (87.9%)
Grade	Numeracy/Mathematics								
	Schools			Learners			Pass numbers (rate in brackets)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
Grade 3	54	68	75	1 722	2 002	2 072	1 386 (80%)	1 482 (74%)	1 585 (76.5%)
Grade 6	47	63	62	1 433	1 714	1 764	1 017 (71%)	1 111 (64.8%)	1 175 (66.6%)
Grade 9	32	47	46	1 327	2 024	1 878	617 (46%)	914 (45.2%)	843 (44.9%)

The results of independent schools on the National Senior Certificate in 2013 were as follows:

Western Cape NSC results for independent schools: 2013				
Wrote	Number Passed	Percentage passed	Number (B. Degree entry)	% (B degree entry)
2405	2 232	92.81%	1 573	65.41%

### Teacher development

Teachers in independent schools attended various curriculum workshops arranged by the WCED district offices. Independent schools' teachers were also trained on CAPS.

### Support provided

Visits were undertaken to 134 Independent Schools to provide administrative, curriculum and institutional management support in the course of 2013/14.

In addition, in an annual exercise for this purpose, a team of 26 WCED officials visited 130 schools in March 2014 and confirmed 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
- The Grade 3, 6 and 9 2012 WCED systemic test results

The main form of support provided to independent schools is in the form of subsidies. 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 2013/14 was R10 758 (Primary schools) and R12 669 (Secondary schools) respectively. The WCED paid subsidies to 101 schools, which included five new schools. Payments were made on time and in accordance with the relevant legislation.

The WCED has urged all subsidised independent schools to consider using their subsidised amounts on LTSM (60%); municipal obligations (20%) and operational needs (20%).

The WCED also investigated complaints received from the public and/or parents relating to poor academic performance, poor management, school fees and schools operating while unregistered. A meeting with principals and owners of all subsidised independent schools in February 2014 addressed underperformance as well as allegations of unlawful practices. Underperforming schools were required to provide improvement plans with targets.

A meeting with DBE and Umalusi, held in March 2014, discussed the linking of the registration and accreditation processes of independent schools. This meeting was also attended by structures that represent the majority of independent schools in South Africa.

### Strategic Objectives

Programme 3					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM301: Number of subsidised learners in Independent Schools	17 782	19 300	18 502	-798	The 2013 figure is higher than the 2012 one but the numbers did not rise to the predicted figure. Enrolment at independent schools is a matter of parental decision and not one over which the WCED has management control.

### Strategy to overcome areas of under performance

- Provide dedicated and increased support to the schools that obtained less than the NSC provincial average for Independent Schools
- Support all new Independent Schools.
- Monitor all queries or complaints about the implementation of regulations as a matter of urgency.

### **Changes to planned targets**

None

### **Linking performance with budgets**

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

- Expanding and improving the subsidies provided to independent schools

### **Sub-programme expenditure**

Sub- Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
3.1 Primary Phase	47,329	47,329	-	35,406	35,406	-
3.2 Secondary Phase	37,319	37,319	-	36,915	36,915	-
Total	84,648	84,648	-	72,321	72,321	834

**Programme 4: Public Special School Education**



**Learner numbers**

<b>2009</b>	<b>17 866</b>
<b>2013</b>	<b>19 876</b>

**5% of the budget is  
allocated to this  
programme**

2009 Pr 4 per- sonnel expendi- ture as a % of total	2013 Pr 4 per- sonnel expendi- ture as a % of total	2009 Pr 4 Aver- age personnel expenditure per employee (R'000)	2013 Pr 4 Aver- age personnel expenditure per employee (R'000)	2009 Pr 4 Number of employees	2013 Pr 4 Number of employees
<b>4.56</b>	<b>4.91</b>	<b>177.45</b>	<b>263.56</b>	<b>2 730</b>	<b>2 875</b>

#### **4.4 Programme 4: Public Special School Education**

##### **Purpose:**

To provide compulsory public education in special schools in accordance with the South African Schools Act, 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:**

###### *Sub-programme 4.1: Schools*

to provide specific public special schools with resources

###### *Sub-programme 4.2: Professional Services*

to provide educators and learners in public special schools with departmentally managed support services

###### *Sub-programme 4.3: Human Resource Development*

to provide for the professional and other development of educators and public service staff in public special schools

###### *Sub-programme 4.4: Conditional Grants*

to provide for infrastructure at public special schools

##### **Strategic Objective**

<b>Strategic Objective 4.1.</b>	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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##### **Strategic objectives, performance indicators, planned targets and actual achievements**

##### **Enrolment**

The Department had 74 special schools during 2013, accommodating 19 876 learners with special needs. In November three schools, namely the Academy of Maths and Science; the Sports School and COSAT, that had been classified as special schools, were reclassified as ordinary schools,

##### **Special School Test Results**

In 2013, there were 244 candidates from ten special schools who wrote the National Senior Certificate with an overall pass rate of 89.34%. 45.41% of those who passed qualified for admission to Bachelor Degree study.

## Teacher Development

Policy and guideline documents regarding Special Needs and Inclusive Education were provided in 2013 to all Special Schools and district-based Specialised Learner and Educator Support staff.

Training for teachers in ordinary schools to identify and address various special needs/barriers to learning/learning backlogs was provided by the Specialised Support Services staff. This included training for teachers in language and mathematics preventative interventions such as those for Grade R and Grade 1 learners. Specialised interventions were identified and training courses developed or outsourced e.g. reading recovery, trauma counselling and suicide prevention.

## Support provided

The year 2013 was designated by DBE as the Year of Inclusion. The Western Cape continuum of support provides low support in ordinary/mainstream schools, moderate support in full-service/Inclusive schools and high support in Special Schools. Attention was paid to the further expansion of inclusive education and the establishment of support structures that ensure greater accessibility to education for learners experiencing barriers to learning, through a variety of options within public special schools and public ordinary schools.

The focus in 2013/14 was on measures being put into place for the expansion and strengthening of Inclusive Education in ensuing years. The emphasis was on the continued implementation of the comprehensive ten point WCED plan *for strengthening specialised education support*, approved in 2011.

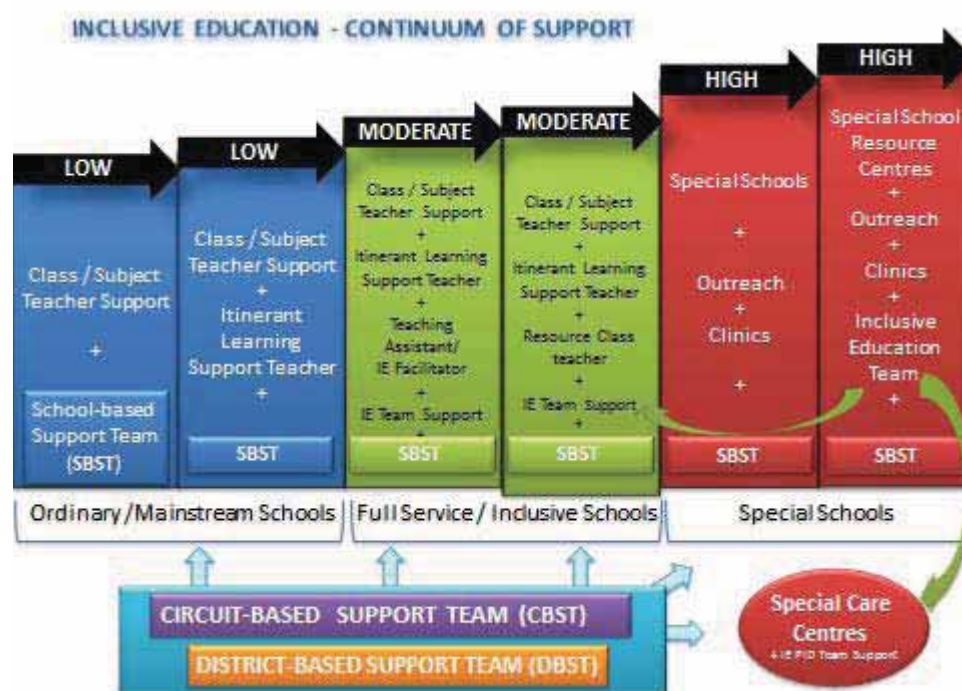
In 2013/14 the WCED implemented this plan through

- (1) district-based and circuit-based support teams, which include psychologists, social workers, special school and learning support advisors
- (2) strengthening of 24 special schools to become resource centres
- (3) supporting ELSEN-units/*Resource Classes* at 108 public ordinary schools.
- (4) the conversion of 40 public ordinary schools into Full-service/Inclusive schools
- (5) the development of school-based support teams.

### *Support to Special Schools*

Education White Paper 6: Building an Inclusive Education and Training System calls for the qualitative improvement of Special Schools for the learners that they serve and their phased conversion to Special School Resource Centres that provide support to neighbouring schools and are integrated into district-based support teams.

A graphical representation below illustrates the Western Cape support continuum:



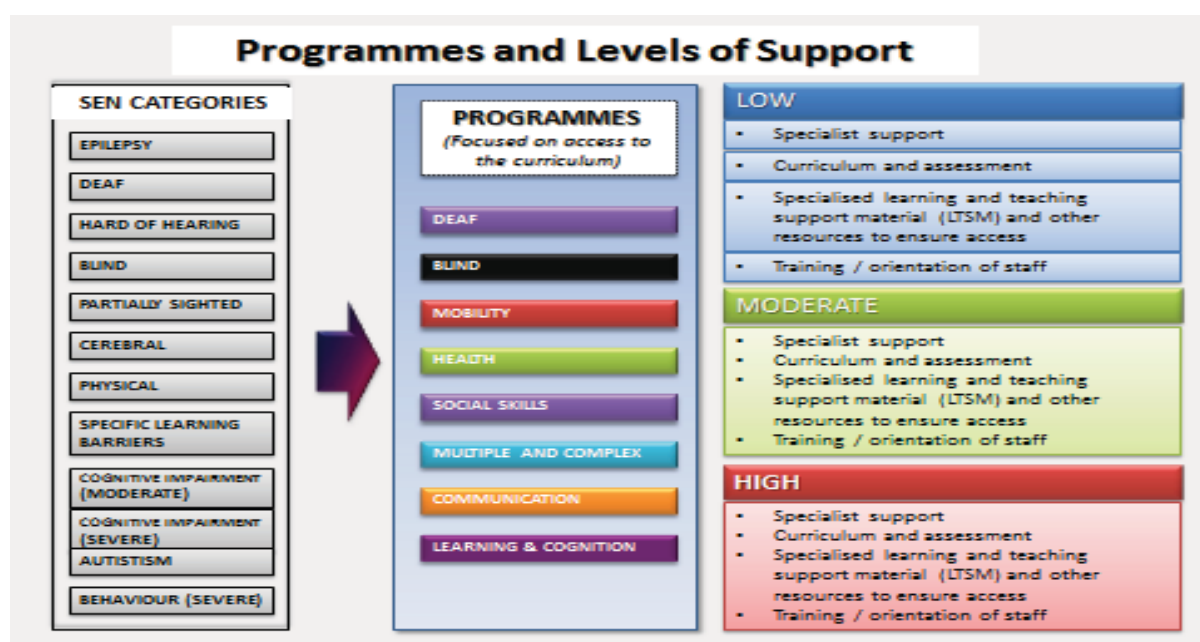
In 2013/14 profiles of all Special Schools were introduced, to determine the support and resources needed. Data was taken from the National Audit of Special Schools and supplemented by WCED data. Budget was allocated to address backlogs according to identified needs.

In 2013, the WCED designed a standardised waiting list template which was provided to all Special Schools. A database was developed to capture information of all referrals per district, per circuit, per school and per official and these referral patterns are analysed in order to focus on preventative interventions and on appropriate placement of learners.

6 144 applications for Special School placement were processed in 2013. Special care is being taken in the evaluation of applications to ensure that only learners with high support needs are placed in Special Schools. Regular sifting meetings were held and there will be annual reviews of the placement of learners to see if any learners should be placed in mainstream schools.

All applications to Special Schools in future will be required to include the Levels of Support document which is based on the revised *Screening, Identification, Assessment and Support* (SIAS). The table below illustrates the SIAS paradigm of matching need with programme.





#### *Support for, and by, Special School Resource Centres*

There are 24 Special Schools that are incrementally being transformed into Special School Resource Centres. General inclusive Education outreach teams are based at 16 of the Special School Resource Centres and specialist teams at 5 of the Special School Resource Centres. 3 additional Special Schools have made staff available to do outreach work.

Special Schools who do not have outreach teams assisted surrounding schools by offering workshops, clinics at the school, etc. Mary Kihn School for the Deaf, for example, offered a weekly afternoon clinic for learners with hearing impairments from surrounding schools.

#### *Support for severely and profoundly disabled children*

In 2013, four teams provided support on an itinerant basis to 47 registered Special Care Centres for children with severe and profound intellectual disabilities. A protocol for support has been developed through collaboration between the Departments of Education, Health, Social Development, Transport and Public Works, as well as Treasury. The support includes development of stimulation programmes, and resource materials; presentation of workshops for centre managers, carers and parents on disabilities and techniques to address the physical, educational and psycho-social needs of the children and also assessments and referrals of learners who are inappropriately placed and require referral to Special Schools.

#### *Support to Full-service/Inclusive schools*

One of the key strategies in the development of a single, inclusive system of education in which all learners have access to support will be the phased conversion of public ordinary schools in each district/circuit/cluster to full-service/inclusive schools. The first cohort of full-service schools will become examples of good practice and will chart the way for schools/institutions to ultimately become inclusive institutions.

Forty ordinary schools were identified for incremental conversion into full-service/inclusive schools. Districts were provided with a checklist for the identification of schools suitable for conversion and application was made to Head Office for the registration of these schools. Human Resource Development of staff at these schools will begin in 2014/2015.

There are also 108 schools in the province which have "unit classes", which offer additional specialized support. These unit classes are being incrementally converted into "resource classes" that provide support to learners with a need for moderate level of support but also are a resource to all teachers requiring advice and learners in the school who experience barriers to learning.

Greater numbers of learners with low to moderate intensity support needs are being supported in public ordinary and Full Service/ Inclusive Schools where their educational support needs can be met at this level. Additional support is given by the specialised support services staff which includes school psychologists, social workers and learning support advisors and also from the Inclusive Education Outreach teams, based at designated Special School/Resource Centres.

#### *Support for schools for the Blind and Deaf*

A special focus in 2013/14 was on Schools for the Blind and Deaf. Pioneer and Athlone Schools for the Blind received technology to facilitate access to Braille Learning and teaching support material. The new equipment includes e-Braille portable computers that learners can use to read textbooks electronically in braille, among other features. Learners can also listen to the text via computer-generated speech and browse the internet. The WCED provided electronic versions of relevant teaching and learning materials available, including textbooks to support the implementation of the Curriculum and Assessment Policy Statement (CAPS).

A number of Alternative and Augmentative Communication Devices (AAC) devices were researched for learners who need assistive devices to access the curriculum. District Therapists have identified suitable Special Schools where a unit with AAC devices can be established. These centres will facilitate the identification of the best device for a learner's needs.

WCED concluded a three year pilot for the introduction of South African Sign Language (SASL) as a subject in October 2013. De la Bat Special School Resource Centre hosted this provincial South African Sign Language project. The expertise gained has been shared with the other schools for the Deaf in the province using SASL as the Language of Learning and Teaching (LoLT). Findings have also been fed into the national DBE SASL project which began in 2013. The Learning and Teaching Support Material developed for the project is now being used at all schools for the Deaf in the province with SASL as LOLT. WCED is piloting SASL in the Foundation Phase and Grade 8 in 2014 in preparation for a national roll-out in 2015.

#### *Sector support groups*

In 2013/14, bi-annual Special School sector meetings were held for the different disability groupings for co-ordination, standardisation, sharing of best practice and latest developments in the specific special needs field. Twelve Special School sector meetings were held for the year, two each for the Blind, Deaf, Autism Spectrum Disorder, Neurological Disabilities, Severe Intellectual Disability and Schools of Skills sectors.

#### *FET provision for learners with cerebral palsy and physical disability*

Three schools were assessed for their suitability to introduce FET classes to accommodate demand. Eros was identified as the most suitable school and preparation was made for it to accommodate Grade 10 learners as from 2014.

#### *Support to Schools of Skills*

Officials and staff from Schools of Skills developed a standardised, accredited School of Skills curriculum. Officials and selected Schools of Skills teachers have been invited to be part of a national task team to develop the national Schools of Skills curricula for accreditation with Umalusi. The curricula for 21 technical skills were finalised and teacher training took place.

#### *Support through whole school evaluation*

Whole School Evaluation was conducted at 6 Special Schools in 2013/14. In addition to the criteria evaluated in ordinary schools, the work of the specialist support services was evaluated. Both general and special-needs-specific recommendations were made. These were followed up by officials and School Improvement Plans were amended as suggested. Good practice identified at the schools was also disseminated.

#### *Support through Inter-departmental and inter-sectoral partnerships*

Inter-departmental partnerships include collaboration with the Department of Health regarding the Integrated School Health Programme, Health Promotion and improvement of the National School Nutrition Programme menus and collaboration with the Department of Social Development regarding disabled children and youth who are not in schools.

The Department of Health and Department of Education also collaborated to implement the Integrated School Health Programme. The service package includes care and support for teaching and learning/health promotion activities, learner screening and assessments, management of health ailments and prevention of diseases.

The WCED also assisted the Department of Health with the Human Papilloma Virus vaccination programme, a vaccination against cervical cancer. The HPV vaccination programme is directed at young girls in Grade 4, who are 9 years or older, in all public schools. Vaccination in 2014 took place during the months of March and April. A second dose at six months will be administered during the months of September and October 2014. The vaccination was administered by school health nurses, and nurses at special schools assist at special schools. HPV vaccination consent forms and information sheets were distributed at schools before the vaccination.

All districts were trained in the Integrated School Health Programme which enabled psychologists, therapists and teachers to identify or obtain information regarding health-related barriers to learning and to provide intervention programmes to address the barriers. Statistics of learners screened were received from the Department of Health. The WCED follows up on referrals.

An inter-sectoral co-ordinating committee with other government departments and stakeholders was established in terms of the national Care and Support for Teaching and Learning (CSTL) framework. CSTL is a South African Development Community initiative with

the goal of realising the education rights of all children through schools becoming inclusive centres of learning, care and support. CSTL is a comprehensive, co-ordinated, multi-sectoral response to address barriers to teaching and learning. It is not a new programme, but provides an overarching framework for existing support programmes. Phase 1 of the provincial CSTL training of officials took place in 2013/2014 and the phase 2 training of schools will take place in 2014/2015.

Regular meetings were held with the Department of Health Western Cape Rehabilitation Centre to assist with the placement of learners who were discharged from hospitals after accidents, etc. Case discussions were arranged with psychologists, therapists and doctors to determine the best schooling option for these learners.

There has also been collaboration with the Department of Health staff regarding mental health. A questionnaire was developed to determine the mental health status of Grade 8 learners. This instrument can be used when the screening process of the Integrated School Health Programme is rolled out to Grade 8 learners. Currently the focus of the ISHP is on screening of grade 1 learners. As the Department of Health appoints additional staff, grades 4 and 8 will be phased in as part of the incremental roll-out of the Integrated School Health Programme. A mental health screening tool for younger learners is also to be developed.

The WCED is represented on the Communicable Diseases Committee of the province to inform the Department of Health of any notifiable communicable disease cases in schools and obtain information for schools and districts on the handling of these cases. Meetings are held bi-annually and when there is a specific emergency. Tuberculosis, Hepatitis A and bacterial meningitis cases were reported to the Department of Health in 2013/2014

### Strategic Objectives

Programme 4					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM401: Number of learners enrolled in public special schools	19 884	19 470	19 876	406	The target was exceeded. The target was set prior to the final annual school survey for special needs schools had been finalised and underestimated the enrolment that has been a consequence of the expansion of the schools of skill and the new facilities for those on the autism spectrum.
► PPM402: Number of educators employed in public special schools	1 860	1 800	1 872	72	The total of 1872 includes 95 educator posts in Youth Care Centres whose learners were to have been transferred to the Department of Social Development from 01 April 2013. Not all posts are filled.

Programme 4					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM403: Number of professional non-teaching staff employed in public special schools	971	997	1 003	6	The number 1003 exceeds the target due to the fact that there are 85 public service staff who are marked in excess at Youth Care Centres, where learners were to have been transferred to the Department of Social Development on 01 April 2013. Not all posts are filled.

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

- Address placement needs of learners with special education needs systematically
- Ensure that teachers in mainstream schools are maximally equipped to deal with the learning needs of all learners
- Training with a focus on:
  - Special School staff in the various categories of disability
  - Schools of Skills staff regarding the revised curriculum
  - Staff at Full-service/Inclusive Schools regarding identifying and addressing barriers to learning
  - Staff at Special School Resource Centres regarding their expanded role
  - District-based Specialised Support staff including Psychologists, Social Workers, Learning Support Advisors, Medical Staff and Therapists regarding their role in support across the Inclusive Education continuum
  - School-based Learning Support teachers regarding their specialist role in language and mathematics improvement
  - School-based Support Teams regarding their role in the Screening, Identification, Assessment and Support (SIAS) process

### **Changes to planned targets**

None

### **Linking performance with budgets**

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

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

**Sub-programme expenditure**

Sub-Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
4.1 Schools	910,287	910,287	-	824,291	820,101	4,190
4.2 Human Resource Development	51	51	-	-	-	-
4.3 Conditional grant	-	-	-	-	-	-
Total	910,338	910,338	-	824,291	820,101	4,190



**Programme 5: Further Education and Training**



Learner numbers	
2009	29 887
2013	71 594

2009 Pr 5 personnel expenditure as a % of total	2013 Pr 5 personnel expenditure as a % of total	2009 Pr 5 Average personnel expenditure per employee (R'000)	2013 Pr 5 Average personnel expenditure per employee (R'000)	2009 Pr 5 Number of employees	2013 Pr 5 Number of employees
2	1.86	202.35	308.18	1 051	937



## 4.5 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:

#### *Sub-programme 5.1: Public Institutions*

to provide specific public FET colleges with resources

#### *Sub-programme 5.2: Professional Services*

to provide lecturers and students in public FET colleges with departmentally managed support services

#### *Sub-programme 5.3: Human Resource Development*

to provide for the professional and other development of management, lecturing and support staff in public FET colleges

#### *Sub-programme 5.4: Conditional Grant*

to provide for the re-capitalisation in public FET colleges (used till 2008/09)

### Strategic Objective

<b>Strategic Objective 5.1</b>	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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### **Strategic objectives, performance indicators, planned targets and actual achievements**

#### **Enrolment**

In 2013 Western Cape colleges enrolled 16 812 NC(V) and 39 782 Report 191 students during 2013. In the same period, approximately 15 000 students were enrolled in occupational programmes. DHET has not yet released the final Annual Survey Report figures but colleges enrolled approximately 71 594 students during the 2013 academic year. This includes an increase of 412 NC(V) students above the target of 16 500 set by WCED. These figures show a growth of 43% from 2012 to 2013 and should be viewed in the light of the 51% growth already recorded between 2011 to 2012. This growth in enrolment supports the DHET target of expanding the vocational and continuing education and training sector. Of the 71 594 students, 56 594 were in public-funded programmes, which are funded 80% of the total programme cost.

The colleges enrolled 40 000 students in the first quarter of 2014. In total, the colleges plan to enrol 69 700 students for 2014 but the demand for occupational programme delivery may result in numbers above this figure.

The high growth in student numbers has an impact on college infrastructure. Most campuses have reached their maximum capacity and will not be able to increase student numbers without expansion of infrastructure.

<b>College</b>	<b>Enrolment as of 15 February 2014</b>
Boland	6 836
Cape Town	8 784
False Bay	4 976
Northlink	10 707
South Cape	3 276
West Coast	5 424
Total	40 003

### **Lecturer Development**

The WCED continued to support curriculum implementation through lecturer capacity building and classroom support. Emphasis was placed on the quality of internal assessment instruments with the result that the majority of NC(V) internal assessment instruments were standardised and verified for compliance to national standards. Lecturer capacity was enhanced both as a consequence of the processes used in these quality assurance exercises and because of the technology provided to assist in presentation, such as smart boards.

180 Lecturers were placed in workplaces for continuous professional development.

Mathematics and Mathematical Literacy lecturers were trained on specific aspects of their curricula, teaching methodology and classroom management. In the absence of final examination results, it cannot be established whether Mathematics and Mathematical Literacy results have improved. Absenteeism has a definite impact on Maths results in particular, as the subject requires students to complete exercises regularly.

At this stage, no analyses of examination results can be provided due to the fact that DHET has not yet released the results to provincial departments.

### **Support provided**

Financial support to students was provided through the DHET FET College Bursary Scheme. In 2013, 17 264 'tuition only' and 15 806 'comprehensive' bursaries were allocated to NC(V) and Report 191 students.

The increase in student numbers placed pressure on college infrastructure. WCED allocated R52,130,000 for infrastructure development to address shortages of classroom space as well as much needed upgrades and expansion at all six colleges.

The FET College Amendment Act (3/2012) was promulgated in May 2012. This legislated the transition of FET Colleges from a provincial to a national competency. However, since not all the legislation was in place to effect a full transfer, protocol agreements were signed for the secondment of provincial staff to continue supporting colleges.

The Western Cape provincial unit continued to provide support to college governance and management structures by coordinating strategic and operational planning and facilitating new college council appointments after termination of college councils on 31 December 2013.

The unit also supported curriculum delivery and internal assessment and all external examinations were monitored. WCED and DHET further monitored and reported on college performance in respect of enrolments, financial management and quality assurance of assessments. See the section on "Lecturer development" above.

From the 2013/14 financial year, DHET took over the function of transferring subsidies directly to colleges, while WCED managed PERSAL on behalf of the colleges. PERSAL management included payment of salaries and wages as well as social benefits to employees. In compliance with DHET instructions, monthly and quarterly financial reports were submitted to DHET, while detailed PERSAL reports were submitted to colleges for their reconciliation of personnel expenditure.

WCED support for relationship-building between FET Colleges, SETAs and industry was intensified, with the result that 3 000 students were placed in industry for workplace exposure and 11 343 as part of their qualification.

The WCED supported colleges to provide SRC training as well as exit support to students in preparation for the work environment. The exit support included CV writing, soft skills development, employer open days, etc. The SRC training focussed on enhancing leadership capacity within SRC structures.

### **Transitional matters**

The FETC function shift did not materialise as planned for the 2013/14 financial year. The new target date for the full function shift is 1 April 2015 for FET and AET. The previously established transitional operational structures, have been replaced by a HEDCOM Function Shift sub-committee.

During 2013/14 the provincial transition task team had five meetings with accompanying reports compiled in preparation for national meetings. The reports and recommendations mainly focussed on the transfer of staff, with the result that the senior management staff of colleges was transferred to DHET, while staff of the provincial FET units was seconded and to be transferred on 1 April 2015. Collective Agreements for the transfer of college lecturing and support staff were signed in February 2013 and the transfer process is currently under way.

### Performance indicators

Programme 5					
Programme Performance Indicator	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPI 5.1: Number of students enrolled in NC(V) courses in FET Colleges	15 150	16 400	16 812	412	Colleges exceeded target due to demand
► PPI 5.2: Number of FET College NC(V) students who completed full courses successfully	4 603	7 380	9 400	2 020	This is an estimate since the final results will only be released after the resulting of the supplementary examinations.

### Strategy to overcome areas of under performance

DHET has started a process of strengthening national student attendance and performance policies. Once these are effected, the attendance rate of students should improve and this should result in improved academic performance. Provincially, curriculum support will be intensified through strengthening current programme focus groups/ communities of practice to ensure that expertise and best practices are shared amongst lecturers. Further emphasis will be placed on strengthening colleges' ability to provide academic support to students.

### Changes to planned targets

None.

### Linking performance with budgets

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

- Funding of the staffing costs of Further Education and Training Colleges

### Sub-programme expenditure

Sub-Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
5.1 Public Institutions	353, 097	353 ,078	19	597,589	597,523	66
Total	353, 097	353 ,078	19	597,589	597,523	66

## Programme 6: Adult Education and Training



2009 Average personnel expenditure per employee (R'000)	2013 Average personnel expenditure per employee (R'000)	2009 Pr 6 Number of employees	2013 Pr 6 Number of employees
157.42	120.38	11	8

Budget Allocation for Adult Education and Training		
	2009	2013
Programme 6	R27 887 000	R37 896 000

Learner Numbers			
AET			
2009	38 053	2013	33 595

Numbers, budget and staffing have all been impacted by changes in the sector. These should be resolved once the future arrangements are clarified.

## 4.6 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:

*Sub-programme 6.1: Subsidies to Public Adult Learning Centres*  
to support specific public AET sites through subsidies

*Sub-programme 6.2: Subsidies to Private Adult Learning Centres*  
to support specific private AET sites through subsidies

*Sub-programme 6.3: Professional Services*  
to provide educators and learners at AET Centres with departmentally managed support services

*Sub-programme 6.4: Human Resource Development*  
to provide for the professional and other development of management, educators and support staff at AET Centres.

### Strategic Objective

<b>Strategic Objective 6.1</b>	To provide support to AET centre management and governance structures through policy development and strategic interventions that facilitate effective teaching in adult learning centres; to provide teachers and students at AET sites with departmentally managed curriculum support services; and to provide for the professional development of teachers and non-teachers
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### Strategic objectives, performance indicators, planned targets and actual achievements

#### Enrolment

In 2013/14, there were 33 595 learners at 308 Sites of which 120 are Main Centres. 20 301 were ABET Level 1-4 learners, 12 099 were FET learners and 1 195 participated in short skills programmes.

Distribution of Learners according to Level/Grade - Year 2013									
Education District	Level 1	Level 2	Level 3	Level 4	GR 10	GR 11	GR 12	Other	Total
Cape Winelands	853	706	609	1 865	12	0	1 652	280	<b>5 977</b>
Eden and Central Karoo	606	381	466	1 088	0	0	495	72	<b>3 108</b>
Metro Central	422	250	310	1005	28	93	3 604	114	<b>5 826</b>
Metro East	150	122	189	1,983	0	0	85	208	<b>2 737</b>
Metro North	282	352	447	1,921	0	0	2,131	54	<b>5 187</b>



Distribution of Learners according to Level/Grade - Year 2013									
Education District	Level 1	Level 2	Level 3	Level 4	GR 10	GR 11	GR 12	Other	Total
Metro South	277	240	315	1,410	0	0	3,114	70	<b>5 426</b>
Overberg	281	311	295	897	0	0	659	253	<b>2 696</b>
West Coast	476	209	282	1301	0	0	226	144	<b>2 638</b>
<b>Total</b>	<b>3 347</b>	<b>2 571</b>	<b>2 913</b>	<b>11 470</b>	<b>40</b>	<b>93</b>	<b>11 966</b>	<b>1 195</b>	<b>33 595</b>
SOURCE: ANNUAL SURVEY 2013									

Additional accredited skills programmes were offered to 459 learners in collaboration with the FET colleges of Boland, Northlink and Cape Town.

In 2013, the WCED continued its provision of Adult Education Programmes to employees of Provincial and National Government Departments. Memoranda of Understanding were signed with the Departments of Health, Social Development and Matzikama Municipality (signed in April 2013). 531 partnership learners attended 18 centres. The MOU with the Department of Health was updated, whilst Bredasdorp CLC signed an MOU with Floraland and SANPARKS to provide ABET services to employees. MOUs are planned with the Department of Transport and Public Works and Rural Development.

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. There were 15 521 Western Cape learners on the programme in 2013, assisted by 900 tutors and 5 provincial coordinators. Learners are taught to read and write in their mother tongue in line with A(B)ET level 1 unit standards. Learners are required 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.

A Youth Focus Project was continued in 2013 to respond to the learning needs of learners in public schools who were repeating Grade 9 for the second, third or fourth time and who were three or more years older than the Grade 9 age norm. A programme was developed and funded to allow a number of learners to be placed in occupationally directed courses at FET Colleges and AET Centres to complete a bridging programme that will culminate in a General Education and Training Certificate: NQF Level 1. 449 learners were placed in FET Colleges. 33 learners are funded by MerSETA (R3.7 million) for an artisanship programme and 20 learners are funded by the Fibre Processing and Manufacturing SETA (FP&M Seta) for a clothing manufacturing certificate. 130 learners were placed at AET centres from June 2012, as part of the project. The budget for this group of learners was R28 million (2013/2014).



## Test Results

In 2013 there was an increase in the number of students registering to write the ABET Level 4 exams. A total of 4 781 candidates registered for one or more learning areas compared to 3 987 candidates in 2012. The number of learning area entries also increased. In 2013 there were 19 600 learning area entries, compared to 16 987 in 2012, 14 149 in 2011 and 9 551 in 2010.

The Western Cape achieved many more learning area passes in 2013. The table below shows the progress since 2011.

	2011	2012	2013
Number of Learning Area passes	6 762	7 677	8 518

Adult learners obtained good results in the two new learning areas, Information and Communication Technology (86.64%) and Early Childhood Development (92.03%).

## Teacher Development

In 2013, District Readiness visits were conducted to assist AET Centres with preparation and readiness for 2014. All Centre Managers and Site Coordinators were provided with a list of Key Result Areas. These form part of their contract with the WCED.

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

## Support Provided

In 2013, two provincial Centre Managers' Forums were held. The establishment and operations of this structure are guided by the regulatory framework, approved in April 2012.

Norms and Standards funding for 92 main centres amounting to R32.6m was finalised in November 2013. Norms and Standards funding makes provision for 51 full-time contract posts; 27 Centre Managers and 24 Site Coordinators.

To ensure targeted support to District Officials, reviews were held with all Districts every quarter.

## Performance Indicators

Programme 6					
Programme Performance Indicator	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPI 6.1. Number of learners enrolled in public ABET Centres	32 688	21 000	33 595	12 595	Because the existing curriculum and qualification were not replaced as had been anticipated more numbers enrolled than projected.
► PPI 6.2. Number of educators employed in public ABET Centres	1 379	1 400	904	-496	Enrolment for courses was limited to fewer centres and larger classes meant that fewer educators were required.

## Strategy to overcome areas of under performance

- Offer support on existing curriculum until the predicted changes come into effect
- Provide guidance and support to prospective students

## Changes to planned targets

None

## Linking performance with budgets

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

- Providing educator posts for Adult Education and Training Institutions
- Providing subsidies to Adult Education and Training Institutions

## Sub-programme expenditure

Sub-Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
6.1 Public Centres	5,006	5,006	-	7,106	7,106	-
6.2 Subsidies to Private Centres	32,892	32,892	-	29,814	29,814	-
6.3 Professional Services	-	-	-	-	-	-
6.4 Human Resource Development	-	-	-	-	-	-
Total	37,898	37,898	-	36,920	36,920	-

## Programme 7: Early Childhood Development



Budget Allocation for Early Childhood Development		
	2009	2013
Programme 7	R271, 961 m	R456, 576 m

- The budget assigned to ECD has doubled since 2009.
- 550 schools have been provided with ECD kits (indoor & outdoor equipment)
- Over 300 Grade R Classrooms have been built
- 150 model sites have been developed

Grade R Enrolment 2009 – 2013		
	2009	2013
Overall (Public and Independent sites)	68 997	76 100
Enrolled in Public Ordinary Schools	46 100	59 565

#### **4.7 Programme 7: Early Childhood Development**

##### **Purpose:**

To provide Early Childhood Development (ECD) at the Grade R level in accordance with White Paper 5

##### **The ECD programme comprises the following sub-programmes:**

*Sub-programme 7.1: Grade R in Public Schools*

to provide specific public ordinary schools with resources required for Grade R and encourage more schools to establish grade R classes where space exists

*Sub-programme 7.2: Grade R in Community Schools*

to support particular community centres [ECD independent schools] at the Grade R level

*Sub-programme 7.3: Professional Services*

To provide training and payment of stipends of Pre-Grade R Practitioners

*Sub-programme 7.4: Human Resource Development*

to provide for the professional and other development of educators and non-educators in ECD sites.

*Sub-programme 7.5: Conditional Grant*

to provide for the infrastructure for ECD

##### **Strategic Objective**

<b>Strategic Objective 7.1</b>	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 To co-ordinate the Level 1, 4 and 5 training of ECD practitioners
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##### **Strategic objectives, performance indicators, planned targets and actual achievements**

##### **Enrolment**

The Grade R learner data captured in the Annual Surveys for public and ECD independent schools indicates a substantial increase in enrolment of Grade R learners. The overall enrolment in Grade R is reported at over 76 000 (SNAP survey of 2014) which shows a substantial increase from 2012. 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.

##### **Test Results**

The Western Cape Education Department, for the third successive year, undertook to assess all Grade R learners at selected schools in 2013. In total, 11 582 Grade R learners who were identified as being at risk were assessed between September and October 2013 by trained WCED officials. The aspects in which learners performed least well were visual and auditory

perception. The survey also found that vocabulary levels were low. The needs revealed through this exercise confirmed the WCED decision to continue strengthening every aspect of Grade R programmes to ensure that these are of the requisite quality. 3 566 learners are repeating Grade R in 2014 in order to strengthen their learning foundations.

