

Wes-Kaap Onderwysdepartement
Western Cape Education Department
ISebe leMfundo leNtshona Koloni

Jaarverslag Annual Report INgxelo yoNyaka

2009/10

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To obtain additional copies of this document please contact:
Head: Education, Private Bag X9114, Cape Town, 8000.
Tel: 021 467 2531
Fax: 021 461 3694
E-mail: media1@pgwc.gov.za

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Tel: 021 467 2531
Faks: 021 461 3694
E-pos: media1@pgwc.gov.za

Ukuba ufuna iikopi ezongezelweyo zolu xwebhu, nceda
uqhagamshelane kunye:
NeNtloko: kwezeMfundo, Private Bag X9114, Cape Town, 8000
Umnxeba: 021 467 2531
Ifekisi: 021 461 3694
I-E-Mail: media1@pgwc.gov.za

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Western Cape Education Department

Annual Report: 2009/2010

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Foreword

This Annual Report provides a comprehensive record of the work of the Western Cape Education Department (WCED) for the 2009/10 financial year.

The key focus of this year was to align this government's first budget with our annual performance plan and our strategic priorities, putting the rights of learners first and improving education outcomes.

We have placed a great deal of emphasis on the foundations of learning, particularly on the improvement of levels of literacy and numeracy in the lower grades. To do this, we have directed maximum resources to the first three years of schooling, and have committed ourselves to formal testing in Grades 3, 6 and 9, as well as to providing more classroom support, teacher training and additional learning-support materials.

In order to create a text-rich classroom environment, we have allocated an additional R101 million, on top of our annual budget allocation, to textbooks. R15 million of this has come from cost-saving initiatives and by cutting down this past year on wasteful expenditure, such as business-class flights.

We are determined to ensure that as many Grade 12 learners as possible pass their examinations in 2010, and therefore we have launched a range of new initiatives this year, such as setting targets for each school (with detailed plans for schools that need our support), intensive management support from our district offices, subject specific support for schools with a history of low pass rates, the launch of the "Own your future. Own your success. Study hard to pass your matric" public awareness and motivational campaign, a tutoring programme for underperforming schools in complex areas of the syllabus, a principals' mentorship programme and the delivery of a "Tips for success" booklet to each Grade 12 learner in the province.

However, while improving learner outcomes has been our prime focus, we also have to improve the system as a whole. Therefore, in the past year we have also concentrated on other strategic priorities, such as creating greater accountability within the system and ensuring that the WCED becomes a much more efficient, caring and supportive organisation. We have done this by, amongst other things, drafting the Western Cape Provincial School Education Amendment Bill and streamlining a number of administrative functions and systems.

Another real priority that we have faced is the need to address overcrowding in our schools and to build safer buildings. Therefore, last year I commissioned an audit of our school infrastructure to determine where we require new buildings, and which schools are in need of replacement or extra classrooms. We also announced our infrastructure plan for the next three years which includes the building of 25 new schools, 20 replacement schools, an extra 300 new classrooms, 150 Grade R classrooms, as well as the placing of additional mobile classrooms at schools.

These are just some of the achievements of this year. We have been determined to make sure that every rand spent in this budget is focused on adding value to the classroom environment.

However, I cannot stress enough that the real achievements in education in this province are happening every day within our province's schools and district offices, and they are led by our dedicated teachers and officials.

This is the kind of team spirit we want throughout the province. We will continue to move forward in achieving our strategic objectives and we encourage learners, teachers, principals, officials and parents to embrace this vision and collectively help us ensure that we improve the quality of education provided in the Western Cape.

Donald Grant
Minister for Education
Western Cape

Part 1 – General Information

1. General information

1.1 Submission of the annual report to the executive authority

This is the formal submission of the annual report for the Western Cape Education Department for the year 2009/10 to the responsible executive authority.

1.2 Introduction by the Head of Department

The Strategic Statement for Education 2010 to 2019 was published in November 2009. The strategy emphasises increased access to education and the right of learners to quality education. In particular, in the period 2010 to 2019, the focus is on improving the reading, writing and calculating abilities of learners.

The main indicators for measuring the progress made by the WCED in providing quality education are: Improving literacy and numeracy in Grades 1 – 6; increasing the numbers passing Grade 12, including an increase in numbers passing with matric endorsement, mathematics and science and reducing the number of under-performing schools.

There were a number of developments in the year under review and these are listed in the rest of this document.

1.3 Information on the Ministry

In the context of a new Administration in the province the Ministry has dedicated itself to the development of the strategic intent of the WCED and a range of implementation plans and practical interventions. The key focus areas are infrastructure, organisational design, increasing the amount spent on direct support to schools, maximising instructional time and on accountability.

1.4 Mission statement

The mission of the Western Cape Education Department is to ensure that all learners acquire the knowledge, skills and values they need to:

- Realise their potential
- Lead fulfilling lives
- Contribute to the social and economic development of South Africa
- Participate fully in the life of the country
- Compete internationally, and
- Build communities capable of managing their lives successfully and with dignity.

1.5 Legislative mandate

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

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

The South African Schools Act (SASA), 1996 (Act 84 of 1996), as amended

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

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

The General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001), as amended in 2008 (Act 50 of 2008)

Employment of Educators Act, 1998 (Act 76 of 1998)
Western Cape Provincial School Education Act, 1997 (Act 12 of 1997)
Public Finance Management Act, 1999 (Act 1 of 1999), as amended
Municipal Finance Management Act, 2003 (Act 56 of 2003)
The Annual Division of Revenue Acts
Public Service Act, 1994 (Proclamation 103 of 1994)
South African Qualifications Authority Act, 1995 (Act 58 of 1995)
The South African Council for Educators Act (31 of 2000).
Adult Basic Education and Training Act, 2000 (Act 52 of 2000)

Part 2: Programme Performance

1. Voted Funds

Main Appropriation	Adjusted Appropriation	Actual Amount Spent	Under-expenditure
R10,346,039,000	R10,663,812,000	R10,613,313,000	R50,499,000
Responsible Minister	Provincial Minister of Education		
Administering Department	Department of Education		
Accounting Officer	Head of Department, Western Cape Education Department (WCED) (Superintendent-General of Education)		

2. Aim of the Vote

The Western Cape government aims to improve the life chances of 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 order to achieve this goal the WCED will render the following main services, in the context of compulsory education for all:

- Provide overall planning for, and management of, the education system
- Provide public education institutions with support
- Provide education in public ordinary schools
- Support independent schools
- Provide education in public special schools
- Provide further education and training (FET) at public FET colleges
- Provide adult education and training (AET) in community learning centres
- Provide early childhood development (ECD) in Grade R
- Provide training opportunities for educators and non-educators
- Support the whole child by extending HIV/AIDS awareness; providing food for identified poor and hungry learners so that they can learn effectively; and promoting a safe school environment
- Support teachers through provision of basic conditions of service, incentives and employee wellness programmes

Summary of programmes

The activities of all provincial education departments in South Africa are organised in eight programmes as follows:

Programme Sub-programme	
1. Administration	1.1. Office of the MEC 1.2. Corporate services 1.3. Education management 1.4. Human resource development 1.5. Education management information system (EMIS)
2. Public Ordinary School Education	2.1. Public primary schools 2.2. Public secondary schools 2.3. Professional services 2.4. Human resource development 2.5. National school nutrition programme
3. Independent School Subsidies	3.1. Primary phase 3.2. Secondary phase

Programme Sub-programme	
4. Public Special School Education	4.1. Schools 4.2. Professional services 4.3. Human resource development
5. Further Education and Training	5.1. Public institutions 5.2. Professional services 5.3. Human resource development 5.4. Conditional grant
6. Adult Basic Education and Training	6.1. Subsidies to private centres 6.2. Professional services 6.3. Human resource development
7. Early Childhood Development	7.1. Grade R in public schools 7.2. Grade R in community centres 7.3. Professional services 7.4. Human resource development
8. Auxiliary and Associated Services*	8.1. Payments to SETA 8.2. Conditional grant projects - HIV/AIDS 8.3. External examinations 8.4. Teacher training 8.5. <i>iKapa Elihlumayo</i>
* Here there is slight variability between provinces	

Overview of the service delivery environment in 2009/10

Macro shifts and trends

A new government was established in the Western Cape in May 2009. This government made education its first priority.

A Strategic Statement for Education 2010 to 2019 was published in November 2009. The strategy emphasises increased access to education and the right of learners to quality education. In particular, in the period 2010 to 2019, the focus is on improving the reading, writing and calculating abilities of learners. The period 2010-2014 will lay the foundations for these improvements so that in the period 2014-2019 the province's children reap the fruits of a system that has been designed and managed to deliver on the targets set.

The main indicators for measuring the progress made by the WCED in providing quality education are as follows:

1. Improving literacy and numeracy in Grades 1 - 6
2. Increasing the numbers passing Grade 12, including an increase in numbers passing with matric endorsement, mathematics and science
3. Reducing the number of under-performing schools

These indicators were set in the context of a number of social and economic problems:

- The majority of children in the Western Cape are not achieving their academic potential owing to inadequate time and attention paid to reading, writing and counting in the first three grades of school
- Weak management and leadership in certain schools
- Slow rate of response and support from the education department
- The low morale of teachers
- Inadequate quality textbooks and other learning materials
- Social ills such as poverty, crime and drugs
- The declining quality of school infrastructure
- A legacy of underinvestment in a number of areas in the Western Cape and the pressure posed by inward migration to the Western Cape

The Western Cape Education system was also affected by the economic crisis of 2009/10. This impacted on the funds available for education and the ability of parents to support their children through school fees, food and textbooks.

Population dynamics

The population of the Western Cape has grown since the census in 2001 and continues to grow. A consequence of this increase in population in the Western Cape is that every form of education and training in the province will experience growth in demand.

Table 1 provides the mid-year Population Estimates of StatsSA for 2008 and 2009 for the age ranges 6 – 15 years and 16 – 18 years. The data suggests an increase of 15 000 persons in the Western Cape, in the age range 6 – 18 years between 2008 and 2009.

The number of 6- to 15-year-olds in the Western Cape increased from 994 084 in 2008 to 1 006 113 in 2009. In this period the number of 16- to 18-year-olds increased from 286 337 to 289 167. The Western Cape therefore had close to 15 000 additional children in the age group 6 – 18 years.

Table 1 Numbers of persons in age groups 6 – 18 by province 2008 and 2009

Provinces	Age groups	2008	2009	Difference between 2009 & 2008	% increase /decrease against 2008	Ranking per province
Eastern Cape	6 yrs - 15 yrs	1 563 395	1 524 235	-39 160	-2.57%	
	16yrs – 18yrs	503 198	503 401	203	0.04%	
		2 066 593	2 027 636	-38 957	-1.92%	9
Free State	6 yrs - 15 yrs	595 386	595 083	-303	-0.05%	
	16yrs – 18yrs	181 253	180 010	-1 243	-0.69%	
		776 639	775 093	-1 546	-0.20%	6
Gauteng	6 yrs - 15 yrs	1 784 711	1 824 438	39 727	2.18%	
	16yrs – 18yrs	500 239	510 886	10 647	2.08%	
		2 284 950	2 335 324	50 374	2.16%	1
Kwa Zulu Natal	6 yrs - 15 yrs	2 401 388	2 389 211	-12 177	-0.51%	
	16yrs – 18yrs	710 042	720 506	10 464	1.45%	
		3 111 430	3 109 717	-1 713	-0.06%	5
Limpopo	6 yrs - 15 yrs	1 329 306	1 304 558	-24 748	-1.90%	
	16yrs – 18yrs	405 659	408 167	2 508	0.61%	
		1 734 965	1 712 725	-22 240	-1.30%	8
Mpumalanga	6 yrs - 15 yrs	852 032	846 678	-5 354	-0.63%	
	16yrs – 18yrs	248 371	247 849	-522	-0.21%	
		1 100 403	1 094 527	-5 876	-0.54%	7
Northern Cape	6 yrs - 15 yrs	251 501	252 158	657	0.26%	
	16yrs – 18yrs	69 831	70 072	241	0.34%	
		321 332	322 230	898	0.28%	4
North West	6 yrs - 15 yrs	710 002	712 800	2 798	0.39%	
	16yrs – 18yrs	205 102	205 106	4	0.00%	
		915 104	917 906	2 802	0.31%	3
Western Cape	6 yrs - 15 yrs	994 084	1 006 113	12 029	1.20%	
	16yrs – 18yrs	286 337	289 167	2 830	0.98%	
		1 280 421	1 295 280	14 859	1.15%	2
Total	6 yrs - 15 yrs	10 481 805	10 454 980	-26 825	-0.26%	
	16yrs – 18yrs	3 110 031	3 135 166	25 135	0.80%	
		13 591 836	13 590 146	-1 690	-0.01%	

Table 2 provides learner enrolment data for the Western Cape public ordinary school system from 2000 – 2009 and shows fluctuating but overall growth in learner numbers. The increase in numbers at the Grade 12 level is a promising development.

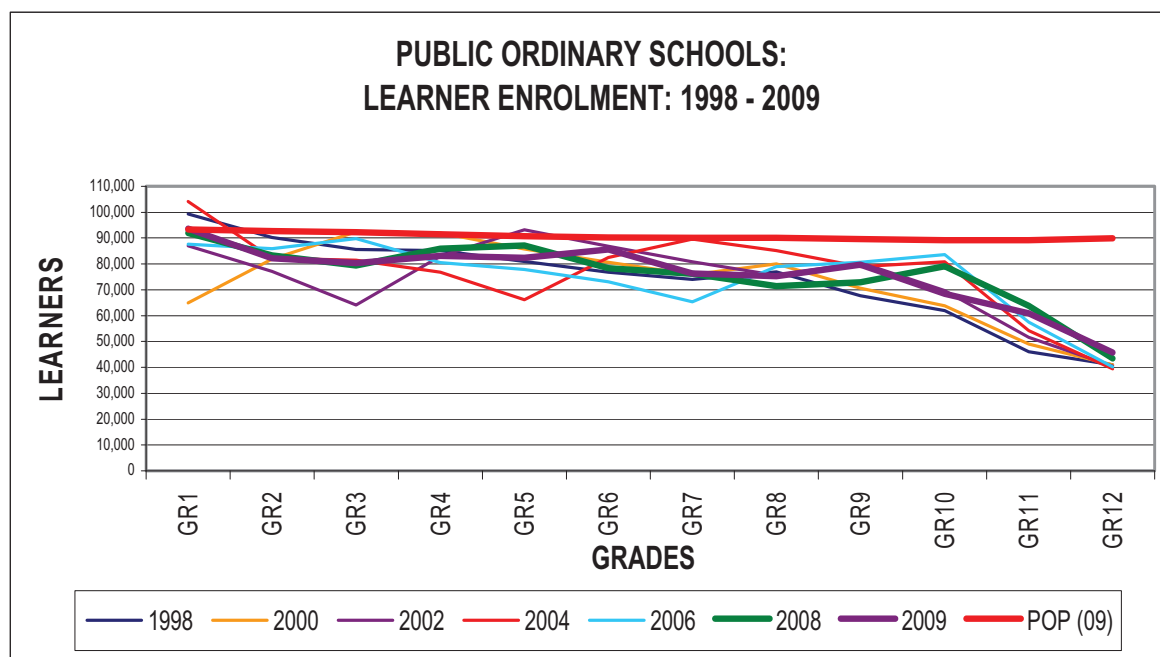
Table 2: Enrolment in public ordinary schools 2000 – 2009

Data Source: 2000 – 2009: Annual Survey for Schools (Public Ordinary schools excluding LSEN unit learners; StatsSA: Population for 2008 based on 2007 Community Survey)

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
2000	64,844	81,865	92,343	91,949	85,766	80,658	75,813	80,026	70,634	63,840	48,934	40,996	877,668
2001	81,790	62,960	81,832	94,302	89,254	83,305	77,778	82,190	71,966	67,034	50,206	39,910	882,527
2002	86,969	77,026	64,134	83,022	93,188	86,786	80,865	75,601	80,450	69,752	51,618	40,468	889,879
2003	86,916	82,454	75,931	66,033	82,383	92,341	84,514	81,154	73,200	81,739	51,746	39,644	898,055
2004	104,105	82,130	81,489	76,781	66,060	82,574	89,614	85,053	78,964	80,756	54,199	39,451	921,176
2005	93,515	94,231	80,695	80,809	74,984	66,141	81,953	88,778	82,169	81,577	56,657	39,303	920,812
2006	87,650	85,972	89,828	80,443	77,811	73,106	65,347	78,926	80,595	83,29	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

Source: Annual Schools Survey 2009

Figure 1 shows the enrolment per grade for the years 1998 to 2009 and shows that there is good retention in the school system until Grade 10. The reasons for the decline in numbers in Grades 11 and 12 must be addressed.



Source: Annual Schools Survey 2009

One of the most serious reasons for leaving school is inadequate foundational learning. Other reasons for leaving school reported in the 2009 General Household Survey are "working", "no money", "completed education", "education is useless", "family duties", "pregnancy" and "failed exam".

5. Overview of the organisational environment in 2009/10

The WCED comprises the Provincial Ministry of Education, the provincial head office, eight district offices and education institutions, including public ordinary and special schools, FET colleges, adult community learning centres and ECD sites.

In May 2009 a new Minister of Education was appointed and a new Head of Department was appointed in November 2009. In the second half of 2009 the WCED was re-structured to maximise support to schools. Support for independent schools was assigned to Head Office to allow district offices to concentrate on those schools most in need of support.

The re-structuring aims to provide

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

WCED activities – scope and scale

Learners **	953 865
Public ordinary schools *	1 456
Schools for learners with special needs	74
Further education and training institutions (technical colleges)	6 (43 sites)
Adult community learning centres	112 (301 sites)
District offices	8
Educators	31 498
Public service staff (approved establishment)	11 677***

**2009: Annual Survey for schools (Grades pre-Grade R to post matric)

* Institutions current (All public ordinary schools, Grades: pre-Grade R to post matric) (31 March 2010)