### **Teacher Development**

The Grade R CAPS training commenced in 2011/2012 when approximately 3 000 Grade R practitioners and teachers and HODs received training with staff at NGOs, HEIs and FET Colleges. By the end of the 2013/14 year a further 1 600 teachers received training. Additional training of FET College ECD facilitators also took place.

A total of 5 152 ECD practitioners were on either ECD Level 1, 4 or 5 learnership programmes offered at Western Cape FET Colleges in the course of the year under review.

394 unemployed persons were beneficiaries of an ECD Practitioner Assistant's programme and 22 additional persons were contracted as administrative support staff. The 12-month Level 1 training programme was provided by the FET Colleges. The WCED has ensured the development of accredited Level 1 learning material.

In line with the prescripts in the Ministerial determination for the Expanded Public Works Programme (EPWP), the minimum stipend paid to all ECD practitioners increased from R1 348 to R1 428 in November 2013. All ECD practitioners who are currently on learnership programmes benefited from the increased stipend. This increase has had a positive influence on the attendance of trainees at training classes.

Each college procured the services of a reputable service provider who provided First Aid training for 5 848 ECD practitioners and assistants. All the participants attended training and received a training manual and a first aid kit for their crèche.

### **Support Provided**

In 2013 the Grade R learner subsidy allocation to 942 public and 396 independent schools was increased to align it to the requirements of the National Norms and Standards for Grade R funding. Funding was increased as follows:

Quintile	Per learner daily 2011	Per learner daily 2013	New amount per annum per learner
1	R18	R20	R4,000
2	R17	R19	R3,800
3	R14	R18	R3,600
4	R12	R17	R3,400
5	R10	R16	R3,200

The subsidy allocation will be reviewed again in the 2014/2015 fiscal year.

Subsidy claim forms are submitted to Head Office quarterly and these are verified before transfer payments to schools are effected. In 2013/14 52,393 Grade R learners at public schools and 13, 957 Grade R learners at ECD independent schools were subsidised.

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

Head office and district officials monitored the utilisation of subsidies at 100 public and ECD independent schools in 2013 and this monitoring will continue in the next financial year.

Eleven new Grade R classrooms were provided and 150 schools received funding for furniture and a basic start-up ECD resource pack for these new and additional classes. The Grade R practitioners in these schools were trained in the effective use of the 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.

#### **Strategic objectives:**

<b>Programme 7</b>					
<b>Programme Performance Measure</b>	<b>Actual Achievement 2012/2013</b>	<b>Planned Target 2013/2014</b>	<b>Actual Achievement 2013/2014</b>	<b>Deviation from planned target to Actual Achievement for 2013/2014</b>	<b>Comment on deviations</b>
► PPM701: Number of learners enrolled in Grade R in public schools	60 158	61 000	59 565	-1 435	The number is based on parental choice and on living in the vicinity of a school with a public Grade R facility. In some cases, parents prefer an independent school. The numbers for Grade R are known to fluctuate year on year.
► PPM702: Number of public schools that offer Grade R	963	922	939	17	The target is exceeded because of expansion in provisioning.
► PPM 703: Number of Grade R practitioners employed in public ordinary schools per quarter	n/a	n/a	n/a	n/a	

## Performance indicators

Programme 7					
Programme Performance Indicator	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPI 7.1 Number of additional ECD kits to Public Ordinary Schools	130	100	130	30	The target was exceeded as a result of a decision to support more public schools.
► PPI 7.2 Number of additional ECD kits to Independent Schools	20	50	20	-30	The target was not met as a result of a decision to support more public schools.

## Strategy to overcome areas of under performance

- Focus on improved teacher training
- Concentrate on support programmes for Grade R learners who are 'at risk'
- Ensure that schools are in possession of all LTSM before the commencement of the Grade R academic year.
- Monitor effective utilization of Grade R subsidies at public ordinary schools and ECD independent schools offering Grade R
- Support improved quality

## Changes to planned targets

None

## Linking performance with budgets

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

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

## Sub-programme expenditure

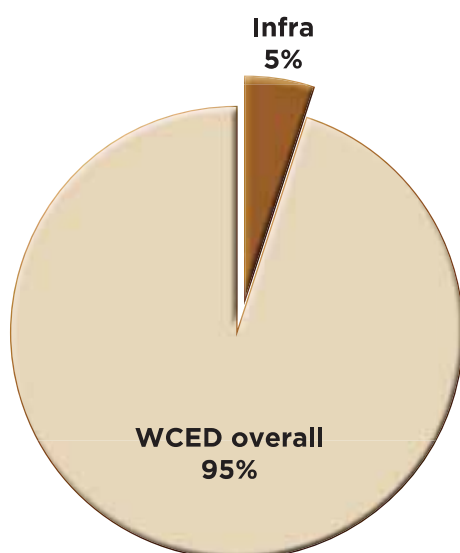
Sub- Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
7.1 Grade R in Public Schools	298,673	298,673	-	222,465	222,465	-
7.2 Grade R in Community Centres	53,760	53,760	-	43,194	43,194	-
7.3 Pre-grade R Training	105,153	105,153	-	101,250	101,250	-
7.4 Human Resource Development	-	-	-	-	-	-
7.5 Conditional Grants	8,051	7,949	102	16,985	16,985	-
Total	465,637	465,535	102	383,894	383,894	-



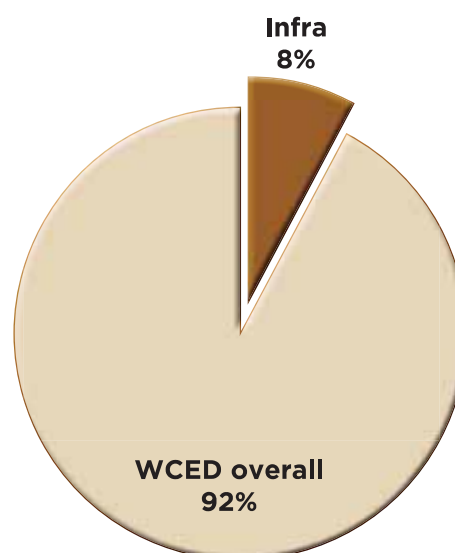
## Programme 8: Infrastructure Development



**2010 Infrastructure as a % of the overall budget**



**2013 Infrastructure as a % of the overall budget**



2009 - 2013 Infrastructure			
New Schools	29	Replacement Schools	21
Classrooms	1 604	Specialist Rooms	614
Grade R Classrooms	307		

## 4.8 Programme 8: Infrastructure Development

**Purpose:** To provide and maintain infrastructure facilities for the administration and schools

### Sub-programmes

*Sub-programme 8.1: Administration*

Includes goods and services required for infrastructure development and maintenance of office buildings

*Sub-programme 8.2: Public Ordinary Schools*

Includes goods and services required for infrastructure development and maintenance at public ordinary schools

*Sub-programme 8.3: Special Schools*

Includes goods and services required for infrastructure development and maintenance at public special schools

*Sub-programme 8.4: Early Childhood Development*

Includes goods and services required for infrastructure development and maintenance at public ordinary schools

### Strategic Objective

<b>Strategic Objective 8.1</b>	To ensure prioritised, cost-effective and efficient infrastructure maintenance and to ensure that schools are built to match priority demographic trends
<b>Objective statement</b>	<ol style="list-style-type: none"> <li>1. Develop a reliable, comprehensive database of school infrastructure maintenance requirements.</li> <li>2. Prioritise interventions based on informed and objective criteria and accurate information systems.</li> <li>3. In the context of funding shortages and an aging infrastructure, apply a hierarchy of needs approach as follows: Roof repairs, structural repairs to the building, water supply, electricity supply, sewerage and ablution facilities, gutters and fascia boards, ceilings, perimeter fences, painting.</li> <li>4. Provide emergency maintenance in the case of natural disasters, structural problems and vandalism.</li> <li>5. Support schools in day-to-day maintenance (maintenance of grounds, cleaning, renovations, repairs and/or replacement of parts of school buildings) by means of Norms and Standards allocations to schools.</li> <li>6. Provide an infrastructure planning and implementation service which ensures that decisions to build, renovate, close or extend schools are based on sound evidence and that learners are accommodated.</li> <li>7. Manage the building programme to include the provision of new schools, replacement of inadequate structures, refurbishment of classrooms and provision of new classrooms and mobile classrooms to meet demands in the short term.</li> </ol>

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

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

#### **Building projects completed during 2013/14**

##### **New schools**

- No new school were handed over in 2013/14;
- No mobile schools were completed for use in 2013/14.

##### **Replacement schools (replacement of schools built of inappropriate materials)**

- The following Replacement Schools were completed in 2013/14: Formosa Primary School, Pacaltsdorp Primary School, St. Thomas Primary School, Kathleen Murray Primary School, Rusthof Primary School, Fairview Primary School and Plantation Road Primary School,
- One upgrade and project was completed at Bloekompos Primary School.

##### **Additional classrooms**

- Expansion classrooms: 7 classrooms were built onto existing schools in order to allow for increased enrolment.
- Grade R classrooms: 11 classrooms were completed in 2013/14.
- Mobile units provided: 175 classrooms.

The infrastructure that was scheduled for delivery in 2013/14 is set out below, alongside the actual delivery figures.

<b>Category</b>	<b>Targeted</b>	<b>Actual number</b>
New Schools	4	0
Replacement schools	7	7
Grade R classrooms	65	11 classrooms
Upgrade and addition	No targets set	1
Expansion Classrooms		7 classrooms
Mobile classrooms		175 classrooms

**Strategic objectives:**

<b>Programme 8</b>					
<b>Programme Performance Measure</b>	<b>Actual Achievement 2012/2013</b>	<b>Planned Target 2013/2014</b>	<b>Actual Achievement 2013/2014</b>	<b>Deviation from planned target to Actual Achievement for 2013/2014</b>	<b>Comment on deviations</b>
► PPM801: Number of public ordinary schools to be provided with water supply	0	0	0	0	None
► PPM802: Number of public ordinary schools to be provided with electricity supply	0	0	0	0	None
► PPM803: Number of public ordinary schools to be supplied with sanitation facilities	0	0	0	0	None
► PPM804: Number of classrooms to be built in public ordinary schools (including the ASIDI Programme)	293	613	265	-348	13 school projects (approximately 364 classrooms) were cancelled in 2013/14 due to non-performance and liquidations by contractors. This caused delays in excess of 6 months to allow for time to re-advertise the contracts and get new contractors appointed.
► PPM805: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include: laboratories, stock rooms, sick bay, kitchen etc.), including the ASIDI Programme	95	165	62	-103	13 school projects (approximately 103 specialist classrooms) were cancelled in 2013/14 due to non-performance and liquidations by contractors. This caused delays in excess of 6 months to allow for time to re-advertise the contracts and get new contractors appointed.

**Performance indicators**

<b>Programme 8</b>					
<b>Programme Performance Indicator</b>	<b>Actual Achievement 2012/2013</b>	<b>Planned Target 2013/2014</b>	<b>Actual Achievement 2013/2014</b>	<b>Deviation from planned target to Actual Achievement for 2013/2014</b>	<b>Comment on deviations</b>
► PPI 8.1. Number of maintenance projects completed	93	143 <sup>8</sup>	108	-35	Of the 35 projects not completed, 27 projects will be completed in the 1st quarter of 2014/15. 3 projects were re-advertised and 3 projects were cancelled entirely.

<sup>8</sup> The total number of projects for 2013/14 approved for the User Asset Management Plan was 141 projects and not 143.

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

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

### **Changes to planned targets**

None

### **Linking performance with budgets**

The expenditure incurred in Programme 8 contributed to achievement of the following key outputs for the WCED:

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

### **Sub-programme expenditure**

Sub-Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
8.1 Administration	9,190	9,190	-	846	846	-
8.2 Public Ordinary Schools	1,161,856	1,023,222	138,634	738,001	697,686	40,315
8.3 Public Special Schools	6,978	6,978	-	14,683	14,683	-
8.4 Early Childhood Development	14,922	14,922	-	37,457	37,457	-
Total	1,192,946	1,054,312	138,634	790,987	750,672	40,315

## Programme 9: Auxiliary and associated services



	Numbers writing 2009	Numbers writing 2013
National Senior Certificate	<b>44 931</b>	<b>47 636</b>
National Senior Certificate Supplementaries	<b>6 690</b> (February 2010)	<b>6 960</b> (February 2014)
ABET Level 1 – 4 (June + November) – Overall	<b>1 901</b> (number that wrote one or more learning areas in June and November combined)	<b>5 885</b> (number that wrote one or more learning areas in June and November combined)
Senior Certificate (June)	<b>12 646</b>	<b>13 099</b>
ANA	<b>551 801</b> (2012)	<b>572 593</b>

#### 4.9 Programme 9: 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:**

*Sub-programme 9.1: Payments to SETA*

to provide human resource development for employees in accordance with the Skills Development Act

*Sub-programme 9.2: 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

*Sub-programme 9.3: External Examinations*

to provide for departmentally managed examination services

**Strategic Objective**

<b>Strategic Objective 9.1</b>	To provide access to all external examinations; ensure the credibility of the examination and assessment processes; ensure that all schools manage examinations and school-based assessment effectively; and support learning
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**Strategic objectives, performance indicators, planned targets and actual achievements**

*Examinations*

In 2013, the WCED administered five major examinations 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 2017);
- iv. ABET Level 1-4 examinations (May/June)
- v. ABET Level 1-4 examinations (October/November)

In addition, 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. The aim of the assessments is to support the national focus on improving the reading, writing and mathematical abilities of Grades 1 – 6 and Grade 9 learners.



Exam	Number registered	Number who wrote	Number of centres
National Senior Certificate examinations (October/November)	48 701	47 636	431
National Senior Certificate Supplementary examinations (February/March 2014)	8 579	6 960	408
Senior Certificate examinations (May/June 2013 and each year until 2017);	24 991	13 481	172
ABET Level 4 examinations (May/June 2013)	1 109	728	58
ABET Level 4 examinations (October/November 2013)	4 774	3 480	114

The Annual National Assessment tests were written from 10 to 13 September 2013. In the Western Cape a total of 604 364 learners were registered to write the tests which were conducted across 1 552 schools in the province including 1 458 public ordinary schools, 76 state aided Independent schools and 18 Special schools.

Security of examinations is a key priority. All examination processes and procedures are managed in terms of the relevant legislation.

The WCED trained 1 328 people during 18 sessions in September 2013 to manage the National Senior Certificate examination process at school level. The group consisted of school principals, senior teachers and external senior invigilators. The invigilation of the conduct of the National Senior Certificate and ABET level 4 examinations was carried by teachers and external invigilators in a 50:50 ratio. The Senior Invigilator, who was also an external community member, played an important supportive role to the principal who was the chief examination officer in the school.

To improve the quality of the NSC marking, competency tests for markers were conducted in ten subjects during April-May 2013. It is evident that the standard and quality of marking in these subjects have improved.

To ensure that the school based assessment (SBA) marks are valid and reliable, teachers are required to submit the assessment tasks to the subject head at school level for moderation. Curriculum advisors perform ongoing moderation of SBA at school level. Moderation of SBA is also done at provincial level prior to the moderation conducted by the Department of Basic Education and Umalusi. Where SBA marks are found to be invalid, the schools are referred to the district for support and intervention.

Schools and learners that performed exceptionally well were acknowledged at the annual awards function held on 14 January 2014.

The Senior Certificate examinations for adult learners will continue to be offered until 2017. The number of examination centres has decreased over the years as part of a formal rationalisation exercise that ensures that the highest standards of access and control are maintained.

## Strategic objectives

Programme 9					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM901: Number of candidates for the Grade 12 senior certificate examinations (matric exams)	44 700	48 500	47 636	-864	The estimate proved to be largely accurate. A slight shortfall was experienced. Enrolment is a variable that depends on a number of factors which fall outside the control of the WCED.
► PPM902: Number of candidates who passed National Senior Certificate	36 992	40 000	40 558	558	The extra success was pleasing and a result of extra effort on the part of learners, teachers and officials. This included classroom teaching, tutoring, holiday programmes, the telematics programme, past papers, the "Tips for Success" booklet, textbooks and general support and monitoring.
► PPM903: Numbers of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	16 319	17 600	19 477	1 877	The extra success was pleasing and a result of extra effort on the part of learners, teachers and officials. This included classroom teaching, tutoring, holiday programmes, the telematics programme, past papers, the "Tips for Success" booklet, textbooks and general support and monitoring.
► PPM904: Numbers of learners who passed Maths in the NSC examination	11 311	11 500	12 216	716	The extra success was pleasing and a result of extra effort on the part of learners, teachers and officials. This included classroom teaching, tutoring, holiday programmes, the telematics programme, past papers, the "Tips for Success" booklet, textbooks and general support and monitoring. The Dinaledi programme and the WCED Literacy and Numeracy and Maths and Science strategies combined with the long term impact of the systemic testing should continue to bear fruit.

Programme 9					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM905: Numbers of learners who passed Physical Science in the NSC examination	7 995	8 400	8 333	-67	Although the target was not met there were 338 more who passed. This extra success was pleasing and a result of extra effort on the part of learners, teachers and officials. This included classroom teaching, tutoring, holiday programmes, the telematics programme, past papers, the "Tips for Success" booklet, textbooks and general support and monitoring. The Dinaledi programme and the WCED Literacy and Numeracy and Maths and Science strategies combined with the long term impact of the systemic testing should continue to bear fruit.
► PPM906: Number of Grade 3 learners who passed Language in the Annual National Assessment (ANA)	52 531	58 614	44 660	-13 954	The ANA testing programme is characterised by both inner inconsistencies i.e. between grades and the fact that teachers and learners still need to learn what is tested and how it is tested. The assessment is done by teachers and then subject to a sample moderation so it is not yet possible to make reliable predictions on numbers. Thus one cannot yet claim either success or failure in terms of scores. These indicators will be studied as the testing settles down and schools and learners master the elements of the tests.

Programme 9					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM907: Number of Grade 3 learners who passed Maths in the Annual National Assessment (ANA)	35 294	42 474	53 171	10 697	The ANA testing programme is characterised by both inner inconsistencies i.e. between grades and the fact that teachers and learners still need to learn what is tested and how it is tested. The assessment is done by teachers and then subject to a sample moderation so it is not yet possible to make reliable predictions on numbers. Thus one cannot yet claim either success or failure in terms of scores. These indicators will be studied as the testing settles down and schools and learners master the elements of the tests.
► PPM908: Number of Grade 6 learners who passed Language in the Annual National Assessment (ANA)	30 252	40 903	44 549	3 646	The ANA testing programme is characterised by both inner inconsistencies i.e. between grades and the fact that teachers and learners still need to learn what is tested and how it is tested. The assessment is done by teachers and then subject to a sample moderation so it is not yet possible to make reliable predictions on numbers. Thus one cannot yet claim either success or failure in terms of scores. These indicators will be studied as the testing settles down and schools and learners master the elements of the tests.

Programme 9					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM909: Number of Grade 6 learners who passed Maths in the Annual National Assessment (ANA)	14 406	17 140	27 396	10 256	The ANA testing programme is characterised by both inner inconsistencies i.e. between grades and the fact that teachers and learners still need to learn what is tested and how it is tested. The assessment is done by teachers and then subject to a sample moderation so it is not yet possible to make reliable predictions on numbers. Thus one cannot yet claim either success or failure in terms of scores. These indicators will be studied as the testing settles down and schools and learners master the elements of the tests.
► PPM910: Number of Grade 9 learners who passed Language in the Annual National Assessment (ANA)	28 997	43 169	26 175	-16 994	The ANA testing programme is characterised by both inner inconsistencies i.e. between grades and the fact that teachers and learners still need to learn what is tested and how it is tested. The assessment is done by teachers and then subject to a sample moderation so it is not yet possible to make reliable predictions on numbers. Thus one cannot yet claim either success or failure in terms of scores. These indicators will be studied as the testing settles down and schools and learners master the elements of the tests.

Programme 9					
Programme Performance Measure	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
► PPM911: Number of Grade 9 learners who passed Maths in the Annual National Assessment (ANA)	3 751	8 721	5 291	-3 430	The ANA testing programme is characterised by both inner inconsistencies i.e. between grades and the fact that teachers and learners still need to learn what is tested and how it is tested. The assessment is done by teachers and then subject to a sample moderation so it is not yet possible to make reliable predictions on numbers. Thus one cannot yet claim either success or failure in terms of scores. These indicators will be studied as the testing settles down and schools and learners master the elements of the tests.

#### Performance indicators

Programme 9					
Programme Performance Indicator	Actual Achievement 2012/2013	Planned Target 2013/2014	Actual Achievement 2013/2014	Deviation from planned target to Actual Achievement for 2013/2014	Comment on deviations
PPI 9.1: % of learners in Grade 3 attaining acceptable outcomes in Language	38.90%	40%	37%	-3%	While the target was not reached it should be noted that schools have been asked to prepare learners to answer certain questions in extended writing and learners are working hard to master this new demand. A number of steps have been taken to support this process.
PPI 9.2: % of learners in Grade 3 attaining acceptable outcomes in Mathematics	51.50%	55%	55%		

<b>Programme 9</b>					
<b>Programme Performance Indicator</b>	<b>Actual Achievement 2012/2013</b>	<b>Planned Target 2013/2014</b>	<b>Actual Achievement 2013/2014</b>	<b>Deviation from planned target to Actual Achievement for 2013/2014</b>	<b>Comment on deviations</b>
PPI 9.3: % of learners in Grade 6 attaining acceptable outcomes in Language	36.90%	37%	30%	-7%	While the target was not reached it should be noted that schools have been asked to prepare learners to answer certain questions in extended writing and learners are working hard to master this new demand. A number of steps have been taken to support this process.
PPI 9.4: % of learners in Grade 6 attaining acceptable outcomes in Mathematics	26.40%	30%	28%	-2%	There is some improvement on the preceding year but the target was not reached despite much support. Ongoing work is required.
PPI 9.5: % of learners in Grade 9 attaining acceptable outcomes in Languages	48.20%	50%	48%	-2%	Learners did not reach the target despite much support. Ongoing work is required.
PPI 9.6.: % of learners in Grade 9 attaining acceptable outcomes in Mathematics	13.90%	15%	14%	-1%	This continues to be an area of challenge and the improvement since the preceding year was minimal.
PPI 9.7: Schools with a pass rate where <60% pass the National Senior Certificate	26	10	23	-13	The programme of intervention and support did not have the fully desired effect.
PPI 9.8: National Senior Certificate pass rate	82.80%	83%	85.1%	2.1%	The target was exceeded as a result of the hard work of all parties involved in the teaching and learning programme and the impact of the interventions listed above.
PPI 9.9: % of learners who qualify for Bachelor's degree study	36.50%	37%	40.9%	3.9%	The target was exceeded as a result of the hard work of all parties involved in the teaching and learning programme and the impact of the interventions listed above.



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

- Training of principals in new assessment requirements
- Improvements to marking of scripts
- Ongoing use of data to support interventions
- Continue with, and expand, the administration of competency tests for markers

### **Changes to planned targets**

None

### **Linking performance with budgets**

The expenditure incurred in Programme 9 contributed to achievement of the following key outputs for the WCED:

- Providing contract posts for examination markers
- Sourcing and equipping examination marking centres
- Printing and distributing examination papers
- Implementing the ANA testing programme

### **Sub-programme expenditure**

Sub- Programme Name	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
9.1 Payments to SETA	5,811	5,811	-	5,524	5,524	-
9.2 Professional Services	500,958	500,958	-	480,853	480,853	-
9.3 External Examinations	137,842	137,842	-	136,242	136,242	-
9.4 Conditional Grant	18,501	17,848	653	17,416	16,552	864
Total	663,112	662,459	653	640,035	639,171	864

## **5 TRANSFER PAYMENTS**

### **5.1. Transfer payments to public entities**

Not applicable

### **5.2. Transfer payments to all organisations other than public entities**

Transfer payments are made to educational institutions in terms of the relevant Acts of Parliament that govern them. For example, transfer payments are made to public ordinary schools for norms and standards funding as set out in terms of the South African Schools Act, 1996 (Act No 84 of 1996). Annexure 1B of the annual financial statements provides a more detailed explanation for each type of entity.

The Department applies Section 38(i)(j) of the Public Finance Management Act, 1999 (PFMA), which requires educational institutions that receive transfer payments to prove that they are spending the funds for the intended purpose. Here the relevant educational institutions have to declare and sign a certificate before the next transfer payments are effected. Then, in terms of the acts pertaining to the specific educational institutions, they are also responsible to submit their audited financial statements to the department by a due date for review and compliance.

Transfer payments are made to various educational institutions including public ordinary schools and FET Colleges. In the case of FET colleges, where services are being rendered to the WCED, a Memorandum of Agreement is entered into and roles and responsibilities are clearly spelled out. There is regular reporting to the department in respect of financial expenditure as well as service delivery aspects e.g. Training of ECD practitioners. Institutions are audited annually by external and independent auditors.

Financial inspection of schools and other institutions is conducted by the School Corporate Officers, based at districts. They verify whether declarations made by schools are a true reflection of expenditure incurred. Districts monitor schools based upon a control risk classification index i.e. low to high risk. Schools are evaluated by the district office before Section 21 functions are assigned. Their allocated statuses are reviewed on a regular basis.

The re-election of School governing bodies(SGB) every three years presents a particular challenge to the department. The financial management responsibility is that of the SGB. The requirement that school principals should also play a role in the financial management of the school, assists the department in monitoring. Financial management is a key subject covered in the training content for new SGBs. Capacity building at school level is key to ensure compliance in respect of conditions around transfer payments.

The table below reflects the transfer payments made for the period 1 April 2013 to 31 March 2014

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Public Ordinary School	Non Profit Institutions	Infrastructure (maintenance and upgrades)	YES	167,690	167,690	0
		N&S: Additional growth	YES	2,017	2,017	0
		Boarding subsidy	YES	33,877	33,877	0
		Admin support	YES	9,262	9,262	0
		Conditional grant: Social Sector EPWP	YES	3,898	3,898	0
		Norms and Standards	YES	520,360	520,360	0
		Conditional grant: NSNP	YES	32,056	32,056	0
		Gr 3,6 and 9 testing and ANA	YES	17,897	17,897	0
		Gr 12 awards	YES	1,443	1,443	0
		Compensation for fee exemption	YES	42,668	42,668	0
		Youth focus	YES	18,524	18,524	0
		Learner transport	YES	36,101	36,101	0
		Litnum awards	YES	8,876	8,876	0
		Private transport subsidy	YES	3,523	3,523	0
		Internet connection	YES	17,608	17,608	0
		Technical subjects	YES	2,112	2,112	0
		Matric exam centres	YES	243	243	0
		Safe schools security	YES	23,453	23,453	0
		Conditional grant: Dinaledi / Technical Recapitalisation	YES	3,820	3,820	0
		SGB memberships and training	YES	287	287	0
		NTAs and NCS FET training	YES	3,114	3,114	0
		Maths and Science	YES	6,338	6,338	0
Independent School Subsidies	Non Profit Institutions	Subsidy	YES	84,648	84,648	0

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Public Special School Education	Non Profit Institutions	Subsidy	YES	122,364	122,364	0
		School textbooks	YES	4,210	4,210	0
		Learner transport	YES	1,226	1,226	0
		Infrastructure upgrades	YES	3,140	3,140	0
Further Education and Training	Non Profit Institutions	Infrastructure upgrades / maintenance	YES	52,130	52,130	0
		Subsidy	YES	11,031	11,031	0
Adult Basic Education and Training	Non Profit Institutions	Subsidy	YES	32,641	32,641	0
Early Childhood Development Centres	Non Profit Institutions	Subsidy	YES	276,840	276,840	0
		Learner transport	YES	413	413	0
		Conditional grant: Social Sector EPWP	YES	5,817	5,817	0
		Pre-gr R stipends	YES	56,990	56,990	0

The table below reflects the transfer payments which were budgeted for in the period 1 April 2013 to 31 March 2014, but no transfer payments were made.

Name of transferee	Purpose for which the funds were to be used	Amount budgeted for (R'000)	Amount transferred (R'000)	Reasons why funds were not transferred
None	n/a	n/a	n/a	n/a

## 6. CONDITIONAL GRANTS

### 6.1. Conditional grants and earmarked funds paid

Not applicable

### 6.2. Conditional grants and earmarked funds received

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

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

#### Monitoring

Monitoring of each of the grants was undertaken through monthly reporting, checks and site visits by the relevant officials and controls and improvements were effected on an ongoing basis. The procurement processes for the Technical Schools Recapitalisation Grant and the Dinaledi Grant were centralised and time taken in each to these to ensure that all conditions

were being met and there was no wasteful expenditure, for example in cases where items or training that were on the programme were not required by the schools concerned. The measures resulted in some savings on the one hand and meant that some processes took longer than anticipated on the other because of the range of quality controls in place.

The tables below detail the conditional grants and earmarked funds received during for the period 1 April 2013 to 31 March 2014.

Conditional Grant: Technical Secondary School Recapitalisation Grant	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	Recapitalization of Technical High Schools.
Expected outputs of the grant	<ul style="list-style-type: none"> <li>• Building of new workshops.</li> <li>• Refurbishing or redesigning of existing workshops.</li> <li>• Supplying equipment, tools and machinery to workshops.</li> <li>• Training teachers in subject content.</li> </ul>
Actual outputs achieved	<p>The construction of the new workshops is in progress and is scheduled to be completed on 31 July 2014.</p> <ul style="list-style-type: none"> <li>• Refurbishing or redesigning of existing workshops.</li> <li>• The Tender for the supply of the equipment has been awarded and the delivery date is 30 June 2014.</li> <li>• Training teachers in subject content.</li> </ul>
Amount per amended DORA	R11 884 million
Amount received (R'000)	R13 898 million

Conditional Grant: Technical Secondary School Recapitalisation Grant	
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R3 717 million
Reasons for the funds unspent by the entity	<ul style="list-style-type: none"> <li>• The tenders for the provisioning of ICT equipment to the schools have been awarded but delivery could not be done by the end of March 2014. Funds are committed and a roll-over was requested.</li> <li>• The Department of Transport and Public Works who are managing the project for the Directorate Infrastructure Planning and Management contracted a project management company to manage the construction of mechanical and civil technology workshops at two technical high schools. The sites were handed over to the builder on 5 March 2014 and the construction is set for completion on 31 May 2014.</li> <li>• The tender for the provisioning of the equipment to the Technical Schools has been awarded. Delivery will take place in May.</li> </ul>
Reasons for deviations on performance	Tenders were awarded but could not be delivered by end March 2014
Measures taken to improve performance	All requisitions for 2014/15 have been submitted to SCM for procurement
Monitoring mechanism by the receiving department	SCM has bi-weekly meetings with the Senior Managers for Curriculum FET to ensure that tenders are on track.

Conditional Grant: Education Infrastructure Grant (EIG)	
Department who transferred the grant	Infrastructure Planning and Management
Purpose of the grant	To maintain, refurbish, extend or create new infrastructure
Expected outputs of the grant	To ensure that existing infrastructure condition is maintained as prescribed by PFMA or to create additional capacity at educational institutions as approved
Actual outputs achieved	Maintenance of facilities and refurbishment / extension / addition of various units / facilities
Amount per amended DORA	R960 465 million
Amount received (R'000)	R960 465 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R821 831 million
Reasons for the funds unspent by the entity	Unspent funds are committed for delays of ASIDI capital infrastructure projects at public ordinary schools.
Reasons for deviations on performance	None
Measures taken to improve performance	Monthly Inter-Departmental meetings with DTPW
Monitoring mechanism by the receiving department	Infrastructure Reporting Model (IRM) and monthly progress reports from DTPW

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	<ul style="list-style-type: none"> <li>To support South Africa's HIV and AIDS prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision making amongst learners and educators.</li> <li>To mitigate the impact of HIV/AIDS by providing a caring, supportive and enabling environment for learners and educators.</li> <li>To ensure the provision of a safe, rights based environment in schools that is free of discrimination, stigma and any form of sexual harassment or abuse.</li> </ul> <p>To reduce the vulnerability of children to HIV/AIDS, TB and STI infection, with a particular focus on orphaned and vulnerable children.</p>
Expected outputs of the grant	<p>Increased HIV, STIs and TB knowledge and skills among learners, educators and officials</p> <p>Decrease in risky sexual behaviour among learners, educators and officials</p> <ul style="list-style-type: none"> <li>Decrease barriers to retention in schools, in particular for vulnerable children.</li> <li>Decrease in risky sexual behaviour among learners, educators and officials</li> <li>Schools, districts and provinces have integrated all HIV and AIDS Life Skills Education Programme into their co-work, evaluation and reporting systems</li> </ul> <p>Management, administration and support delivered to districts and schools</p>

Conditional Grant: HIV/AIDS (Life Skills Education) Grant	
Actual outputs achieved	All outputs achieved as per business plan. Roll-over of R863 934 (3,5%).
Amount per amended DORA	R17 637 million
Amount received (R'000)	R18 501 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R17 848 million
Reasons for the funds unspent by the entity	Unspent funds are committed for services rendered by suppliers/contractors during 2013/14, but invoices were not submitted in time for payment and thus not paid by 31 March 2014.
Reasons for deviations on performance	None
Measures taken to improve performance	All requisitions for 2014/15 were submitted for procurement prior to the start of the financial year.
Monitoring mechanism by the receiving department	Monthly, as well as quarterly reports are submitted to WCED management for monitoring and sign-off purposes.

Conditional Grant: National School Nutrition Programme Grant	
Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide nutritious meals to learners
Expected outputs of the grant	Nutritious meals served to learners
Actual outputs achieved	Learners fed nutritious meals
Amount per amended DORA	R260 538 million
Amount received (R'000)	R265 103 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R258 328 million
Reasons for the funds unspent by the entity	Unspent funds are because of a milk pilot (provision of sachets of milk for learners) that was due to be conducted early in the financial year. Because of delays in sourcing the packaging material, the pilot was delayed and only took place during November 2013.
Reasons for deviations on performance	Delays in the implementation of the milk pilot.
Measures taken to improve performance	Improving the submission rate of outstanding claims from service providers to facilitate payment before the end of the financial year.
Monitoring mechanism by the receiving department	NSNP Provincial office monitors the expenditure and district officials monitor the programme on a daily basis



Conditional Grant: Dinaledi Schools	
Department who transferred the grant	Department of Basic Education
Purpose of the grant	<ul style="list-style-type: none"> <li>To improve the quality of learner performance in Mathematics, Physical Sciences, Life Sciences and First Additional Language (FAL) English, in line with the Action Plan to 2014</li> </ul> <p>To improve the content knowledge, pedagogies and didactic skills of Mathematics, Physical Sciences and Life Sciences teachers</p>
Expected outputs of the grant	<ul style="list-style-type: none"> <li>Conduct a needs analysis at each Dinaledi school, and where lacking, provide:</li> <li>apparatus and consumables to schools that lack a functional Sciences laboratory and assist schools with the acquisition of an appropriate, dedicated physical structure where needed.</li> <li>geometry sets and calculators</li> <li>information and Communications Technology (ICT) hardware, software, internet connectivity and a dedicated physical structure</li> <li>access to appropriate educational TV broadcasts</li> <li>content, didactic and pedagogic programmes to improve teacher effectiveness</li> <li>management training and/or mentoring for principals and School Management Teams</li> <li>co-curricular, additional preparation of Grade 8 -12 learners for enhanced performance and participation in Olympiads and increased access to Science Clubs, Science Fairs and Competitions</li> <li>clearly defined incentives for learners, teachers and/or schools that achieve or exceed agreed upon performance targets</li> </ul>
Actual outputs achieved	Outputs achieved with the exception of the Physical and Life Sciences apparatus and chemicals. The tender had to be re-advertised and was only awarded in April 2014.
Amount per amended DORA	R10 096 million
Amount received (R'000)	R13 366 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R11 868 million
Reasons for the funds unspent by the entity	Science tenders were only awarded in April 2014.
Reasons for deviations on performance	Science Tenders were awarded only in April 2014 because they had to be re-advertised.
Measures taken to improve performance	All requisitions for 2014/15 have been submitted for procurement prior to the start of the financial year.
Monitoring mechanism by the receiving department	SCM has bi-weekly meetings with the Senior Managers for Curriculum FET to ensure that tenders are on track.

Conditional Grant: Further Education and Training Grant	
Department who transferred the grant	Department of Higher Education and Training (DHET)
Purpose of the grant	To ensure the successful transfer of the FET college function to the
Expected outputs of the grant	<ul style="list-style-type: none"> <li>• Transfer of FET Colleges Management Staff to DHET finalised</li> <li>• Transfer of Non-Management Staff to DHET finalised</li> <li>• Secondment of Provincial Department of Education Staff to DHET finalised</li> <li>• Transfer of Provincial Department of Education Staff to DHET finalised</li> <li>• Post Provisioning Model for FET Colleges finalised</li> <li>• Implementation of the Funding Norms and Standards for FET colleges</li> <li>• Implementation of the New Programme Cost for Funding FET Colleges</li> <li>• Monitor the support of FET Colleges by PDE's</li> <li>• Implementation of 37% in lieu of benefits for FET Colleges</li> </ul>
Actual outputs achieved	<ul style="list-style-type: none"> <li>• Transfer of FET Colleges Management Staff to DHET finalised</li> <li>• Transfer of Non-Management Staff to DHET finalised</li> <li>• Secondment of Provincial Department of Education Staff to DHET finalised</li> <li>• Implementation of the Funding Norms and Standards for FET colleges</li> <li>• Implementation of 37% in lieu of benefits for FET Colleges</li> </ul>
Amount per amended DORA	R353 097 million
Amount received (R'000)	R353 097 million
Reasons if amount as per DORA was not received	N/a
Amount spent by the department (R'000)	R353 078 million
Reasons for the funds unspent by the entity	Saving on compensation
Reasons for deviations on performance	No deviation on provincial output performance
Measures taken to improve performance	N/a
Monitoring mechanism by the receiving department	Monthly and quarterly reports

Conditional Grant: EPWP Integrated Grant for Provinces – Education	
Department who transferred the grant	Department of Transport and Public Works
Purpose of the grant	To create work opportunities for youth, women and the disabled in the ECD sector.
Expected outputs of the grant	<ul style="list-style-type: none"> <li>Train 394 ECD practitioners in the field of Early Childhood Development.</li> </ul> Train 22 previously unemployed matriculants to be data capturers
Actual outputs achieved	<ul style="list-style-type: none"> <li>299 ECD practitioners were declared competent after the 12 month training course. Each practitioner attended a 12 month ECD Level 1 course at one of the six FET Colleges in the province.</li> <li>Each ECD practitioner also received training in First Aid</li> <li>22 data capturers completed courses in office management, Microsoft office, human resource management and project management.</li> </ul>
Amount per amended DORA	R12 298 million
Amount received (R'000)	R12 298 million
Reasons if amount as per DORA was not received	
Amount spent by the department (R'000)	R12,064 million
Reasons for the funds unspent by the entity	Invoices not received in time to be processed.
Reasons for deviations on performance	
Measures taken to improve performance	Colleges to be notified weekly of any outstanding invoices.
Monitoring mechanism by the receiving department	An external service provider was contracted to conduct the monitoring of training offered by colleges. A monitoring report is on file.

## 7. DONOR FUNDS

### 7.1. Donor Funds Received

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

## 8. CAPITAL INVESTMENT

### 8.1. Capital investment, maintenance and asset management plan

#### Building projects completed during 2013/14

##### New schools

- No new school were handed over in 2013/14;
- No mobile schools were completed for use in 2013/14.

### Replacement schools (replacement of schools built of inappropriate materials)

- The following Replacement Schools were completed in 2013/14: Formosa Primary School, Pacaltsdorp Primary School, St. Thomas Primary School, Kathleen Murray Primary School, Rusthof Primary School, Fairview Primary School and Plantation Road Primary School,
- One upgrade and addition project was completed namely Bloekombos Primary School.

### Additional classrooms

- Expansion classrooms: 7 classrooms were built onto existing schools in order to allow for increased enrolment.
- Grade R classrooms: 11 classrooms were completed in 2013/14.
- Mobile units provided: 175 classrooms.

The infrastructure that was scheduled for delivery in 2012/13 is set out below, alongside the actual delivery figures.

Category	Targeted	Actual number
New Schools	4	0
Replacement schools	7	7
Grade R classrooms	65	11 classrooms
Upgrade and addition	No targets set	1
Expansion Classrooms		7 classrooms
Mobile classrooms		175 classrooms

Variances in respect of targets is discussed under Programme 8, in relation to the Programme Performance Measures. Some projects were delayed and alternative arrangements had to be made for accommodation.

### Capital Projects in construction

#### (a) New schools

The permanent schools that had originally been scheduled for completion by 31 March 2014, viz. Concordia Primary School, Concordia High School, Silversands High School and Vuyiseka High School are in various stages of construction or tender adjudication.

#### (b) Replacement Schools

As at 31 March 2014, the following replacement schools, initially scheduled for completion during the 2013/14 financial year, were at different stages of construction: A.C.J. Phakade Primary School, Garden Village Primary School, Itsitsa Primary School, Pineview Primary School and Touwsrante Primary School. Added to these are the fourteen, first phase ASIDI projects namely: Hawston Primary School, Willemsvallei Primary School, Knysna Secondary School, Kasselsvlei Primary School, Parkview Primary School, Wesfleur Primary School, Sophakama Primary School, Valhalla Primary School, Delta Primary School, Die Duine Primary School, Sophumelela Secondary School, Portia Primary School, Kensington Secondary School and Heideveld Primary School. These school are all currently in construction.

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 recorded 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. It also formulates provincial policy with regard to the use of GG vehicles and maintains an asset register on the Fleetman system. The WCED is responsible for the licensing, maintenance and re-fuelling of the vehicles.

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 2012/13 R'000	Estimated final cost R'000
108	R 92 650m	R 92 650m

The 2013 U-AMP indicates the following under the heading of "User Condition Rating"

Condition Status	General Description	Rating
<b>Excellent</b>	No apparent defects. Appearance is as new. Risk index: No effect on service capability. No risk.	<b>C5</b>
<b>Good</b>	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.	<b>C4</b>
<b>Fair</b>	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.	<b>C3</b>
<b>Poor</b>	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.	<b>C2</b>

Condition Status	General Description	Rating
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 eighty (480) 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. One thousand and twenty four (1024) 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.

Twenty one (21) 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
2012	18,225,779	273,387	114,725	158,662
2013	19,683,841	295,257	168,673	126,584
Total backlog since 2004		<b>2,298,175</b>		



There was some impact on the backlog in 2012/13 and again in 2013/14. Because of the slow expenditure on capital projects, a decision was taken to execute a list of projects, which could not originally be included into the U-AMP because of budget priorities. Attention was also given to the planning of the 2014/15 scheduled maintenance projects in order to get a better start on scheduled maintenance expenditure in the 2014/15 financial year. The planning of 39 capital projects was initiated in 2013/14 in order to expedite the execution of projects in future years.

Infrastructure Projects	2013/2014			2012/2013		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	778,999	640,365	138,634	343,287	343,287	0
Existing infrastructure assets	271,012	271,012	0	357,882	317,567	40,315
Upgrades and additions	41,041	41,041	0	134,119	129,189	4,930
Rehabilitation, renovations and refurbishments	7,213	7,213	0	35,875	35,875	0
Maintenance and repairs	225,758	225,758	0	187,888	152,503	35,385
Infrastructure transfer	142,935	142,935	0	89,818	89,818	0
- Current	62,250	62,250	0	42,350	42,350	0
- Capital	80,685	80,685	0	47,468	47,468	0
Total	1,192,946	1,054,312	138,634	790,987	750,672	40,315



## Part C

# Governance

## 1. INTRODUCTION

Commitment by the department to maintain the highest standards of governance is fundamental to the management of public finances and resources. Users want assurance that the department has good governance structures in place to effectively, efficiently and economically utilize the state resources, which is funded by the tax payer.

The Department is served by the Education Audit Committee, and all members are independent members, appointed by the Accounting Officer in consultation with the Executive Authority. The Audit committee operates in accord with a "Terms of Reference", approved on 18 July 2012.

The Audit Committee meets at least on a quarterly basis to give effect to its responsibilities as per the approved Terms of Reference. The Audit Committee further meets with the Executive Authority and Accounting Officer to discuss matters of concern.

Internal Audit continued to be offered independently by the shared Internal Audit Activity that was corporatised to the Corporate Services Centre in the Department of the Premier.

In line with the Public Finance Management Act, 1999 (Act No 1 of 1999) (PFMA) and KING III, the Internal Audit Activity provides the Audit Committee and management with assurance that the internal controls relating to governance, risk management and control processes are adequate and effective. Consistent with the PFMA and King III, a risk-based 3-Year Rolling Strategic and Annual Operational Internal Audit Plan was approved by the Audit Committee, and the Audit Committee monitored the execution of the operational plan and management's implementation of corrective actions.

In 2013, a new directorate which reports directly to the Head of Department, was established to provide the Internal Control Unit for the WCED. Its mandate includes providing strategic management, guidance and advice in respect of internal control practices. Elements are:

1. Ensure proper governance – co-ordinate and maintain appropriate delegation and governance framework, ensure implementation of corrective controls, ensure the implementation and maintenance of an integrated Loss Control System, report, quarterly and annually on the status of the response to the FIU-reports
2. Render an assurance service – report matters to the Audit Committee, facilitate the External and Internal audit, manage the post-auditing process
3. Regulatory, policy, governance frameworks and tactical advice - develop tools and techniques, provide advice on strategy, policy documents.

Internal Audit continues to recognise the role played by other assurance providers and envisage a combined assurance approach for the next year which will ensure that internal audit resources are applied to the most relevant risk areas.

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. Both Internal and External Audit processes additionally govern controls and assist in assuring functionality and prudent management.

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

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

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

In February 2013 and again in 2014, all schools completed online School Improvement Plans (SIPs), with targets for 3 years, for academic performance; management efficiencies (such as teacher and learner absenteeism and academic planning); resourcing and maintenance. The indicators correspond with national targets under Action Plan 2014 and match the 9 focus areas of whole school evaluation. The value of an improvement plan like this is that all schools are focused on driving key improvement interventions. The SIP also forms part of the accountability system, since signatories to the plan include the principal, the SGB and the WCED. In 2014, schools also provided Action Plans to specify steps they would take to meet the targets set.

In 2013 quarterly School Improvement Monitoring, by which key aspects of resourcing and school functionality e.g. SGB elections, preparedness for the new year was conducted. Because the reports were captured online, the data could be drawn and used to improve support. In particular, for example, the data enabled the WCED to keep abreast of deliveries of workbooks.

## **2. RISK MANAGEMENT**

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

In compliance with the National Treasury Public Sector Risk Management Framework (NTPSRMF) and to further embed risk management within the Department, the Western Cape Government (WCG) has adopted an ERM Policy which sets out the WCG's overall intention with regard to ERM.

An Annual ERM Implementation Strategy has been developed in order to give effect to the WCG ERM policy and to attain the Annual Enterprise Risk Management Implementation Plan and the risk management priorities of the WCED. This enables the Department to deliver on its Departmental goals, objectives and key performance indicators, enhance risk informed decision making and optimise compliance with applicable legislation. It further outlines the roles and responsibilities of managers and staff in embedding risk management in the Department and defines the enabling legislation, standards, mechanisms, tools and resources to be used to realise the ERM plan.

The Western Cape Education Department Risk Management Committee or the Executive Committee provides governance oversight over the entire system of risk management of the Department and furnishes the Accounting Officer with the requisite reports in respect of performance of risk management. The Audit Committee provides the independent oversight of the Department's system of risk management. The Audit Committee is furnished with Quarterly ERM progress reports and departmental risk profiles and registers to execute their independent oversight role. The Audit Committee's evaluation of the risk management process is in relation to the progress of implementation of the Departments Annual ERM Implementation Plan and significant/strategic risks faced by the Department and their relevant risk response/treatment strategies.

#### Risk Management Committee

The Western Cape Education Department has established a Risk Management Committee to assist the Accounting Officer in executing her respective responsibilities concerned with risk management. The committee operates under the terms of reference approved by the Accounting Officer. The Committee comprises of the members of the Department's Executive Committee. As per its terms of reference the Committee should meet five times a year.

The Committee meetings during the financial year under review were attended as follows:

<b>Member</b>	<b>Position</b>	<b>Scheduled Meetings</b>	<b>Attended</b>
Ms. P. Vinjevold	SG: Education	4	3
Mr. L. Ely	DDG: Finance	4	3
Ms. M. Harker	DDG: Education Planning	4	3
Mr. B. Schreuder	DDG: Curriculum and Assessment Management	4	3
Mr. J. Lyners	DDG: Institutional Development and Coordination	4	3
Mr. I. Carolus	CD: People Management Practices	4	3



### ***Risk management process***

During the period under review, WCED assessed its risks relative to its strategic and annual performance plan. Risk assessments are conducted on a strategic level on an annual basis and updated quarterly. At a programme level, the risk assessments are conducted on a quarterly basis in order to review and update the existing risks and to identify emerging risks. Significant risks relevant to objectives were assessed in terms of its likelihood and impact; risk treatment plans are developed and managed by allocated risk owners. Programme risk registers are approved by the respective programme manager.

The Risk Management Committee ratifies, prioritises and further recommends to the Accounting Officer, which significant risks are mitigated with an appropriate risk response/treatment in order to meet the departmental strategic objectives and this process is conducted on a quarterly basis.

### ***Impact on institutional performance***

Enterprise risk management has become an important activity of the senior management of the department, especially at the Executive level (EXCO). The risk champion is part of EXCO. The continued awareness of systemic risks and the focus on mitigation has contributed to better service delivery to a varied degree. The maturity in terms of risk management has improved over the period. Improved attention to risk management will receive the necessary ongoing attention.

## **3. FRAUD AND CORRUPTION**

The Western Cape Government adopted an Anti-Corruption Strategy which confirms the Province's zero tolerance stance towards fraud and corruption. The Department has an approved Fraud Prevention Plan and a Fraud Prevention Implementation plan which gives effect to the Fraud Prevention Plan.

Various channels for reporting allegations of fraud and corruption exist and these are described in detail in the Provincial Anti-Corruption Strategy and the Departmental Fraud Prevention Plan. Each allegation received by the Forensic Investigation Unit is recorded in a Case Management System which is used as a management tool to report on progress made with cases relating to the department and generating statistics for the Province and Department. We protect employees who blow the whistle on suspicions of fraud, corruption and theft if the disclosure is a protected disclosure (i.e. not malicious). The opportunity to remain anonymous is afforded to any person who would like to report acts of fraud, theft and corruption and should they do so in person, their identities are kept confidential by the person to whom they are reporting.

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

During this financial year, 53 investigations were completed by the Forensic Investigation Unit whilst 21 matters were referred to the Department for an internal investigation. Twenty (20) investigations confirmed Fraud or Corruption, 9 investigations confirmed Irregularities and/or Non-Compliance, 1 investigation confirmed Theft, 2 investigations indicated that there was no Fraud, Corruption or Irregularity and in 21 instances the preliminary investigation did not confirm the allegation of Fraud, Theft or Corruption. At the end of the financial year, 28 matters remained on the case list of the Department.

#### **4. MINIMISING CONFLICT OF INTEREST**

Annually, or as circumstances change, members of the senior management service have to complete and submit a declaration of 'No conflict of Interest'. All Bid Committee members and all staff in Supply Chain Management are required to 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'

#### **5. CODE OF CONDUCT**

The department is adhering to the Public Service Code of Conduct.

The Policy on the Acceptance of Gifts by Office-based Officials of the Western Cape Education Department was finalised on 27 March 2013. The policy deals with, among others, general guidelines, the Gift Register, procedures for the completion of Declaration Forms, Frequently Asked Questions and a Gift Register template Policy.

#### **6. HEALTH SAFETY AND ENVIRONMENTAL ISSUES**

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

#### **7. PORTFOLIO COMMITTEES**

Not applicable

#### **8. SCOPA RESOLUTIONS**

The Committee noted the Auditor-General's audit opinion regarding the Department's Annual Financial Statements, being financially unqualified with findings of compliance with laws and regulations relating to procurement and contract management and expenditure management, and that this represented an improvement from the 2011/12 qualified audit opinion with findings.

The Committee congratulated the Department on the progress it has made in this regard, towards its commitment of achieving a clean audit in 2014 and beyond. To achieve this



commitment and to avoid a regression in the audit outcome, the Department should urgently and sustainably address all matters raised by the Auditor-General, the Audit Committee and this Committee.

The Committee took cognisance of the fact that 25% of High Risk Areas were covered by Internal Audit, compared to 40 % last year, and further noted that of the 15 internal audits approved for auditing during the financial year, 13 were actually completed.

The SCOPA Resolutions for the financial year as tabled are below.

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
<p><b>Pages:</b> 113 (paragraph 7) and 175 of the Annual Report (SCOPA Resolutions)</p> <p><b>Description:</b> The Committee noted the new policy on Irregular, Fruitless and Wasteful Expenditure which was drafted and implemented by the Department during the 2011/12 financial year, with the aim of decreasing future irregular expenditure.</p>	<p><b>The Committee agreed that:</b></p> <ol style="list-style-type: none"> <li>1. The Department should brief the Committee on the content of the Policy Circular (No 5 of 2013), the implementation thereof and all successes/challenges experienced during the implementation process.</li> </ol>	<p>The WCED issued the policy in 2013 and presented training to all Loss Control Officers during February and March 2013.</p>	None
<p><b>Page:</b> 113 of the Annual Report (paragraph 5)</p> <p><b>Heading:</b> "3.6. Internal audit function"</p> <p><b>Description:</b> The Committee noted with concern that further audit coverage was required to cover a significant percentage of high risk areas in the Department.</p>	<ol style="list-style-type: none"> <li>2. The Department should brief the Committee on the extent of the audit coverage (including the risk based internal audit plan) during the 2012/13 financial year and the successes/challenges experienced, especially relating to the strategic high risk areas, such as:</li> </ol>	<p>Action date to be scheduled by SCOPA</p>	None

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
	2.1 Teacher Competency Development – Special education educators; 2.2 Irregular expenditure; 2.3 School Improvement Plan – Curriculum planning; 2.4 Infrastructure maintenance – leased schools; and Central Education Management Information System (CEMIS) and the District Management Information System (DMIS) 3. The Department should report on the audit coverage of its Operational and Strategic high risk areas, including the mechanisms implemented to ensure that the minimising of risks within these areas.	Action date to be scheduled by SCOPA	None
<p><b>Page:</b> 116 of the Annual Report (paragraph 4)</p> <p><b>Heading:</b> "The Effectiveness of Internal Control"</p> <p><b>Description:</b> The Committee noted that Ernst and Young carried out an assessment of the IT General Control and Information Security Control Environments supporting CEMIS</p>	4. The Department should address all control gaps identified in the Ernst and Young assessment and introduce procedures to ensure compliance with the user access administration at the relevant establishments (schools/district office).	The CEMIS User Access Guideline was adapted to accommodate regular PERSAL data dumps as recommended. WCED obtained approval to deviate from the corporate password standards for CEMIS users at schools.	Improved IT general controls and security

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
(Control Education Management Information System) and DMIS (District Information Management System), and that significant control gaps were identified. The Committee noted that management designed controls to manage users' access to the CEMIS application in the form of a documented and approved user account management procedure.			
<p><b>Page:</b> 156 of the Annual Report (paragraph 1)</p> <p><b>Heading:</b> "General review of the state of affairs"</p> <p><b>Description:</b> The Committee noted the Audit Committee's concerns regarding Emerging Risks, over and above those reported by the Auditor-General, and that these risks were included in the Risk Plan and are part of the Internal Audit Plan.</p>	<p>5. The Department should report on the financial implications of the registered PILIR (Policy on Incapacity Leave and Ill Health Retirement) cases, detailing the mechanisms introduced to ensure that these cases are minimised in future.</p> <p>6. The Department should ensure that it complies with policies and procedures on incapacity leave for ill-health retirement (PILIR).</p>	<p>In accordance with the Departmental policy, a substitute institutional based educator can be appointed when the period of absence of the permanent incumbent is more than 10 working days. This implies that in the case of the temporary incapacity of an educator for more than 10 working days, in accordance with the PILIR prescripts, a substitute may be appointed. Temporary incapacity leave is, in accordance with the PILIR prescripts, approved provisionally with full pay. A final decision regarding the</p>	

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
		<p>payment conditions is only made when the recommendation from the Health Risk Manager is received. The exact financial implications for the 2012/2013 Financial year cannot be made since the entire Public Service of South Africa was without the services of a Health Risk Manager for the period 1 January 2013 till 31 October 2013. To date the Minister for Public Service and Administration has not yet issued a directive how these cases received during the afore-mentioned period should be handled. In order to streamline the management of PILIR cases, the WCED concluded a Collective Agreement with the Educator Unions in December 2011. A new Health Risk Manager has been appointed with effect from 1 November 2013 with whom the WCED has regular meetings to ensure compliance with the policy. The People Management Practices component of the WCED also have regular internal</p>	

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
		meetings as well as regular meetings with Educator Unions to ensure compliance with the prescripts. The WCED ensures that it complies with all the prescripts in respect of PILIR.	
<p><b>Page:</b> 164 of the Annual Report</p> <p><b>Heading:</b> "SCOPA resolutions"</p> <p><b>Description:</b> The Committee thanked the Department for publishing its resolutions, and actions taken in this regard, in its Annual Report, but noted that this was not an accurate reflection of the oversight role exercised by the Committee, in the year under review.</p>	7. The Department should publish the Committee's opening comments specific to this Department, this table of resolutions and the list of information requested by the Committee, in all future Annual Reports.	Ongoing, and starting with the publishing of the Departments 2013/14 Annual Report	None
<p><b>Page:</b> 181 of the Annual Report.</p> <p><b>Heading:</b> "Overpayment: Ministerial driver"</p> <p><b>Description:</b> The Committee noted that the Department was coordinating investigations into the overpayment of the ministerial drivers of various Departments dating back a number of years, and that these overpayments were deemed, by the Department, to be</p>	8. The Department should brief the Committee on progress achieved and/or the outcomes of these investigations.	The outcome of the investigation revealed that no debt existed and therefore no potential overpayment occurred.	None

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
immaterial to the Annual Financial Statements.			
<p><b>Page:</b> 186 of the Annual Report</p> <p><b>Heading:</b> "Achievement of planned targets (notes 20 and 21)"</p> <p><b>Description:</b> The Committee noted the comments of the Auditor-General that of the total number of 56 targets planned for the year, 21 targets were not fully achieved during the year under review. This represented 37% of total planned targets that were not achieved during the year under review. This was disclosed in pages 26 - 91 of the Annual Report. This was mainly due to the fact that a number of the indicators are population-based and depend on variables that are demand driven, which makes it difficult to determine accurate targets, other than using prior periods' data as a predictive target. In other instances the measures were directly linked to the population growth</p>	<p>9. This matter should be referred to the relevant Standing Committee for further monitoring and evaluation with the Department.</p>	<p>Ongoing, and as scheduled by the relevant Standing Committee</p>	<p>The situation is likely to continue in the case of the population-based indicators as long as the "achievement" is defined as being a 100% correlation between target and actual in, for example, learner numbers etc.</p>

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
e.g. provision of teachers, of transport, learners in no fee schools etc.			
<p><b>Page:</b> 188 of the Annual Report</p> <p><b>Heading:</b> "Investigations" (notes 28 to 30)</p> <p><b>Description:</b> The Committee noted that 49 instances of fraudulent activities relating to financial irregularities, alleged corruption, nepotism and alleged procurement fraud were reported during the year. 65 cases were opened relating to financial irregularities, alleged corruption, nepotism and alleged procurement fraud, ten of which were in progress at that stage. 17 cases relating to financial irregularities, alleged corruption, nepotism and alleged procurement fraud, were closed during the current financial year, fourteen of which related to fraud and/or financial irregularities.</p>	10. The Department and FIU should brief the Committee on progress achieved and/or the outcomes of these investigations.	Action date to be scheduled by SCOPA	None



Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
<p><b>Page:</b> 188 of the Annual Report (paragraph 27)</p> <p><b>Heading:</b> "Financial and Performance Management"</p> <p><b>Description:</b> The Committee noted the Auditor-General's finding that 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. This was a repeat finding from the previous year and processes implemented to address recommendations made in this regard in the previous year's Management Report were only done during the second half of the financial year under review.</p>	<p>11. The Department should review and monitor compliance with SCM laws and regulations for the procurement of goods between R10,000 and R500,000.</p> <p>12. The Department should implement mechanisms to ensure that districts are SCM compliant.</p>	<p>To minimize non-compliance, the department implemented the following measures:</p> <p>Appointed Supply Chain Champions in all offices that were trained in SCM regulations;</p> <p>Implementation of electronic procurement system;</p> <p>The department introduced a payment check list that must be certified by the authoriser of the payment that legislative and procurement prescripts have been adhered to; and</p> <p>Established an Internal Control Unit to conduct a post-audit on all payments.</p>	None
<p><b>Page:</b> 213 of the Annual Report</p> <p><b>Heading:</b> "5.8 Impairment"</p> <p><b>Description:</b> SCOPA noted that the Audit Committee has discussed the Management Report with the Auditor-General and the Departmental</p>	<p>13. The Department should brief the Committee on the corrective steps taken to address material Impairments relating to Receivables.</p>	<p>The Debt Policy of the WCED was amended to provide for the definition for Impairments.</p>	None

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
management team. In particular the Audit Committee noted the material impairment relating to receivables. Steps have been taken by the Audit Committee to follow up on what Management has committed to.			
<p><b>Page:</b> 222 of the Annual Report</p> <p><b>Heading:</b> "Explanation note 1"</p> <p><b>Description:</b> The Committee noted with concern that the Department incurred an over payment amounting to R52, 652 million to Bonitas Medical Scheme during March 2013. The refund, however, was received on 10 April 2013.</p>	14. The Department should brief the Committee on the internal control mechanisms implemented to ensure that any erroneous/double payments are detected and prevented.	The Provincial Treasury instituted an additional step for the departments to confirm the amounts that needs to be transferred to institutions. This form is signed off by the Director or his Deputy at the Finance Branch.	None
<p><b>Page:</b> 224 of the Annual Report</p> <p><b>Heading:</b> "Commitments"</p> <p><b>Description:</b> The Department's expenditure was contained within the approved budget. However, this is due mainly to an under-spending of voted funds in programmes 1 and 8 rather than savings.</p>	15. The Department should implement mechanisms to detect under spending earlier.	<p>The department implemented the following measures: -</p> <p>Procurement planning earlier in the financial year, monthly monitoring of expenditure and feedback from responsibility manager;</p> <p>Responsibility manager to provide feedback mid-financial year of</p>	None

Root cause of problem	SCOPA Resolution	Action taken on SCOPA Resolutions including associated costs	Impact on future financial years
		possible underspending due to various reasons; and  Application of virement within vote for additional needs somewhere else in department.	

## 9. PRIOR MODIFICATIONS TO AUDIT REPORTS

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

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Goods and services with a transaction value below R500 000 were procured without obtaining the required price quotations as required by Treasury Regulation 16A 6.1	2012/13	To minimize non-compliance, the department implemented the following measures - Appointed Supply Chain Champions in all offices that were trained in SCM regulations - Implementation of electronic procurement system, - The department introduced a payment check list that must be certified by the authoriser of the payment to ensure legislative and procurement prescripts have been adhered to. - Established an Internal Control Unit to conduct a post-audit on all payments.
The accounting did not take effective steps to prevent irregular expenditure, as required by section 38(1)(c)(ii) of the PFMA and Treasury Regulation 9.1.1	2012/13	The following measures were implemented - Appointed Supply Chain Champions in all offices that were trained in SCM regulations - Implementation of electronic procurement system, - The department introduced a payment check list that must be certified by the authoriser of the payment to ensure legislative and procurement prescripts have been adhered to.

## 10. INTERNAL CONTROL UNIT

In 2013/14 the newly-formed Internal Control Unit undertook the following functions:

### *Ensured proper governance*

- Managed the Integrated Internal Control System: maintained and updated a database of Legal Frameworks and ensured the proper implementation of delegation of frameworks
- Maintained the Forensic Investigation register: provided progress reports on FIU cases for Head Office and Districts and reported the updated departmental FIU register to Department of the Premier.
- Developed policies, procedures and processes pertaining to the internal control unit including: completed business processes and procedures with regards to the performances of SCM Champions; completed business processes and procedures for compliance detection
- Monitored compliance against prescripts: managed and developed a compliance working tool; updated the tool in line with current legislation in order to detect trends to determine weaknesses in the internal control system
- Evaluated the effectiveness and the implementation of financial prescripts: completed inspections within the department; monitored performances of SCM Champions; capacitated SCM Champions within the Districts and Head Office through training and information sessions
- Evaluated the departmental risks registers: maintained and kept a record of risk reports; liaised with ERM unit and Internal Audit on the departmental risks

### *Rendered Assurance Services*

Facilitated the Internal and External Audits: monitored progress on recommendations in management report and internal audit reports; analysed and implemented the responses of management; provided inputs and advice

Reported matters to the AC committee: provided comment on status of financial management improvement plan to the Audit Committee

Ensured implementation of corrective controls: provided reports and registers on irregular, fruitless and wasteful expenditure and unauthorized expenditure; completed the post auditing process in respect of payment vouchers; facilitated the SCOPA resolutions for the annual report; completed the verification of the MPAT documentation.

## 11. INTERNAL AUDIT AND AUDIT COMMITTEES

Internal Audit provides management with independent, objective assurance and consulting services designed to add value and to continuously improve the operations of the Department. It should assist the Department to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of Governance, Risk Management and Control processes. The following key activities are performed in this regard:

- Assess and make appropriate recommendations for improving the governance processes in achieving the department's objectives;
- Evaluate the adequacy and effectiveness, and contribute to the improvement of the risk management process;

- Assist the Accounting Officer in maintaining efficient and effective controls by evaluating those controls to determine their effectiveness and efficiency, and by developing recommendations for enhancement or improvement.

Internal Audit work completed during the year under review for the Department included 4 assurance engagements. The Internal audit plan included 5 assurance engagements. The details of these engagements are included in the Audit Committee report.

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

- Internal audit function;
- External audit function as carried out by the Auditor- General of South Africa;
- Departmental accounting and reporting;
- Departmental accounting policies;
- Review of Auditor-General of South Africa management and audit report;
- Review of departmental in-year monitoring;
- Departmental risk management;
- Internal control;
- Pre-determined objectives;
- Ethics and forensic investigations.

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

Name	Qualifications	Internal or external	If internal, position in the department	Date appointed	Date Resigned	No. of Meetings attended
Mr Ronnie Kingwill	CA(SA)	External	N/a	01 January 2013	N/a	8
Prof Estian Calitz	DCom (Economics)	External	N/a	01 January 2013	N/a	3
Ms Zulpha Abrams	CA(SA) & FIIA SA, CIA	External	N/a	07 April 2014	N/a	5
Mr Linda Nene	BComm (Acc); Post Grad Diploma in Management – Corporate Governance; MDP; CCSA; CRMA; CCP; FIIASA	External	N/a	01 April 2011	N/a	8
Mr Luzuko Mdunyelwa	M( Phil); M(Public Admin); Diploma: Project Management	External	N/a	01 Oct 2011	N/a	6

## **12. AUDIT COMMITTEE REPORT**

The Audit Committee is pleased to present its report for the financial year ended 31 March 2014.

### **Audit Committee Responsibility**

The Audit Committee reports that it has complied with its responsibilities arising from Section 38 (1) (a) (ii) of the Public Finance Management Act and Treasury Regulation 3.1.13. The Audit Committee also reports that it has adopted appropriate formal terms of reference (approved on the 11 September 2013), as its Audit Committee terms of reference, has regulated its affairs in compliance with these terms and has discharged all its responsibilities as contained therein.

### **The Effectiveness of Internal Control Systems**

Following a risk-based approach; the following internal audit work was completed during the year under review:

- Learner and Teacher Support Material
- Management and Governance
- Conditional Grants
- Business Stakeholder Management

The major areas for improvement noted by Internal Audit during the performance of their work are as follows:

- Learner and Teacher Support Material: Improved management oversight over textbook usage and retention at schools
- Management and Governance: Implement standard operating procedures defining the monitoring of financial management capability at schools
- Conditional Grants: Implement standard operating procedures for the management of the HIV/Aids and TB grant
- Business Stakeholder Management: put a framework in place that guides the process to be followed for identifying, prioritising, building and improving relationships with stakeholders

Corrective actions have been agreed by management and the implementation thereof is being monitored by the Audit Committee on a quarterly basis.

The approved Internal audit plan was completed for the year with the exception of one project which was completed after the end of the financial year and reported at the next quarterly review meeting.

The Audit Committee has considered the work of internal audit, as well as the assurance provided by the various other assurance providers including management, internal control unit, enterprise risk management function, forensic function, provincial treasury and external audit; and with the exception of those areas noted above as well as matters from the forensic function that identified a breakdown in internal control, nothing has come to its attention which would indicate a material breakdown in the internal control systems in the department.

### **In-Year Management and Quarterly Performance Reports**

The Department has reported monthly and quarterly to the Provincial Treasury as is required by the PFMA.

The Audit Committee is satisfied with the content and quality of the quarterly financial and performance reports prepared and issued by the Accounting Officer of the Department during the year under review.

### **Evaluation of Financial Statements**

The Audit Committee has:

- reviewed and discussed the audited annual financial statements as presented in the annual report, with the Auditor-General of South Africa and the Accounting Officer;
- reviewed the Auditor-General of South Africa's management report and management's responses thereto;
- considered changes to the accounting policies and practices and where applicable these are reported in the annual financial statements;
- reviewed the Department's processes to ensure compliance with legal and regulatory provisions;
- reviewed the information on predetermined objectives as reported in the annual report;
- reviewed material adjustments resulting from the audit of the Department and
- reviewed and where appropriate recommended changes to the interim financial statements as presented by the Department for the six months ending 30 September 2013.

### **Internal Audit**

Vacancies within the internal audit structures are receiving on-going attention and good progress is being made to fill funded vacancies.

There were no unresolved internal audit findings and good progress has been made to implement corrective actions arising from internal audit findings.

### **Risk Management**

The Department has taken full responsibility and ownership for the implementation of the Enterprise-wide Risk Management (ERM) methodology and function and this is reviewed on a quarterly basis by the Audit Committee. The challenge remains to institutionalise ERM throughout the Department. The Audit Committee noted a number of emerging risks and will be monitoring these on a regular basis.

### **Auditor-General of South Africa's Report**

- The Audit Committee concurs and accepts the Auditor-General of South Africa's opinion regarding the annual financial statements, and proposes that the audited annual financial statements be accepted and read together with the report of the Auditor-General of South Africa.
- The Audit Committee has met with the Auditor-General of South Africa and the Department to ensure that there are no unresolved issues emanating from the regulatory audit.
- The Audit Committee has reviewed the Department's implementation plan for audit issues raised in the previous year on a quarterly basis and is satisfied that the matters have been adequately resolved.



- The Audit Committee recommended that the Annual Financial Statements be approved by the Accounting Officer on 12<sup>th</sup> August 2014

### **Appreciation**

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



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**Mr Ronnie Kingwill**  
**Chairperson of the Education Audit Committee**  
**Department of Education**  
**Date: 14 August 2014**



## Part D

# HR Management

## **1. INTRODUCTION**

The information contained in this part of the annual report has been prescribed by the Minister for the Public Service and Administration for all departments in the public service.

## **2. OVERVIEW OF HUMAN RESOURCES**

### **2.1 Legislation that Governs HR Management**

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

Basic Conditions of Employment Act, 1997 (Act 75 of 1997),  
Labour Relations Act, 1995 (Act 66 of 1995),  
Employment Equity Act, 1998 (Act 55 of 1998),  
Occupational Health and Safety Act, 1993 (Act 85 of 1993),  
Compensation for Occupational Injuries and Diseases Act, 1993 (Act 130 of 1993),  
Government Employees Pension Law, 1996 (Proclamation 21 of 1996),  
Employment of Educators Act, 1998 (Act 76 of 1998),  
Public Service Act, 1994 (Proclamation 103 of 1994), and  
Constitution of the Republic of South Africa, 1996,  
Skills Development Act, 1998 (Act 97 of 1998)  
Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 (Act 4 of 2000),  
Promotion of Access to Information Act, 2000 (Act 2 of 2000),  
Promotion of Administrative Justice Act, 2000 (Act 3 of 2000).

The information depicts the department's demographic composition by race, gender and disability, as required by the Employment Equity Act and the Department of Public Service and Administration. Positions in the post establishment require various academic qualifications such as a Senior Certificate, technical qualification or graduate and post-graduate degrees, as well as certain competency levels. The Employment Equity Act states that in determining whether designated groups are equitably represented within an occupational category and level in an employer's workforce a number of factors must be taken into account including the pool of suitably qualified people from designated groups from which the employer may reasonably be expected to promote or appoint employees. The figures presented in this section do not take these factors into account and do not reflect the fact that the population statistics provided by the 2011 Census reveal that a very small percentage of the Western Cape population have Matric and tertiary qualifications. This factor defines the pool of "suitably qualified people" from which the Western Cape Government can employ staff (as specified by the Employment Equity Act). The Department is continuing to invest in measures to broaden the pool of suitably qualified people who can compete for its employment opportunities to broaden its equitable representation in all occupational categories and levels in the workforce.

## **2.2 Introduction**

### *Overview of HR matters at the Department*

The management of the post establishment of the department is critical to the educational success of schools. The department allocated 185 more posts for the 2014 academic year. Furthermore the department implemented an improved learner/educator ratio in the Foundation Phase. The department has succeeded in increasing its number of permanent teachers and therefore the system has greater stability in general. Steps were taken to ensure a learner/educator ratio of 1: 36 in primary schools and 1:34 in high schools. The department also embarked on a goal oriented deployment plan for excess educators and the decreasing number is proof of the success thereof. During the reporting period, the WCED reduced the number of excess educators by 129.

The department successfully administered four vacancy lists for educators in the 2013 school year.