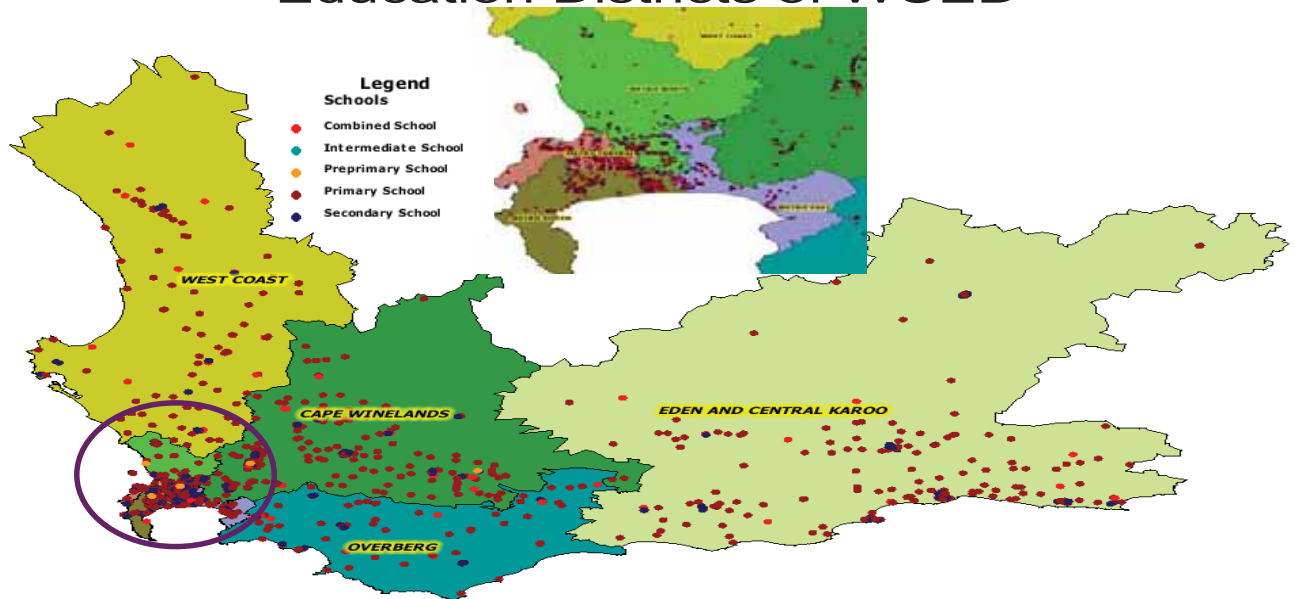
*** The total of 11 677 public service posts includes 1 865 posts created to upgrade posts in the occupational category clerk to SL5. The posts were created programmatically. The posts can be abolished only after 31 March 2010 and are therefore included in the grand total

The eight education district offices are split into circuits which provide direct support to schools. In 2009 the boundaries of the new districts and their circuits were established to correspond with municipal boundaries and to reduce travelling distances. The circuit teams are multifunctional teams reporting to circuit team managers. Each team services a smaller number of schools than previously.

The circuit team consists of three sections headed by the *circuit team manager*:

1. *Curriculum advisers*: Foundation Phase and Intermediate/Senior Phase
2. *Special Education Services professionals*: psychologist, social worker, learning support adviser
3. *Institutional Management and Governance & School Based Management (Schools)*: IMG manager, administrative development adviser

Education Districts of WCED



The distribution of schools is as follows:

Public Ordinary Schools and learners per education district and circuit										
EDUCATION DISTRICT	Circuit Schools Learners	1	2	3	4	5	6	7	8	Grand Total
CAPE WINELANDS	Schools	40	35	33	38	30	30	32	36	274
	Learners	24 917	25 618	21 900	12 873	14 879	22 542	9 094	9 639	141 462
EDEN AND CENTRAL KAROO	Schools	33	32	24	32	40	40	28		229
	Learners	8 786	22 184	23 213	18 642	12 670	14 357	14 068		113 920
METRO CENTRAL	Schools	45	44	36	37	25	25			212
	Learners	28 508	21 252	21 907	24 741	17 976	17 461			131 845
METRO EAST	Schools	36	20	19	18	18	25			136
	Learners	37 977	21 825	20 637	19 633	21 177	26 407			147 656
METRO NORTH	Schools	27	26	27	26	33	31	30		200
	Learners	23 550	18 420	28 836	22 866	22 936	21 683	30 466		168 757
METRO SOUTH	Schools	35	33	28	16	17	30	30		189
	Learners	26 042	20 802	18 135	12 734	18 021	31 933	27 388		155 055
OVERBERG	Schools	29	27	25						81
	Learners	10 577	17 995	10 224						38 796
WEST COAST	Schools	27	27	21	26	31				132
	Learners	13 432	9 480	15 924	7 241	10 297				56 374
TOTAL schools		272	244	213	193	194	181	120	36	1 453
TOTAL learners		173 789	157 576	160 776	118 730	117 956	134 383	81 016	9 639	953 865
<i>Note: Source: Annual Survey 2009 - All grades : Pre-Grade R to Grade 12 plus LSEN</i>										
<i>3 schools closed: Lagunya Finishing School, Ganskraal SSKV Primary and Kliphoek SSKV Primary</i>										
<i>6 schools opened: Wallacedene Prim, Bardale Sec, Solomon Qatyana Prim, Gansbaai Academia, Avian Park Prim and Witteklip Prim</i>										
<i>The number of schools as at 31 March 2010: 1456</i>										

6. Strategic overview and key policy developments for the 2009/10 financial year

The Strategic Statement sets out the three strategic goals of the WCED:

1. Improving literacy and numeracy in Grades 1 - 6
2. Increasing the numbers passing Grade 12, including an increase in numbers passing with matric exemption, mathematics and science.
3. Reducing the number of under-performing schools

In order to achieve these goals the WCED aims to:

1. Ensure that literacy and numeracy outcomes improve by directing maximum resources (both human and financial) to the first three years of schooling. This will be coupled with universal and compulsory testing of learners from Grades 1 to 6 from 2010. Benchmarks and targets will be set at each school.
2. Ensure excellent management of schools with officials, principals and teachers held to account for their role in improving individual school performance.
3. Improve the responsiveness and efficiency of the WCED through a focus on improving the Department's business processes and systems.
4. Reduce the administrative workload of teachers to provide more time for teaching. Teachers will be provided with texts on time and with opportunities for ongoing professional development and training. Officials will provide administrative and academic support to teachers and schools on demand.
5. Ensure that every classroom is text-rich with reading books for each Grade 1-6 classroom and textbooks for all Grades 4-12 for each subject and to make greater use of technology to deliver a quality curriculum into the classroom.
6. Provide food and other poverty-alleviation and safety measures to address the needs of poor learners.
7. Develop a list of priorities for infrastructure maintenance and adopt the most cost effective and efficient means of maintaining schools.
8. Direct human and financial resources to those districts and schools that have historically experienced under-investment.
9. Plan in-migration to the Western Cape and use research trends to ensure that schools and teachers are available to provide quality education to the children who enter the province.
10. Provide targeted management training and in-school support to members of school management and SGBs.

Key new directions put in place in the year under review include the following:

1. Resources (human, texts and financial) have been directed to be more evidently and explicitly linked to improved support for schools: steps that have been taken include an overhaul of posts (for example contracts not being renewed and secondees returning to schools, posts being advertised and additional posts being provided to schools in need).
2. Development and expansion of a cost-effective, prioritised and innovative Infrastructure Plan to deal with backlogs and growth in learner numbers.
3. A decision that officials will offer courses at the Cape Teaching and Leadership Institute (CTLI) instead of service providers.
4. Head Office vacancies (from SMS level through all post levels) not being filled while the need for all posts and structures is being evaluated. The implication is that officials take on more functions in order to free more funds for direct support of schools. Linked to this was a shift in roles so that Head Office staff assume responsibility for support for Independent schools, thereby giving relief to district offices.
5. Re-orientation of the system in every respect towards achieving the goals of improved academic performance in schools. This includes the setting up of accountability structures to ensure that the academic targets set by schools become the deliverables of WCED officials at all levels.
6. Improved and streamlined communication with schools – for example early notification of an annual calendar.
7. The decision to have five vacancy lists in a year as opposed to the previous two to ensure greater responsiveness to human resource requirements.

8. Systems put in place to minimise disruption to teaching time. These included on-going reminders to principals and staff that there should be no disruption to the instructional programme by visitors, NGOs and other activities. All meetings with teachers started at 15:00, after the normal school day. Meetings with principals and teachers were reduced in number; information which could be distributed electronically was sent via this medium. The WCED implemented the regulation which states that a school must apply to the district director before learners are taken on an excursion. The WCED gave schools dates when internal examinations could start (June and November), as well as earliest time for examinations to end. Teacher development courses on Literacy and Numeracy were conducted during the school holidays.

Key policy developments:

Basic Education Laws Amendment Bill, 2009: The Department of Basic Education published the Basic Education Laws Amendment Bill, 2009 for comment on 9 December 2009, in Government Gazette No. 32790. The purpose of the Bill is to, amongst others: provide for the creation of two National Education Departments and related matters - thereby amending the National Education Policy Act (NEPA) and the South African Schools Act (SASA); amend the definitions of "parent" and "loan" and provide for various types of special schools, additional functions of school principals and training of governing bodies by a recognised governing body association.

The Western Cape Provincial School Education Amendment Bill, 2010, was published for public comment, in the Provincial Gazette Extraordinary, No. 6705, on 5 March 2010, with public comments due on or before the 16 April 2010. The Bill seeks to, among others, align the Western Cape Provincial Schools Act, 12 of 1997, with the South African Schools Act, 84 of 1996, which has been amended eight (8) times during the same period; expand education policy-making powers of the Provincial Minister and rule-making powers of the Head of Department; provide for inspection of schools; regulate anew the establishment and functions of an education council for the province; provide for the distinction between special schools for learners with barriers to learning and special schools which provide education with a specialised focus; authorise the Provincial Minister to prescribe said norms and standards regarding basic infrastructure and capacity in public schools; prohibit dangerous objects, illegal drugs and alcoholic liquor on schools premises; prohibit political activities at school during school time; prohibit payment of unauthorised remuneration to certain employees; provide that certain educators shall be deemed discharged in certain circumstances, and reduce the period of time for the lodging of certain grievances. Comments on the Bill have been received and consultations with relevant stakeholders held.

7. Departmental Receipts

Receipts are included in Table ST001.

Departmental revenue amounting to R26,747 million was received during 2009/10. The main sources of own revenue received were the following:

- Administration fees (insurance premium collections)
- Fees for reprographic services
- Refunds in respect of previous years and financial transactions, i.e. write-off to revenue

8. Departmental Payments

Payments are included in Table ST001.

The actual expenditure for 2009/10 was 99,5% of the approved adjusted budget. The under-expenditure is mainly due to an under-spending in the capital budget. Delays were experienced with a number of contracts where construction could not commence as sites had been illegally occupied, environmental impact assessments were outstanding, and/or tender procurement processes took longer than anticipated.