### *Set HR priorities for the year under review and the impact of these priorities*

The department regards as a priority the recruitment of competent managers to be appointed as principals at schools. Representatives of the department at such selection panels were vigilant to ensure that due process was followed.

Another priority was to reduce the numbers of employees on extended periods of leave in order to ease the financial strain on the department since this necessitates the appointment of substitute educators.

### *Workforce planning framework and key strategies to attract and recruit a skilled and capable workforce*

The department took advantage of the services and availability of the graduates of the Funza Lushaka Bursary scheme as administered by the National Department of Basic Education. During the period 1 April 2013 to 31 December 2013, 384 (57.2%) Funza Lushaka bursary holders (2012 bursary holders that qualified for placement in 2013) out of 671 were successfully placed. During the period 1 January 2014 to 31 March 2014, 284 (47%) Funza Lushaka bursary holders (2013 bursary holders that qualified for placement in 2014) out of 604 were successfully placed in educator posts.

With the filling of SMS posts, the department placed emphasis on the results of the competency based assessment to which candidates were subjected.

### *Employee performance management framework*

The department embraced and subscribed to the prescribed policies in respect of performance management and ensured that all staff, educators as well as public service staff, were well informed of the expectations of the Employer.

#### *Employee wellness programmes*

An external service provider rendered a service in respect of the entire provincial government and the department ascribed to such programme.

This programme provides on-going support in respect of the psychological, emotional and lifestyle needs of employees. It is a programme focusing on, amongst others, HIV and AIDS, stress, financial management, relationships, legal, family matters, substance abuse and trauma debriefing. The programme also addresses health and wellness issues of employees through Employee Health and Wellness Awareness Days. The aim of these days is to promote healthy lifestyles and raise awareness of services which the WCED offers to its employees. In addition, Health Promotion Awareness takes place according to days noted in the Department of Health's Health Calendar. The department hosted 16 Health and Wellness Awareness Days and also created awareness by arranging 10 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period.

#### *Policy development*

The department availed the school post establishments for all schools for 2014 before the end of August 2013. This enabled schools to commence timeously with their planning for 2013 and also created sufficient opportunity for schools to appeal for more posts where deemed necessary. The decrease in learner numbers during the course of a school year has a consequence that some schools have more educators than the learner/educator ratio allows as the year proceeds and to this effect schools' establishments were based on verified learner numbers as at 31 July 2013.

An e-Recruitment system ("Recruiting the best") was implemented with effect from January 2013. The system enables all educators to complete their personal profile on the system and use that platform to apply online for advertised posts. This system proofed itself in bring about greater efficiencies in application management and survey indicated a large degree of user satisfaction.

The department has used the Pensions e-Channeling system since 2013, which allows for the electronic processing of pension withdrawal for beneficiaries and has reduced the turn-around time for the actual payment of benefits remarkably.

Intensified attention has been paid to ensure that all employees who are receiving remuneration for work outside the public service apply for approval.

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

#### *Future HR plans/goals*

The rollout of the e-Recruitment system to office based educators and also to public service staff.

The provision of online applications for institutional based educator posts to schools in electronic format.

### 3. HUMAN RESOURCES OVERSIGHT STATISTICS

#### 3.1. Personnel related expenditure

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

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

Programme	Programme Designation
Programme 1	Administration
Programme 2	Public Ordinary School Education
Programme 3	Independent School 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	Infrastructure Development
Programme 9	Auxiliary and Associated Services

Table 3.1.1 Personnel expenditure by programme for the period 1 April 2013 and 31 March 2014

Programme	Total expenditure (R'000)	Personnel expenditure (R'000)	Training expenditure (R'000)	Professional and special services expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)	Number of Employees
Programme 1	571 137	297 851	867	0	1.92	339.24	878
Programme 2	11 362 779	9 625 960	30 825	0	62.09	279.50	34 440
Programme 3	84 660	0	0	0	0.00	0	0
Programme 4	910 338	761 299	0	0	4.91	263.52	2 889
Programme 5	353 078	289 657	0	0	1.87	309.13	937
Programme 6	37 898	*963	0	0	0.01	120.38	8
		**3 148	0	0	0.02	0	0
Programme 7	465 535	63 142	0	0	0.41	337.66	187
Programme 8	1 054 312	5 446	0	0	0.04	302.56	18
Programme 9	662 459	***453 266	0	0	2.92	384.12	1 180
		****66 201	0	0	0.43	0	0
<b>Total</b>	<b>15 502 196</b>	<b>11 566 933</b>	<b>31 692</b>	<b>0</b>	<b>74.61</b>	<b>285.34</b>	<b>40 537</b>

**Note:**

\* The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R0.963m is in respect of the 8 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees

\*\* The amount of R3.148 m reflects the amount in respect of the expenditure pertaining to 39 educators appointed on a per-hourly basis for tuition at ABET-centres.

\*\*\* The personnel expenditure in respect of Programme 9 (Auxiliary and Associated Services) amounting to R453.266m, is in respect of the permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.

\*\*\*\* The amount of R66.201m reflects the amount in respect of the expenditure of Examiners/ Moderators/Markers and temporary administrative support staff (for the 2013-Matric examinations).



Table 3.1.2 Personnel costs by salary band for the period 1 April 2013 and 31 March 2014

Salary band	Personnel expenditure (R'000)	% of total personnel cost	Average personnel cost per employee (R'000)	No. of employees
Lower skilled (Levels 1-2)	319 846	2.76	98.63	3 243
Skilled (level 3-5)	709 168	6.11	149.68	4 738
Highly skilled production (levels 6-8)	6 583 747	56.75	281.04	23 426
Highly skilled supervision (levels 9-12)	3 940 305	33.96	434.05	9 078
Senior and Top management (levels 13-16)	48 484	0.42	932.38	##52
<b>Total</b>	<b>#11 601 550</b>	<b>100.00</b>	<b>286.20</b>	<b>40 537</b>
<b>Note:</b> # The total personnel expenditure in tables 3.1.1 and 3.1.2 differs because some transactions are made directly on BAS ## The total number of employees indicated in tables 3.1.1 and 3.1.2 above includes both public service staff and educators. The number of employees in the salary band 13 – 16 includes the 6 Chief Executive Officers attached to the Further Education and Training Colleges				

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

Table 3.1.3 Salaries, Overtime, Home Owners Allowance and Medical Aid by programme for the period 1 April 2013 and 31 March 2014

Programme	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Programme 1	237 572	2.00	3 453	0.03	8 371	0.10	13 899	0.10
Programme 2	7 214 260	62.20	113	0.00	217 408	1.90	402 903	3.50
Programme 4	553 087	4.80	105	0.00	17 783	0.20	30 875	0.30
Programme 5	218 780	1.90	0	0.00	6 267	0.10	11 838	0.10
Programme 6	11 700	0.10	0	0.00	412	0.00	679	0.00
Programme 7	48 462	0.40	0	0.00	1 085	0.00	2 477	0.00
Programme 8	3 885	0.00	0	0.00	30	0.00	7	0.00
Programme 9	357 900	3.10	1 840	0.02	8 606	0.10	16 329	0.10
<b>Total</b>	<b>8 645 646</b>	<b>74.52</b>	<b>5 511</b>	<b>0.05</b>	<b>259 962</b>	<b>2.24</b>	<b>479 007</b>	<b>4.13</b>



Table 3.1.4 Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band for the period 1 April 20YY and 31 March 20ZZ

Salary band	Salaries		Overtime		Home Owners Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Skilled (level 1-2)	224 623	1.90	125	0.00	16 010	0.10	17 025	0.10
Skilled (level 3-5)	504 825	4.40	1 821	0.02	29 738	0.30	41 328	0.0
Highly skilled production (levels 6-8)	4 908 153	42.30	2 873	0.02	145 727	1.30	283 337	2.40
Highly skilled supervision (levels 9-12)	2 975 891	25.70	692	0.01	68 231	0.60	136 705	1.20
Senior management (level 13-16)	32 154	0.30		0.00	256	0.00	612	0.00
<b>Total</b>	<b>8 645 646</b>	<b>74.52</b>	<b>5 511</b>	<b>0.05</b>	<b>259 962</b>	<b>2.24</b>	<b>479 007</b>	<b>4.13</b>

### 3.2. Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

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

This information is presented in terms of two key variables:

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

Table 3.2.1 Employment and vacancies by programme as on 31 March 2014

Personnel Group	Programme	Number of funded posts	Unfunded posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
All Personnel	Programme 1	901	57	861	4.00	17	878
	Programme 2	34 131	85	34 169	0.00	271	34 440
	Programme 4	3 078	11	2 863	7.00	26	2 889
	Programme 5	1 312	153	937	2.00	0	937
	Programme 6	12	0	8	33.00	0	8
	Programme 7	15	0	187	0.00	0	187
	Programme 8	0	0	18	0.00	0	18
	Programme 9	1 309	79	1 154	12.00	26	1 180
	<b>Total</b>	<b>40 758</b>	<b>385</b>	<b>40 197</b>	<b>1.00</b>	<b>340</b>	<b>40 537</b>

Personnel Group	Programme	Number of funded posts	Unfunded posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
Educators	Programme 1	118	6	117	1.00	6	123
	Programme 2	27 994	1	28 188	0.00	130	28 318
	Programme 4	1 922	0	1 871	3.00	15	1 886
	Programme 5	885	0	773	13.00	0	773
	Programme 6	4	0	2	50.00	0	2
	Programme 7	15	0	187**	0.00	0	187
	Programme 8	0	0	1	0.00	0	1
	Programme 9	702	8	630	10.00	16	646
	<b>Total</b>	<b>31 640</b>	<b>15</b>	<b>31 769</b>	<b>0.00</b>	<b>167*</b>	<b>31 936</b>
Public Service Personnel	Programme 1	783	51	744	5.00	11	755
	Programme 2	6 137	84	5 981	3.00	141	6 122
	Programme 4	1 156	11	992	14.00	11	1 003
	Programme 5	427	153	164	62.00	0	164
	Programme 6	8	0	6	25.00	0	6
	Programme 7	0	0	0	0.00	0	0
	Programme 8	0	0	17	0.00	0	17
	Programme 9	607	71	524	14.00	10	534
	<b>Total</b>	<b>9 118</b>	<b>370</b>	<b>8 428</b>	<b>8.00</b>	<b>173</b>	<b>8 601</b>
<b>Note:</b> * 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 funds attached to vacated posts are replaced by a subsidy payment in an effort to create more learning sites for pre-primary learners (Early Childhood Development). 187 Educators in Programme 7 are Pre-Primary Personnel. These personnel are carried in additional posts.							

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

Table 3.2.2 Employment and vacancies by salary band as on 31 March 2014

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
All Personnel	Lower Skilled (Levels 1-2)	3 373	194	3 265	3.00	50	3 315
	Skilled (Levels 3-5)	4 257	78	3 795	11.00	66	4 646
	Highly skilled production (Levels 6-8)	28 875	75	29 264	0.00	172	28 651
	Highly skilled supervision (Levels 9-12)	4 203	38	3 823	9.00	50	3 873
	Senior Management (Levels 13-16)	50	0	50	0.00	2	52
	<b>Total</b>	<b>40 758</b>	<b>385</b>	<b>40 197</b>	<b>1.00</b>	<b>340</b>	<b>40 537</b>

Personnel Group	Salary Band	Number of funded posts	Unfunded Posts	Number of Posts Filled	Vacancy Rate %	Number of persons additional to the establishment	Total number of employees
Educators	Lower Skilled (Levels 1-2)	0	0	0	0.00	0	0
	Skilled (Levels 3-5)	0	0	0	0.00	0	*785
	Highly skilled production (Levels 6-8)	27 671	0	28 145	0.00	122	27 482
	Highly skilled supervision (Levels 9-12)	3 969	15	3 624	9.00	45	3 669
	Senior Management (Levels 13-16)	0	0	0	0.00	0	0
	<b>Total</b>	<b>31 640</b>	<b>15</b>	<b>31 769</b>	<b>0.00</b>	<b>167</b>	<b>31 936</b>
Public Service Personnel	Lower Skilled (Levels 1-2)	3 373	194	3 265	3.00	50	3 315
	Skilled (Levels 3-5)	4 257	78	3 795	11.00	66	3 861
	Highly skilled production (Levels 6-8)	1 204	75	1 119	7.00	50	1 169
	Highly skilled supervision (Levels 9-12)	234	23	200	15.00	5	205
	Senior Management (Levels 13-16)	50	0	49	0.00	2	51
	<b>Total</b>	<b>9 118</b>	<b>370</b>	<b>8 428</b>	<b>8.00</b>	<b>173</b>	<b>8 601</b>

**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.
- All educator posts are created for the appointment of professionally fully qualified educators (at least Matric plus 3 years training) at the minimum of salary levels 6-7. The WCED does have some under-qualified educators in the system. These are the 785 educators who are remunerated at salary levels 3-5 because they do not meet the minimum post requirements to be paid at salary levels 6-7. These educators are all appointed against approved posts indicated in the salary band 6-8 in this table.

Table 3.2.3 Employment and vacancies by critical occupations as on 31 March 2014

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

**Notes:**

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

### 3.3 Filling of SMS Posts

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

Table 3.3.1 SMS post information as on 31 March 2014

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	100.00	0	0.00
Salary level 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	4	100.00	0	0.00
Salary Level 14	9	0	8	100.00	1	0.00
Salary Level 13	36	0	40	108.00	0	13.89
<b>Total</b>	<b>50</b>	<b>0</b>	<b>53</b>	<b>106.00</b>	<b>1</b>	<b>100.00</b>
Note: Two (2) SMS members carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape and one (1) SMS member is carried against the Internal Control posts.						

Table 3.3.2 SMS post information as on 30 September 2013

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	2.08	0	0.00
Salary level 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	4	8.33	0	0.00
Salary Level 14	9	0	7	14.58	2	33.33
Salary Level 13	36	0	36	75.00	4	66.67
<b>Total</b>	<b>50</b>	<b>0</b>	<b>48</b>	<b>100.00</b>	<b>6</b>	<b>100.00</b>
Note: • Two (2) SMS members carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape and one (1) SMS member is carried against the Internal Control post.						

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2013 and 31 March 2014

SMS Level	Number of SMS posts per level		Number of SMS posts filled per level	% of SMS posts filled per level	Number of SMS posts vacant per level	% of SMS posts vacant per level
	Funded	Unfunded				
Director-General/ Head of Department	1	0	1	2.08	0	0.00
Salary level 16, but not HOD	0	0	0	0.00	0	0.00
Salary Level 15	4	0	4	8.33	0	0.00
Salary Level 14	9	0	7	14.58	2	33.33
Salary Level 13	36	0	36	75.00	4	66.67
<b>Total</b>	<b>50</b>	<b>0</b>	<b>48</b>	100.00	<b>6</b>	100.00

Two (2) SMS members carried above the WCED establishment plus one (1) SMS member in the Office of the Minister of Education in the Western Cape and one (1) SMS member is carried against the Internal Control posts.

Table 3.3.4 Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2013 and 31 March 2014

Reasons for vacancies not advertised within six months
N/A

Reasons for vacancies not filled within six months
N/A

#### Notes

- In terms of the Public Service Regulations Chapter 1, Part VII C.1A.3, departments must indicate good cause or reason for not having complied with the filling of SMS posts within the prescribed timeframes.

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2013 and 31 March 2014

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

#### Notes

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

### 3.4. Job Evaluation

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

Table 3.4.1 Job Evaluation by Salary band for the period 1 April 2013 and 31 March 2014

Salary Band	Total number of posts as on 31 March 2014	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)	3 373	0	0.00	0	0.00	0	0.00
Skilled (Levels 3-5)	4 257	0	0.00	0	0.00	0	0.00
Highly skilled production (Levels 6-8)	28 875	2	0.01	0	0.00	0	0.00
Highly skilled supervision (Levels 9-12)	4 203	5	0.12	0	0.00	0	0.00
Senior Management Service Band A (Level 13)	36	1	2.78	0	0.00	0	0.00
Senior Management Service Band B (Level 14)	9	0	0.00	0	0.00	0	0.00
Senior Management Service Band C (Level 15)	4	0	0.00	0	0.00	0	0.00
Senior Management Service Band D (Level 16)	1	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>40 758</b>	<b>8</b>	<b>0.02</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>

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

Table 3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2013 and 31 March 2014

Gender	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Employees with a disability	0
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The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

*Table 3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2013 and 31 March 2014*

Total number of Employees whose salaries exceeded the grades determine by job evaluation	None
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The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

*Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2013 and 31 March 2014*

Total number of Employees whose salaries exceeded the grades determine by job evaluation	None
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### 3.5. Employment Changes

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

*Table 3.5.1 Annual turnover rates by salary band for the period 1 April 2013 and 31 March 2014*

Personnel Group	Salary Band	Number of Employees per band as on 31 March 2013	Appoint-ments	Transfers into the depart-ment	Appoint-ments and transfers into the depart-ment	Termi-nations	Transfers out of the depart-ment	Terminatio ns and transfers out of the depart-ment	Turnover rate %
All Personnel	Lower skilled (Levels 1-2)	3 087	3 036	1	3 037	2 806	1	2 807	7.00
	Skilled (Levels 3-5)	4 778	4 995	5	5 000	3 832	6	3 838	24.00
	Highly skilled pro-duction (Levels 6-8)	23 390	11 762	23	11 785	11 739	31	11 770	0.00
	Highly skilled super-vision (Levels 9-12)	8 820	576	3	579	1 117	12	1 129	0.00
	Senior Manage-ment Service Band A (Level 13)	37	3	0	3	1	0	1	8.00
	Senior Manage-ment Service Band B (Level 14)	7	0	0	0	1	0	1	0.00
	Senior Manage-ment Service Band C (Level 15)	4	0	0	0	0	0	0	0.00
	Senior Manage-ment Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	<b>Total</b>	<b>40 124</b>	<b>20 372</b>	<b>32</b>	<b>20 404</b>	<b>19 496</b>	<b>50</b>	<b>19 546</b>	<b>2.00</b>



Personnel Group	Salary Band	Number of Employees per band as on 31 March 2013	Appoint-ments	Transfers into the depart-ment	Appoint-ments and transfers into the depart-ment	Termi-nations	Transfers out of the depart-ment	Termi-nations and transfers out of the depart-ment	Turnover rate %
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0	0	0.00
	Skilled (Levels 3-5)	896	3796	0	3 796	2 562	1	2 563	138.00
	Highly skilled pro-duction (Levels 6-8)	22 109	11 520	14	11 534	11 493	28	11 521	0.00
	Highly skilled super-vision (Levels 9-12)	8 623	542	3	545	1 089	7	1 096	0.00
	Senior Manage-ment Service Band A (Level 13)	0	0	0	0	0	0	0	0.00
	Senior Manage-ment Service Band B (Level 14)	0	0	0	0	0	0	0	0.00
	Senior Manage-ment Service Band C (Level 15)	0	0	0	0	0	0	0	0.00
	Senior Manage-ment Service Band D (Level 16)	0	0	0	0	0	0	0	0.00
	<b>Total</b>	<b>31 628</b>	<b>15 858</b>	<b>17</b>	<b>15 875</b>	<b>15 144</b>	<b>36</b>	<b>15 180</b>	<b>2.00</b>
Public Service	Lower skilled (Levels 1-2)	3 087	3 036	1	3 037	2 806	1	2 807	7.00
	Skilled (Levels 3-5)	3 882	1 199	5	1 204	1 270	5	1 275	0.00
	Highly skilled pro-duction (Levels 6-8)	1 281	242	9	251	246	3	249	0.00
	Highly skilled super-vision (Levels 9-12)	197	34	0	34	28	5	33	0.00
	Senior Manage-ment Service Band A (Level 13)	37	3	0	3	1	0	1	8.00
	Senior Manage-ment Service Band B (Level 14)	7	0	0	0	1	0	1	0.00
	Senior Manage-ment Service Band C (Level 15)	4	0	0	0	0	0	0	0.00
	Senior Manage-ment Service Band D (Level 16)	1	0	0	0	0	0	0	0.00
	<b>Total</b>	<b>8 496</b>	<b>4 514</b>	<b>15</b>	<b>4 529</b>	<b>4 352</b>	<b>14</b>	<b>4 366</b>	<b>2.00</b>

**Note:**

Column 3 (number of employees) includes all Nature of Appointments and Excess Personnel and excludes the Minister.

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

Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2013 and 31 March 2014

Critical occupation	Number of employees at beginning of period- April 2013	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
<b>TOTAL</b>	n/a	n/a	n/a	n/a

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

Table 3.5.3.1 Reasons why staff left the department for the period 1 April 2013 and 31 March 2014

Group	Termination type	Number of Personnel	% of Total Exits	Number of exits as a % of the total number of employees as at 31 March 2014
<b>All Personnel</b>	Death / Demise	131	0.7.0	0.30
	Resignation	779	4.00	1.90
	Expiry of contract	17 671	90.40	44.00
	Dismissal - operational changes	15	0.10	0.00
	Dismissal - misconduct	44	0.20	0.10
	Discharged due to ill-health	35	0.20	0.10
	Retirement	821	4.20	2.00
	Employee initiated severance package	11	0.10	0.00
	Transfer to other Public Service Departments	50	0.30	0.10
	<b>Grand Total</b>	<b>19 557</b>	<b>100.00</b>	<b>48.70</b>
<b>Educators</b>	Death / Demise	76	0.50	0.20
	Resignation	629	4.10	2.00
	Expiry of contract	13 794	90.80	43.60
	Dismissal - operational changes	15	0.10	0.00
	Dismissal - misconduct	21	0.10	0.10
	Discharged due to ill-health	21	0.10	0.10
	Retirement	588	3.90	1.90
	Employee initiated severance package	11	0.10	0.00
	Transfer to other Public Service Departments	36	0.20	0.10
	<b>Grand Total</b>	<b>15191</b>	<b>100.00</b>	<b>48.00</b>
<b>Public Service Staff</b>	Death / Demise	55	1.30	0.60
	Resignation	150	3.40	1.80
	Expiry of contract	3877	88.80	45.60
	Dismissal - operational changes	0	0.00	0.00
	Dismissal – misconduct	23	0.50	0.30
	Discharged due to ill-health	14	0.30	0.20
	Retirement	233	5.30	2.70
	Employee initiated severance package	0	0.00	0.00
	Transfer to other Public Service Departments	14	0.30	0.20
	<b>Grand Total</b>	<b>4366</b>	<b>100.00</b>	<b>51.40</b>

**Note:**

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

Table 3.5.3.2 Reasons why staff resigned, 1 April 2013 to 31 March 2014

Group	Termination type	All Personnel Number	% of Total Exits
All Personnel	Age	3	0.02
	Bad health	14	0.07
	Better remuneration	42	0.22
	Domestic problems	2	0.01
	Emigration	18	0.09
	Further studies	8	0.04
	Marriage	7	0.04
	Nature of work	35	0.18
	No reason (predominantly "expiry of contract")	18 725	96.60
	Other education departments	1	0.01
	Other occupation	53	0.27
	Own business	1	0.01
	Personal grievances	13	0.07
	Reorganization	1	0.01
	Resigning of position	556	2.85
	Pregnancy	2	0.01
	Misconduct	4	0.02
	Mutually Agreed Severance Package	1	0.01
	Reduction of posts	9	0.05
	Prev/charge/misdemeanor	1	0.01
	<b>Grand Total</b>	<b>19 496</b>	<b>100.00</b>
Educators	Age	2	0.01
	Bad health	12	0.08
	Better remuneration	33	0.22
	Domestic problems	2	0.01
	Emigration	18	0.12
	Further Studies	8	0.05
	Marriage	7	0.05
	Nature of work	24	0.16
	No reason (predominantly "expiry of contract")	14 515	95.85
	Other education department	1	0.01
	Other occupation	38	0.25
	Own business	1	0.01
	Personal grievance	12	0.08
	Reorganization	1	0.01
	Resigning of position	456	3.01
	Pregnancy	1	0.01
	Misconduct	3	0.02
	Mutually Agreed Severance Package	1	0.01
	Reduction in posts	9	0.01
	Prev/charge/misdemeanor	0	0.00
	<b>Grand Total</b>	<b>15 144</b>	<b>100.00</b>

Group	Termination type	All Personnel Number	% of Total Exits
Public Service Staff	Age	1	0.02
	Bad health	2	0.05
	Better remuneration	9	0.21
	Domestic Problems	0	0.00
	Emigration	0	0.00
	Further studies	0	0.00
	Marriage	0	0.00
	Nature of work	11	0.25
	No reason (predominantly "expiry of contract")	4 210	96.73
	Other education department	0	0.00
	Personal grievances	1	0.02
	Other occupation	15	0.34
	Own business	0	0.00
	Reorganization	0	0.00
	Redesigning of position	100	2.30
	Pregnancy	1	0.02
	Misconduct	1	0.02
	Mutually Agreed Severance Package	0	0.00
	Reduction of posts	0	0.00
	Prev/charge/misdemeanor	1	0.02
	<b>Grand Total</b>	<b>4 352</b>	<b>100.00</b>

Table 3.5.3.3 Reasons why permanent staff resigned, 1 April 2013 to 31 March 2014

Group	Termination type	All Personnel Number	% of Total Exits
All Personnel	Age	3	0.41
	Bad Health	12	1.63
	Better Remuneration	36	4.88
	Domestic problems	2	0.27
	Emigration	18	2.44
	Further studies	8	1.08
	Marriage	7	0.95
	Nature of work	32	4.34
	No reason	9	1.22
	Other Education Department	1	0.14
	Other Occupation	48	6.50
	Own Business	1	0.14
	Personal Grievances	12	1.63
	Resigning from position	543	73.58
	Pregnancy	1	0.14
	Misconduct	4	0.54
	Prev/charge/misdemeanour	1	0.14
	<b>Grand Total</b>	<b>738</b>	<b>100.00</b>

Group	Termination type	All Personnel Number	% of Total Exits
Educators	Age	2	0.33
	Bad Health	10	1.66
	Better Remuneration	30	4.99
	Domestic	2	0.33
	Emigration	18	3.00
	Further studies	8	1.33
	Marriage	7	1.16
	Nature of work	21	3.49
	No reason	8	1.33
	Other Education Department	1	0.17
	Other Occupation	35	5.82
	Own Business	1	0.17
	Personal Grievances	11	1.83
	Resigning of position	443	73.71
	Pregnancy	1	0.17
	Misconduct	3	0.50
	Prev/charge/misdemeanour	0	0.00
	<b>Grand Total</b>	<b>601</b>	<b>100.00</b>
Public Service Staff	Age	1	0.73
	Bad Health	2	1.46
	Better Remuneration	6	4.38
	Domestic problems	0	0.00
	Emigration	0	0.00
	Further studies	0	0.00
	Marriage	0	0.00
	Nature of work	11	8.03
	No reason	1	0.73
	Other Education Department	0	0.00
	Other Occupation	13	9.49
	Own Business	0	0.00
	Personal Grievances	1	0.73
	Resigning of position	100	72.99
	Pregnancy	0	0.00
	Misconduct	1	0.73
	Prev/charge/misdemeanour	1	0.73
	<b>Grand Total</b>	<b>137</b>	<b>100.00</b>

Table 3.5.3.3 Age groups of permanent staff who resigned, 1 April 2013 to 31 March 2014

Ages	Resignations all Staff	All Staff - %	Resignations educators	Educators - %	Resignations Public Service staff	Public Service staff - %
Ages 20>	1	0.14	0	0.00	1	0.73
Ages 20 to 24	21	2.85	21	3.49	0	0.00
Ages 25 to 29	97	13.14	95	15.81	2	1.46
Ages 30 to 34	77	10.43	59	9.82	18	13.14
Ages 35 to 39	63	8.54	53	8.82	10	7.30
Ages 40 to 44	143	19.38	123	20.47	20	14.60
Ages 45 to 49	160	21.68	121	20.13	39	28.47
Ages 50 to 54	96	13.01	71	11.81	25	18.25
Ages 55 to 59	54	7.32	41	6.82	13	9.49
Ages 60 to 64	26	3.52	17	2.83	9	6.57
Ages 65>	0	0.00	0	0.00	0	0.00
<b>Grand Total</b>	<b>738</b>	<b>100</b>	<b>601</b>	<b>100.00</b>	<b>137</b>	<b>100.00</b>

Table 3.5.3.4 Granting of employee initiated severance packages by salary band, 1 April 2013 to 31 March 2014

Personnel Group	Salary Band	Number of Packages Instated
<b>All Personnel</b>	Lower Skilled (Levels 1-2)	0
	Skilled (Levels 3-5)	0
	Highly skilled production (Levels 6-8)	4
	Highly skilled supervision (Levels 9-12)	7
	Senior Management Service Band A	0
	Senior Management Service Band B	0
	Senior Management Service Band C	0
	Senior Management Service Band D	0
	<b>Total</b>	<b>11</b>
<b>Educators</b>	Lower Skilled (Levels 1-2)	0
	Skilled (Levels 3-5)	0
	Highly skilled production (Levels 6-8)	4
	Highly skilled supervision (Levels 9-12)	7
	Senior Management Service Band A	0
	Senior Management Service Band B	0
	Senior Management Service Band C	0
	Senior Management Service Band D	0
	<b>Total</b>	<b>11</b>
<b>Public Service</b>	Lower Skilled (Levels 1-2)	0
	Skilled (Levels 3-5)	0
	Highly skilled production (Levels 6-8)	0
	Highly skilled supervision (Levels 9-12)	0
	Senior Management Service Band A	0
	Senior Management Service Band B	0
	Senior Management Service Band C	0
	Senior Management Service Band D	0
	<b>Total</b>	<b>0</b>

Table 3.5.4 Promotions by critical occupation for the period 1 April 2013 and 31 March 2014

Occupation	Employees 1 April 20YY	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a

Table 3.5.5 Promotions by salary band for the period 1 April 2013 and 31 March 2014

Personnel Group	Salary Band	Employees as at 31 March 2013	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
<b>All personnel</b>	Lower Skilled (Levels 1-2)	3 087	235	7.61	2 243	72.66
	Skilled (Levels 3-5)	4 778	130	2.72	3 562	74.55
	Highly skilled production (Levels 6-8)	23 390	852	3.64	18 936	80.96
	Highly skilled supervision (Levels 9-12)	8 820	1 135	12.87	7 978	90.45
	Senior Management (Levels 13-16)	49	5	10.20	33	57.14
	<b>Total</b>	<b>40 124</b>	<b>2 357</b>	<b>5.87</b>	<b>32 747</b>	<b>81.61</b>
<b>Educators</b>	Lower Skilled (Levels 1-2)	0	0	0.00	0	0.00
	Skilled (Levels 3-5)	896	4	0.45	231	25.78
	Highly skilled production (Levels 6-8)	22 109	807	3.65	18 183	82.24
	Highly skilled supervision (Levels 9-12)	8 623	1 126	13.06	7 832	90.83
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00
	<b>Total</b>	<b>31 628</b>	<b>1 973</b>	<b>6.12</b>	<b>26 246</b>	<b>82.98</b>
<b>Public service</b>	Lower Skilled (Levels 1-2)	3 087	235	7.61	2 243	72.66
	Skilled (Levels 3-5)	3 882	126	3.25	3 328	85.81
	Highly skilled production (Levels 6-8)	1 281	45	3.51	753	58.78
	Highly skilled supervision (Levels 9-12)	197	9	4.57	146	74.11
	Senior Management (Levels 13-16)	49	5	10.20	33	57.14
	<b>Total</b>	<b>8 496</b>	<b>420</b>	<b>4.94</b>	<b>6 501</b>	<b>76.52</b>



### 3.6. Employment Equity

Table 3.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2014

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	1	5	1	3	1	1	1	0	0	0	14
Senior management (Level 13)	3	11	1	7	5	7	0	4	0	0	38
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	134	657	10	308	82	175	7	101	0	1	1 475
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	596	3 753	34	981	1431	5121	48	2 302	3	9	14 278
Semi-skilled and discretionary decision making (Levels 4-7)	1 223	2 631	16	632	3 986	7 746	52	3 045	74	35	19 440
Unskilled and defined decision making (Levels 1-3)	612	2 026	3	111	400	1 929	1	163	31	16	5 292
<b>Total</b>	<b>2 569</b>	<b>9 083</b>	<b>65</b>	<b>2 042</b>	<b>5 905</b>	<b>14 979</b>	<b>109</b>	<b>5 616</b>	<b>108</b>	<b>61</b>	<b>40 537</b>

Table 3.6.2 Total number of employees (with disabilities) in each of the following occupational bands as on 31 March 2014

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	0	0		0	0	0	0	0	0	0	0
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	0	0	0	0	0	0	0	0	0	0	0
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	2	1	0	2	0	1	0	4	0	0	10
Semi-skilled and discretionary decision making (Levels 4-7)	2	2	0	1	1	2	0	1	0	0	9
Unskilled and defined decision making (Levels 1-3)	2	3	0	1	1	3	0	0	0	0	10
<b>Total</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>29</b>

Table 3.6.3 Recruitment for the period 1 April 2013 to 31 March 2014

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	0	2	0	0	0	0	0	1	0	0	3
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	11	39	0	27	11	16	0	16	0	0	120
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	47	742	5	110	233	1 031	2	238	0	0	2 408
Semi-skilled and discretionary decision making (Levels 4-7)	757	1 659	6	312	2 380	4 949	53	1 833	240	94	12 283
Unskilled and defined decision making (Levels 1-3)	462	1 661	6	149	571	2 130	2	375	139	63	5 558
<b>Total</b>	<b>1 277</b>	<b>4 103</b>	<b>17</b>	<b>598</b>	<b>3 195</b>	<b>8 126</b>	<b>57</b>	<b>2 463</b>	<b>379</b>	<b>157</b>	<b>20 372</b>

Table 3.6.4 Promotions for the period 1 April 2013 to 31 March 2014

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	2	0	1	0	0	0	0	0	0	3
Senior management (Level 13)	0	0	0	1	0	0	0	1	0	0	2
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	13	89	1	39	13	25	0	21	0	0	201
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	77	419	3	80	239	605	8	200	0	0	1 631
Semi-skilled and discretionary decision making (Levels 4-7)	21	54	0	1	31	112	0	38	1	0	258
Unskilled and defined decision making (Levels 1-3)	46	96	0	2	33	83	0	2	0	0	262
<b>Total</b>	<b>157</b>	<b>660</b>	<b>4</b>	<b>124</b>	<b>316</b>	<b>825</b>	<b>8</b>	<b>262</b>	<b>1</b>	<b>0</b>	<b>2 357</b>

Table 3.6.5 Terminations for the period 1 April 2013 to 31 March 2014

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
Top management (Levels 14-16)	0	0	0	0	0	1	0	0	0	0	1
Senior management (Level 13)	0	1	0	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	18	89	0	40	17	28	0	25	0	0	217
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	66	920	8	160	307	1 300	6	378	0	0	3 145
Semi-skilled and discretionary decision making (Levels 4-7)	733	1 666	4	301	2 316	4 804	43	1 715	261	101	11 944
Unskilled and defined decision making (Levels 1-3)	376	1 421	6	97	329	1 602	2	190	113	52	4 188
<b>Total</b>	<b>1 193</b>	<b>4 097</b>	<b>18</b>	<b>598</b>	<b>2 969</b>	<b>7 735</b>	<b>51</b>	<b>2 308</b>	<b>374</b>	<b>153</b>	<b>19 496</b>

Table 3.6.6 Disciplinary action for the period 1 April 2013 to 31 March 2014

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All types	62	180	0	12	51	93	0	11	409

Table 3.6.7 Skills development for the period 1 April 2013 to 31 March 2014

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Top management (Levels 14-16)	0	0	0	0	0	0	0	0	0
Senior management (Level 13)	3	0	0	0	0	0	0	0	3
Professionally qualified and experienced specialists and mid-management (Levels 11-12)	2 028	3 015	48	988	1 873	5 445	90	1 514	15 001
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (Levels 8-10)	25	161	0	151	159	485	0	0	981
Semi-skilled and discretionary decision making (Levels 4-7)	10	27	0	2	50	127	0	61	277
Unskilled and defined decision making (Levels 1-3)	5	11	0	8	14	50	0	25	113
<b>Grand Total</b>	<b>2 071</b>	<b>3 214</b>	<b>48</b>	<b>1 149</b>	<b>2 096</b>	<b>6 107</b>	<b>90</b>	<b>1 600</b>	<b>16 375</b>

**Note:**

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

### 3.7. Signing of Performance Agreements by SMS Members

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

Table 3.7.1 *Signing of Performance Agreements by SMS members as on 31 May 2013*

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	2.12
Salary level 16, but not HOD	0	0	0	0.00
Salary Level 15	4	4	4	8.52
Salary Level 14	9	8	8	17.02
Salary Level 13	36	34	34	72.34
<b>Total</b>	<b>50</b>	<b>47</b>	<b>47</b>	<b>100</b>

Table 3.7.2 *Reasons for not having concluded Performance agreements for all SMS members as on 31 May 2013*

Reasons
n/a

Table 3.7.3 *Disciplinary steps taken against SMS members for not having concluded Performance agreements as on 31 May 2013*

Reasons
n/a

### 3.8. Performance Rewards

To encourage good performance, the department has granted the following performance rewards, allocated to personnel for the performance period 2012/13, but paid during the year under review. The information is presented in terms of race, gender and disability (Table 3.8.1.) and salary bands (Table 3.8.2.).

Table 3.8.1 Performance Rewards by race, gender and disability for the period 1 April 2013 to 31 March 2014

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
<b>African</b>	<b>204</b>	<b>1 608</b>	<b>12.69</b>	<b>1 189</b>	<b>5.82</b>
Male	75	764	9.82	376	5.01
Female	129	844	15.28	813	6.30
<b>Coloured</b>	<b>1 065</b>	<b>6 016</b>	<b>17.70</b>	<b>7 333</b>	<b>6.89</b>
Male	366	2 594	14.11	2 464	6.73
Female	699	3 422	20.43	<b>4 869</b>	6.97
<b>Indian</b>	<b>9</b>	<b>27</b>	<b>33.33</b>	<b>98</b>	<b>10.81</b>
Male	3	11	27.27	49	16.40
Female	6	16	37.50	<b>48</b>	8.07
<b>White</b>	<b>262</b>	<b>826</b>	<b>31.72</b>	<b>2 331</b>	<b>8.90</b>
Male	40	170	23.53	355	8.87
Female	222	656	33.84	<b>1 977</b>	8.90
Employees with a disability	<b>3</b>	<b>19</b>	<b>15.79</b>	<b>22</b>	<b>7.20</b>
<b>Total</b>	<b>1 545</b>	<b>40 124</b>	<b>3.85</b>	<b>10 981</b>	<b>7.11</b>

Table 3.8.2 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2013 to 31 March 2014

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
<b>Public Service Personnel</b>						
Lower skilled (Levels 1-2)	269	3 087	9.00	1 030	3.83	0.32
Skilled (Levels 3-5)	800	3 882	21.00	4 714	5.89	0.66
Highly skilled production (Levels 6-8)	418	1 281	33.00	3 977	9.51	0.06
Highly skilled supervision (Levels 9-12)	49	197	25.00	951	19.41	0.02
<b>Total</b>	<b>1 536</b>	<b>8 447</b>	<b>18.00</b>	<b>10 671</b>	<b>6.95</b>	<b>1.06</b>

Table 3.8.3 Performance Rewards by critical occupation for the period 1 April 2013 to 31 March 2014

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

Table 3.8.4 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2013 to 31 March 2014

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)	6	37	16.00	240	40.06	0.50
Senior Management Service Band B (Level 14)	0	7	0.00	0	0.00	0.00
Senior Management Service Band C (Level 15)	1	4	25.00	61	60.64	0.13
Senior Management Service Band D (Level 16)	0	1	0.00	0	0.00	0.00
<b>Total</b>	<b>7</b>	<b>49</b>	<b>14.00</b>	<b>301</b>	<b>43.00</b>	<b>0.63</b>

## Foreign Workers

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

Table 3.9.1 Foreign workers by salary band for the period 1 April 2013 and 31 March 2014

Personnel Group	Salary Band	1 April 2013		31 March 2014		Change	
		Number	% of total	Number	% of total	Number	% in Salary Band
All Personnel	Lower skilled (Levels 1-2)	2	1.00	3	2.00	1	0.00
	Skilled (Levels 3-5)	57	34.00	58	34.00	1	0.00
	Highly skilled production (Levels 6-8)	104	61.00	100	59.00	-4	400.00
	Highly skilled supervision (Levels 9-12)	7	4.00	8	5.00	1	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	<b>Total</b>	<b>170</b>	<b>100.00</b>	<b>169</b>	<b>100.00</b>	<b>-1</b>	<b>100.00</b>
Educators	Lower skilled (Levels 1-2)	0	0.00	0	0.00	0	0.00
	Skilled (Levels 3-5)	55	33.00	55	34.00	0	0.00
	Highly skilled production (Levels 6-8)	103	62.00	99	61.00	-4	133.00
	Highly skilled supervision (Levels 9-12)	7	4.00	8	5.00	1	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	<b>Total</b>	<b>165</b>	<b>100.00</b>	<b>162</b>	<b>100.00</b>	<b>-3</b>	<b>100.00</b>
Public Service	Lower skilled (Levels 1-2)	2	40.00	3	43.00	1	50.00
	Skilled (Levels 3-5)	2	40.00	3	43.00	1	50.00
	Highly skilled production (Levels 6-8)	1	20.00	1	14.00	0	0.00
	Highly skilled supervision (Levels 9-12)	0	0.00	0	0.00	0	0.00
	Senior Management (Levels 13-16)	0	0.00	0	0.00	0	0.00
	<b>Total</b>	<b>5</b>	<b>100.00</b>	<b>7</b>	<b>100.00</b>	<b>2</b>	<b>100.00</b>

Table 3.9.2 Foreign workers by major occupation for the period 1 April 2013 and 31 March 2014

Major occupation	01 April 2013		31 March 2014		Change	
	Number	% of total	Number	% of total	Number	% Change
Professionals	13	7.65	14	8.28	1	-100.00
Technicians and Associate Professionals	1	0.59	1	0.59	0	0.00
Clerks	1	0.59	1	0.59	0	0.00
Labourers and related workers	155	91.18	153	90.53	-2	200.00
<b>Total</b>	<b>170</b>	<b>100.00</b>	<b>169</b>	<b>100.00</b>	<b>-1</b>	<b>100.00</b>

### 3.9. Leave utilisation

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

Table 3.10.1 Sick leave for the period 1 January 2013 to 31 December 2013

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)	18 255	15 779	86.44	2 038	7.18	9	6	5 045
	Skilled (Levels 3-5)	29 292	24 778	84.59	3 159	11.12	9	6	12 053
	Highly skilled production (Levels 6-8)	144 552	115 210	79.70	16 936	59.64	9	6	116 020
	Highly skilled supervision (Levels 9-12)	54 400	44 643	82.06	6 235	21.95	9	6	65 150
	Senior Management (Levels 13-16)	154	115	74.68	31	0.11	5	3	367
	<b>Total</b>	<b>246 653</b>	<b>200 525</b>	<b>81.30</b>	<b>28 399</b>	<b>100.00</b>	<b>9</b>	<b>6</b>	<b>198 635</b>
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0.00	0	0	0
	Skilled (Levels 3-5)	3 012	2 410	80.01	431	1.92	7	3	1 498
	Highly skilled production (Levels 6-8)	134 654	107 133	79.56	15 919	71.03	8	6	109 246
	Highly skilled supervision (Levels 9-12)	53 054	43 574	82.13	6 061	27.04	9	6	63 487
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	<b>Total</b>	<b>190 720</b>	<b>153 117</b>	<b>80.28</b>	<b>22 411</b>	<b>100.00</b>	<b>8</b>	<b>6</b>	<b>174 231</b>
Public service	Lower skilled (Levels 1-2)	18 255	15 779	86.44	2 038	34.03	9	6	5 045
	Skilled (Levels 3-5)	26 280	22 368	85.11	2 728	45.56	10	7	10 555
	Highly skilled production (Levels 6-8)	9 898	8 077	81.60	1 017	16.98	10	8	6 774
	Highly skilled supervision (Levels 9-12)	1 346	1 069	79.42	174	2.91	8	7	1 663
	Senior Management (Levels 13-16)	154	115	74.68	31	0.52	5	3	367
	<b>Total</b>	<b>55 933</b>	<b>47 408</b>	<b>84.76</b>	<b>5 988</b>	<b>100.00</b>	<b>9</b>	<b>6</b>	<b>24 404</b>



Table 3.10.2 Disability leave (temporary and permanent) for the period 1 January 2013 to 31 December 2013

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)	748	741	99.00	22	9.00	34	0	208
	Skilled (Levels 3-5)	956	955	100.00	30	12.00	32	0	383
	Highly skilled production (Levels 6-8)	3 960	3 945	100.00	133	53.00	30	0	3 168
	Highly skilled supervision (Levels 9-12)	2 297	2 291	100.00	65	26.00	35	0	2 702
	Senior Management (Levels 13-16)	0	0	100.00	0	0.00	0	0	0
	<b>Total</b>	<b>7 961</b>	<b>7 932</b>	<b>100.00</b>	<b>250</b>	<b>100.00</b>	<b>32</b>	<b>0</b>	<b>6 462</b>
Educators	Lower skilled (Levels 1-2)	0	0	0.00	0	0.00	0	0	0
	Skilled (Levels 3-5)	28	28	100.00	3	2.00	9	0	15
	Highly skilled production (Levels 6-8)	3 395	3 381	100.00	121	64.00	28	0	2 728
	Highly skilled supervision (Levels 9-12)	2 286	2 280	100.00	64	34.00	36	0	2 697
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	<b>Total</b>	<b>5 709</b>	<b>5 689</b>	<b>100.00</b>	<b>188</b>	<b>100.00</b>	<b>30</b>	<b>0</b>	<b>5 429</b>
Public service	Lower skilled (Levels 1-2)	748	741	99.00	22	35.00	34	0	208
	Skilled (Levels 3-5)	928	927	100.00	27	44.00	34	0	368
	Highly skilled production (Levels 6-8)	565	565	100.00	12	19.00	47	0	440
	Highly skilled supervision (Levels 9-12)	11	11	100.00	1	2.00	11	0	16
	Senior Management (Levels 13-16)	0	0	0.00	0	0.00	0	0	0
	<b>Total</b>	<b>2 252</b>	<b>2 243</b>	<b>100.00</b>	<b>62</b>	<b>100.00</b>	<b>36</b>	<b>0</b>	<b>1 033</b>

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 3.10.3 Annual Leave for the period 1 January 2013 to 31 December 2013

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)	23 422	12	2 015
	Skilled (Levels 3-5)	36 126	13	2 745
	Highly skilled production (Levels 6-8)	24 218	9	2 652
	Highly skilled supervision (Levels 9-12)	30 131	12	2 496
	Senior Management (Levels 13-16)	1 192	24	50
	<b>Total</b>	<b>115 089</b>	<b>12</b>	<b>9 958</b>
Educators	Lower skilled (Levels 1-2)	0	0	0
	Skilled (Levels 3-5)	27	2	12
	Highly skilled production (Levels 6-8)	3 888	2	1 580
	Highly skilled supervision (Levels 9-12)	25 030	11	2 287
	Senior Management (Levels 13-16)	0	0	0
	<b>Total</b>	<b>28 945</b>	<b>7</b>	<b>3 879</b>
Public service	Lower skilled (Levels 1-2)	23 422	12	2 015
	Skilled (Levels 3-5)	36 099	13	2 733
	Highly skilled production (Levels 6-8)	20 330	19	1 072
	Highly skilled supervision (Levels 9-12)	5 101	24	209
	Senior Management (Levels 13-16)	1 192	24	50
	<b>Total</b>	<b>86 144</b>	<b>14</b>	<b>6 079</b>
<b>Note:</b> The annual leave entitlements and measures in respect of office-based educators make provision for office-based educators to qualify for annual leave of between 22 and 30 days per annum, based on the number of years of service. All institution-based educators are regarded as being on annual leave during institution closure periods.				

Table 3.10.4 Capped leave for the period 1 January 2013 to 31 December 2013

Group	Salary Band	Total capped leave available as at 24 Dec 2012	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Number of employees with capped leave as at 24 Dec 2013	Total capped leave available as at 24 Dec 2013
All personnel	Lower skilled (Levels 1-2)	24 933	1 807	49	37	641	24 933
	Skilled (Levels 3-5)	93 585	8 236	143	58	1 545	93 585
	Highly skilled production (Levels 6-8)	389 553	19 030	1 804	11	7 534	389 618
	Highly skilled supervision (Levels 9-12)	512 727	31 440	1 830	17	7 373	512 785
	Senior Management (Levels 13-16)	3 878	43	2	22	31	3 878
	<b>Total</b>	<b>1 024 677</b>	<b>60 556</b>	<b>3 828</b>	<b>16</b>	<b>17 124</b>	<b>1 024 799</b>

Group	Salary Band	Total capped leave available as at 24 Dec 2012	Total days of capped leave taken	Number of employees using capped leave	Average number of days taken per employee	Number of employees with capped leave as at 24 Dec 2013	Total capped leave available as at 24 Dec 2013
Educators	Lower skilled (Levels 1-2)	0	0	0	0	0	0
	Skilled (Levels 3-5)	1 647	611	17	36	27	1 647
	Highly skilled production (Levels 6-8)	335 522	16 957	1 724	10	6 614	335 587
	Highly skilled supervision (Levels 9-12)	505 204	31 106	1 821	17	7 265	505 262
	Senior Management (Levels 13-16)	0	0	0	0	0	0
	<b>Total</b>	<b>842 373</b>	<b>48 674</b>	<b>3 562</b>	<b>14</b>	<b>13 906</b>	<b>842 496</b>
Public service	Lower skilled (Levels 1-2)	24 933	1 807	49	37	641	24 933
	Skilled (Levels 3-5)	91 938	7 625	126	61	1 518	91 938
	Highly skilled production (Levels 6-8)	54 031	2 073	80	26	920	54 031
	Highly skilled supervision (Levels 9-12)	7 523	334	9	37	108	7 523
	Senior Management (Levels 13-16)	3 878	43	2	22	31	3 878
	<b>Total</b>	<b>182 303</b>	<b>11 882</b>	<b>266</b>	<b>45</b>	<b>3 218</b>	<b>182 303</b>

The following table summarise payments made to employees as a result of leave that was not taken.

Table 3.10.5 Leave payouts for the period 1 April 2013 and 31 March 2014

Reason	Total Amount (R'000)	Number of Employees	Average payment per employee
Leave pay-outs for 2013/14 due to non-utilisation of leave for the previous cycle	0	0	0
Capped leave pay-outs on termination of service for 2013/14	37 954	476	79 735
Current leave pay-outs on termination of service 2013/14	721	109	6 615
<b>Total</b>	<b>38 675</b>	<b>*585</b>	<b>66 111</b>
A nett total of 487 employees received leave pay-outs - 98 employees received both capped and current leave pay-outs.			

### 3.11 HIV/AIDS & Health Promotion Programmes

Table 3.11.1 Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases (if any)	Key steps taken to reduce the risk
Educators and Support Staff (school nurses, cleaning staff, educators in laboratories, engineering and school secretaries)	Brochure with procedures to follow in respect of occupational exposure. Each education institution has a health and safety committee.

Table 3.11.2 Details of Health Promotion and HIV/AIDS Programmes

Question	Yes	No	Details, if yes
1. Has the department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.			Director: Strategic People Management
2. Does the department have a dedicated unit or has it designated specific staff members to promote the health and well-being of your employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.	X		The WCED has two specific programmes that it focuses on 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 three officials responsible for this programme at the level of Assistant Director, Human Resource Practitioner and Human Resource Clerk, respectively. Budget = R 1 794 580
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, 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. The Department hosted 16 Health and Wellness Awareness Days and also created awareness by arranging 10 advocacy sessions on the employee wellness program offered to WCED employees during the reporting period.
4. Has the department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001. If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.	X		The Director: Strategic People Management, responsible Deputy Director and responsible Assistant Director manage the programme and provide quarterly reports to employee parties who also provide inputs to the programme.
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.

Question	Yes	No	Details, if yes
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.	X		The WCED provides regular 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. The Department also communicated through Human Resource Minute 6 of 2012 the National HIV Counselling campaign with the view of encouraging all WCED staff to undergo voluntary HIV counselling and testing. The HCT service provider lists, as well as the Transversal HCT Screening Calendar were attached to the minute. All senior managers and Heads of Education institution were requested to encourage staff to participate in the National HIV Counselling campaign.
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:*

*Education and awareness in the workplace*

*Conducting of an HIV/AIDS audit in the workplace to determine infra-structural needs e.g. First Aid kits*

*Preventative programmes e.g. distribution of condoms*

*Promoting universal precautions e.g. safety measures to be observed when dealing with blood and body fluids of injured persons*

*Voluntary Counselling and Testing*

*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:*

*Mitigate the impact of HIV and AIDS and create an enabling social environment for Care, Treatment and Support.*

*Implement Employee Health and Wellness Day programme for HIV infected and affected work community*

*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.*

### 3.12 Labour Relations

*Table 3.12.1 Collective agreements for the period 1 April 2013 and 31 March 2014*

Total number of Collective agreements	None
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The following table summarises the outcome of disciplinary hearings conducted within the department for the year under review.

*Table 3.12.2 Misconduct and disciplinary hearings finalised for the period 1 April 2013 and 31 March 2014*

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	7	1.00
Verbal warning	1	0.15
Written warning	7	1.00
Final written warning	314	45.30
Suspension without pay	51	7.50
Fine	229	33.00
Demotion	1	0.15
Dismissal/ desertion	46	6.60
Not guilty	23	3.30
Case withdrawn	14	2.00
<b>Total</b>	<b>693</b>	<b>100.00</b>

*Table 3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2013 and 31 March 2014*

Type of misconduct	Number	% of total
Theft, bribery, fraud or act of corruption in regard to examinations	1	0.20
Sexual assault on learner	9	2.20
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	3	0.70
Wilfully or negligently mismanages the finances of the State	13	3.10
Unjustifiably prejudices the administration, discipline or efficiency of the Department	2	0.40
Accepts second employment and / or compensation without written approval from the Employer	1	0.20
Fails to carry out a lawful order and / or routine instruction	20	4.80
Absenteeism	49	11.90
Discrimination	2	0.40
Poor performance, for reasons other than incapacity	7	1.70
While on duty, is under the influence of intoxicating substance	5	1.20
Improper, disgraceful and unacceptable conduct	70	17.10
Assaults, or attempt to or threatens to assault	160	39.10
Unlawful industrial action	19	4.60
Common law or statutory offence (theft, fraud and corruption)	22	5.30
Dishonesty	13	3.10
Abscondment	13	3.10
<b>TOTAL</b>	<b>409</b>	<b>100.00</b>

Table 3.12.4 Grievances logged for the period 1 April 2013 and 31 March 2014

Grievances lodged	Number	% of Total
<b>Number of grievances resolved</b>	302	69.30
Number of grievances not resolved	134	30.70
<b>Total number of grievances lodged</b>	<b>436</b>	<b>100.00</b>

Table 3.12.5 Disputes logged with Councils for the period 1 April 2013 and 31 March 2014

Disputes lodged with Councils	Number	% of Total
<b>Number of disputes upheld</b>	45	36.00
Number of disputes dismissed	80	64.00
<b>Total number of disputes lodged</b>	<b>125</b>	<b>100.00</b>

Table 3.12.6 Strike actions for the period 1 April 2013 and 31 March 2014

Strike actions	Number
Total number of person working days lost	1 599
Total cost (R'000) of working days lost	703
Amount (R'000) recovered as a result of no work no pay	703

Table 3.12.7 Precautionary suspensions for the period 1 April 2013 and 31 March 2014

Precautionary suspensions	Number
Number of Public Servants suspended	8
Number of Educators suspended	7
Number of public servants whose suspension exceeded 30 days	7
Number of educators whose suspension exceeded 90 days	3
Average number of days suspended	131
Cost (R'000) of suspensions	878

### 3.13 Skills development

This section highlights the efforts of the department with regard to skills development.

Table 3.13.1 Training needs identified for the period 1 April 2013 and 31 March 2014

Occupational Categories	Gender	Number of employees as at 1 April 2013	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	1 572	0	1 553	0	1 553
	Male	2 414	0	2 075	0	2 075
Professionals	Female	20 037	0	10 048	0	10 048
	Male	8 204	0	5 836	0	5 836
Technicians and associate professionals	Female	321	0	1	0	1
	Male	238	0	0	0	0
Clerks	Female	1 922	0	1 812	0	1 812
	Male	267	0	941	0	941
Service and sales workers	Female	5	0	347	0	347
	Male	18	0	833	0	833



Occupational Categories	Gender	Number of employees as at 1 April 2013	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	21	0	1	0	1
Labourers and related workers	Female	2 368	0	373	0	373
	Male	2 737	0	482	0	482
Elementary occupations	Female	0	0	0	0	0
	Male	0	0	0	0	0
<b>Sub Total</b>	Female	26 225	<b>0</b>	<b>14 134</b>	<b>0</b>	<b>14 134</b>
	Male	13 899	<b>0</b>	<b>10 168</b>	<b>0</b>	<b>10 168</b>
<b>Total</b>		40 124	<b>0</b>	<b>24 302</b>	<b>0</b>	<b>24 302</b>
<b>Employees with disabilities</b>	Female	14	0	0	0	0
	Male	18	0	0	0	0

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

Table 3.13.2 Training provided for the period 1 April 2013 and 31 March 2014

Occupational Categories	Gender	Number of employees as at 31 March 2013	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	1 572	0	1 663	0	1 663
	Male	2 414	0	1 122	0	1 122
Professionals	Female	20 037	0	7 047	0	7 047
	Male	8 204	0	4 392	0	4 392
Technicians and associate professionals	Female	321	0	1	0	1
	Male	238	0	0	0	0
Clerks	Female	1 922	0	730	0	730
	Male	267	0	384	0	384
Service and sales workers	Female	5	0	0	0	0
	Male	18	0	0	0	0
Skilled agriculture and fishery workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	0	0	0	0	0
Plant and machine operators and assemblers	Female	0	0	0	0	0
	Male	21	0	1	0	1
Labourers and related workers	Female	2 368	0	102	0	102
	Male	2 737	0	118	0	118

Occupational Categories	Gender	Number of employees as at 31 March 2013	Training provided within the reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training	Total
Elementary occupations	Female	0	0	0	0	0
	Male	0	0	0	0	0
Sub Total	Female	26 225	0	9 543	0	9 543
	Male	13 899	0	6 017	0	6 017
<b>Total</b>		40 124	0	15 560	0	15 560
<b>Employees with disabilities</b>	Female	14	0	0	0	0
	Male	18	0	0	0	0

### 3.14 Injury on duty

The following tables provide basic information on injury on duty.

Table 3.14.1 Injury on duty for the period 1 April 2013 and 31 March 2014

Personnel Group	Nature of Injury on Duty	Number	% of total
ALL PERSONNEL	<b>Required basic medical attention only</b>	<b>101</b>	<b>80.00</b>
	Back Injury	13	12.87
	Foot/Ankle	16	15.84
	Wrist/Shoulder/arm/Finger	31	30.69
	Nose /Eye	3	2.97
	Neck/Head	5	4.95
	Knee /Leg Injury	25	24.75
	Pain in Ribcage /Physical Assault /Coma	6	5.94
	Burn wounds/Skin	2	1.98
	<b>Temporary Total Disablement</b>	<b>25</b>	<b>20.00</b>
	Back Injury	1	0.99
	Foot	6	5.94
	Wrist/Shoulder/Arm/Finger	4	3.96
	Nose/Eye	5	4.95
	Neck/Head	4	3.96
	Knee/Leg Injury	4	3.96
	Depression	1	0.99
	Singed Hair	0	0.00
	Permanent Disablement	0	0.00
	Fatal	0	0.00
	<b>Total</b>	<b>126</b>	<b>100.00</b>
<b>Percentage of total employment</b>			<b>0.31</b>
Educators	<b>Required basic medical attention only</b>	<b>56</b>	<b>84.00</b>
	Back Injury	5	8.93
	Foot	14	25.00
	Wrist/Shoulder/arm/Finger	13	23.21
	Nose /Eye	2	3.57
	Neck/Head	2	3.57
	Knee /Leg Injury	13	23.21

Personnel Group	Nature of Injury on Duty	Number	% of total
	Pain in Ribcage /Physical Assault /Coma	5	8.93
	Burn wounds/Skin	2	3.57
	<b>Temporary Total Disablement</b>	<b>11</b>	<b>16.00</b>
	Back Injury	0	0.00
	Foot	3	27.27
	Wrist/Shoulder/Arm/Finger	3	27.27
	Nose/Eye	0	0.00
	Neck/Head	2	18.18
	Knee/Leg Injury	3	27.27
	<b>Total</b>	<b>67</b>	<b>100.00</b>
	<b>Percentage of total employment</b>		<b>0.17</b>
<b>Public Service Personnel</b>	<b>Required basic medical attention only</b>	<b>45</b>	<b>75.00</b>
	Back Injury	8	17.78
	Foot	2	4.44
	Wrist/Shoulder/arm/Finger	18	40.00
	Nose /Eye	1	2.22
	Neck/Head	3	6.67
	Knee /Leg Injury	12	26.67
	Pain in Ribcage /Physical Assault /Coma	1	2.22
	<b>Temporary Total Disablement</b>	<b>14</b>	<b>25.00</b>
	Back Injury	1	7.14
	Foot	3	21.43
	Wrist/Shoulder/Arm/Finger	1	7.14
	Eye	5	35.71
	Neck/Head	2	14.29
	Knee/Leg Injury	1	7.14
	Depression	1	7.14
	<b>Total</b>	<b>59</b>	<b>100.00</b>
	<b>Percentage of total employment</b>		<b>0.15</b>

### 3.15 Utilisation of Consultants

The following tables relate information on the utilisation of consultants in the department. In terms of the Public Service Regulations "consultant" means a natural or juristic person or a partnership who or which provides in terms of a specific contract on an ad hoc basis any of the following professional services to a department against remuneration received from any source:

- (a) The rendering of expert advice;
- (b) The drafting of proposals for the execution of specific tasks; and
- (c) The execution of a specific task which is of a technical or intellectual nature, but excludes an employee of a department.

*Table 3.15.1 Report on consultant appointments using appropriated funds for the period 1 April 2013 and 31 March 2014*

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

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

*Table 3.15.2 Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2013 and 31 March 2014*

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
n/a	0	0	0

*Table 3.15.3 Report on consultant appointments using Donor funds for the period 1 April 2013 and 31 March 2014*

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

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

*Table 3.15.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDIs) for the period 1 April 2013 and 31 March 2014*

Project title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of consultants from HDI groups that work on the project
n/a	0	0	0

### 3.16 Severance Packages

Table 3.16.1 Granting of employee initiated severance packages for the period  
1 April 2013 and 31 March 2014

Personnel Group	Salary Band	Number of Packages Instated
All Personnel	Lower Skilled (Levels 1-2)	0
	Skilled (Levels 3-5)	0
	Highly skilled production (Levels 6-8)	4
	Highly skilled supervision (Levels 9-12)	7
	Senior Management Service Band A	0
	Senior Management Service Band B	0
	Senior Management Service Band C	0
	Senior Management Service Band D	0
	<b>Total</b>	<b>11</b>
Educators	Lower Skilled (Levels 1-2)	0
	Skilled (Levels 3-5)	0
	Highly skilled production (Levels 6-8)	4
	Highly skilled supervision (Levels 9-12)	7
	Senior Management Service Band A	0
	Senior Management Service Band B	0
	Senior Management Service Band C	0
	Senior Management Service Band D	0
	<b>Total</b>	<b>11</b>
Public Service	Lower Skilled (Levels 1-2)	0
	Skilled (Levels 3-5)	0
	Highly skilled production (Levels 6-8)	0
	Highly skilled supervision (Levels 9-12)	0
	Senior Management Service Band A	0
	Senior Management Service Band B	0
	Senior Management Service Band C	0
	Senior Management Service Band D	0
	<b>Total</b>	<b>0</b>



## Part E

# **Financial Information**

**WESTERN CAPE PROVINCE  
DEPARTMENT OF EDUCATION  
VOTE 5**

**REPORT OF THE AUDITOR-GENERAL  
for the year ended 31 March 2014**

**REPORT OF THE AUDITOR-GENERAL TO THE WESTERN CAPE PROVINCIAL PARLIAMENT ON VOTE  
NO. 5: WESTERN CAPE EDUCATION DEPARTMENT**

**REPORT ON THE FINANCIAL STATEMENTS**

**Introduction**

1. I have audited the financial statements of the Western Cape Education Department (WCED) set out on pages 188 to 231, which comprise the appropriation statement, the statement of financial position as at 31 March 2014, the statement of financial performance, statement of changes in net assets and statement of cash flows for the year then ended, as well as the notes, comprising a summary of significant accounting policies and other explanatory information.

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

2. The accounting officer is responsible for the preparation and fair presentation of these financial statements in accordance with the Modified Cash Standard (MCS) 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, 2013 (Act No. 2 of 2013) (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 and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



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**REPORT OF THE AUDITOR-GENERAL  
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5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

**Opinion**

6. In my opinion, the financial statements presents fairly, in all material respects, the financial position of the WCED as at 31 March 2014 and its financial performance and cash flows for the year then ended, in accordance with the MCS prescribed by the National Treasury and the requirements of the PFMA and DoRA.

**Emphasis of matters**

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

**Restatement of corresponding figures**

8. As disclosed in note 31 to the financial statements, the corresponding figures for 31 March 2013 have been restated as a result of the National Treasury's change in method of ageing of debtors, reclassification of disallowance accounts and an error discovered during 2013-14 in the financial statements of the WCED for the year ended, 31 March 2013.
9. As disclosed in note 19 to the financial statements, the corresponding figures for 31 March 2013 have been restated as a result of amendments to the accounting manual for departments during 2013-14 relating to commitments.

**Material impairments**

10. As disclosed in note 10 to the financial statements, the WCED had receivables totalling R84,1 million at 31 March 2014, for which the recoverability of R71,8 million is doubtful and has been provided for.

**Additional matter**

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

**Unaudited supplementary schedules**

12. The supplementary information set out on pages 232 to 239 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and, accordingly, I do not express an opinion thereon.

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**REPORT OF THE AUDITOR-GENERAL  
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**REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS**

13. In accordance with the PAA and the general notice issued in terms thereof, I report the following findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report, non-compliance with legislation as well as internal control. The objective of my tests was to identify reportable findings as described under each subheading but not to gather evidence to express assurance on these matters. Accordingly, I do not express an opinion or conclusion on these matters.

**Predetermined objectives**

14. I performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the following selected programme presented in the annual performance report of the WCED for the year ended 31 March 2014:
- Programme 2: public school education on pages 48 to 64.
15. I evaluated the reported performance information against the overall criteria of usefulness and reliability.
16. I evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programme. I further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's *Framework for managing programme performance information*.
17. I assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
18. I did not raise any material findings on the usefulness and reliability of the reported performance information for the selected programme.

**Additional matter**

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

**Achievement of planned targets**

20. Refer to the annual performance report on pages 44, 61 – 63, 68, 77 – 78 and 84 for information on the achievement of the planned targets for the year.

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**REPORT OF THE AUDITOR-GENERAL  
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**Compliance with legislation**

21. I performed procedures to obtain evidence that the WCED had complied with applicable legislation regarding financial matters, financial management and other related matters. My findings on material non-compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

**Annual financial statements**

22. The financial statements submitted for auditing were not prepared in accordance with the MCS prescribed by the National Treasury as required by section 40(1)(b) of the PFMA. Material misstatements of disclosure items identified by the auditors in the submitted financial statements were subsequently corrected, resulting in the financial statements receiving an unqualified audit opinion.

**Service delivery – education national school nutrition programme (NSNP)**

23. Some meals were not prepared according to the recommended food specifications and approved menu, in contravention of the Division of revenue grant framework, published in Gazette No. 36581 dated 24 June 2013.

**Internal control**

24. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with legislation. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the annual performance report and the findings on non-compliance with legislation included in this report.

**Financial and performance management**

25. The WCED did not review the annual financial statements adequately to ensure the accuracy and completeness thereof and that financial statement disclosures were fairly presented, supported and evidenced by reliable information. I noted material misstatements for various disclosure notes.
26. School management and NSNP district coordinators at district offices did not adhere to policies and procedures to support the understanding and execution of internal control objectives, processes and responsibilities. The WCED did not implement processes to monitor whether nutritious meals were always provided to all learners in terms of the *NSNP framework*.

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**REPORT OF THE AUDITOR-GENERAL  
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**OTHER REPORTS**

**Performance audits**

27. The following performance audits were conducted during the year under review and their status is as indicated below:

**Performance audit of the readiness of government to report on its performance**

28. The report of the Auditor-General of South Africa on the readiness of government to report on its performance will be tabled during 2014. The WCED was one of the 61 institutions audited during this audit. The performance audit focused on the following:

- The systems and processes that government departments have put in place to report on their performance.
- The performance reporting guidance and oversight that government departments have received.

**Performance audit on early childhood development (ECD) programme (grade R)**

29. The outcomes of a performance audit on the ECD programme will be included in the education sector report, which will be tabled towards the end of 2014. The audit focused on the economical, efficient and effective use of resources within the ECD programme.

**Performance audit on the adult education and training (AET) programme**

30. The outcomes of a performance audit on the AET programme will be included in the education sector report, which will be tabled towards the end of 2014. The audit focused on the economical, efficient and effective use of resources within the AET programme.