By far the greatest portion of the expenditure was invested in the primary and secondary school system, including schools for LSEN. In the school system, personnel are allocated in terms of the post provisioning norms according to reported learner numbers, community poverty rankings and subjects offered. Norms and standards funding is allocated according to national poverty quintiles with the poorest quintile receiving, on average, six times more than the least poor.

Non-personnel expenditure represents 22,9% of total expenditure for the 2009/10 financial year. Non-personnel expenditure includes funds for norms and standards; funding for public ordinary primary and secondary schools; learner transport schemes and infrastructure. It also includes transfer payments to independent schools, public special schools, FET colleges, ABET centres and ECD schools and sites.

Public ordinary school education accounted for 80.6% of the total expenditure for 2009/10. The main services included under this programme are primary and secondary school education at public ordinary schools (including infrastructure), the education district office management and development support to educational institutions, human resource development for institution-based personnel and the National School Nutrition Programme Conditional Grant. The National School Nutrition Programme's expenditure was 55.1% for primary schools and 38.8% for secondary schools.

Early childhood development has grown and additional resources have been provided to promote participation in Grade R and for the Expanded Public Works Programme to provide for the training of ECD practitioners at ECD sites and to provide resource kits for these sites.

9. SECTOR, PROGRAMME AND SUB-PROGRAMME PERFORMANCE

9.0 The Provincial Education Sector

Progress on Key Deliverables for 2009/10

1.1. *Grade R Development:*

- 30 model sites were opened and used to demonstrate best practice to neighbouring schools;
- 5 973 students were trained as ECD practitioners for children aged 0-4 as part of the Expanded Public Works Programme;
- The layout and construction of Grade R classrooms was improved and 13 of the 104 Grade R classrooms planned for ECD expansion were completed by the end of the financial year. The remaining 91 classrooms are at different stages of completion;
- The Grade R learner subsidy allocation to public and independent schools increased;
- A training programme was developed and will be implemented for all Grade R teachers in the province in June and July of 2010.

1.2. *General Education and Training (GET) curriculum support*

There is on-site support from district offices to improve the literacy and numeracy levels of all children in primary schools. The in-service teacher training programme at the Cape Teaching and Learning Institute (CTLI) concentrates on teaching reading, writing and mathematics and reached over 3 000 teachers. Over 1 000 teachers attended a reading conference at the CTLI in March 2010.

1.3. *Increased numbers in the FET band enrolled on relevant programmes*

Overall enrolment for Grade 12 has increased from 39 803 in 2005 to 46 862 in 2009. Between 2008 and 2009 the numbers of those writing the National Senior Certificate Examinations increased from 43 953 to 44 931. The number of learners passing the National Senior Certificate Examinations dropped from 34 577 to 34 017. The pass rate dropped from 78.67% in 2008 to 75.71% in 2009. There was also a 1.2% decrease in the percentage of those who qualified for Bachelor's degree study from 2008 to 2009. The steps taken to address this decline are outlined in Programme 2.

The target of 11 970 students enrolled for NC (V) at colleges was exceeded with the enrolment of 12 742 students. Enrolment at the six Western Cape FET colleges for 2010 is 29 887. Results for the colleges show that 63% of students passed overall. There was an overall subject average of 68% on NC(V) and NATED programmes.

1.4. *Increase the number of learners who have access to purpose-driven Adult (Basic) Education and Training (A(B)ET) programmes*

11 173 learners enrolled on the Kha Ri Gude Programme (ABET Level 1). In addition, 38 053 learners enrolled on AET programmes in 2009/10. There were 2 212 more enrolments for GET programmes and a slight reduction in numbers enrolling for FET (currently 17 892 for Grade 12) as a consequence of the phasing out of the Senior Certificate. There were 652 partnership learners funded through other departments. Finally, 241 Learners in the Presidential Nodal Zones completed skills courses in Home-based Care, Catering, Furniture Repair and Appliance Repair.

1.5. *Improved service delivery to educational sites*

All directorates conducted advance planning for 2010 – 2014 in order to streamline interventions and to define clearly how all interventions would lead to improved learning at school sites. Planning was preceded by a review process and all targets were set against performance milestones or programme performance indicators. A Customer Satisfaction Survey was conducted in 290 schools which informed new Service Standards for 2010. The roles of Head Office and districts were refined and clarified. There has been a reduction in numbers of meetings and other reported administrative burdens on schools are being addressed.

The WCED introduced *WCEDnews*, a departmental newspaper, to facilitate communication between schools and the administration. In addition a series of letters was sent to schools which assist with advance planning and management. The number of visitors to the WCED web site increased by 19.7% from 722 009 in 2008/09 to 864 021. The WCED Call Centre attracted 140 259 calls, an increase of 5.3% compared to the previous year.

1.6. *Strengthened district offices*

The inception of the circuit teams and the opening of the new Overberg District offices brought about improved service and brought it closer to education sites. Secondments from schools were terminated and secondees returned to schools. 136 key posts were advertised and filled. The training of support staff in districts has been carried out systematically - IMG managers (August 2009), learning support advisers (January 2010), social workers (March 2010) and all staff involved with monitoring school financial management (due for April 2010). The schools' annual reports went to the Minister of Education in April 2010 and Grade 12 improvement plans were drawn up per district and per school with implementation from January 2010.

1.7. *Strengthened inclusive education*

The number of ELSEN units at full-service schools grew to 100 in 2009/2010. Building an inclusive education and training system entails putting in place structures, resources and programmes to prevent, remove or compensate for barriers to learning and development. Specialised support personnel are part of the staff establishment of the district-based support teams and special schools/resource centres. Greater access to the curriculum has been provided with the establishment of two new schools of skills.

1.8. *Consolidate and expand e-delivery and e-systems*

Telematic teaching (using satellite technology) was trialled in 10 underperforming schools from August to October 2009 in Mathematics, Physical Sciences, Life Sciences, English First Additional Language (FAL) and Accounting.

The following are some of the results achieved by telematic teaching and which have prompted the decision to extend the pilot project to 120 schools in 2010: concepts that educators and learners were struggling with were explained; after the contact sessions, educators and learners continued with revision and consolidation; confidence of learners and educators was boosted; a culture of interactive teaching, learning and discussion was brought into the classroom; there was improved pedagogy in the classroom; the self-image of learners improved; learners were assisted with examination tips and difficult concepts were explained to them.

The Department of Basic Education has developed the Learner Unit Record and Information Tracking System (LURITS), to which provinces supply unique learner data. Each province was set targets and Western Cape surpassed their targets for the 2009/10 financial year with 1 436 schools and 88 1104 learners successfully uploaded to LURITS. In the 2010/11 financial year, further updates will take place over three phases, until all learner and educator data have been uploaded.

Phase 1 of the District Management Information System (DMIS) was piloted in all districts to capture, plan and report on all school visits and support by district officials. DMIS Phase 2, planned for the 2010/11 financial year, will focus on additional functionalities identified from the pilot and management reporting on EduInfoSearch.

The SA-SAMS (national School Administration Management System) was piloted in 100 schools as part of the web-enablement to I-SAMS. I-SAMS will allow schools to run their school administration processes in a networked environment. The system includes learner, educator, parent, curriculum, finance, and time-table modules. School data will then be available on a central data-base where provincial data can be tracked and reported "live", via EduInfoSearch. The i-SAMS software will be rolled out during the 2010/11 financial year.

The Khanya target for the 2009/2010 financial year was to provide 150 facilities, mostly to new schools but also some second facilities to big schools needing additional technology, and to upgrade 50 older facilities. This was necessary to protect the investment in technology in some of the Khanya schools that were equipped in the 2001 - 2003 period. By the end of March 2010, 150 facilities were completed and 110 older facilities were upgraded - exceeding the target by 60. In addition 450 interactive whiteboards were installed in 150 schools. Telkom donated R22 million for the hardware, and the WCED covered project management and the costs of infrastructure preparation. Khanya has also provided interactive whiteboards to a further 89 schools, and technology additions at 28 schools. Overall, 1 145 schools have been assisted to acquire technology facilities, 135 schools are in the process of receiving technology facilities, 43 993 computers have been supplied, 25 038 teachers have undergone (or are undergoing) different levels of technology training, 826 390 learners have access to technology facilities and 2 100 classrooms have interactive whiteboards.

1.9. *Roll-out of support to schools in national quintiles 1 - 3*

R42 million was budgeted to boost library infrastructure and resource material thus providing books and related materials, shelving, furniture, computers, library administration software and training, and teacher training for national quintiles (NQ) 1-3 schools through the QIDS-UP School Library Project. 654 schools received library resources. Funds were also provided for whole-school evaluation in 30 primary and secondary schools. A variety of education support materials for Life Orientation, Physical Science and ECD, were provided.

1.10. *Address physical safety for schools at risk*

Metal detectors were distributed to 109 high-risk schools and these are proving to be effective in curbing the prevalence of weapons on school premises. CCTV installations have been completed and an evaluation of the programme will determine the impact. The working relationship with the South African Police Services (SAPS) and the Department of Community Safety continues with regular meetings to discuss and deal with school safety issues. Random search and seizure exercises have been completed at selected schools in collaboration with SAPS. School committees are engaging the community, other government departments and NGOs to strengthen school safety in general.

1.11. *Consolidate Focus and Dinaledi Schools*

The progress in Grade 12 results remains slow. Although 176 more learners wrote Mathematics in 2009 than in 2008 and 30 more wrote Physical Science, pass rates in Mathematics and Physical Science dropped. In 2009 the numbers of learners in the province passing these two subjects in Dinaledi schools accounted for 16% of the provincial total for Mathematics and 15% of the provincial total for Physical Science. Thirteen of the Dinaledi schools wrote Mathematics Paper 3. Attention is being paid to support and development in these schools in order to address the evident challenges.

In 2008, the overall pass rate for the Arts subjects within the Focus schools was 78.64%. 681 learners were registered in the Arts subjects for 2009 and 604 (88.69%) passed, indicating an improvement of 10.05%.

Of a total of 3 081 learners writing Economics, Business Economics and Accounting at focus schools, 2 539 (82.4%) passed in 2009. This is 2.26% down on the 2008 results and can be attributed to the overall decline in the results in Accounting and Economics.

1.12. *Maintain an up-to-date and needs-based infrastructure provision programme*

In the year under review, 10 school buildings were completed. In addition, 184 primary classrooms and 101 secondary classrooms plus 16 primary and 24 secondary specialist rooms were built. 75 mobile classrooms were delivered to assist schools to cope with accommodation pressures in the financial year under review.

1.13. *Improve literacy and numeracy in primary schools*

Since 2003 there has been provincial testing of Grades 3 and 6 learners in alternate years in order to diagnose difficulties and track progress. The most recent Grade 3 results date back to 2008 and are: Literacy 54% and Numeracy 35%.

The results from the Grade 6 testing, which were released in November 2009, showed a continued improvement in language test scores, with 48.6% of learners scoring above 50%. This represents a 3.8% improvement from 44.8% in 2007.

The percentage of Grade 6 learners achieving 50% or more for literacy across the Western Cape has increased steadily over the past six years:

2003	2005	2007	2009
35%	42.1%	44.8%	48.6%

This is an increase of 13.6% since 2003.

The mathematics results have, however, fluctuated. The scores for Grade 6 improved from the low of 14% to 17.4%. There are thus still fewer than 1 in 5 learners whose performance is acceptable. However the number of Grade 6 learners with adequate performance on items set at Grade 4 and 5 levels is increasing.

2003	2005	2007	2009
15.6%	17.2%	14.0%	17.4%

These results exceed the targets for improving performance levels in literacy (target 45%) and numeracy (target 15%) in 2010. The target for literacy in 2014 is 65% and 50% for numeracy.

A media campaign to involve parents more actively in their children's education was launched in January 2010.

Further detail is provided under Programme 2.

1.14. *Conduct whole-school evaluation and quality management and development programmes*

Whole-school evaluation was conducted in 99 schools, instead of the targeted 90 schools. As the new circuit teams have grown in strength, they have increasingly brought tailored support closer to schools. A comprehensive trend report, based on the findings across these schools, was compiled and used in order to inform strategic interventions.

1.15. *Develop principals and teachers professionally*

2 281 teachers were enrolled at tertiary institutions to improve their knowledge and qualifications. 1 724 teachers were enrolled for the Advanced Certificate for Education; 349 for the National Professional Diploma in Education and 145 for the B Ed Honours Post Graduate course. 5 253 attended programmes at the Cape Teaching and Leadership Institute. Principals, heads of department and deputies constituted 652 of these and teachers 4 601.

1.16. *Ensure that all teachers are provided with the quality support that they need: this by means of directing budget interventions and support in an aligned, purposeful and constructive way.*

In the year under review, R2,463bn was allocated to non-personnel expenditure, of which R223,123m was spent on LTSM and R66,701m on teacher development. In order to meet urgent needs identified in January 2010 at the opening of schools, top-up textbooks were provided in key subjects to Grade 12 learners (R1,5m). Grade 11 textbooks to the value of R 52,450,740 were provided to the 359 public ordinary secondary schools.

To strengthen the teaching of sound concepts at the 154 public ordinary primary schools where Xhosa is the medium of instruction, teachers at the level of Grades 4-6 were provided with textbooks in Xhosa. They were also provided with dictionaries of science and mathematics concepts. Within this group of schools there are 16 Language Transformation Project schools where teaching is through the medium of Xhosa up to Grade 6. All learners in Grades 4-6 were provided with these textbooks (R 3,418,734).

In support of the national Foundations for Learning Campaign, wall charts for Grades 1-6 classrooms were provided to 1097 public ordinary schools at a cost of R 8,532,833.17.

Reporting Challenges

In terms of this Annual Report the following must be noted:

This report is based on two templates: the National Treasury stipulations on one hand and Department of Basic Education sector templates on the other.

It is also based on the targets set in the Annual Performance Plan (APP) of 2009/10. Because of problems with data collection for the National Performance Measures (PM) used in previous years, a new set of national Performance Measures was adopted for 2009/10. However, this decision has introduced a new set of problems:

- Reliable indicators on performance on national testing cannot be provided as the detailed data on the Grade 6 testing of 2007 are not yet available. The last tests for Grade 3 were in 2004. Subsequent to the systemic tests of the national department, the "Annual National Assessments"(Grades 1 – 6) were launched.
- Because the majority of the 2009/10 National Performance Measures were either new or set up with adjusted parameters, and/or non-existing or tentative data sets, it was difficult to set targets for them. This was noted in the APP in question.

Some Performance Measures are premised on population-based data. The data source is the mid-year indicators of Statistics South Africa (StatsSA) contained in their General Household Survey (GHS). This is a sampling system only and the lag in getting the data out is considerable. This means that not only were the targets set based on an outdated set of indicators but also that the "actuals" of 2009/10 are still not "actuals" but outdated estimates.

ST001	PROVINCIAL EDUCATION SECTOR – Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
REVENUE (R'000)*					
	Equitable share	7,387,687	8,782,197	10,236,557	10,183,421
	Conditional grants	271,718	282,736	302,764	302,345
	Donor funding	0	0	0	0
	Financing	47,000	105,000	100,800	100,800
	Own revenue	31,392	22,545	23,691	26,747
	TOTAL	7,737,797	9,192,478	10,663,812	10,613,313
PAYMENTS BY PROGRAMME (R'000)*					
	1 Administration	361,470	393,529	416,038	415,605
	2 Public ordinary school education (see further split below)	6,221,983	7,410,535	8,630,807	8,587,360
	3 Independent school subsidies	39,713	44,119	55,522	55,522
	4 Public special school education	434,325	510,390	626,223	623,604
	5 Further education and training	317,228	367,190	368,917	368,917
	6 Adult basic education and training	25,821	26,838	29,479	29,479
	7 Early childhood development	142,259	228,748	292,620	288,620
	8 Auxiliary and associated services	194,998	211,129	244,206	244,206
	TOTAL	7,737,797	9,192,478	10,663,812	10,613,313
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION (R'000)*					
	2.1 Public primary schools	3,503,102	4,085,516	4,915,753	4,885,119
	2.2 Public secondary schools	2,428,511	2,874,010	3,157,191	3,149,110
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
	Current payment	6,667,613	7,908,367	9,229,956	9,217,862
	Compensation of employees	5,904,035	7,089,690	8,214,843	8,214,843
	Educators	5,150,845	6,262,879	7,249,591	7,249,591
	Non-educators	753,190	826,811	965,252	965,252
	Goods and services and other current	763,578	818,677	1,015,112	1,003,113
	Transfers and subsidies	917,516	1,077,123	1,169,442	1,164,546
	Payments for capital assets	152,668	206,988	264,415	230,811
	TOTAL	7,737,797	9,192,478	10,663,812	10,613,313

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PERFORMANCE STATISTICS					
STAFFING					
	Number of educators (publicly employed)	31 462	31 401	31 581	31 965
	Number of non-educators (publicly employed)	9 112	8 750	8 600	8 851
ENROLMENT AT COMPULSORY LEVEL *					
	Learners aged 6 to 15 in public ordinary schools	696 927	715 151	693 000	721 443
	Learners aged 6 to 15 in public special schools	9 012	9 208	9 200	10 047
	Learners aged 6 to 15 in independent schools	15 502	20 064	21 000	25 776
	TOTAL	721 441	744 423	723 200	757 266
ENROLMENT AT POST-COMPULSORY LEVEL *					
	Learners aged 16 to 18 in public ordinary schools	182 136	182 454	183 000	181 645
	Learners aged 16 to 18 in public special schools	6 082	6 614	6 700	6 917
	Learners aged 16 to 18 in independent schools	3 245	6 599	7 000	7 290
	Students aged 16 to 18 in FET colleges	3 593	4 000	3 593	6 170
	TOTAL	195 056	199 667	200 293	202 022
POPULATION					
	Population aged 6 to 15	881 808	994 084	914 227	1 006 113
	Population aged 16 to 18	257 185	286 337	268 158	289 167
▶ PERFORMANCE MEASURES					
	▶ PM001: Percentage of the population aged 6 to 15 attending schools	New National Performance Measure hence no historical data under those particular formulae and conditions	**[77.9%]	See Notes 5 and 6 below	74.59%
	▶ PM002: Percentage of the population aged 16 to 18 attending education institutions	New National Performance Measure hence no historical data under those particular formulae and conditions	***	See Notes 5 and 7 below	71.6%
	▶ PM003: Public non-personnel expenditure on poorest 20% learners in quintile 1 schools as a percentage of public non-personnel expenditure on the least poor 20% learners in quintile 5 schools	New National Performance Measure hence no historical data under those particular formulae and conditions	396%	396%	391.71%