**Investigations**

31. The following investigations are in progress:

<b>Description</b>	<b>Reason</b>
Thirty six new cases of fraudulent activities were reported during the financial year.	Financial irregularities, alleged corruption, nepotism and alleged procurement fraud.
Twenty eight cases are currently open and in progress at the date of this report	Financial irregularities, alleged corruption, nepotism and alleged procurement fraud

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The following investigations were completed during the financial year:

Description	Reason
Fifty-three cases were closed during the financial year, 33 of which related to fraud and other irregularities	Financial irregularities, alleged corruption, nepotism and alleged procurement fraud

*Auditor-General*

Cape Town  
30 July 2014



**AUDITOR - GENERAL  
SOUTH AFRICA**

*Auditing to build public confidence*

**WESTERN CAPE PROVINCE  
DEPARTMENT OF EDUCATION  
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**APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

Appropriation per programme									
Programmes	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1. Administration</b>									
Current payment	463 324	(14 126)	(21 615)	<b>427 583</b>	425 088	2 495	99.4	394 870	392 708
Transfers and subsidies	72 949	20 303	-	<b>93 252</b>	93 252	-	100.0	99 123	99 123
Payment for capital assets	58 931	(252)	(12 036)	<b>46 643</b>	40 543	6 100	86.9	34 682	26 921
Payment for financial assets	18 191	(5 925)	-	<b>12 266</b>	12 266	-	100.0	18 236	18 236
	613 395	-	(33 651)	<b>579 744</b>	571 149	8 595	-	546 911	536 988
<b>2. Public Ordinary School Education</b>									
Current payment	10 712 861	(102 675)	(24 196)	<b>10 585 990</b>	10 577 066	8 924	99.9	9 812 838	9 798 650
Transfers and subsidies	675 184	95 242	-	<b>770 426</b>	770 426	-	100.0	650 209	648 456
Payment for capital assets	17 516	7 433	-	<b>24 949</b>	15 287	9 662	61.3	4 248	3 414
	11 405 561	-	(24 196)	<b>11 381 365</b>	11 362 779	18 586	-	10 467 295	10 450 520
<b>3. Independent School Subsidies</b>									
Transfers and subsidies	84 932	-	(284)	<b>84 648</b>	84 648	-	100.0	72 321	72 321
Payment for financial assets	-	-	-	-	-	-	-	-	-
	84 932	-	(284)	<b>84 648</b>	84 648	-	-	72 321	72 321
<b>4. Public Special School Education</b>									
Current payment	757 589	5 422	12 024	<b>775 035</b>	775 035	-	100.0	681 631	677 441
Transfers and subsidies	147 508	(5 779)	(9 755)	<b>131 974</b>	131 974	-	100.0	131 428	131 428
Payment for capital assets	2 972	357	-	<b>3 329</b>	3 329	-	100.0	11 232	11 232
	908 069	-	2 269	<b>910 338</b>	910 338	-	-	824 291	820 101
<b>5. Further Education and Training</b>									
Current payment	304 065	(14 389)	-	<b>289 676</b>	289 657	19	100.0	273 885	273 819
Transfers and subsidies	49 032	14 389	-	<b>63 421</b>	63 421	-	100.0	323 704	323 704
	353 097	-	-	<b>353 097</b>	353 078	19	-	597 589	597 523
<b>6. Adult Basic Education and Training</b>									
Current payment	10 363	(5 318)	(14)	<b>5 031</b>	5 031	-	100.0	7 106	7 106
Transfers and subsidies	27 549	5 318	-	<b>32 867</b>	32 867	-	100.0	29 814	29 814
	37 912	-	(14)	<b>37 898</b>	37 898	-	-	36 920	36 920
<b>7. Early Childhood Development</b>									
Current payment	135 811	(10 405)	-	<b>125 406</b>	125 304	102	99.9	100 000	100 000
Transfers and subsidies	320 901	10 405	8 925	<b>340 231</b>	340 231	-	100.0	283 894	283 894
	456 712	-	8 925	<b>465 637</b>	465 535	102	-	383 894	383 894
<b>8. Infrastructure Development</b>									
Current payment	183 728	(4 694)	21 369	<b>200 403</b>	200 403	-	100.0	188 413	153 028
Transfers and subsidies	95 750	23 002	24 183	<b>142 935</b>	142 935	-	100.0	89 818	89 818
Payment for capital assets	867 916	(18 308)	-	<b>849 608</b>	710 974	138 634	83.7	512 756	507 826
	1 147 394	-	45 552	<b>1 192 946</b>	1 054 312	138 634	-	790 987	750 672
<b>9. Auxiliary and Associated Services</b>									
Current payment	633 196	(8 160)	-	<b>625 036</b>	624 383	653	99.9	608 010	607 146
Transfers and subsidies	14 723	7 475	297	<b>22 495</b>	22 495	-	100.0	9 937	9 937
Payment for capital assets	13 794	685	1 102	<b>15 581</b>	15 581	-	100.0	22 088	22 088
	661 713	-	1 399	<b>663 112</b>	662 459	653	-	640 035	639 171
<b>Subtotal</b>	<b>15 668 785</b>	-	-	<b>15 668 785</b>	<b>15 502 196</b>	<b>166 589</b>	<b>98.9</b>	<b>14 360 243</b>	<b>14 288 110</b>
<b>Total</b>	<b>15 668 785</b>	-	-	<b>15 668 785</b>	<b>15 502 196</b>	<b>166 589</b>	<b>98.9</b>	<b>14 360 243</b>	<b>14 288 110</b>
<b>Add:</b> Departmental receipts				-				17 348	
<b>Actual amounts per Statement of Financial Performance (Total Revenue)</b>				<b>15 668 785</b>				<b>14 377 591</b>	
<b>Actual amounts per Statement of Financial Performance Expenditure</b>					<b>15 502 196</b>				<b>14 288 110</b>

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**APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

Appropriation per Economic classification									
Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	11 640 672	(75 951)	2 231	<b>11 566 952</b>	11 566 933	19	100.0	10 747 047	10 742 371
Goods and services	1 560 265	(78 394)	(14 663)	<b>1 467 208</b>	1 455 034	12 174	99.2	1 319 706	1 267 527
<b>Transfers &amp; subsidies</b>									
Departmental agencies & accounts	5 821	6	-	<b>5 827</b>	5 827	-	100.0	5 534	5 534
Non-profit institutions	1 452 161	128 798	23 366	<b>1 604 325</b>	1 604 325	-	100.0	1 605 054	1 603 326
Households	30 546	41 538	-	<b>72 084</b>	72 084	-	100.0	79 648	79 623
Gifts and donations	-	13	-	<b>13</b>	13	-	100.0	12	12
<b>Payment for capital assets</b>									
Buildings & other fixed structures	877 056	(53 669)	-	<b>823 387</b>	679 706	143 681	82.6	440 415	435 485
Machinery & equipment	82 717	43 826	(9 832)	<b>116 711</b>	105 996	10 715	90.8	143 735	135 140
Intangible assets	1 356	(242)	(1 102)	<b>12</b>	12	-	100.0	856	856
<b>Payment for financial assets</b>									
	18 191	(5 925)	-	<b>12 266</b>	12 266	-	100.0	18 236	18 236
<b>Total</b>	<b>15 668 785</b>	<b>-</b>	<b>-</b>	<b>15 668 785</b>	<b>15 502 196</b>	<b>166 589</b>	<b>98.9</b>	<b>14 360 243</b>	<b>14 288 110</b>



**WESTERN CAPE PROVINCE  
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**APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

**Detail per Programme 1 – Administration  
for the year ended 31 March 2014**

Details per Sub-Programme		2013/14							2012/13	
		Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>1.1</b>	<b>Office of the MEC</b>									
	Current payment	7 025	(1 113)	-	5 912	5 912	-	100.0	5 942	5 942
	Transfers and subsidies	-	25	-	25	25	-	100.0	24	24
	Payment for capital assets	192	(12)	-	180	180	-	100.0	374	374
<b>1.2</b>	<b>Corporate Services</b>									
	Current payment	230 038	(323)	(9 893)	219 822	219 822	-	100.0	207 763	207 763
	Transfers and subsidies	2 650	323	-	2 973	2 973	-	100.0	5 257	5 257
	Payment for capital assets	3 288	2	-	3 290	3 290	-	100.0	4 561	4 561
	Payment for financial assets	18 191	(5 925)	-	12 266	12 266	-	100.0	18 217	18 217
<b>1.3</b>	<b>Education Management</b>									
	Current payment	207 506	(12 435)	(9 464)	185 607	183 112	2 495	98.7	163 147	160 985
	Transfers and subsidies	28 209	30 976	-	59 185	59 185	-	100.0	82 107	82 107
	Payment for capital assets	51 815	-	(10 934)	40 881	34 781	6 100	85.1	28 345	20 584
	Payment for financial assets	-	-	-	-	-	-	-	19	19
<b>1.4</b>	<b>Human Resource Development</b>									
	Current payment	9 496	-	(2 258)	7 238	7 238	-	100.0	8 997	8 997
	Transfers and subsidies	22 705	(9 244)	-	13 461	13 461	-	100.0	-	-
	Payment for capital assets	-	-	-	-	-	-	-	19	19
<b>1.5</b>	<b>Education Management Information System (EMIS)</b>									
	Current payment	9 259	(255)	-	9 004	9 004	-	100.0	9 021	9 021
	Transfers and subsidies	19 385	(1 777)	-	17 608	17 608	-	100.0	11 735	11 735
	Payment for capital assets	3 636	(242)	(1 102)	2 292	2 292	-	100.0	1 383	1 383
<b>Total</b>		<b>613 395</b>	<b>-</b>	<b>(33 651)</b>	<b>579 744</b>	<b>571 149</b>	<b>8 595</b>	<b>98.5</b>	<b>546 911</b>	<b>536 988</b>

Programme 1 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	318 020	(11 168)	(9 001)	297 851	297 851	-	100.0	247 596	247 596
Goods and services	145 304	(2 958)	(12 614)	129 732	127 237	2 495	98.1	147 274	145 112
<b>Transfers &amp; subsidies</b>									
Departmental agencies & accounts	2	14	-	16	16	-	100.0	1	1
Non-profit institutions	69 609	20 042	-	89 651	89 651	-	100.0	93 191	93 191
Households	3 338	234	-	3 572	3 572	-	100.0	5 919	5 919
Gifts and donations	-	13	-	13	13	-	100.0	12	12
<b>Payment for capital assets</b>									
Machinery & equipment	57 575	(10)	(10 934)	46 631	40 531	6 100	86.9	33 826	26 065
Software & other intangible assets	1 356	(242)	(1 102)	12	12	-	100.0	856	856
<b>Payment for financial assets</b>									
	18 191	(5 925)	-	12 266	12 266	-	100.0	18 236	18 236
<b>Total</b>	<b>613 395</b>	<b>-</b>	<b>(33 651)</b>	<b>579 744</b>	<b>571 149</b>	<b>8 595</b>	<b>98.5</b>	<b>546 911</b>	<b>536 988</b>

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**APPROPRIATION STATEMENT  
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**Detail per Programme 2 – Public Ordinary School Education  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>2.1 Public Primary School</b>									
Current payment	6 141 906	33 330	-	<b>6 175 236</b>	6 175 236	-	100.0	5 804 783	5 804 783
Transfers and subsidies	410 012	10 274	-	<b>420 286</b>	420 286	-	100.0	383 871	383 871
Payment for capital assets	40	1 797	-	<b>1 837</b>	1 837	-	100.0	-	-
<b>2.2 Public Secondary Schools</b>									
Current payment	4 250 481	(130 782)	(24 196)	<b>4 095 503</b>	4 095 503	-	100.0	3 686 495	3 686 495
Transfers and subsidies	216 617	86 804	-	<b>303 421</b>	303 421	-	100.0	227 819	227 819
Payment for capital assets	-	1 773	-	<b>1 773</b>	1 773	-	100.0	650	650
<b>2.3 Human Resource Development</b>									
Current payment	76 768	1 379	-	<b>78 147</b>	78 147	-	100.0	75 781	75 781
Transfers and subsidies	12 828	(5 883)	-	<b>6 945</b>	6 945	-	100.0	9 545	9 545
Payment for capital assets	295	1 308	-	<b>1 603</b>	1 603	-	100.0	3 142	2 308
<b>2.4 Conditional Grants</b>									
Current payment	243 706	(6 602)	-	<b>237 104</b>	228 180	8 924	96.2	245 779	231 591
Transfers and subsidies	35 727	4 047	-	<b>39 774</b>	39 774	-	100.0	28 974	27 221
Payment for capital assets	17 181	2 555	-	<b>19 736</b>	10 074	9 662	51.0	456	456
<b>Total</b>	<b>11 405 561</b>	<b>-</b>	<b>(24 196)</b>	<b>11 381 365</b>	<b>11 362 779</b>	<b>18 586</b>	<b>99.8</b>	<b>10 467 295</b>	<b>10 450 520</b>

Programme 2 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	9 659 733	(33 773)	-	<b>9 625 960</b>	9 625 960	-	100.0	8 987 865	8 987 445
Goods and services	1 053 128	(68 902)	(24 196)	<b>960 030</b>	951 106	8 924	99.1	824 973	811 205
<b>Transfers &amp; subsidies</b>									
Departmental agencies & accounts	2	(2)	-	<b>-</b>	-	-	-	2	2
Non-profit institutions	656 661	59 099	-	<b>715 760</b>	715 760	-	100.0	583 598	581 870
Households	18 521	36 145	-	<b>54 666</b>	54 666	-	100.0	66 609	66 584
<b>Payment for capital assets</b>									
Buildings & other fixed structures	9 319	(3 726)	-	<b>5 593</b>	546	5 047	9.8	414	414
Machinery & equipment	8 197	11 159	-	<b>19 356</b>	14 741	4 615	76.2	3 834	3 000
<b>Total</b>	<b>11 405 561</b>	<b>-</b>	<b>(24 196)</b>	<b>11 381 365</b>	<b>11 362 779</b>	<b>18 586</b>	<b>99.8</b>	<b>10 467 295</b>	<b>10 450 520</b>

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**Detail per Programme 3 – Independent School Subsidies  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>3.1 Primary Phase</b> Transfers and subsidies	46 533	796	-	<b>47 329</b>	47 329	-	100.0	35 406	35 406
<b>3.2 Secondary Phase</b> Transfers and subsidies	38 399	(796)	(284)	<b>37 319</b>	37 319	-	100.0	36 915	36 915
<b>Total</b>	<b>84 932</b>	<b>-</b>	<b>(284)</b>	<b>84 648</b>	<b>84 648</b>	<b>-</b>	<b>100.0</b>	<b>72 321</b>	<b>72 321</b>

Programme 3 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Transfers &amp; subsidies</b> Non-profit institutions	84 932	-	(284)	84 648	84 648	-	100.0	72 321	72 321
<b>Total</b>	<b>84 932</b>	<b>-</b>	<b>(284)</b>	<b>84 648</b>	<b>84 648</b>	<b>-</b>	<b>100.0</b>	<b>72 321</b>	<b>72 321</b>

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**APPROPRIATION STATEMENT  
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**Detail per Programme 4 – Public Special School Education  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>4.1 Schools</b>									
Current payment	757 589	5 371	12 024	<b>774 984</b>	774 984	-	100.0	681 631	677 441
Transfers and subsidies	147 507	(5 778)	(9 755)	<b>131 974</b>	131 974	-	100.0	131 428	131 428
Payment for capital assets	2 972	357	-	<b>3 329</b>	3 329	-	100.0	11 232	11 232
<b>4.2 Human Resource Development</b>									
Current payment	-	51	-	<b>51</b>	51	-	100.0	-	-
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
<b>Total</b>	<b>908 069</b>	<b>-</b>	<b>2 269</b>	<b>910 338</b>	<b>910 338</b>	<b>-</b>	<b>100.0</b>	<b>824 291</b>	<b>820 101</b>

Programme 4 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	750 067	-	11 232	<b>761 299</b>	761 299	-	100.0	673 069	668 879
Goods and services	7 522	5 422	792	<b>13 736</b>	13 736	-	100.0	8 562	8 562
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	146 118	(7 823)	(9 755)	<b>128 540</b>	128 540	-	100.0	129 161	129 161
Households	1 390	2 044	-	<b>3 434</b>	3 434	-	100.0	2 267	2 267
<b>Payment for capital assets</b>									
Buildings & other fixed structures	-	-	-	-	-	-	-	6 454	6 454
Machinery & equipment	2 972	357	-	<b>3 329</b>	3 329	-	100.0	4 778	4 778
<b>Total</b>	<b>908 069</b>	<b>-</b>	<b>2 269</b>	<b>910 338</b>	<b>910 338</b>	<b>-</b>	<b>100.0</b>	<b>824 291</b>	<b>820 101</b>

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**APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

**Detail per Programme 5 – Further Education and Training  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>5.1 Public Institutions</b>									
Current payment	304 065	(14 389)	-	<b>289 676</b>	289 657	19	100.0	273 885	273 819
Transfers and subsidies	49 032	14 389	-	<b>63 421</b>	63 421	-	100.0	323 704	323 704
<b>Total</b>	<b>353 097</b>	<b>-</b>	<b>-</b>	<b>353 097</b>	<b>353 078</b>	<b>19</b>	<b>100.0</b>	<b>597 589</b>	<b>597 523</b>

Programme 5 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	304 065	(14 389)	-	<b>289 676</b>	289 657	19	100.0	273 885	273 819
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	48 798	14 363	-	<b>63 161</b>	63 161	-	100.0	323 285	323 285
Households	234	26	-	<b>260</b>	260	-	100.0	419	419
<b>Total</b>	<b>353 097</b>	<b>-</b>	<b>-</b>	<b>353 097</b>	<b>353 078</b>	<b>19</b>	<b>100.0</b>	<b>597 589</b>	<b>597 523</b>

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**Detail per Programme 6 – Adult Basic Education and Training  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>6.1 Public Centres</b>									
Current payment	10 363	(5 434)	(14)	<b>4 915</b>	4 915	-	100.0	7 106	7 106
Transfers and subsidies	-	91	-	<b>91</b>	91	-	100.0	-	-
<b>6.2 Subsidies to Private Centres</b>									
Current payment	-	116	-	<b>116</b>	116	-	100.0	-	-
Transfers and subsidies	27 547	5 229	-	<b>32 776</b>	32 776	-	100.0	29 814	29 814
<b>6.3 Professional Services</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
<b>6.4 Human Resource Development</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
<b>Total</b>	<b>37 912</b>	<b>-</b>	<b>(14)</b>	<b>37 898</b>	<b>37 898</b>	<b>-</b>	<b>100.0</b>	<b>36 920</b>	<b>36 920</b>

Programme 6 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	8 921	(4 810)	-	<b>4 111</b>	4 111	-	100.0	5 853	5 853
Goods and services	1 442	(508)	(14)	<b>920</b>	920	-	100.0	1 253	1 253
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	27 549	5 092	-	<b>32 641</b>	32 641	-	100.0	29 814	29 814
Households	-	226	-	<b>226</b>	226	-	100.0	-	-
<b>Total</b>	<b>37 912</b>	<b>-</b>	<b>(14)</b>	<b>37 898</b>	<b>37 898</b>	<b>-</b>	<b>100.0</b>	<b>36 920</b>	<b>36 920</b>

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**APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

**Detail per Programme 7 – Early Childhood Development  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>7.1 Grade R in Public Schools</b>									
Current payment	92 824	(17 815)	-	<b>75 009</b>	75 009	-	100.0	71 757	71 757
Transfers and subsidies	208 743	8 126	6 795	<b>223 664</b>	223 664	-	100.0	150 708	150 708
<b>7.2 Grade R in Community Centres</b>									
Transfers and subsidies	52 161	1 599	-	<b>53 760</b>	53 760	-	100.0	43 194	43 194
<b>7.3 Pre-grade R Training</b>									
Current payment	40 072	8 091	-	<b>48 163</b>	48 163	-	100.0	28 243	28 243
Transfers and subsidies	54 860	-	2 130	<b>56 990</b>	56 990	-	100.0	73 007	73 007
<b>7.4 Human Resource Development</b>									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
<b>7.5 Conditional Grant – ECD</b>									
Current payment	2 915	(681)	-	<b>2 234</b>	2 132	102	95.4	-	-
Transfers and subsidies	5 136	681	-	<b>5 817</b>	5 817	-	100.0	16 985	16 985
<b>Total</b>	<b>456 712</b>	<b>-</b>	<b>8 925</b>	<b>465 637</b>	<b>465 535</b>	<b>102</b>	<b>100.0</b>	<b>383 894</b>	<b>383 894</b>

Programme 7 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	75 478	(12 336)	-	<b>63 142</b>	63 142	-	100.0	64 203	64 203
Goods and services	60 333	1 931	-	<b>62 264</b>	62 162	102	99.8	35 797	35 797
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	317 586	13 550	8 925	<b>340 061</b>	340 061	-	100.0	283 593	283 593
Households	3 315	(3 145)	-	<b>170</b>	170	-	100.0	301	301
<b>Total</b>	<b>456 712</b>	<b>-</b>	<b>8 925</b>	<b>465 637</b>	<b>465 535</b>	<b>102</b>	<b>100.00</b>	<b>383 894</b>	<b>383 894</b>



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**APPROPRIATION STATEMENT  
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**Detail per Programme 8 – Infrastructure Development  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>8.1 Administration</b>									
Current payment	5 321	1 663	-	<b>6 984</b>	6 984	-	100.0	526	526
Payment for capital assets	5 179	(2 973)	-	<b>2 206</b>	2 206	-	100.0	320	320
<b>8.2 Public Ordinary Schools</b>									
Current payment	178 407	(6 891)	21 369	<b>192 885</b>	192 885	-	100.0	187 779	152 394
Transfers and subsidies	95 750	20 602	24 183	<b>140 535</b>	140 535	-	100.0	89 818	89 818
Payment for capital assets	845 737	(17 301)	-	<b>828 436</b>	689 802	138 634	83.3	460 404	455 474
<b>8.3 Public Special School Education</b>									
Current payment	-	487	-	<b>487</b>	487	-	100.0	108	108
Transfers and subsidies	-	2 400	-	<b>2 400</b>	2 400	-	100.0	-	-
Payment for capital assets	7 000	(2 909)	-	<b>4 091</b>	4 091	-	100.0	14 575	14 575
<b>8.4 Early Childhood Development</b>									
Current payment	-	47	-	<b>47</b>	47	-	100.0	-	-
Payment for capital assets	10 000	4 875	-	<b>14 875</b>	14 875	-	100.0	37 457	37 457
<b>Total</b>	<b>1 147 394</b>	<b>-</b>	<b>45 552</b>	<b>1 192 946</b>	<b>1 054 312</b>	<b>138 634</b>	<b>88.4</b>	<b>790 987</b>	<b>750 672</b>

Programme 8 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	4 471	975	-	<b>5 446</b>	5 446	-	100.0	456	456
Goods and services	179 257	(5 669)	21 369	<b>194 957</b>	194 957	-	100.0	187 957	152 572
<b>Transfers &amp; subsidies</b>									
Non-profit institutions	95 750	23 002	24 183	<b>142 935</b>	142 935	-	100.0	89 818	89 818
<b>Payment for capital assets</b>									
Buildings and other fixed structures	867 737	(49 943)	-	<b>817 794</b>	679 160	138 634	83.0	425 133	420 203
Machinery & equipment	179	31 635	-	<b>31 814</b>	31 814	-	100.0	87 623	87 623
<b>Total</b>	<b>1 147 394</b>	<b>-</b>	<b>45 552</b>	<b>1 192 946</b>	<b>1 054 312</b>	<b>138 634</b>	<b>88.4</b>	<b>790 987</b>	<b>750 672</b>

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**APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

**Detail per Programme 9 – Auxiliary and Associated Services  
for the year ended 31 March 2014**

Details per sub-programme	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>9.1 Payments to SETA</b>									
Transfers and subsidies	5 811	-	-	5 811	5 811	-	100.0	5 524	5 524
<b>9.2 Professional Services</b>									
Current payment	477 878	(6 339)	-	471 539	471 539	-	100.0	455 082	455 082
Transfers and subsidies	8 707	5 668	-	14 375	14 375	-	100.0	3 982	3 982
Payment for capital assets	13 599	671	774	15 044	15 044	-	100.0	21 789	21 789
<b>9.3 External Examinations</b>									
Current payment	136 817	(307)	-	136 510	136 510	-	100.0	135 676	135 676
Transfers and subsidies	205	307	297	809	809	-	100.0	421	421
Payment for capital assets	195	-	328	523	523	-	100.0	145	145
<b>9.4 Conditional Grants</b>									
Current payment	18 501	(1 514)	-	16 987	16 334	653	96.2	17 252	16 388
Transfers and subsidies	-	1 500	-	1 500	1 500	-	100.0	10	10
Payment for capital assets	-	14	-	14	14	-	100.0	154	154
<b>Total</b>	<b>661 713</b>	<b>-</b>	<b>1 399</b>	<b>663 112</b>	<b>662 459</b>	<b>653</b>	<b>99.9</b>	<b>640 035</b>	<b>639 171</b>

Programme 9 Per Economic classification	2013/14							2012/13	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
<b>Current payments</b>									
Compensation of employees	519 917	(450)	-	519 467	519 467	-	100.0	494 120	494 120
Goods and services	113 279	(7 710)	-	105 569	104 916	653	99.4	113 890	113 026
<b>Transfers &amp; subsidies</b>									
Departmental agencies & accounts	5 817	(6)	-	5 811	5 811	-	100.0	5 531	5 531
Non-profit institutions	5 158	1 473	297	6 928	6 928	-	100.0	273	273
Households	3 748	6 008	-	9 756	9 756	-	100.0	4 133	4 133
<b>Payment for capital assets</b>									
Buildings and other fixed structures	-	-	-	-	-	-	0.0	8 414	8 414
Machinery & equipment	13 794	685	1 102	15 581	15 581	-	100.0	13 674	13 674
<b>Total</b>	<b>661 713</b>	<b>-</b>	<b>1 399</b>	<b>663 112</b>	<b>662 459</b>	<b>653</b>	<b>99.9</b>	<b>640 035</b>	<b>639 171</b>

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**NOTES TO THE APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

**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 Payments for financial assets to the Annual Financial Statements.

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

**4.1 Per programme**

	<b>Final Appropriation R'000</b>	<b>Actual Expenditure R'000</b>	<b>Variance R'000</b>	<b>Variance as a % of Final Appropriation %</b>
<b>Programme name</b>				
Administration	579 744	571 149	8 595	1%
Public ordinary school education	11 381 365	11 362 779	18 586	0%
Independent school subsidies	84 648	84 648	-	0%
Public special school education	910 338	910 338	-	0%
Further education and training	353 097	353 078	19	0%
Adult basic education and training	37 898	37 898	-	0%
Early childhood development	465 637	465 535	102	0%
Infrastructure development	1 192 946	1 054 312	138 634	12%
Auxiliary and associated services	663 112	662 459	653	0%

The under-expenditure on Administration is due to delays in the delivery of a wrapping machine procured for examination administration and under-expenditure on Infrastructure development is due to construction of capital projects at public schools that could not be completed before the end of the financial year.

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**NOTES TO THE APPROPRIATION STATEMENT  
for the year ended 31 March 2014**

**4.2 Per economic classification**

	<b>Final Appropriation R'000</b>	<b>Actual Expenditure R'000</b>	<b>Variance R'000</b>	<b>Variance as a % of Final Appropriation %</b>
<b>Current expenditure</b>				
Compensation of employees	11 566 952	11 566 933	19	0%
Goods and services	1 467 208	1 455 034	12 174	1%
<b>Transfers and subsidies</b>				
Departmental agencies and accounts	5 827	5 827	-	0%
Non-profit institutions	1 604 325	1 604 325	-	0%
Households	72 084	72 084	-	0%
Gifts and donations	13	13	-	0%
<b>Payments for capital assets</b>				
Buildings and other fixed structures	823 387	679 706	143 681	17%
Machinery and equipment	116 711	105 996	10 715	9%
Intangible assets	12	12	-	0%
<b>Payments for financial assets</b>	12 266	12 266	-	0%

Explanation of variance: The under-expenditure on machinery and equipment and buildings and other fixed structures is due to delays in the delivery of a wrapping machine procured for examination administration and construction of capital projects at public schools that could not be completed before the end of the financial year.

**4.3 Per conditional grant**

	<b>Final Appropriation R'000</b>	<b>Actual Expenditure R'000</b>	<b>Variance R'000</b>	<b>Variance as a % of Final Appropriation %</b>
<b>Basic Education</b>				
HIV/AIDS (Life Skills Education) Grant	18 501	17 848	653	4%
National School Nutrition Programme Grant	265 103	258 328	6 775	3%
Technical Secondary School Recapitalisation Grant	13 898	3 717	10 181	73%
Dinaledi Schools Grant	13 366	11 868	1 498	11%
Education Infrastructure Grant	960 465	821 830	138 635	14%
<b>Higher Education &amp; Training</b>				
Further Education and Training Colleges Grant	125 406	125 304	102	0%
EPWP Integrated Grant for Provinces	3 000	3 000	-	0%
Social Sector EPWP Incentive Grant to Provinces	12 298	12 064	234	2%

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**NOTES TO THE APPROPRIATION STATEMENT  
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Explanation of variance: The under spending on HIV/AIDS (Life Skills Education) Grant is due to suppliers who could not submit the outstanding invoices for payment by the financial year-end for expenditure committed. The saving on National School Nutrition Programme Grant is due to a milk pilot to have been conducted early in the 2013/14 financial year to test the possibilities of providing learners with a sachet of milk once a week. Delays in sourcing a supply for the packaging material were responsible for the pilot only taking place in November 2013. The under-expenditure on Technical Secondary School Recapitalisation Grant is due to delays with the construction of mechanical and civil technology workshops as well as delays with the delivery of ICT hardware and mechanical, electrical and civil technology toolkits at technical secondary schools. The saving on Dinaledi Schools Grant is mainly due to delays in the tender procedures for the purchasing of ICT equipment and infrastructure at focus schools for which tenders were only awarded in April 2014. The under-expenditure on Education Infrastructure Grant is due to delays of ASIDI capital infrastructure projects at public ordinary schools. The saving on Social sector EPWP incentive grant to provinces is mainly due to fewer claims received from FET colleges for capacity building of data capturers and first aid training of ECD practitioner assistants.

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**STATEMENT OF FINANCIAL PERFORMANCE  
for the year ended 31 March 2014**

		2013/14 R'000	2012/13 R'000
	Note		
<b>REVENUE</b>			
Annual appropriation	1	15 668 785	14 360 243
Departmental revenue	2	-	17 348
<b>TOTAL REVENUE</b>		<b>15 668 785</b>	<b>14 377 591</b>
<b>EXPENDITURE</b>			
<b>Current expenditure</b>			
Compensation of employees	3	11 566 933	10 742 371
Goods and services	4	1 455 034	1 267 527
<b>Total current expenditure</b>		<b>13 021 967</b>	<b>12 009 898</b>
<b>Transfers and subsidies</b>			
Transfers and subsidies	6	1 682 249	1 688 495
<b>Total transfers and subsidies</b>		<b>1 682 249</b>	<b>1 688 495</b>
<b>Expenditure for capital assets</b>			
Tangible assets	7	785 702	570 625
Intangible assets	7	12	856
<b>Total expenditure for capital assets</b>		<b>785 714</b>	<b>571 481</b>
<b>Payments for financial assets</b>	5	12 266	18 236
<b>TOTAL EXPENDITURE</b>		<b>15 502 196</b>	<b>14 288 110</b>
<b>SURPLUS FOR THE YEAR</b>		<b>166 589</b>	<b>89 481</b>
<b>Reconciliation of Net Surplus for the year</b>			
Voted Funds		<b>166 589</b>	<b>72 133</b>
Annual appropriation		166 589	72 133
Departmental revenue and NRF Receipts	13	-	17 348
<b>SURPLUS FOR THE YEAR</b>		<b>166 589</b>	<b>89 481</b>

**WESTERN CAPE PROVINCE  
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**STATEMENT OF FINANCIAL POSITION  
as at 31 March 2014**

	Note	2013/14 R'000	2012/13 R'000
<b>ASSETS</b>			
<b>Current Assets</b>		<b>219 977</b>	<b>156 545</b>
Cash and cash equivalents	8	135 869	10
Prepayments and advances	9	-	47
Receivables	10	84 108	156 488
<b>Non-Current Assets</b>		<b>15 752</b>	<b>15 489</b>
Investments	11	15 752	15 489
<b>TOTAL ASSETS</b>		<b>235 729</b>	<b>172 034</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>		<b>170 732</b>	<b>102 555</b>
Voted funds to be surrendered to the Revenue Fund	12	166 589	72 133
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	13	2 111	10 991
Bank overdraft	14	-	17 142
Payables	15	2 032	2 289
<b>TOTAL LIABILITIES</b>		<b>170 732</b>	<b>102 555</b>
<b>NET ASSETS</b>		<b>64 997</b>	<b>69 479</b>
<b>Represented by:</b>			
Capitalisation reserve		15 752	15 489
Recoverable revenue		49 245	53 990
<b>TOTAL</b>		<b>64 997</b>	<b>69 479</b>



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**STATEMENT OF CHANGES IN NET ASSETS  
for the year ended 31 March 2014**

	Note	2013/14 R'000	2012/13 R'000
<b>NET ASSETS</b>			
<b>Capitalisation Reserves</b>			
Opening balance		15 489	14 872
Transfers:			
Movement in Operational Funds		263	617
Closing balance		<b>15 752</b>	<b>15 489</b>
<b>Recoverable revenue</b>			
Opening balance		53 990	70 584
Transfers:		<b>(4 745)</b>	<b>(16 594)</b>
Irrecoverable amounts written off	5.2	(4 745)	(16 594)
Closing balance		<b>49 245</b>	<b>53 990</b>
<b>Total</b>		<b>64 997</b>	<b>69 479</b>

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**CASH FLOW STATEMENT  
for the year ended 31 March 2014**

	Note	2013/14 R'000	2012/13 R'000
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Receipts		<b>15 702 339</b>	<b>14 402 124</b>
Annual appropriated funds received	1.1	15 668 785	14 360 243
Departmental revenue received	2	31 736	38 351
Interest received	2.3	1 818	3 530
Net decrease in working capital		72 170	(39 119)
Surrendered to Revenue Fund		(114 567)	(49 028)
Current payments		(13 021 967)	(12 009 898)
Payments for financial assets	5	(12 266)	(18 236)
Transfers and subsidies paid		(1 682 249)	(1 688 495)
<b>Net cash flow available from operating activities</b>		<b>943 460</b>	<b>597 348</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Payments for capital assets		(785 714)	(571 481)
(Increase) in investments		(263)	(617)
<b>Net cash flows from investing activities</b>		<b>(785 977)</b>	<b>(572 098)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
(Decrease) in net assets		(4 482)	(15 977)
<b>Net cash flows from financing activities</b>		<b>(4 482)</b>	<b>(15 977)</b>
Net increase in cash and cash equivalents		153 001	9 273
Cash and cash equivalents at beginning of period	17	(17 132)	(26 405)
<b>Cash and cash equivalents at end of period</b>		<b>135 869</b>	<b>(17 132)</b>

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**ACCOUNTING POLICIES  
for the year ended 31 March 2014**

**Summary of significant accounting policies**

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

Where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the financial statements and to comply with the statutory requirements of the Public Finance Management Act (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

**1. Basis of preparation**

The financial statements have been prepared in accordance with the Modified Cash Standard.

**2. Going concern**

The financial statements have been prepared on a going concern basis.

**3. Presentation currency**

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

**4. Rounding**

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

**5. Foreign currency translation**

Cash flows arising from foreign currency transactions are translated into South African Rands using the exchange rates prevailing at the date of payment/receipt.

**6. Current year comparison with budget**

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

**7. Revenue**

**7.1 Appropriated funds**

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

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

The net amount of any appropriated funds due to/from the relevant revenue fund at the reporting date is recognised as a payable/receivable in the statement of financial position.

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**ACCOUNTING POLICIES  
for the year ended 31 March 2014**

**7.2 Departmental revenue**

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

**7.3 Accrued departmental revenue**

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and/penalties) is measured at amounts receivable from collecting agents.

**8. Expenditure**

**8.1 Compensation of employees**

**8.1.1 Salaries and wages**

Salaries and wages are recognised in the statement of financial performance on the date of payment.

**8.1.2 Social contributions**

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

**8.2 Other expenditure**

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

**8.3 Accrued expenditure payable**

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

Accrued expenditure payable is measured at cost.

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**ACCOUNTING POLICIES  
for the year ended 31 March 2014**

**8.4 Leases**

**8.4.1 Operating leases**

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment.

The operating lease commitments are recorded in the notes to the financial statements.

**8.4.2 Finance leases**

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

Finance lease assets acquired at the end of the lease term are recorded and measured at the lower of:

- cost, being the fair value of the asset; or
- the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

**9. Cash and cash equivalents**

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

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

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.

**10. Prepayments and advances**

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

**11. Loans and receivables**

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

**12. Investments**

Investments are recognised in the statement of financial position at cost.

**13. Impairment of financial assets**

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

**14. Payables**

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

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**ACCOUNTING POLICIES  
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**15. Net Assets**

**15.1 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.

**15.2 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.

**16. Capital Assets**

**16.1 Immovable capital assets**

Immovable capital assets are initially recorded in the notes to the financial statements at cost. Immovable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of immovable capital assets cannot be determined accurately, the immovable capital assets are measured at R1 unless the fair value of the asset has been reliably estimated, in which case the fair value is used.

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

Immovable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the immovable asset is recorded by another department in which case the completed project costs are transferred to that department.

**16.2 Movable capital assets**

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined accurately, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

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

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

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

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**16.3 Intangible assets**

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined accurately, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

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

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure that is of a capital nature is added to the cost of the asset at the end of the capital project unless the intangible asset is recorded by another department/entity in which case the completed project costs are transferred to that department.

**17. Provisions and Contingents**

**17.1 Provisions**

Provisions are recorded in the notes to the financial statements when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

**17.2 Contingent liabilities**

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably

**17.3 Contingent assets**

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department



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**ACCOUNTING POLICIES  
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**17.4 Commitments**

Commitments are recorded at cost in the notes to the financial statements when there is a contractual arrangement or an approval by management in a manner that raises a valid expectation that the department will discharge its responsibilities thereby incurring future expenditure that will result in the outflow of cash.

**18. Unauthorised expenditure**

Unauthorised expenditure is recognised in the statement of financial position until such time as the expenditure is either:

- approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- transferred to receivables for recovery.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

**19. Fruitless and wasteful expenditure**

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the total value of the fruitless and or wasteful expenditure incurred.

Fruitless and wasteful expenditure is removed from the notes to the financial statements when it is resolved or transferred to receivables for recovery.

Fruitless and wasteful expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

**20. Irregular expenditure**

Irregular expenditure is recorded in the notes to the financial statements when confirmed. The amount recorded is equal to the value of the irregular expenditure incurred unless it is impracticable to determine, in which case reasons therefor are provided in the note.

Irregular expenditure is removed from the note when it is either condoned by the relevant authority, transferred to receivables for recovery or not condoned and is not recoverable.

Irregular expenditure receivables are measured at the amount that is expected to be recoverable and are de-recognised when settled or subsequently written-off as irrecoverable.

**21. Key management personnel**

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

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**1. Annual Appropriation**

**1.1 Annual Appropriation**

	<b>Final Appropriation 2013/14 R'000</b>	<b>Actual Funds Received 2013/14 R'000</b>	<b>Funds not requested/ not received 2013/14 R'000</b>	<b>Appropriation received 2012/13 R'000</b>
<b>Programmes</b>				
Administration	579 744	613 395	(33 651)	549 872
Public ordinary school education	11 381 365	11 405 561	(24 196)	11 614 865
Independent school subsidies	84 648	84 932	(284)	72 697
Public special school education	910 338	908 069	2 269	892 675
Further education and training	353 097	353 097	-	597 589
Adult basic education and training	37 898	37 912	(14)	35 818
Early childhood development	465 637	456 712	8 925	429 572
Infrastructure development	1 192 946	1 147 394	45 552	167 155
Auxiliary and associated services	663 112	661 713	1 399	-
<b>Total</b>	<b>15 688 785</b>	<b>15 668 785</b>	<b>-</b>	<b>14 360 243</b>

<b>Note</b>	<b>2013/14</b>	<b>2012/13</b>
	<b>R'000</b>	<b>R'000</b>

**1.2 Conditional grants\*\***

Total grants received	32	<u>1 639 728</u>	<u>1 337 749</u>
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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	11 959	13 172
Fines, penalties and forfeits	2.2	774	761
Interest, dividends and rent on land	2.3	1 818	3 530
Transactions in financial assets and liabilities	2.4	19 003	24 418
<b>Total revenue collected</b>		<b>33 554</b>	<b>41 881</b>
Less: Own revenue included in appropriation	13	33 554	24 533
<b>Departmental revenue collected</b>		<b>-</b>	<b>17 348</b>

**2.1 Sales of goods and services other than capital assets** 2

Sales of goods and services produced by the department	<b>11 701</b>	<b>13 032</b>
Sales by market establishment	11 701	13 032
Sales of scrap, waste and other used current goods	258	140
<b>Total</b>	<b>11 959</b>	<b>13 172</b>

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	Note	2013/14 R'000	2012/13 R'000
<b>2.2 Fines, penalties and forfeits</b>	2		
Fines		774	761
<b>Total</b>		<b>774</b>	<b>761</b>
<b>2.3 Interest, dividends and rent on land</b>	2		
Interest		1 818	3 530
<b>Total</b>		<b>1 818</b>	<b>3 530</b>
<b>2.4 Transactions in financial assets and liabilities</b>	2		
Receivables		13 356	14 354
Other Receipts including Recoverable Revenue		5 647	10 064
<b>Total</b>		<b>19 003</b>	<b>24 418</b>
<b>3. Compensation of employees</b>			
<b>3.1 Salaries and wages</b>			
Basic salary		8 642 942	7 997 746
Performance award		23 409	22 210
Service Based		26 133	17 655
Compensative/circumstantial		131 647	115 374
Periodic payments		9 046	9 672
Other non-pensionable allowances		1 229 333	1 149 943
<b>Total</b>		<b>10 062 510</b>	<b>9 312 600</b>
<b>3.2 Social contributions</b>			
<b>Employer contributions</b>			
Pension		1 023 142	953 398
Medical		478 431	473 759
UIF		6	9
Bargaining council		895	662
Official unions and associations		1 949	1 943
<b>Total</b>		<b>1 504 423</b>	<b>1 429 771</b>
<b>Total compensation of employees</b>		<b>11 566 933</b>	<b>10 742 371</b>
<b>Average number of employees</b>		<b>40 537</b>	<b>40 124</b>

Sub-note 3.1 i.r.o Compensative/circumstantial comparatives for 2012/13 increased by R6 486 million as a results of a re-classification of expenditure i.r.o. learnerships previously listed under Goods & services.