ST001	PROVINCIAL EDUCATION SECTOR – Key trends (continued)				2009/10 Actual
		2007/08 Actual	2008/09 Actual	2009/10 Target	
▶ PERFORMANCE MEASURES (continued)					
▶ PM004:	Percentage of adults that have completed Grade 9	New National Performance Measure hence no historical data under those particular formulae and conditions	69.2%	69.3%	71%
▶ PM005:	Percentage of adults that have completed Grade 12	New National Performance Measure hence no historical data under those particular formulae and conditions	13.4%	13.4%	39%
▶ PM006:	Adult literacy rate	New National Performance Measure hence no historical data under those particular formulae and conditions	85%	85.2%	83.9%
▶ PM007:	Number of participants in the Kha Ri Gude literacy campaign/programme	New National Performance Measure hence no historical data under those particular formulae and conditions	4 762	7 262	11 173
▶ PM008:	Number of participants in the Provincial literacy campaign/programme (excluding Kha Ri Gude)	New National Performance Measure hence no historical data under those particular formulae and conditions	0	0	0
Notes:					
<p>1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood in this context.</p> <p>2. All the performance measures, except for PM003, PM007 and PM008, are based on general household survey data in some measure. The historical figures are obtained from pre-2008 General Household Surveys and may differ slightly from enrolment over population reflected elsewhere.</p> <p>3. PM 007: This is a national initiative and not under provincial management. The targets are thus dependent on national plans.</p> <p>4. PM 008: It has been decided to concentrate provincial efforts on the Kha Ri Gude programme and hence there are no provincial targets for PM008.</p> <p>5. * Note that the new age ranges of 6 – 15 and 16 – 18 are used instead of the previous range of 7 – 14 and 15 – 17.</p> <p>6. ** 99.2% was used in the APP of 2009/10 as the basis for estimate. The latest GHS data suggests that 77.9% is a more correct 2008 figure</p> <p>7. **^ 84% was used in the APP of 2009/10 as the basis for estimate. The latest GHS data suggests that 69.7% is a more correct 2008 figure. This PM must, by definition, use data supplied by the GHS. See explanation in the table below.</p> <p>8. Sources: Provincial Budget Statement (2010) [2009/10 financial figures are the adjusted estimates]; Pearsal [2007 and 2008 employee figures refer to March]; EMIS 2009 enrolment figures are as per Annual Survey 2009; Population figures are provided by DBE from the Stats SA; Midyear population estimates for 2008 and 2009. The publicly employed staff figures in this table and all other key trends tables reflect a count of unique employees on Pearsal, regardless of employment status (e.g. regardless of whether permanent or temporary).</p>					

ST002								Total
	Prog 1 Admin	Prog 2 POS	Prog 3 Indep	Prog 4 Spec	Prog 5 FET	Prog 6 ABET	Prog 7 ECD	
Expenditure (R 000)	12,343	59,065	-	-	-	-	-	71,408
Trainees	12,700	19,500	-	-	-	-	-	32,200
Educators	8,000	20,000	-	-	-	-	-	28,000
Skills programmes	2,250	13,900						16,150
Curriculum change training	0	5,700	-	-	-	-	-	5,700
Other in-service training	3,750	700	-	-	-	-	-	4,450
HIV/AIDS training	-	250	-	-	-	-	-	250
Non-educators	5,120	1,803	-	-	-	-	-	6,923

Note: This table reflects all departmental expenditure on the development of department staff. It includes the cost of department-employed trainers. The same educator may be counted twice, if, for example an educator has been through both curriculum and HIV/AIDS training during the year in question. However, the values in the row 'Educators' do not reflect any double counting of educators.
Source: Internal Human Capital Development, WCED

Performance Measures: Discussion on Variances
<p>► PM001: Percentage of the population aged 6 to 15 attending schools</p> <p>Target: New population estimate data indicates 77.9% in this range were enrolled in 2008/9. Previous GHS data sets did not provide indicators for this range. Actual: 74.59%</p> <p>This PM tracks enrolment in new age categories (now 6 – 15 previously 7 – 14). This new definition expands to include 6-year-olds who might not yet be in school as well as the range of older learners by a year. Enrolment figures show that there were over 6 000 more learners in this age group in 2009 compared to 2008. (721 443 learners in this age range enrolled in 2009 as opposed to 715 151 in 2008.) At the same time the population estimates reveal that the Western Cape has experienced a growth of 12 029 learners in this age range between 2008 and 2009. This explains the drop in enrolment over population in this range i.e. both sets of variables have shifted.</p>
<p>► PM002: Percentage of the population aged 16 to 18 attending education institutions</p> <p>Target: New population estimate data indicates 69.7% in this range were enrolled in 2008/9. Previous GHS data sets did not provide indicators for this range. Actual: 71.6%</p> <p>The General Household Survey data provided by DBE gives the total numbers of 16 -18 year old children attending education institutions as 194 739 with a total population base in this age group of 272 096. This means 71.6% of children aged 16 -18 attend education institutions. However WCED data indicates an enrolment of 199 493 and other data sets from the GHS indicate a population of 289 167 in the same period. At the time of the APP in question the GHS data yielded the figure of 83%, hence the original APP target of 84%.</p> <p>The data source prescribed nationally for this PM is the GHS data rather than actual data. Either way the WC enrolment for 2009/10 exceeds the enrolment for 2008 by about 2%.</p> <p>This illustrates the challenge of basing analyses and projections on estimates and samples. In addition this data challenge illustrates why the Programme Performance Measures of 2010/11 no longer track data which is population-based and instead re-classifies these measures as "Sector Indicators"</p>
<p>► PM003: Public non-personnel expenditure on poorest 20% learners in quintile 1 schools as a percentage of public non-personnel expenditure on the least poor 20% learners in quintile 5 schools</p> <p>Target: 396 % Actual: 391.71 %</p> <p>The non-personnel expenditure is made up of various items. Changes in the target group for Special interventions (i.e. QIDS-UP, NSNP, textbook supplies, etc.) as well as building projects influence the ratio of expenditure between quintiles 1 and 5.</p>

Performance Measures: Discussion on Variances
▶ PM004: Percentage of adults that have completed Grade 9
Target: 69.3% Actual: 71% This statistic is provided on a population sampling method by StatsSA. However, the increasing number of Grades 9 and 10 learners in the last 10 years supports this increase.
▶ PM005: Percentage of adults that have completed Grade 12
Target: 13.4% Actual: 39% This statistic is provided on a population sampling method by StatsSA. The figure would be influenced by the increasing numbers of matriculants leaving the school system and the learners successfully completing their Senior Certificate via the AET centres.
▶ PM006: Adult literacy rate
Target: 85.2% Actual: 83.9% This statistic is provided on a population sampling method by StatsSA.
▶ PM007: Number of participants in the Kha Ri Gude literacy campaign/programme
Target: 7 262 Actual: 11 173 This programme is run by providers employed and managed at a national level. The province has no management authority over the statistics. This information was provided in April 2010 by the Department of Basic Education.
▶ PM008: Number of participants in the provincial literacy campaign/programme (excluding Kha Ri Gude)
Target: 0 Actual: 0 The WCED chose to support the national Kha Ri Gude programme, thus no target was set in this optional category.

Progress

In the period under review, there was an increase of 9 055 learners registered for Grade R at Public Ordinary Schools, compared with 2008; an increase in learners in public ordinary schools and in special schools. The number of full time candidates for the National Senior Certificate increased from 45 408 in 2008 to 46 862 in 2009, an increase of 1 454 candidates. There was also an increase in the number of adults enrolled at community learning centres to 38 053. The number of level 1 students was 11 173. This is an increase of 4 762 from 2008. There were also 2 201 additional A(B)ET candidates who registered for GET qualifications in the year under review.

The only set of institutions which experienced a slight decline in the number of students was FET Colleges.

There was also evidence of an improvement in the quality of education. The Grade 6 results on the language and mathematics tests showed an increase from 44.8% passing Literacy in 2007 to 48.6% in 2009 and from 14% passing Numeracy in 2007 to 17.4% in 2009.

The first 690 NC(V) Level 4 graduates achieved a subject pass rate of 84.8%.

There were 2 281 teachers enrolled at tertiary institutions.

Issues requiring ongoing attention

The enrolment, retention and accommodation for the increasing number of children in the province will continue to demand attention, as will the provision of suitably qualified staff and learning and teaching support material.

9.1 Programme 1: Administration

Programme objective

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:

Office of the Minister for Education

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

Corporate services

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

Education management

- to provide education management services for the education system

Human resource development

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

Education Management Information System (EMIS)

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

Programme policy developments during 2009/10

Improving all aspects of financial management and accounting responsibilities to achieve a Level 4 audit

ST101	ADMINISTRATION – Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)*					
	1.1 Office of the MEC	3,829	3,522	4,200	4,200
	1.2 Corporate services	186,652	214,259	218,176	217,745
	1.3 Education management	142,806	136,384	154,576	154,574
	1.4 Human resource development	12,215	17,078	15,878	15,878
	1.5 Education Management Information System (EMIS)	15,968	22,286	23,208	23,208
	TOTAL	361,470	393,529	416,038	415,605
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
	Current payment	324,340	327,798	355,877	355,847
	Compensation of employees	170,919	192,440	228,456	228,456
	Educators	35,893	86,367	81,850	81,850
	Non-educators	135,026	106,073	146,606	146,606
	Goods and services and other current	153,421	135,358	127,421	127,391
	Transfers and subsidies	25,775	34,841	40,566	40,564
	Payments for capital assets	11,355	30,890	19,595	19,194
	TOTAL	361,470	393,529	416,038	415,605
PERFORMANCE STATISTICS					
STAFFING					
	Number of educators (publicly employed)	170	131	144	117
	Number of non-educators (publicly employed)	1 237	858	827	872
STATISTICS ON ADMINISTRATION SYSTEMS					
	Number of schools with SAMS (a)	1 452	1 452	1 455	1456
	Number of schools with e-mail	1 427	1 450	1 455	1450

ST101	ADMINISTRATION – Key trends				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
▶ PERFORMANCE MEASURES					
▶ PM101: Number of schools that are using SA-SAMS to provide data to the national learner tracking system in reporting period	New PM	1 452	1 455	1456	
▶ PM102: Number of schools fully trained in the core registration modules in the School Administration and Management System in reporting period (school information, learner information and educator information)	New PM	100	850	100	
▶ PM103: Number of schools that can be contacted electronically (e-mail) by the department	New PM	1 450	1 455	1450	
▶ PM104: Percentage of office-based women in Senior Management Service	New PM	33.3%	35%	28.85%	
▶ PM105: Percentage of women school principals	New PM	25.2%	33%	28.32%	
▶ PM106: Percentage of current expenditure going towards non-personnel items in schools	22.20%	21.1%	22.7%	20.84%	
<p>Note:</p> <p>1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood in this context.</p> <p>2. The SA-SAMS project is being piloted before going to scale.</p> <p>3. For PM 104 and PM105 the targets will be affected as people vacate posts.</p> <p>4. *The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure.</p>					

ST102	Expenditure by item (2009/10) R'000										Total	
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux				
Current payments	355,753	7,891,316	0	490,034	212,675	6,901	119,332	141,851				9,217,862
Compensation of employees	228,456	7,151,029	0	484,441	212,670	6,621	58,740	72,886				8,214,843
CS educators	81,850	6,503,866	0	389,140	180,045	5,662	58,415	30,611				7,249,589
Salaries and wages	71,387	5,665,713	0	339,481	157,362	5,551	49,990	27,099				6,316,583
Social contributions	10,463	838,153	0	49,659	22,683	111	8,425	3,512				933,006
Non-educators	146,606	647,163	0	95,301	32,625	959	325	42,275				965,254
Salaries and wages	131,786	561,996	0	82,281	27,671	861	292	38,083				842,970
Social contributions	14,820	85,167	0	13,020	4,954	98	33	4,192				122,284
Goods and services	117,902	740,287	0	5,593	5	280	60,592	68,965				993,624
Inventory	10,124	330,426	0	227	0	34	222	20,333				361,366
Learning support material	24	191,119	0	165	0	-	125	720				192,153
Stationery and printing	5,808	9,173	0	9	0	34	97	19,573				34,694
Other	4,292	130,134	0	53	0	0	0	40				134,519
Consultants, contractors and special services	31,616	7,483	0	0	0	0	10,621	13,202				62,922
Equipment less than R5, 000	2,926	10,659	0	0	0	0	46	29				13,660
Maintenance of buildings	9,851	150,199	0	0	0	0	14,419	378				174,847
Operating leases	2,078	4,158	0	0	0	0	-	592				6,828
Learner transport	749	145,728	0	0	0	8	1,122	10				147,617
Other goods and services	60,558	91,634	-	5,366	5	238	34,162	34,421				226,384
Interest and rent on land	0	0	0	0	0	0	0	0				0
Interest	0	0	0	0	0	0	0	0				0
Rent on land	0	0	0	0	0	0	0	0				0
Financial transactions in assets and liabilities	9,489	0	0	0	0	0	0	0				9,489
Unauthorised expenditure	0	0	0	0	0	0	0	0				0

ST102	Expenditure by item (2009/10) (continued)									
	1 Admin	2 POS	3 Indep	4 Spec	5 FET	6 ABET	7 ECD	8 Aux	Total	
Transfers and subsidies										
Municipalities		513,983	55,522	104,246	156,242	22,578	169,288	102,123	1,164,656	
Departmental agencies and accounts									-	
Non-profit institutions	37,117	487,986	55,522	102,011	126,988	22,578	169,154	100,118	1,101,474	
Section 21 schools	5	303,938	0	0	0	0	0	74	304,017	
LTSM	0	254,077	0	0	0	0	0	0	254,077	
Utilities	0	41,045	0	0	0	0	0	74	41,119	
Maintenance	5	8,816	0	0	0	0	0	0	8,821	
Service rendered	0	0	0	0	0	0	0	0	0	
Other educational institutions	37,003	184,048	55,522	102,011	126,988	22,578	169,154	100,044	797,348	
Households	3,556	25,997	0	2,235	29,254	-	134	2,005	63,181	
Payments for capital assets	19,207	182,061	0	29,324	0	0	0	232	230,824	
Buildings and other fixed structures	0	180,089	0	29,324	0	0	0	0	209,413	
Buildings	0	0	0	0	0	0	0	0	0	
Hostels	0	0	0	0	0	0	0	0	0	
New schools	0	0	0	0	0	0	0	0	0	
Additional classrooms	0	0	0	0	0	0	0	0	0	
Other additions	0	0	0	0	0	0	0	0	0	
Other	0	0	0	0	0	0	0	0	0	
Other fixed structures	0	180,089	0	29,324	0	0	0	0	209,413	
Machinery and equipment	9,907	1,972	0	0	0	0	0	109	11,988	
Transport equipment	123	58	0	0	0	0	0	0	181	
Other machinery and equipment	9,784	1,914	0	0	0	0	0	109	11,807	
Software and other intangible assets	9,287	0	0	0	0	0	0	123	9,410	
GRAND TOTAL	415,605	8,587,360	55,522	623,604	368,917	29,479	288,620	244,206	10,613,313	

Performance Measures: Discussion on Variances
<p>► PM 101: Number of schools that are using SA-SAMS to provide data to the national learner tracking system in reporting period</p> <p>Target: 1 455 Actual: 1 456</p> <p>The WCED chose to introduce a learner tracking system (CEMIS) before SA-SAMS was introduced. Although not all schools have the School Administration and Management System (SASAMS) in place, all schools have the Central Education Management Information System (CEMIS). CEMIS is directly linked to the national tracking system, Learner Unit Record Performance and Tracking System (LURITS) and all CEMIS schools can provide the SASAMS required data.</p>
<p>► PM 102: Number of schools fully trained in the core registration modules in the School Administration and Management System in reporting period (School Information, Learner Information and Educator Information)</p> <p>Target: 850 Actual: 100</p> <p>Learner and school information is available for all schools on CEMIS and educator information is available from the Human Capital – Leave Management System (HC-LMS) for public schools. The web-enabled SA-SAMS (i-SAMS) is designed to integrate with CEMIS and HC-LMS. Owing to the specification complexity and environmental challenges at the WCED (timing at schools and SITA compatibility) and the resource limitations of the service provider, the i-SAMS development was delayed and is scheduled to be implemented in 2010/11 financial year. Consequently, only the 100 pilot schools were trained in the core modules of SA-SAMS, while some piloted the User Acceptance Testing of I-SAMS. Hence, the target was unattainable and a reviewed, realistic, estimate, based on the lessons learnt from the pilot, has been adopted for the 2010/11 APP.</p>
<p>► PM 103: Number of schools that can be contacted electronically (e-mail) by the department</p> <p>Target: 1 455 Actual: 1450 of 1456</p> <p>Six schools cannot be contacted by e-mail. Bardale Secondary, Solomon Qatyana and Witteklip Primary opened on 1 January 2010. They are in the process of acquiring their connectivity via their chosen Internet Service Providers. Hindle Road West Primary, Pietersfontein NGK Primary and Vleiplaas NGK Primary are experiencing problems with Telkom copper cable theft. WCED is currently exploring affordable alternate wireless solutions for schools with no, or poor, connectivity. Owing to poor connectivity and cable theft in some areas, some schools experience only intermittent e-mail functionality. Broadband connectivity is being addressed at a national level.</p>
<p>► PM 104: Percentage of office-based women in Senior Management Service</p> <p>Target: 35% Actual: 28.85%</p> <p>4 Female and 1 male SMS members left the services of the WCED in the year under review and the new HOD joined. As there was a decision not to fill any Head Office vacancies in the short term the target is negatively impacted.</p>
<p>► PM 105: Percentage of women school principals</p> <p>Target: 33% Actual: 28.32%</p> <p>Although this is an aspirational target, some progress has been made. The inhibiting factor is that the pace of change depends on the numbers of principals who leave service in the given period.</p>
<p>► PM 106: Percentage of current expenditure going towards non-personnel items in schools</p> <p>Target: 22.7% Actual: 20.84%</p> <p>The expenditure for non-personnel is less than the target because of the higher than expected adjustment on compensation of employees, as well as the cost of paying the OSD.</p>

Progress

Filling of posts

The number of vacancy lists increased from 2 to 5. The rate of finalising appointments has been put to the test with the appointment of 136 appointees to district offices within the promised lead time. As indicated elsewhere, secondees and contracted officials had their secondments terminated or their contracts redetermined, and the relevant prioritised district posts were advertised in January and filled in time for those appointed to take up their posts by the 1st of April.

Reassignment of budget

The focus for the period under review was Grade 11. Grade 11 textbooks to the value of R 52,450,740 were provided to the 359 public ordinary secondary schools. Additional funds were assigned for the purchase of text books at all schools which achieved a pass rate of under 60%. In order to meet urgent needs identified in January 2010 at the opening of schools, top-up textbooks were provided in key subjects to Grade 12 learners (R1,5 m).

Expansion of the Central Education Management Information System (CEMIS)

WCED systems have been integrated with i-SAMS. Schools can now use *CEMIS online* to register for Grades 3, 6, 9 tests and Grade 12 examinations. EduInfoSearch (EIS) is used to report on the status of surveys and additional reports are added to the EIS upon request. Staff establishments for schools were calculated using EIS. There is new online functionality to manage Grades 10–12 subject changes. A facility to allow education districts to maintain data sets was developed and instituted.

District Management Information System (DMIS)

DMIS aims to provide districts with a tool to plan and track school visits. The value is that issues raised can be tracked through to resolution. The tool allows managers to log in and track performance either on a micro (detailed) level or at the level of trends for an official, a circuit or a district. All of this will increase accountability, reduce time spent on reporting and facilitate the solution of problems and support service delivery. The master level training on DMIS has been completed for 7 out of 8 districts and these 7 districts are conducting internal follow-up training sessions. All 8 districts started utilising the live system on 1 April 2010.