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	Note	2013/14 R'000	2012/13 R'000
<b>4. Goods and services</b>			
Administrative fees		611	803
Advertising		5 697	8 393
Minor assets	4.1	50 739	37 175
Bursaries (employees)		4 669	4 286
Catering		14 265	10 552
Communication		11 669	12 043
Computer services	4.2	15 844	16 339
Consultants, contractors and agency/ outsourced services	4.3	342 315	306 468
Entertainment		389	258
Audit cost – external	4.4	11 892	10 499
Inventory	4.5	417 486	293 327
Operating leases		5 130	14 684
Property payments	4.6	260 786	249 803
Rental and hiring		12 841	3 918
Transport provided as part of the departmental activities		211 418	193 782
Travel and subsistence	4.7	56 336	47 572
Venues and facilities		5 983	17 500
Training and development		11 995	27 024
Other operating expenditure	4.8	14 969	13 101
<b>Total</b>		<b>1 455 034</b>	<b>1 267 527</b>

Sub-note 4.8 i.r.o. Other operating expenditure comparatives for 2012/13 decreased by R6 486 million as a result of a re-classification of expenditure i.r.o. Learnerships previously listed under Goods & services, now included under Compensation of Employees.

<b>4.1 Minor assets</b>	4		
<b>Tangible assets</b>		<b>46 214</b>	<b>34 175</b>
Machinery and equipment		46 214	34 175
<b>Intangible assets</b>		<b>4 525</b>	<b>3 000</b>
<b>Total</b>		<b>50 739</b>	<b>37 175</b>
<b>4.2 Computer services</b>	4		
SITA computer services		11 321	9 423
External computer service providers		4 523	6 916
<b>Total</b>		<b>15 844</b>	<b>16 339</b>

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	Note	2013/14 R'000	2012/13 R'000
<b>4.3 Consultants, contractors and agency/ outsourced services</b>	4		
Business and advisory services		34 769	36 839
Legal costs		6 235	3 344
Contractors		5 798	6 759
Agency and support/outsourced services		295 513	259 526
<b>Total</b>		<b>342 315</b>	<b>306 468</b>
<b>4.4 Audit cost - external</b>	4		
Regularity audits		10 990	9 249
Performance audits		219	666
Computer audits		683	584
<b>Total</b>		<b>11 892</b>	<b>10 499</b>
<b>4.5 Inventory (Western Cape ONLY)</b>	4		
Learning and teaching support material		385 242	252 722
Food and food supplies		989	852
Other consumables		1 961	1 250
Materials and supplies		235	201
Stationery and printing		28 757	37 942
Medical supplies		302	360
<b>Total</b>		<b>417 486</b>	<b>293 327</b>
<b>4.6 Property payments</b>	4		
Municipal services		51 194	62 934
Property maintenance and repairs		196 932	175 846
Other		12 660	11 023
<b>Total</b>		<b>260 786</b>	<b>249 803</b>
<b>4.7 Travel and subsistence</b>	4		
Local		55 964	47 559
Foreign		372	13
<b>Total</b>		<b>56 336</b>	<b>47 572</b>
<b>4.8 Other operating expenditure</b>	4		
Professional bodies, membership and subscription fees		1 463	1 315
Resettlement costs		2 507	1 805
Other		10 999	9 981
<b>Total</b>		<b>14 969</b>	<b>13 101</b>

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	Note	2013/14 R'000	2012/13 R'000
<b>5. Payments for financial assets</b>			
Other material losses written off	5.1	52	2 126
Debts written off	5.2	12 214	16 110
<b>Total</b>		<b>12 266</b>	<b>18 236</b>
<b>5.1 Other material losses written off</b>	5		
<b>Nature of losses</b>			
Claims against the state		-	2
Irregular expenditure		-	1 883
Government Garage accidents		30	241
Fruitless and wasteful expenditure		22	-
<b>Total</b>		<b>52</b>	<b>2 126</b>
<b>5.2 Debts written off</b>			
<b>Nature of debts written off</b>	5		
<b>Other debt written off</b>			
Employee tax		349	335
Compensation		9 365	10 083
Bursaries		831	2 039
Other		273	569
Interest on debts		1 396	3 084
<b>Total</b>		<b>12 214</b>	<b>16 110</b>
<b>6. Transfers and Subsidies</b>			
Departmental agencies and accounts	Annexure 1A	5 827	5 534
Non-profit institutions	Annexure 1B	1 604 325	1 603 326
Households	Annexure 1C	72 084	79 623
Gifts, donations and sponsorships made	Annexure 1D	13	12
<b>Total</b>		<b>1 682 249</b>	<b>1 688 495</b>
<b>7. Expenditure for capital assets</b>			
<b>Tangible assets</b>		<b>785 702</b>	<b>570 625</b>
Buildings and other fixed structures	30	679 706	435 485
Machinery and equipment	28	105 996	135 140
<b>Intangible assets</b>		<b>12</b>	<b>856</b>
Software	29	12	856
<b>Total</b>		<b>785 714</b>	<b>571 481</b>

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**7.1 Analysis of funds utilised to acquire capital assets – 2013/14**

	<b>Voted funds R'000</b>	<b>Aid assistance R'000</b>	<b>Total R'000</b>
<b>Tangible assets</b>	<b>785 702</b>	<b>-</b>	<b>785 702</b>
Buildings and other fixed structures	679 706	-	679 706
Machinery and equipment	105 996	-	105 996
<b>Intangible assets</b>	<b>12</b>	<b>-</b>	<b>12</b>
Software	12	-	12
<b>Total</b>	<b>785 714</b>	<b>-</b>	<b>785 714</b>

**7.2 Analysis of funds utilised to acquire capital assets – 2012/13**

	<b>Voted funds R'000</b>	<b>Aid assistance R'000</b>	<b>Total R'000</b>
<b>Tangible assets</b>	<b>570 625</b>	<b>-</b>	<b>570 625</b>
Buildings and other fixed structures	435 485	-	435 485
Machinery and equipment	135 140	-	135 140
<b>Intangible assets</b>	<b>856</b>	<b>-</b>	<b>856</b>
Software	856	-	856
<b>Total</b>	<b>571 481</b>	<b>-</b>	<b>571 481</b>

	<b>Note</b>	<b>2013/14 R'000</b>	<b>2012/13 R'000</b>
<b>8. Cash and Cash Equivalents</b>			
Consolidated Paymaster General Account		135 869	-
Cash on hand		-	10
<b>Total</b>		<b>135 869</b>	<b>10</b>
<b>9. Prepayments and advances</b>			
Travel and subsistence		-	47
<b>Total</b>		<b>-</b>	<b>47</b>

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		2013/14				2012/13
		Less than one year	One to three years	Older than three years	Total	
	Note	R'000	R'000	R'000	R'000	R'000
<b>10. Receivables</b>						
Claims recoverable	10.1	6 034	-	455	6 489	18 087
	Annexure 3					
Recoverable expenditure	10.2	4 199	-	-	4 199	58 863
Staff debt	10.3	1 959	7 549	19 216	28 724	25 739
Other debtors	10.4	3 250	7 644	33 802	44 696	53 799
<b>Total</b>		<b>15 442</b>	<b>15 193</b>	<b>53 473</b>	<b>84 108</b>	<b>156 488</b>

	Note	2013/14 R'000	2012/13 R'000
<b>10.1 Claims recoverable</b>	10		
National departments		4 641	17 242
Provincial departments		1 007	242
Private enterprises		447	332
Household and non-profit institutions		394	271
<b>Total</b>		<b>6 489</b>	<b>18 087</b>
<b>10.2 Recoverable expenditure (disallowance accounts)</b>	10		
Disallowance accounts		1 532	53 404
Salary: Reversal Control		1 688	4 012
Salary: Tax Debt		959	1 447
Salary: Garnishee order		20	-
<b>Total</b>		<b>4 199</b>	<b>58 863</b>

The comparatives for receivables i.r.o. the 2012/13 financial year have been re-stated. Disallowance accounts (R53 404) was previously included under the sub-note 10.4 for Other Debtors. This is in line with the National Treasury's classification as these amounts have not yet been taken up as debts.

The same applies to the comparatives i.r.o. the Salary: Reversal, Tax Debt & Garnishee Order accounts, which were previously included under the sub-note 10.3 for Staff Debt. This is also consistent with the National Treasury's classification as these amounts are also recoverable and not yet taken up as debts.

<b>10.3</b>	<b>Staff debt</b>	10		
	Debt account		28 724	25 739
	<b>Total</b>		<b>28 724</b>	<b>25 739</b>

The comparative for this sub-note has been restated. See footnote to sub-note 10.2



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	Note	2013/14 R'000	2012/13 R'000
<b>10.4 Other debtors</b>	10		
Breach of contract		7 864	9 530
Ex employees		33 563	40 680
State guarantees		488	565
Criminal acts		506	1 074
Miscellaneous		2 240	1 915
Clearing accounts		35	35
<b>Total</b>		<b>44 696</b>	<b>53 799</b>

The comparative for this sub-note has been restated. See footnote to sub-note 10.2

<b>10.5 Impairment of receivables</b>	10		
Estimate of impairment receivables		71 786	79 365
<b>Total</b>		<b>71 786</b>	<b>79 365</b>

The impairment of receivables for 2012/13 (Disclosure Note 28) amounting to R58 842, was restated. This was due to the late change in the method of ageing of debtors.

**11. Investments**

**Non-current**

**Shares and other equity**

JL Bisset Fund	-	450
Graham Civil Service Bursary Fund	-	40
Royal Reception Fund	-	27
School Building Fund	15 752	14 972
<b>Total</b>	<b>15 752</b>	<b>15 489</b>

**Analysis of non-current investments**

Opening balance	15 489	14 872
Additions in cash	263	617
<b>Closing balance</b>	<b>15 752</b>	<b>15 489</b>

**12. Voted Funds to be Surrendered to the Revenue Fund**

Opening balance	72 133	15 999
As restated	72 133	15 999
Transfer from Statement of Financial Performance (as restated)	166 589	72 133
Paid during the year	(72 133)	(15 999)
<b>Closing balance</b>	<b>166 589</b>	<b>72 133</b>

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	Note	2013/14 R'000	2012/13 R'000
<b>13. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund</b>			
Opening balance		10 991	2 139
As restated		10 991	2 139
Transfer from Statement of Financial Performance (as restated)		-	17 348
Own revenue included in appropriation		33 554	24 533
Paid during the year		(42 434)	(33 029)
<b>Closing balance</b>		<b>2 111</b>	<b>10 991</b>
<b>14. Bank Overdraft</b>			
Consolidated Paymaster General Account		-	17 142
<b>Total</b>		<b>-</b>	<b>17 142</b>
<b>15. Payables - current</b>			
Clearing accounts	15.1	1 008	1 255
Other payables	15.2	1 024	1 034
<b>Total</b>		<b>2 032</b>	<b>2 289</b>
<b>15.1 Clearing accounts</b>	15		
Sal: ACB recalls		377	617
Sal: income tax		303	32
Sal: pension fund		159	120
Salary reversal control		-	320
Salary: medical aid		53	69
Other deduction accounts		41	41
Sal: tax debt		75	56
<b>Total</b>		<b>1 008</b>	<b>1 255</b>
<b>15.2 Other payables</b>	15		
Miscellaneous		1 024	1 034
<b>Total</b>		<b>1 024</b>	<b>1 034</b>

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	Note	2013/14 R'000	2012/13 R'000
<b>16. Net cash flow available from operating activities</b>			
Net surplus as per Statement of Financial Performance		166 589	89 481
Add back non cash/cash movements not deemed operating activities		776 871	507 867
Decrease in receivables – current		72 380	(34 228)
Decrease in pre-payments and advances		47	(28)
(Decrease) in payables – current		(257)	(4 863)
Expenditure on capital assets		785 714	571 481
Surrenders to Revenue Fund		(114 567)	(49 028)
Own revenue included in appropriation		33 554	24 533
<b>Net cash flow generated by operating activities</b>		<b>943 460</b>	<b>597 348</b>
<b>17. Reconciliation of cash and cash equivalents for cash flow purposes</b>			
Consolidated Paymaster General Account		135 869	(17 142)
Cash on hand		-	10
<b>Total</b>		<b>135 869</b>	<b>(17 132)</b>
<b>18. Contingent liabilities and contingent assets</b>			
<b>Contingent liabilities</b>			
<b>Liable to</b>	<b>Nature</b>		
Housing loan guarantees	Employees	Annexure 2A 573	573
Claims against the department		Annexure 2B 317 071	316 439
Intergovernmental payables (unconfirmed balances)		Annexure 4 23	87
Other		Annexure 2B 32 114	4 765
<b>Total</b>		<b>349 781</b>	<b>321 864</b>
<b>18.1 Contingent assets</b>			
<b>Nature of contingent assets</b>			
Overpayment of ministerial driver (resolved)		-	135
<b>Total</b>		<b>-</b>	<b>135</b>

The implementation of the policy and procedure on Incapacity Leave & Ill-health Retirement (PILIR) was suspended for part of the financial year. PILIR makes provision for the appointment of a panel of accredited Health Risk Managers by the Department of Public Service and Administration (DPSA), to act as service providers for departments to investigate and assess applications made by employees. Their appointment was delayed due to a legal challenge brought before the High Court against the appointment process. Decisions could therefore not be timeously made during the first half of the financial year about the validity of the incapacity and/or ill-health retirement applications submitted by employees. The panel was formally established on 1 November 2013. Amounts paid to employees may therefore become recoverable if the panel do not approve applications submitted for incapacity and/or ill-health retirement that was submitted before the panel was established.

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	Note	2013/14 R'000	2012/13 R'000
<b>19. Commitments</b>			
<b>Current expenditure</b>			
Approved and contracted		958 224	751 737
Approved but not yet contracted		-	-
		<b>958 224</b>	<b>751 737</b>
<b>Capital expenditure</b>			
Approved and contracted		795 450	791 378
Approved but not yet contracted		-	-
		<b>795 450</b>	<b>791 378</b>
<b>Total</b>		<b>1 753 674</b>	<b>1 543 115</b>

The comparatives for Commitments have been restated as a result of amendments to the Accounting Manual for Departments.  
Current commitments represent contracts for learner transport that were concluded for a five year period. Capital commitments represent contracts for building of schools which are for longer than a year.

<b>20. Accruals and payables not recognised</b>				
<b>Listed by economic classification</b>	<b>30 Days</b>	<b>30+ Days</b>	<b>Total</b>	<b>Total</b>
Goods and services	16 122	1 823	17 945	25 358
Transfers and subsidies	288	31	319	1 396
Capital assets	19 725	767	20 492	20 800
<b>Total</b>	<b>36 135</b>	<b>2 621</b>	<b>38 756</b>	<b>47 554</b>

	Note	2013/14 R'000	2012/13 R'000
<b>Listed by programme level</b>			
Programme 1		17 796	13 671
Programme 2		-	28 275
Programme 4		-	583
Programme 5		270	-
Programme 6		-	1
Programme 7		-	2 986
Programme 8		20 524	2 038
Programme 9		166	-
		<b>38 756</b>	<b>47 554</b>
Confirmed balances with departments	Annexure 4	384	1 018
<b>Total</b>		<b>384</b>	<b>1 018</b>

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	Note	2013/14 R'000	2012/13 R'000
21. Employee benefits			
Leave entitlement		122 630	123 161
Service bonus (Thirteenth cheque)		344 890	324 492
Performance awards		14 320	13 395
Capped leave commitments		1 009 718	1 009 995
Other		66 734	139 286
Total		1 558 292	1 610 329

22. Lease Commitments					
22.1 Operating leases expenditure					
	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
2013/14					
Not later than 1 year	-	-	-	5 346	5 346
Later than 1 year and not later than 5 years	-	-	-	1 335	1 335
Total lease commitments	-	-	-	6 681	6 681
	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
2012/13					
Not later than 1 year	-	-	-	2 260	2 260
Later than 1 year and not later than 5 years	-	-	-	1 581	1 581
Total lease commitments	-	-	-	3 841	3 841
22.2 Finance leases expenditure					
	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
2013/14					
Not later than 1 year	-	-	-	22 629	22 629
Later than 1 year and not later than 5 years	-	-	-	85 635	85 635
Later than 5 years	-	-	-	14 132	14 132
Total lease commitments	-	-	-	122 396	122 396
	Specialised military assets R'000	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
2012/13					
Not later than 1 year	-	-	-	20 244	20 244
Later than 1 year and not later than 5 years	-	-	-	73 976	73 976
Later than 5 years	-	-	-	16 469	16 469
Total lease commitments	-	-	-	110 689	110 689

The Department of Education leased 513 vehicles from GMT during 2013/14. Daily tariffs are payable on a monthly basis, covering the operational costs and capital costs towards the replacement of vehicles, and the implicit financial costs in this type of arrangement.

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	Note	2013/14 R'000	2012/13 R'000
<b>23. Accrued departmental revenue</b>			
Transactions in financial assets and liabilities		9	1 712
<b>Total</b>		<b>9</b>	<b>1 712</b>
<b>23.1 Analyses of accrued departmental revenue</b>			
Opening balance		1 712	6 968
Less: Amounts received		(3 350)	(16 526)
Add: Amounts recognised		1 647	11 270
<b>Closing balance</b>		<b>9</b>	<b>1 712</b>
<b>24. Irregular expenditure</b>			
<b>24.1 Reconciliation of irregular expenditure</b>			
Opening balance		32 592	29 809
Add: Irregular expenditure – relating to prior year		739	-
Add: Irregular expenditure – relating to current year		4 593	6 924
Less: Prior year amounts condoned		(27 825)	-
Less: Current year amounts condoned		(2 459)	(2 258)
Less: Amounts not recoverable (not condoned)		-	(1 883)
<b>Irregular expenditure awaiting condonation</b>		<b>7 640</b>	<b>32 592</b>
<b>Analysis of waiting condonation per age classification</b>			
Current year		2 134	4 744
Prior years		5 506	27 848
<b>Total</b>		<b>7 640</b>	<b>32 592</b>
			<b>2013/14 R'000</b>
<b>24.2 Details of irregular expenditure – current year</b>			
Incident			
Other – Incorrect tariffs used			7
Insufficient quotes			3 046
Additional payment			23
Company suspended			1 517
<b>Total</b>			<b>4 593</b>

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		2013/14 R'000
<b>24.3</b>	<b>Details of irregular expenditure condoned</b>	
	<b>Incident</b>	<b>Condoned by (condoning authority)</b>
	Suppliers paid on behalf of 13 Non-section 21 Schools	Accounting Officer 971
	Deviation from procure- ment procedures	Accounting Officer 9 036
	Alleged tender irregularities	Accounting Officer 12 145
	Insufficient quotes	Accounting Officer 2 723
	No declaration of interest	Accounting Officer 3 910
	Other – incorrect tariffs used	Accounting Officer 715
	Company suspended	Accounting Officer 761
	Additional payments	Accounting Officer 23
	<b>Total</b>	<b>30 284</b>
<b>24.4</b>	<b>Details of irregular expenditure under investigation</b>	
	<b>Incident</b>	
	Insufficient quotes	5 370
	Acting allowance	61
	No declaration of interest	428
	Other – Incorrect tariffs used	14
	Alleged fraudulent activities	433
	Alleged tender irregularities	1 334
	<b>Total</b>	<b>7 640</b>
	<b>Note</b>	<b>2013/14 R'000</b>
		<b>2012/13 R'000</b>
<b>25.</b>	<b>Fruitless and wasteful expenditure</b>	
<b>25.1</b>	<b>Reconciliation of fruitless and wasteful expenditure</b>	
	Opening balance	140 103
	Fruitless and wasteful expenditure – relating to prior year	67 -
	Fruitless and wasteful expenditure – relating to current year	687 39
	Less: Amounts resolved	(642) (2)
	<b>Fruitless and wasteful expenditure awaiting resolution</b>	<b>252 140</b>
<b>25.2</b>	<b>Analysis of awaiting resolution per economic classification</b>	
	Current	55 39
	Capital	197 101
	<b>Total</b>	<b>252 140</b>

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**2013/14  
R'000**

**25.3 Analysis of Current Year's Fruitless and wasteful expenditure  
Incident**

Catering over-expenditure	48
Interest on late pension pay-over	632
Interest on late municipal payments	7
<b>Total</b>	<b>687</b>

**26. Related party relationships**

1. The transactions relating to public ordinary schools are disclosed under Annexure 1B.
2. During the year the department received services from the Western Cape Department of Transport & Public Works (DTPW) as follows:
  - The department occupies a building managed by the DTPW, free of charge. Parking space is also provided to government officials at an approved fee which is not market related.
  - The department makes use of government motor vehicles managed by the Government Motor Transport (GMT) Section of the DTPW in terms of an arm's length transaction at tariffs approved by the Provincial Treasury.
3. The department received corporate services from the Department of the Premier (DOP) Western Cape as follows:
  - Information and Communication Technology
  - Organisation Development
  - Provincial Training (transversal)
  - Enterprise Risk Management
  - Internal Audit
  - Forensic Investigations
  - Legal Services
  - Corporate Communication
4. The department received security advisory services and security operations from the Department of Community Safety Western Cape.

	No of individuals	2013/14 R'000	2012/13 R'000
<b>27. Key management personnel</b>			
Political office bearers (provide detail below)	1	1 652	1 652
Officials:			
Level 15 to 16	5	6 722	6 316
Level 14 (incl. CFO if at a lower level)	10	8 625	7 071
Family members of key management personnel	10	4 035	3 846
<b>Total</b>		<b>21 034</b>	<b>18 885</b>



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**28. Movable tangible capital assets**

**Movement in movable tangible capital assets per asset register for the year ended 31 March 2014**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>Machinery and Equipment</b>	<b>395 080</b>	<b>1 701</b>	<b>103 137</b>	<b>(62 760)</b>	<b>437 158</b>
Transport assets	330 710	1 659	50 721	(12 556)	370 534
Computer equipment	39 991	28	42 898	(41 204)	41 713
Furniture and office equipment	19 380	-	9 518	(9 000)	19 898
Other machinery and equipment	4 999	14	-	-	5 013
<b>Total movable tangible capital assets</b>	<b>395 080</b>	<b>1 701</b>	<b>103 137</b>	<b>(62 760)</b>	<b>437 158</b>

**28.1 Additions**

**Additions to movable tangible capital assets per asset register for the year ended 31 March 2014**

	Cash R'000	Non-cash R'000	(Capital work-in- progress current costs and finance lease payments R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
<b>Machinery and Equipment</b>	<b>105 996</b>	<b>21 985</b>	<b>(24 844)</b>	<b>-</b>	<b>103 137</b>
Transport assets	53 935	21 630	(24 844)	-	50 721
Computer equipment	42 543	355	-	-	42 898
Furniture and office equipment	9 518	-	-	-	9 518
<b>Total additions to movable tangible capital assets</b>	<b>105 996</b>	<b>21 985</b>	<b>(28 844)</b>	<b>-</b>	<b>103 137</b>

**28.2 Disposals**

**Disposals of movable tangible capital assets per asset register for the year ended 31 March 2014**

	Sold for cash R'000	Transfer out or destroyed or scrapped R'000	Total disposals R'000	Cash received actual R'000
<b>Machinery and Equipment</b>	<b>-</b>	<b>62 760</b>	<b>62 760</b>	<b>-</b>
Transport assets	-	12 556	12 556	-
Computer equipment	-	41 204	41 204	-
Furniture and office equipment	-	9 000	9 000	-
<b>Total disposals of movable tangible capital assets</b>	<b>-</b>	<b>62 760</b>	<b>62 760</b>	<b>-</b>

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**28.3 Movement for 2012/13**

**Movement in movable tangible capital assets per asset register for the year ended 31 March 2013**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
<b>Machinery and Equipment</b>	<b>174 436</b>	<b>125 627</b>	<b>124 844</b>	<b>(29 827)</b>	<b>395 080</b>
Transport assets	116 127	124 447	99 270	(9 134)	330 710
Computer equipment	38 171	399	17 635	(16 214)	39 991
Furniture and office equipment	16 153	-	7 706	(4 479)	19 380
Other machinery and equipment	3 985	781	233	-	4 999
<b>Total movable tangible capital assets</b>	<b>174 436</b>	<b>125 627</b>	<b>124 844</b>	<b>(29 827)</b>	<b>395 080</b>

**28.4 Minor assets**

**Movement in minor assets per the asset register for the year ended 31 March 2014**

	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	-	1 372	-	33 238	-	34 610
Current year adjustments to prior year balances	-	-	-	76	-	76
Additions	-	4 525	-	49 078	-	53 603
Disposals	-	(4 525)	-	(45 727)	-	(50 252)
<b>Total Minor Assets</b>	<b>-</b>	<b>1 372</b>	<b>-</b>	<b>36 665</b>	<b>-</b>	<b>38 037</b>

	Specialised Military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets	-	-	-	146 169	-	146 169
Number of minor assets at cost	-	315	-	81 330	-	81 645
<b>Total Number of Minor Assets</b>	<b>-</b>	<b>315</b>	<b>-</b>	<b>227 499</b>	<b>-</b>	<b>227 814</b>

**Movement in minor assets per the asset register for the year ended 31 March 2013**

	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	-	1 352	-	21 352	-	22 704
Current year adjustments to prior year balances	-	-	-	7 911	-	7 911
Additions	-	3 000	-	36 969	-	39 969
Disposals	-	(2 980)	-	(32 994)	-	(35 974)
<b>Total minor assets</b>	<b>-</b>	<b>1 372</b>	<b>-</b>	<b>33 238</b>	<b>-</b>	<b>34 610</b>

	Specialised Military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of minor assets at cost	-	315	-	38 844	-	39 159
<b>Total number of minor assets</b>	<b>-</b>	<b>315</b>	<b>-</b>	<b>38 844</b>	<b>-</b>	<b>39 159</b>

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**28.5 Movable assets written off**

**Moveable assets written off for the year ended 31 March 2014**

	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	-	-	-	5 159	-	5 159
<b>Total movable assets written off</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5 159</b>	<b>-</b>	<b>5 159</b>

**Moveable assets written off for the year ended 31 March 2013**

	Specialised Military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Assets written off	-	-	-	4 828	-	4 828
<b>Total movable assets written off</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4 828</b>	<b>-</b>	<b>4 828</b>

**29. Intangible capital assets**

**Movement in intangible capital assets per asset register for the year ended 31 March 2014**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
Software	19 690	-	12	-	19 702
<b>Total intangible capital assets</b>	<b>19 690</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>19 702</b>

**29.1 Additions**

**Additions to intangible capital assets per asset register for the year ended 31 March 2014**

	Cash R'000	Non-cash R'000	(Develop- ment work- in-progress current) R'000	Received current, not paid (Paid current) R'000	Total R'000
Software	12	-	-	-	12
<b>Total additions to intangible capital assets</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>12</b>

**29.2 Movement for 2012/13**

**Movement in intangible capital assets per asset register for the year ended 31 March 2013**

	Opening balance R'000	Current year adjustments to prior year balances R'000	Additions R'000	Disposals R'000	Closing balance R'000
Software	18 834	-	856	-	19 690
<b>Total intangible capital assets</b>	<b>18 834</b>	<b>-</b>	<b>856</b>	<b>-</b>	<b>19 690</b>

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**30. Immovable tangible capital assets**

**Additions**

**30.1 Additions to immovable tangible capital assets per asset register for the year ended 31 march 2014**

	Cash R'000	Non-cash R'000	(Capital work- in-progress current costs and finance lease payments) R'000	Received current, not paid (Paid current year, received prior year) R'000	Total R'000
<b>Buildings and other fixed structures</b>	<b>679 706</b>	<b>-</b>	<b>(679 706)</b>	<b>-</b>	<b>-</b>
Non-residential buildings	679 706	-	(679 706)	-	-
<b>Total additions to immovable tangible capital assets</b>	<b>679 706</b>	<b>-</b>	<b>(679 706)</b>	<b>-</b>	<b>-</b>

Note

2012/13

R'000

**31. Correction of prior period error for secondary information**

*The comparative amounts in Note 26 were restated as follows:*

Current expenditure R751 737, previously R1 408 465 and

751 737

Capital expenditure R791 378, previously R2 489 351.

791 378

**Net effect on the note**

**1 543 115**

*The comparative amounts in Note 29.1 were restated as follows:*

Not later than 1 year R2 260, previously R2 201.

2 260

Later than 1 year & not later than 5 years R1 581, previously R1 447. This change was as a result of Government Garage-vehicles operating leases omitted previously.

1 581

-

**Net effect on the note**

**3 841**

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**32. Statement of Conditional Grants Received**

Name of Grant	Grant Allocation					Spent				2012/13	
	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	Under/ (over-spen-ding)	% available funds spent by depart-ment	Division of Revenue Act	Amount spent by depart-ment
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Dinaledi Schools Grant	10 096	3 270	-	-	13 366	13 366	11 868	1 498	89	9 571	4 585
Education Infrastructure Grant	960 465	-	-	-	960 465	960 465	821 831	138 634	86	431 397	431 397
EPWP Integrated Grant for Provinces	3 000	-	-	-	3 000	3 000	3 000	-	100	1 000	1 000
Further Education and Training HIV/AIDS (Life-skills Education) Grant	351 437	-	1 660	-	353 097	353 097	353 078	19	100	597 589	597 523
National school nutrition programme Grant	17 637	864	-	-	18 501	18 501	17 848	653	96	17 416	16 552
Social Sector EPWP Incentive Grant to Provinces	260 538	4 565	-	-	265 103	265 103	258 328	6 775	97	245 588	236 669
Technical secondary school recapitalisation grant	12 298	-	-	-	12 298	12 298	12 064	234	98	23 924	23 903
	11 884	2 014	-	-	13 898	13 898	3 717	10 181	27	11 264	9 250
<b>Total</b>	<b>1 627 355</b>	<b>10 713</b>	<b>1 660</b>	<b>-</b>	<b>1 639 728</b>	<b>1 639 728</b>	<b>1 481 734</b>	<b>157 994</b>	<b>-</b>	<b>1 337 749</b>	<b>1 320 879</b>

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**Annexure 1A**

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

Department/ Agency/ Account	Transfer Allocation				Spent		2012/13
	Adjusted Appropriation R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	Actual Expenditure R'000
SETA	5 811	-	-	5 811	5 811	100	5 524
SABC TV Licence	10	-	6	16	16	100	10
<b>Total</b>	<b>5 821</b>	<b>-</b>	<b>6</b>	<b>5 827</b>	<b>5 827</b>		<b>5 534</b>

**Annexure 1B**

**Statement of Transfers to Non-Profit Institutions**

Non-Profit Institutions	Transfer Allocation				Spent		2012/13
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	Actual Expenditure R'000
<b>Transfers</b>							
Public Ordinary schools	827 179	-	125 695	952 874	952 874	100	764 652
Independent schools	84 932	-	(284)	84 648	84 648	100	72 321
Schools for learners with special education needs	146 119	-	(15 179)	130 940	130 940	100	129 661
Further education and training colleges	48 798	-	14 363	63 161	63 161	100	323 285
ABET: Private centres	27 549	-	5 092	32 641	32 641	100	29 814
ECD: Gr R Public Schools	207 288	-	16 206	223 494	223 494	100	167 392
ECD: Gr R Community	52 161	-	1 599	53 760	53 760	100	43 194
ECD: Learnerships	58 136	-	4 671	62 807	62 807	100	73 007
<b>Total</b>	<b>1 452 162</b>	<b>-</b>	<b>152 163</b>	<b>1 604 325</b>	<b>1 604 325</b>		<b>1 603 326</b>

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**Annexure 1C  
Statement of Transfers to Households (H/H)**

Type of Transfer	TRANSFER ALLOCATION				SPENT		2012/13
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjustments R'000	Total R'000	Actual R'000	% of Available funds transferred %	Actual Expenditure R'000
<b>Transfers</b>							
H/H employee service benefit: injury on duty	1 184	-	(1 078)	106	106	100	-
H/H employee service benefit: leave gratuity	12 375	-	46 825	59 200	59 200	100	55 366
H/H employee service benefit: PST retirement benefit	4 913	-	(4 850)	63	63	100	9
H/H employee service benefit: Severance	-	-	6 569	6 569	6 569	100	1 930
H/H employee service benefit: Bursaries (non-employees)	10 624	-	(6 711)	3 913	3 913	100	17 918
H/H claims against the state (cash)	1 450	-	773	2 223	2 223	100	4 400
H/H: PMT/refund and remact/grace	-	-	10	10	10	100	-
<b>Total</b>	<b>30 546</b>	<b>-</b>	<b>41 538</b>	<b>72 084</b>	<b>72 084</b>		<b>79 623</b>

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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	2013/14 R'000	2012/13 R'000
<b>Paid in cash</b>		
WCED Soccer Club: Sponsorship for expenses	13	12
<b>Subtotal</b>	<b>13</b>	<b>12</b>
<b>Remissions, refunds and payments made as an act of grace</b>		
New Eisleben High School – contribution towards funeral costs of learner, A Mhlawuli	10	-
<b>Subtotal</b>	<b>10</b>	<b>-</b>
<b>Total</b>	<b>23</b>	<b>12</b>



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**ANNEXURE 2A**

**STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2014 – LOCAL**

Guarantor Institutions	Guarantee in respect of	Original Guaranteed capital amount	Opening balance 1 April 2013	Guarantees Draw downs during the year	Guaranteed repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2014	Guaranteed interest for year ended 31 March 2014	Realised losses not Recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Housing									
0001 – Standard Bank of S.A. Limited		-	154	83	38	-	199	-	-
0004 – Firstrand Bank Limited: First National		-	100	119	21	-	198	-	-
0017 – ABSA		-	254	-	143	-	111	-	-
0516 – Green Start Home Loans (Pty) Ltd		-	65	-	-	-	65	-	-
Total		-	573	202	202	-	573	-	-

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**ANNEXURE 2B  
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2014**

<b>Nature of liability</b>	<b>Opening balance 1 April 2013 R'000</b>	<b>Liabilities incurred during the year R'000</b>	<b>Liabilities paid/ cancelled/ reduced during the year R'000</b>	<b>Liabilities recover- able (Provide details hereunder) R'000</b>	<b>Closing balance 31 March 2014 R'000</b>
<b>Claims against the department</b>					
Various claims	316 439	15 429	(14 797)	-	317 071
<b>Subtotal</b>	<b>316 439</b>	<b>15 429</b>	<b>(14 797)</b>	<b>-</b>	<b>317 071</b>
<b>Other</b>					
Municipal accounts	4 765	62 321	(34 972)	-	32 114
<b>Subtotal</b>	<b>4 765</b>	<b>62 321</b>	<b>(34 972)</b>	<b>-</b>	<b>32 114</b>
<b>Total</b>	<b>321 204</b>	<b>77 750</b>	<b>(49 769)</b>	<b>-</b>	<b>349 185</b>

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**Annexure 3  
Claims Recoverable**

	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2014	31/03/2013	31/03/2014	31/03/2013	31/03/2014	31/03/2013
<b>Government entity</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>	<b>R'000</b>
<b>Department</b>						
Department of Education – Eastern Cape (EED)	-	-	594	74	594	74
Department of Education – Gauteng (JED)	-	-	98	19	98	19
Department of Education – North West (NWE)	-	-	42	-	42	-
Department of Cultural Affairs & Sport (WAC)	-	-	-	61	-	61
Department of the Premier (WAM)	-	46	7	-	7	46
Department of Health (WHW)	-	14	(65)	-	(65)	14
Department of Education – KwaZulu Natal (ZED)	-	-	66	-	66	-
Department of Community Safety (WSL)	-	-	-	9	-	9
Palama	-	-	-	16	-	16
Department of Basic Education (DBE)	-	-	4 622	17 226	4 622	17 226
Department of Correctional Services (DCS)	-	-	-	19	-	19
Department of Education - Free State (FED)	-	-	43	-	43	-
Department of Social Development (WSS)	-	-	200	-	200	-
Department of Justice and Constitutional Development	-	-	22	-	22	-
SA Police Services (SAPS)	-	-	19	-	19	-
	-	60	5 648	17 424	5 648	17 484
<b>Other government entities</b>						
Cape Teachers' Professional Association (CTPA)	-	-	332	332	332	332
Government Employees Pension Fund (GEPF)	-	-	394	271	394	271
Die Burger	-	-	115	-	115	-
	-	-	841	603	841	603
<b>Total</b>	-	60	6 489	18 027	6 489	18 087

**WESTERN CAPE PROVINCE  
DEPARTMENT OF EDUCATION  
VOTE 5**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS  
for the year ended 31 March 2014**

**Annexure 4  
Inter-Government Payables**

	Confirmed balance		Unconfirmed balance		Total	
	31/03/2014	31/03/2013	31/03/2014	31/03/2013	31/03/2014	31/03/2013
Government entity	R'000	R'000	R'000	R'000	R'000	R'000
<b>Departments</b>						
<b>Current</b>						
Northern Cape Education Department	-	54	-	-	-	54
Department of Justice and Constitutional Development	91	868	-	-	91	868
Free State Education Department	-	81	-	-	-	81
Gauteng Education Department	-	-	-	74	-	74
National Department of Labour	-	-	22	11	22	11
Department of Basic Education	-	-	-	2	-	2
Government Motor Transport	251	15	-	-	251	15
Department of Health – Western Cape	42	-	1	-	43	-
<b>Total Departments</b>	<b>384</b>	<b>1 018</b>	<b>23</b>	<b>87</b>	<b>407</b>	<b>1 105</b>
<b>Total Inter-governmental</b>	<b>384</b>	<b>1 018</b>	<b>23</b>	<b>87</b>	<b>407</b>	<b>1 105</b>

## Annexure 5

### Movement in Capital Work-in-Progress for the Year ended 31 March 2014

	Opening balance R'000	Current Year Capital WIP R'000	Completed Assets R'000	Closing balance R'000
<b>Machinery and Equipment</b>	<b>4 225</b>	<b>3 123</b>	<b>2 708</b>	<b>4 640</b>
Transport assets	4 225	3 123	2708	4 640
<b>Total</b>	<b>4 225</b>	<b>3 123</b>	<b>2 708</b>	<b>4 640</b>



## Appendices

## Appendix A: Action Plan to 2014 and Delivery Agreement Indicators (National)

The Department of Basic Education will provide provinces with information on this section. The provision of information on indicators 16.1 to 27.2 is dependent on the availability of findings from a school monitoring survey conducted by the Department of Basic Education. The Department will update information on these indicators as information becomes available.

Indicator number	Indicator title	Source of data	Provincial Performance (most recent)
1.1	Percentage of Grade 3 learners performing at the required <i>literacy</i> level according to the country's Annual National Assessments.	ANA	49
1.2	Percentage of Grade 3 learners performing at the required <i>numeracy</i> level according to the country's Annual National Assessments.	ANA	58
2.1	Percentage of Grade 6 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA	63
2.2	Percentage of Grade 6 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA	33
3.1	Percentage of Grade 9 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA	43
3.2	Percentage of Grade 9 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA	17
4	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	NSC database	19 477
5	Number of Grade 12 learners passing <i>mathematics</i> .	NSC database	12 216
6	Number of Grade 12 learners passing <i>physical science</i> .	NSC database	8 333
7	Average score obtained in Grade 6 in <i>language</i> in the SACMEQ assessment.	SACMEQ database	583 (2007)
8	Average score obtained in Grade 6 in <i>mathematics</i> in the SACMEQ assessment.	SACMEQ database	566 (2007)
9	Average Grade 8 mathematics score obtained in TIMSS. SA score 348.	TIMSS database	404 (2011)
10	Percentage of 7 to 15 year olds attending education institutions.	GHS	91.9%
11.1	The percentage of Grade 1 learners who have received formal Grade R.	ASS	65.8%
11.2	The enrolment ratio of children aged 3 to 5. (This is an indicator of concern to DBE and DSD.)	GHS	62.4
12.1	The percentage of children aged 9 at the start of the year who are in Grade 4 or above.	ASS/GHS	11.6%
12.2	The percentage of children aged 12 at the start of the year who are in Grade 7 or above.	ASS/GHS	14.5%
13.1	The percentage of youths who obtain a National Senior Certificate from a school.	GHS	46.1%
13.2	The percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	GHS	Not available

Indicator number	Indicator title	Source of data	Provincial Performance (most recent)
14	The number of qualified teachers aged 30 and below entering the public service as teachers for first time during the past year.	PERSAL	576
15.1	The percentage of classes with no more than 45 learners.	ASS	96.6%
Baseline data on the indicators below is provided through a national sample survey conducted by the Department of Basic Education. There is not information on all of the indicators.			
		<b>WC</b>	<b>National</b>
15.2	The percentage of schools where allocated teaching posts are all filled.	95%	90%
16.1	The average hours per year spent by teachers on professional development activities.	55	39
16.2	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.	Not available	Not available
17	The percentage of teachers absent from school on an average day.	4%	8%
18	The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.	Not available	Not available
19	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	Not available	Not available
20	The percentage of learners in schools with a library or media centre fulfilling certain minimum standards.	72	40
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.	67	53
22	The percentage of schools where the School Governing Body meets minimum criteria in terms of effectiveness.	Not available	Not available
23.1	The percentage of learners in schools that are funded at the minimum level.	82	79
23.2	The percentage of schools which have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity.	86	76
24.1	The percentage of schools which comply with nationally determined <i>minimum</i> physical infrastructure standards.	Not available	Not available
24.2	The percentage of schools which comply with nationally determined <i>optimum</i> physical infrastructure standards.	Not available	Not available
25	The percentage of children who enjoy a publicly funded school lunch every school day.	45	70
26	The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs.	Not available	Not available
27.1	The percentage of schools visited at least twice a year by district officials for monitoring and support purposes.	100 (own data)	Not available
27.2	The percentage of school principals rating the support services of districts as being satisfactory.	90 (own data)	Not available



**ANNEXURE B: Summary of Nationally Determined Programme Performance Measures** This appendix lists the National Programme Performance Measures as agreed upon between the Department of Basic Education, Treasury and the Western Cape provincial education department.

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 1</b>					
1.	PPM101	Number of public schools that use SA SAMS to provide data to the national learner tracking system	<p><b>Public School:</b> Refers to ordinary and special schools. It excludes independent schools</p> <p><b>Status Quo:</b> Record the number of public schools that (as per the latest available date) use SA SAMS to provide data to LURITS</p> <p><b>Target:</b> Record the number of public schools that will be targeted 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><b>Public School:</b> Refers to ordinary and special schools. It excludes independent schools</p> <p><b>Status Quo:</b> Record the number of public schools that can be contacted by email as per the latest available data.</p> <p><b>Target:</b> 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><b>Education Current Expenditure:</b> Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools and independent schools)</p> <p><b>Non-Personnel Items:</b> 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><b>Calculation:</b> 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><b>Status Quo:</b> Record the latest available information</p> <p><b>Target:</b> Record the projected expenditure for the planned financial year</p>	Provincial CFO	Annual
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	Annual

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 2</b>					
5.	PPM202	Number of educators employed in public ordinary schools	<p><b>Educator:</b> 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><b>Status Quo:</b> Record the total number of educators employed in public ordinary schools as per latest available data.</p> <p><b>Target:</b> The number of educators expected to be employed in the planned financial year.</p>	Provincial PERSAL	Quarterly
6.	PPM203	Number of non-educator staff employed in public ordinary schools	<p><b>Educator:</b> refers to any person, who teaches, educates or trains other persons or who provides professional educational services.</p> <p><b>Non-educator staff:</b> all school-based staff that are not educators. These include support staff, administrative staff, hostel staff and professional non-teaching staff.</p> <p><b>Status Quo:</b> Record the total number of non-educator staff employed in public ordinary schools as per the latest available data.</p> <p><b>Target:</b> Record the number of non-teaching staff expected to be employed in the planned financial year.</p>	Provincial PERSAL	Quarterly
7.	PPM204	Number of learners in public ordinary schools benefiting from the "No Fee School" policy	<p><b>Status Quo:</b> Record the number of learners that benefitted from the "No Fee School Policy" in the past financial year.</p> <p><b>Target:</b> Record the number of learners expected to benefit from the "No Fee School Policy" in the planned financial year.</p>	Provincial Programme Manager	Annual
8.	PPM205	Number of learners benefiting from National School Nutrition Programme (NSNP) (quarterly).	<p><b>Status Quo:</b> Record the number of learners benefiting from the School Nutrition Programme per quarter.</p> <p><b>Target:</b> Record the number of learners targeted to be provided with meals for the relevant quarter</p>	Provincial Programme Manager	Quarterly
9.	PPM 206	Number of learners benefiting from scholar transport	<p><b>Status Quo:</b> Record the number of learners benefiting from the government provided scholar transport in a quarter.</p> <p><b>Target:</b> Record the number of learners targeted to be provided with scholar transport for the relevant quarter</p>	Provincial Programme Manager or Department of Transport Programme Manager	Quarterly

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 2</b>					
10.	PPM207	Number of learners with special education needs that are enrolled in public ordinary schools	<p><b>Special education needs:</b> 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><b>Status Quo:</b> Record the total number of learners with special education needs enrolled in public ordinary schools in the past financial year</p> <p><b>Target:</b> Record the number of learners with special needs expected to be enrolled in public ordinary schools in the planned financial year.</p> <p><b>NB.: This measure excludes number of learners with special needs enrolled in special schools.</b></p>	EMIS: Annual School Survey	Annual
11.	PPM208	Number of full service schools	<p><b>Full-service schools:</b> Ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting.</p> <p><b>Status Quo:</b> Record the number of full service schools (public ordinary) that existed in the past financial year</p> <p><b>Target:</b> Record the number of full service schools expected to be established in the planned financial year</p>	Provincial Programme Manager	Annual
12.	PPM209	Number of schools visited at least once a quarter by a circuit manager	<p><b>Circuit Manager:</b> PEDs have different names for this portfolio. For example, in Gauteng it is IDSOs.</p> <p><b>Status Quo:</b> 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><b>Target:</b> Total number of schools planned to be visited by circuit managers per quarter in the planned financial year.</p>	Provincial Programme Manager: Districts	Quarterly
<b>Key Performance Area: Programme 3 (Independent School)</b>					
13.	PPM301	Number of subsidised learners in independent schools	<p><b>Independent Schools:</b> schools registered or deemed to be independent in terms of the South African Schools Act (SASA)</p> <p><b>Status Quo:</b> Record the total number of learners in subsidised independent schools in the past financial year.</p> <p><b>Target:</b> Record the total number of learners in independent schools expected to be subsidised in the planned financial year.</p>	Provincial Programme Manager/CFO	Annual

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 4 (Special Schools)</b>					
14.	PPM401	Number of learners enrolled in public special schools	<p><b>Special School:</b> 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><b>Status Quo:</b> Record the total number of learners enrolled in public Special Schools in the past financial year.</p> <p><b>Target:</b> Record the total number of learners expected to be enrolled in public special schools in the planned financial year.</p> <p><b>NB.: This measure excludes learners with special needs enrolled in public ordinary schools.</b></p>	Provincial EMIS: SNE SNAP	Annual
15.	PPM402	Number of educators employed in public special schools	<p><b>Educator</b> refers to any person, who teaches, educates or trains other persons or who provides professional educational services.</p> <p><b>Status Quo:</b> Record the total number of educators employed in public Special Schools in the past financial year.</p> <p><b>Target:</b> Record the number of educators expected to be employed in public special schools in the planned financial year.</p>	Provincial PERSAL	Quarterly
16.	PPM403	Number of professional non-educator staff employed in public special schools	<p><b>Professional non-educator staff</b> this are personnel who are classified as paramedics, social workers, caregivers, therapists and psychologists etc.</p> <p><b>Status Quo:</b> Record the total number of non-educator specialists employed in public Special Schools in the past financial year.</p> <p><b>Target:</b> Record the number of non-educator specialists expected to be employed in public Special Schools in the planned financial year.</p>	PERSAL	Quarterly
17.	PPM702	Number of public schools that offer Grade R	<p><b>Status Quo:</b> Record the total number of public schools (ordinary and special) that offered Grade R in the past financial year</p> <p><b>Target:</b> 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
18.	PPM 703	Number of Grade R practitioners employed in public ordinary schools per quarter.	<p><b>Status Quo:</b> Record the number of Grade R employed in public ordinary schools per quarter.</p> <p><b>Target:</b> Record the number of ECD teachers expected to be employed for the relevant quarter.</p>	Provincial Programme Manager	Quarterly

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 8</b>					
19.	PPM801	Number of public ordinary schools to be provided with water supply	<b>Status Quo:</b> Record the number of public ordinary schools that have water supply as per the latest available information <b>Target:</b> Record the number of public schools targeted to be supplied with water in the planned financial year.	Provincial NEIMS Programme Manager	Annual
20.	PPM802	Number of public ordinary schools to be provided with electricity supply	<b>Definition:</b> School with electricity refers to schools that have any source of electricity including solar panels and generators. <b>Status Quo:</b> Record the number of public ordinary schools that have electricity as per the latest available information <b>Target:</b> Record the number of public ordinary schools targeted to be electrified in the planned financial year.	Provincial NEIMS Programme Manager	Annual
21.	PPM803	Number of public ordinary schools to be supplied with sanitation facilities	<b>Sanitation facility:</b> Refers to all kinds of toilets <b>Status Quo:</b> Record the number of public ordinary schools that have sanitation facilities (toilets) as per the latest available information <b>Target:</b> Record the number of public ordinary schools targeted to be supplied with sanitation facilities in the planned financial year.	Provincial NEIMS Programme Manager	Annual
22.	PPM804	Number of classrooms to be built in public ordinary schools	<b>Classrooms:</b> Rooms where teaching and learning occurs, but which is not designed for special instructional activities. It excludes specialist rooms. <b>Status Quo:</b> Record the total number of classrooms that exist in public ordinary schools as per the latest available information <b>Target:</b> Record the number of classrooms targeted to be built in public ordinary the planned financial year. This measure excludes specialist rooms.	Provincial NEIMS Programme Manager	Annual
23.	PPM805	Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms- <b>INCLUDE</b> ; laboratories, stock rooms, sick bay, kitchen, etc)	<b>Specialist Rooms:</b> Rooms designed for special instructional and non-instructional activities. It EXCLUDES administrative offices and classrooms (as defined in PPM 804) and includes rooms such as laboratories, stock rooms, sick bays, kitchen, library, resource centre etc. <b>Status Quo:</b> Record the total number of specialist rooms that exist in public ordinary schools as per the latest available information <b>Target:</b> Record the number of specialist rooms planned to be built in public ordinary schools the planned financial year.	Provincial NEIMS Programme Manager	Annual

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 9</b>					
24.	PPM901	Number of candidates for the Grade 12 senior certificate examinations (matric exams)	<b>Status Quo:</b> Record total number of candidates that wrote the senior certificate examination in the past financial year. <b>Target:</b> Record the number of candidates expected to be registered for the national senior certificate examinations in the planned financial year.	Provincial Programme Manager: Examinations Database	Annual
25.	PPM902	Number of candidates who passed National Senior Certificate	<b>Status Quo:</b> Record the number of NSC candidates who passed in the National Senior Certificate (NSC) <b>Target:</b> Record the number of learners expected to pass the next NSC examinations.	Provincial Programme Manager: NSC Examinations Database	Annual
26.	PPM903	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	<b>Status Quo:</b> Record the number of learners who obtained Bachelor passes in the National Senior Certificate (NSC) <b>Target:</b> Record the number of learners expected to achieve Bachelor passes in the next NSC examinations.	Provincial Programme Manager: NSC Examinations Database	Annual
27.	PPM904	Number of learners who passed Maths in the NSC examinations	<b>Status Quo:</b> Record the number of learners who passed Maths in the National Senior Certificate (NSC) <b>Target:</b> Record the number of learners expected to pass Maths in the next NSC examinations.	Provincial Programme Manager: NSC Examinations Database	Annual
28.	PPM905	Number of learners who passed Physical Science in the NSC examinations	<b>Status Quo:</b> Record the number of learners who passed Physical Science in the National Senior Certificate (NSC) <b>Target:</b> Record the number of learners expected to pass Physical Science in the next NSC examinations.	Provincial Programme Manager: NSC Examinations Database	Annual
29.	PPM906	Number of Grade 3 learners who passed Language in the Annual National Assessment (ANA)	<b>Status Quo:</b> Record the number of Grade 3 learners who passed Language in the ANA. <b>Target:</b> Record the number of Grade 3 expected to pass Language in the next ANA	Provincial Programme Manager: ANA Database	Annual
30.	PPM907	Number of Grade 3 learners who passed Maths in the Annual National Assessment (ANA)	<b>Status Quo:</b> Record the number of Grade 3 learners who passed Maths in the ANA. <b>Target:</b> Record the number of Grade 3 learners expected to pass Maths in the next ANA.	Provincial Programme Manager: ANA Database	Annual

No.	PPM Number	Measure	Definitions and Details	Sources of Data	Frequency of Reporting
<b>Key Performance Area: Programme 9</b>					
31.	PPM908	Number of Grade 6 learners who passed Language in the Annual National Assessment (ANA)	<b>Status Quo:</b> Record the number of Grade 6 learners who passed Language in the ANA. <b>Target:</b> Record the number of Grade 6 expected to pass Language in the next ANA.	Provincial Programme Manager: ANA Database	Annual
32.	PPM909	Number of Grade 6 learners who passed Maths in the Annual National Assessment (ANA)	<b>Status Quo:</b> Record the number of Grade 6 learners who passed Maths in the ANA. <b>Target:</b> Record the number of Grade 6 expected to pass Maths in the next ANA.	Provincial Programme Manager: ANA Database	Annual
33.	PPM910	Number of Grade 9 learners who passed Language in the Annual National Assessment (ANA)	<b>Status Quo:</b> Record the number of Grade 9 learners who passed Language in the ANA. <b>Target:</b> Record the number of Grade 9 expected to pass Language in the next ANA.	Provincial Programme Manager: ANA Database	Annual
34.	PPM911	Number of Grade 9 learners who passed Maths in the Annual National Assessment (ANA)	<b>Status Quo:</b> Record the number of Grade 9 learners who passed Maths in the ANA. <b>Target:</b> Record the number of Grade 9 expected to pass Maths in the next ANA.	Provincial Programme Manager: ANA Database	Annual

## ANNEXURE C: PROGRAMME PERFORMANCE INDICATORS – TECHNICAL INDICATORS

There are no new indicators in 2013/14

<b>PPI. 1.1</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Ensure financial management
2	Short Definition		To provide overall management of and support to the education system in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Compliance with laid down policies and financial statements with no material misstatements
		3.2 Why is it important?	Good governance
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Auditor-general management report
		4.2 Data collector/storer (section/manager name)	Director Financial Accounting
		4.3 How is data collected?	Reports issued by Auditor-general
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Not calculated
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Outcomes
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Financial Accounting



<b>PPI 1.2</b>			
No	Technical Indicator	Description	Response
1			Deviations in respect of tenders above R500 000
2	Short Definition		It is an indication where exceptions were made, within allowed rules and regulations, within Supply Chain Management
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	No of deviations
		3.2 Why is it important?	Indication of either unplanned event or unforeseen circumstances
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Supply Chain management records
		4.2 Data collector/storer (section/manager name)	Director Procurement Management
		4.3 How is data collected?	Manual system of record keeping
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of cases of deviations
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Activities
8	Calculation type	Cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower performance desirable
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Procurement Management

<b>PPI 2.1</b>			
No	Technical Indicator	Description	Response
1			Percentage of learners retained in the school system from Grades 10 – 12
2	Short Definition		Measure of the degree (%) to which learners that enter grade 10 continue to grade 12 in Public Ordinary Schools for the same cohort.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	A higher % of learners remain in the system until grade 12
		3.2 Why is it important?	Academically better prepared work force; better opportunity for learners; access to tertiary education enhanced; reduce the vulnerability rate amongst learners; more efficient deployment of support (social)
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Annual School Survey
		4.2 Data collector/storer (section/manager name)	Mr S. Hansraj
		4.3 How is data collected?	Extracted from CEMIS for ASS.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of Gr12 learners divided by the number of Gr10 learners for the same cohort (2 years earlier) as a percentage.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The calculation is for Public Ordinary schools only and is dependent on the unit record administration at schools. It does not reflect all learners in all education sectors. This excludes in and out migration of learners, deaths, and other factors.
7	Type of Indicator		Output; Efficiency; Economy; Equity
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	Annually, on the previous academic year, in first quarter of following year
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher than target desirable.
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Co-ordinated by CD ED's; data collected and reported by KM; Collaborative effort including many role players

<b>PPI 2.2</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Number of additional schools secured with an alarm linked to armed response, burglar bars, and stone guards on windows.
2	Short Definition		The indicator would demonstrate the programme's systemic injection [input] in raising the safety levels at schools and the direct results over a defined period.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	It shows the measures instituted by a school to raise its safety profile.
		3.2 Why is it important?	This would account for minimum measures that should be in place at a school.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Financial reports indicating the purchase of goods and services for particular schools.
		4.2 Data collector/storer (section/manager name)	Oscar Apollis
		4.3 How is data collected?	Internally
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of schools counted
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Inputs
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	More schools equipped; but less incidents occurring. Should be as per target.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Safe schools co-ordinator at districts; safe schools manager at Head Office

<b>PPI 2.3</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Number of bursaries awarded to deserving students, for four years of formal study at Higher Education Institutions.
2	Short Definition		The number of bursaries awarded to enable aspiring teachers to qualify in scarce subject areas - both new and continuing bursaries.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The number of bursary recipients.
		3.2 Why is it important?	To indicate how many newly qualified teachers in scarce subject areas are capacitated per annum to alleviate the demand. Ensuring a constant pool of educators.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	From individual bursary files and bursary contracts.
		4.2 Data collector/storer (section/manager name)	Director: Human Resource Management
		4.3 How is data collected?	By maintaining effective record keeping and communication with bursary holders.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of active bursary contracts as at 31 March at the end of the financial year concerned.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Unexpected drop out /failure of students.
7	Type of Indicator		Input
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Actual performance should match target.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Human Resource Management

<b>PPI 2.4</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Educator absenteeism in public ordinary schools expressed as a %
2	Short Definition		The percentage of working days lost due to educator absenteeism in public ordinary schools. [result to be expressed as a % of the total number of actual working days in the school year/quarter]
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The % of possible working days lost due to educator absenteeism during a specific school year/quarter.
		3.2 Why is it important?	The status informs planning and intervention strategies to be developed to improve education policy and support/discipline.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	PERSAL
		4.2 Data collector/storer (section/manager name)	Directorate: Human Resource Management
		4.3 How is data collected?	Data extracted from Persal at a particular point in time to reflect educator absenteeism during a quarter or annually.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The data is collected by using the start date of the leave in order to determine in which quarter the leave falls Should the leave period (leave approved over two quarters or longer) fall outside the reporting period, the leave taken will be included in the reporting period that corresponds with the end of the leave. The number of days of leave taken is calculated as a % of the total number of possible working days in a quarter.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	There is a time lag between the days taken and the processing of the documentation. There is a further lag in the computation of the categories as certain leave types are exempt and the leave regulations by which leave is calculated in 3 year cycles
7	Type of Indicator		Outputs/efficiency
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Quarterly	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Chief-Director: Human Resource Management

<b>PPI 2.5</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Learner absenteeism in public ordinary schools expressed as a %
2	Short Definition		The number of working days lost due to learner absenteeism in public ordinary schools. [result to be expressed as a % of the total number of actual working days in the school year/quarter]
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	% of possible working days lost due to learner absenteeism during a specific school year.
		3.2 Why is it important?	The status informs planning and intervention strategies to be developed to improve education policy and support/discipline.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	CEMIS
		4.2 Data collector/storer (section/manager name)	Project manager: CEMIS– Directorate: Knowledge and Information Management
		4.3 How is data collected?	At each school learner attendance is required to be captured quarterly on the CEMIS system at the end of each term and no later than the first week of the next term. CTM per District can monitor the data on Eduinfosearch. The administrator at H/O draws reports upon request, but more specific for quarterly/annual reporting on the Learner Attendance. The attendance figures are then presented as a percentage of days lost due to Learner absence from school.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The aggregated number of learners absent at all compliant public ordinary schools is expressed as a percentage of the total possible attendance days.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	In 2012 75% of schools complied with the data request. The compliance challenge will be attended to during 2013 as this is now an indicator in the School Improvement Plans. Schools that repeatedly return erroneous data will be identified and will receive training.
7	Type of Indicator		Outputs/efficiency
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Quarterly	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Chief-Director: Business Intelligence Management

<b>PPI 2.6</b>			
No	Technical Indicator	Description	Response
1			Numbers of teachers in Grades R-12 attending formal curriculum training programmes at the Cape Teaching and Leadership Institute
2	Short Definition		Number of educators attending in-service courses in subject content and teaching methodology presented by the CTLI, including Mathematics, Sciences and Languages. (To provide overall management of and support to the education system in accordance with the National Education Policy Act, and other relevant policies). The courses could be two weeks in duration OR one or two day short interventions.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The number of educators trained in the various categories
		3.2 Why is it important?	To strengthen content knowledge and practical teaching methodology, towards improved learning and teaching in the classroom.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Attendance registers
		4.2 Data collector/storer (section/manager name)	N Pasiya (Head: Cape Teaching and Leadership Institute)
		4.3 How is data collected?	Count captured names
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of teachers successfully completing courses.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Output
8	Calculation type	Non-cumulative	Non-cumulative
9	Reporting cycle	Quarterly?	Quarterly
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Extras are accommodated if possible.
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Director: CTLI

<b>PPI 2.7</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Numbers of school management team members trained at the CTLI
2	Short Definition		Records the number of members of school management teams who undergo formal training over a period of weeks and are certificated by the CTLI. Short courses (one or two days) are also included.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Numbers of SMT members who have been exposed to elements of best practice.
		3.2 Why is it important?	Schools that suffer from poor management can have their success options improved if their managers develop new skills.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Attendance Registers
		4.2 Data collector/storer (section/manager name)	Programme manager. Records of attendance.
		4.3 How is data collected?	Count of records.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates successfully completing the courses
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Output
8	Calculation type	8.2 Non-cumulative	Non- cumulative
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	Quarterly
		9.2 Annually?	
		9.3 Other? Please state	
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director CTLI



<b>PPI 5.1.</b>			
No	Technical Indicator	Description	Response
1			Number of students enrolled in NC(V) courses in FET Colleges
2	Short Definition		The NC(V) is a 3 year study programme. The records will show who has enrolled for the course of study leading to the certificate.
3	Purpose Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of students enrolled in NC(V) courses in FET Colleges in the Western Cape.
		3.2 Why is it important?	The qualification opens doors to further study and to employment opportunities.
4	Source/.Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	FET Colleges enrolment data
		4.2 Data collector/storer (section/manager name)	FET Colleges submit the data to the Department of Higher Education and Training.
		4.3 How is data collected?	Count of learner records
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of those enrolled for courses expressed in head count and FTE
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Records are kept at colleges and supplied to the DHET.
7	Type of Indicator		Input
8	Calculation type	Cumulative	X
9	Reporting cycle	Annually	X
10	Indicator History	Same as previous year	Same as previous year: it was previously a national Programme Performance Measure
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Department of Higher Education and Training; FET College sector in Western Cape.

<b>PPI 5.2.</b>			
No	Technical Indicator	Description	Response
1			Number of FET College NC(V) students who completed full courses successfully
2	Short Definition		The NC(V) is a 3 year study programme. The students are required to write examinations at the end of each year. The records will show who qualifies for the certificate after completing all the requirements.
3	Purpose Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	It is a count of numbers of who had successfully completed the programme of study that leads to the NC(V) qualification.
		3.2 Why is it important?	This is the programme of study that is central to the programme offerings at colleges.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Learner records on the national examinations database
		4.2 Data collector/storer (section/manager name)	Department of Higher Education and Training
		4.3 How is data collected?	Learner records
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Individual records are presented on a summary list: it is a COUNT of successful candidates.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Outcomes
8	Calculation type	Cumulative	X
9	Reporting cycle	Annually	X
10	Indicator History	Same as previous year	Same as previous year: it was previously a national Programme Performance Measure
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Department of Higher Education and Training; FET College sector in Western Cape.

<b>PPI 6.1.</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Number of learners enrolled in public ABET Centres. [Definition of 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.]
2	Short Definition		Record of the total number of learners (expected to be) enrolled in public ABET Centres in the planned financial year.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Record of the total number of learners (expected to be) enrolled in public ABET Centres in the planned financial year.
		3.2 Why is it important?	AET is a key sector for skills and economic development and ensuring redress and opportunity.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Snap and Annual Survey
		4.2 Data collector/storer (section/manager name)	Snap and Annual Survey data are recorded and captured on CEMIS.
		4.3 How is data collected?	Snap and Annual Survey are recorded and captured – this is a COUNT
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Snap and Annual Survey are recorded and captured – this is a COUNT.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Records are maintained at centres and data captured on CEMIS.
7	Type of Indicator		Efficiency
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Indicator History	Same as previous year	Same as previous year: it was previously a national Programme Performance Measure
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Department of Higher Education and Training; AET sub-directorate in the Western Cape.

<b>PPI 6.2.</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Number of educators employed in public ABET Centres. [Definition of 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.]
2	Short Definition		Count of the number of educators employed in public ABET Centres. NB.: This measure includes both part-time and full time (Headcount) ABET educators.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	How many educators are employed in public ABET Centres
		3.2 Why is it important?	There needs to be a balance between students and staff
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Public ABET Centres supply data to CEMIS through the Annual Survey
		4.2 Data collector/storer (section/manager name)	Directorate Knowledge Management
		4.3 How is data collected?	The Annual Survey data collection
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of the number of educators employed in public ABET Centres. NB.: This measure includes both part-time and full time (Headcount) ABET educators
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Records are maintained at centres and data captured on CEMIS
7	Type of Indicator		Input
8	Calculation type	Cumulative	X
9	Reporting cycle	Annually	X
10	Indicator History		Same as previous year: it was previously a national Programme Performance Measure
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Department of Higher Education and Training; AET sub-directorate in Western Cape.

<b>PPI 7.1</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Additional ECD kits to Public Ordinary Schools
2	Short Definition		100 selected Primary Schools that have Grade R classes are provided with ECD indoor and outdoor equipment to assist with inter-active and effective learning and teaching
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number and names of schools that received ECD kits
		3.2 Why is it important?	To update the database of schools that received ECD Kits and to avoid the duplication of services.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	District lists
		4.2 Data collector/storer (section/manager name)	District Institutional MG ECD manager
		4.3 How is data collected?	Survey – district database
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	School count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Vandalism and burglaries that occur at schools could be the reason for the disappearance of ECD kits. Schools that have been affected by burglaries would then require an additional ECD Kit and the number of schools that would still require ECD kits would be increased.
7	Type of Indicator		Efficiency, economy and equity
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Directorate Institutional Management

<b>PPI 7.2</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Additional ECD kits to Independent Schools
2	Short Definition		50 selected Independent schools that have Grade R classes are provided with ECD indoor and outdoor equipment to assist with inter-active and effective learning and teaching
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number and names of schools that received ECD kits
		3.2 Why is it important?	To update the database of schools that received ECD Kits and to avoid the duplication of services.
4	Source/Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	District lists
		4.2 Data collector/storer (section/manager name)	District IMG ECD manager
		4.3 How is data collected?	Survey – district database
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	School count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Vandalism and burglaries that occur at schools could be the reason for the disappearance of ECD kits. Schools that have been affected by burglaries would then require an additional ECD Kit and the number of schools that would still require ECD kits would be increased.
7	Type of Indicator		Efficiency, economy & equity
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DIM ECD CES S Fortuin

<b>PPI 8.1</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Number of maintenance projects completed.
2	Short Definition		The number of completed scheduled maintenance projects is counted and recorded.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	It shows the number of schools that receive scheduled maintenance for the period
		3.2 Why is it important?	It keeps track of the WCED's efforts to keep schools functional for learning and teaching purposes.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	DTPW, and implementing agents of the WCED provide the "Practical Completion Certificates" that indicate that a project has been signed off.
		4.2 Data collector/storer (section/manager name)	DD: Infrastructure Maintenance.
		4.3 How is data collected?	Record the number of practical completion certificates.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count of schools
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Since implementing agents are external agents, the WCED does not always have control of numbers recorded. Also, the work requested may not necessarily be the work that is delivered.
7	Type of Indicator		Output; impact
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Quarterly?	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DD: Infrastructure property and maintenance

<b>PPI 9.1</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners in Grade 3 attaining acceptable outcomes in Language
2	Short Definition		This measures the proportion of learners participating in the Grade 3 systemic tests (Language), who are able to pass the tests. The pass mark for the tests is set at 50%
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 3 do not take part in the systemic tests.
7	Type of Indicator		Outcomes
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is higher than the targeted performance
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.



<b>PPI 9.2</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners in Grade 3 attaining acceptable outcomes in Mathematics
2	Short Definition		This measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics), who are able to pass the tests. The pass mark for the tests is set at 50%
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 3 do not take part in the systemic tests.
7	Type of Indicator		Outcomes
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance that is higher than the targeted performance
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research

<b>PPI 9.3</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners in Grade 6 attaining acceptable outcomes in Language
2	Short Definition		This measures the proportion of learners participating in the Grade 6 systemic tests (Language), who are able to pass the tests. The pass mark for the tests is set at 50%
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 6 do not take part in the systemic tests.
7	Type of Indicator		Outcomes
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Actual performance that is higher than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

<b>PPI 9.4</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners in Grade 6 attaining acceptable outcomes in Mathematics
2	Short Definition		This measures the proportion of learners participating in the Grade 3 systemic tests (Mathematics), who are able to pass the tests. The pass mark for the tests is set at 50%
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 6 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is higher than the targeted performance
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research

<b>PPI 9.5</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners in Grade 9 attaining acceptable outcomes in Languages
2	Short Definition		This measures the proportion of learners participating in the Grade 9 systemic tests (Language), who are able to pass the tests. The pass mark for the tests is set at 50%
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Senior Phase of GET.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the Senior Phase of GET.
4	Source/Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 9 do not take part in the systemic tests.
7	Type of Indicator		Outcomes
8	Calculation type	Cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research

<b>PPI 9.6</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners in Grade 9 attaining acceptable outcomes in Mathematics
2	Short Definition		This measures the proportion of learners participating in the Grade 9 systemic tests (Mathematics), who are able to pass the tests. The pass mark for the tests is set at 50%
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic tests is the basic data source. The report contains the total number of learners who write the tests with a disaggregation of the proportion that passes and the proportion that do not pass the test.
		4.2 Data collector/storer (section/manager name)	Directorate: Research
		4.3 How is data collected?	It is extracted from the final report that is submitted by the external service providers appointed to administer the systemic tests.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) is expressed as a percentage of the total number of learners who wrote the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 9 do not take part in the systemic tests.
7	Type of Indicator		Outcomes
8	Calculation type	Cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is higher than the targeted performance
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of the Directorate: Research.

<b>PPI 9.7</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		Schools with a pass rate where <60% pass the National Senior Certificate
2	Short Definition		Indication of the number of under performing schools
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Output of under performing schools
		3.2 Why is it important?	To determine if interventions are assisting in reducing the lower pass rates, especially in disadvantaged areas.
4	Source/ Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Pass rates for schools
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Z / W X 100 determines the pass rate for a school. Where Z is the number of candidates that passed according to the criteria from the NSC policy. Where W is the number of candidates in a school that wrote 7 subjects toward the NSC. Pass rates of all schools are filtered to determine the schools that have achieved a pass rate of below 60%.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator		Output
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower desirable
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Directorate Assessment Management

<b>PPI 9.8</b>			
No	Technical Indicator	Description	Response
1	Indicator Title		National Senior Certificate pass rate
2	Short Definition		The percentage of learners that pass the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Indicator shows % of learners that have obtained the National Senior Certificate qualification.
		3.2 Why is it important?	Important to determine the achievement of the education system and the extent to which the educational output has been achieved.
4	Source/Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DBE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS; any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator		Outputs
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance is desirable
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DBE (Mr A Clausen)

PPI 9.9			
No	Technical Indicator	Description	Response
1	Indicator Title		% of learners who qualify for Bachelor's degree study
2	Short Definition		A percentage of learners that pass the NSC with an achievement of 50-59% or more in four subjects chosen from the list of designated subjects and a minimum of 30% in the Language of Teaching and Learning of the institution.
3	Purpose/ Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Percentage of learners that can gain access to a B.Degree
		3.2 Why is it important?	Important in determining the quality of passes and ensuring progression from FET to HE
4	Source/Collection of data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DoE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining an achievement of 50-59% or more in four subjects chosen from the designated subjects chosen from the list of designated subjects and a minimum of 30% in the Language of Teaching and Learning of the institution divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS, any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator		Outcomes
8	Calculation type	Non-cumulative	X
9	Reporting cycle	Annually	X
10	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance desirable
11	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Mr A Clausen