FETsystems

After lengthy negotiations between the Service Provider, SITA, FET colleges and the WCED, an agreement was concluded on 4 March 2010 that incorporated a link between CEMIS and the proposed FET Business Management System to ensure learner-tracking from Public Ordinary schools into the FET colleges. The specifications of the broader system will be finalised over the next few months.

Specific Challenges and Responses

Challenge 1

The integration of the various quality assurance and accountability measures is a challenge to the WCED. It is important to ensure that these measures lead to improved teaching and learning and are not seen as ends in themselves.

Response to Challenge 1

The WCED is subject to a wide range of monitoring, evaluation and accountability processes. In addition to the formal links with the Department of Basic Education and with Provincial and National Treasury, these include the following:

- Auditing of financial management processes on an annual basis by the provincial Auditor-General's office: the department needs to ensure the quality of financial management to maintain an unqualified audit report. The internal audit directorate assists in the improvement of the control environment;
- Appearances at regular sessions with the Education Portfolio Committee and the Standing Committee on Public Accounts in the Provincial Parliament;
- Meetings with various education stakeholders at regular intervals by the MEC and the Superintendent-General to share information about the latest developments in education, or to hear about problems experienced by educators and school managers;
- An obligation to submit an annual report on its activities to the Legislature; the Annual Report document can be accessed by the broader public and allows for the education community to monitor the processes of the department, in relation to its legislative and policy mandates and its strategic plans;
- Continual monitoring and evaluation by the quality assurance function in the department.
- All processes related to assessment and examinations in the GET and FET Bands, are quality assured by Umalusi, the Council for Quality Assurance, in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

Challenge 2

Responsiveness and service delivery improvement are issues that need attention in any bureaucracy, particularly in such a large one as the WCED.

Response to Challenge 2

Improvement of business processes is a key area for improvement and the Service Delivery Improvement Plan focuses on elements identified in the Customer Satisfaction Survey, conducted for the first time in 2009.

Issues requiring ongoing attention

Education Management Information System (EMIS).

EMIS will continue to support the WCED by setting up and maintaining information systems to help map and monitor progress. The information grid must be accessible, comprehensive and easy to use by those who need to use the tools to make or validate decisions. The web-enabled central school administration software (i-SAMS) will be introduced progressively to schools over the next three years as the operational school administration standard. The management reporting tool (EduInfoSearch) will be extended. Online functionality will be extended through business process mapping.

DMIS will provide the central storage of information to streamline business processes in districts, enable effective monitoring and evaluation, and ensure efficient reporting. Furthermore, it is a requirement that the solution provides an interface to other WCED systems such as EduInfoSearch, CEMIS, events calendar, the Human Capital - Leave Management System (HC-LMS), Persal, etc.

A Districts MIS will improve the overall efficiency of the districts by ensuring effective service delivery through:

- provision of an organised record of information for management;
- streamlined and standardised business processes in districts;
- effective monitoring and evaluation of interventions;
- improved reporting and planning; and
- efficient use of human resources in districts.

Enterprise Content Management (ECM)

The plan is to shift from a paper-based archiving system to an electronic one by introducing an Enterprise Content Management (ECM) solution in the WCED via a phased approach, starting by aligning with the e-Filing strategy of the Department of the Premier (DotP).

9.2 Programme 2: Public School Education

Programme objective

To provide ordinary education from Grades 1 to 12 in accordance with the South African Schools Act, 1996

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

Public primary schools

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

Public secondary schools

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

Professional services

- to provide educators and learners with departmentally managed support services

Human resource development

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

National School Nutrition Programme

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

Programme policy developments during 2009/10

There is currently a review of the school “Norms and Standards” funding in respect of the quintile ranking system used by the Department of Basic Education. This could entail replacing the quintile system, which is used for the purposes of determining a school allocation, by a system which determines school allocations based on their “effective fee” i.e. average fee collected.

The Department of Basic Education is currently considering a system for compensating schools for fee exemptions granted.

Basic Education Laws Amendment Bill, 2009: The Department of Basic Education published the Basic Education Laws Amendment Bill, 2009 for comment on 9 December 2009, in Government Gazette No. 32790. The purpose of the Bill is to, amongst others: provide for the creation of two National Education Departments and related matters - thereby amending the National Education Policy Act (NEPA) and the South African Schools Act (SASA); amend the definitions of “parent” and “loan” and provide for various types of special schools, additional functions of school principals and training of governing bodies by a recognised governing body association.

The Western Cape Provincial School Education Amendment Bill, 2010, was published for public comment in the Provincial Gazette Extraordinary, No. 6705, on 5 March 2010, with public comments due on or before the 16 April 2010. The Bill seeks to, among others, align the Western Cape Provincial Schools Act, 12 of 1997, with the South African Schools Act, 84 of 1996, which has been amended eight (8) times during the same period; expand education policy making powers of the Provincial Minister and rule-making powers of the Head of Department; provide for inspection of schools; regulate anew the establishment and functions of an education council for the province; provide for the distinction between special schools for learners with barriers to learning and special schools which provide education with a specialised focus; authorise the Provincial Minister to prescribe said norms and standards regarding basic infrastructure and capacity in public schools; prohibit dangerous objects, illegal drugs and alcoholic liquor on schools premises; prohibit political activities at school during school time; prohibit payment of unauthorised remuneration to certain employees; provide that certain educators shall be deemed discharged in certain circumstances, and reduce the period of time for the lodging of certain grievances. Comments on the Bill have been received and consultations with relevant stakeholders held.

The NCS for Grades R – 12:

1. Following the publication of the report of the NCS implementation task team in October 2009, it was announced (Government Gazette 32836 no.1227 of 29 December 2009) that learner portfolios and common tasks for assessment (Grade 9 CTAs) would be discontinued immediately. The number of projects required was reduced to one per subject.
2. In order to help schools with planning, the WCED informed principals, teachers and parents of these changes before schools closed in 2009.
3. Further changes to be introduced in 2011 were also announced: fewer learning areas in the Intermediate Phase, teaching English First Additional Language as a priority from Grade 1; regular external systemic assessment of Mathematics, Home Languages and English First Additional Language in Grades 3, 6 and 9; and the development of National Curriculum and Assessment Policy documents per subject.

WCED Learner Transport Policy for Public Schools:

The purpose of the policy is to lay down clear criteria for decisions on whether to provide transport for learners attending public ordinary schools of the Western Cape Education Department, and to prioritise the provision of transport to peripheral and outlying areas which are 5km or more from the nearest appropriate school and where no public transport is available. The policy was published for comment in the Provincial Gazette Extraordinary on 27 March 2009, and distributed to schools and stakeholders on 8 April 2009, with the closing date for comment being the 30 May 2009.

Review of WCED Policy on the Provision, Opening, Merger and Closing of Public Schools

The draft policy provides a framework which will assist the WCED to expedite the establishment, opening, merger and closing of public schools or public education institutions. This policy will describe the processes which will make a contribution to larger, better resourced schools in the Western Cape Province. Amendments to the existing policy have been completed. Once the draft document has been finalized, it will be consulted with the appropriate role players.

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

Workshops were held during 2009/10 to capacitate officials in the implementation of this Act. From 2010/11, Infrastructure Plans have to be developed in terms of the regulations of this Act. The National Treasury-stipulated Infrastructure Plan will in future be replaced by the National Public Works stipulated User Asset Management Plan (U-AMP)

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

The draft Policy and the Norms and Standards documents were approved for public comment by CEM and Cabinet and were published for comments in November 2008. Public comments and recommendations were considered and the drafts were appropriately amended. The two documents were approved by the Minister in July 2009 and have been submitted to the Minister of Finance for concurrence. The policy is awaiting proclamation.

Learner Attendance Policy

A study on learner absenteeism in the South African Schooling system found that the administration of learner absenteeism was uneven across schools and provinces. In 2008, the Department of Education recommended that a policy on learner attendance be developed. The policy was published for public comment in 2009. A pilot study in KZN and Free State was conducted and the Learner Attendance Policy is to be promulgated in May for implementation in January 2011.

ST201	PUBLIC ORDINARY SCHOOLING – Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)*					
	2.1 Public primary schools	3,503,102	4,085,516	4,915,753	4,885,119
	2.2 Public secondary schools	2,428,511	2,874,010	3,157,191	3,149,110
	2.3 Professional services	216,841	339,108	380,940	376,208
	2.4 Human resource development	20,454	30,615	59,172	59,172
	2.5 Conditional grants	53,075	81,286	117,751	117,751
	Total	6,221,983	7,410,535	8,630,807	8,587,360
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
	Current payment	5,625,189	6,779,686	7,897,209	7,891,316
	Compensation of employees	5,091,264	6,164,427	7,151,029	7,151,029
	Educators	4,597,411	5,601,008	6,503,866	6,503,866
	Non-educators	493,853	563,419	647,163	647,163
	Goods and services and other current	533,925	615,259	746,180	740,287
	Transfers and subsidies	455,517	454,906	518,767	513,983
	Payments for capital assets	141,277	175,943	214,831	182,061
	TOTAL	6,221,983	7,410,535	8,630,807	8,587,360
PERFORMANCE STATISTICS					
	Learners (a)	911 412	912 763	922 763	913 965
	Total possible learner days per learner (b)	191	200	195	198
	Number of educators (publicly employed) Prim & Sec (d)	28 457	27 271	29 513	28 995
	Number of permanent educators who have left public ordinary schools (e)	1 320	1 521	1 300	1 046
	Attrition rate for permanent educators (e/d)	4.60%	5.60%	4%	3.6%
	Total possible working days per educator (f)	195	204	199	200
	Non-section 21 schools receiving LTSMs by day one of the school year (h)	456	422	405	405

ST201 PUBLIC ORDINARY SCHOOLING – Key trends (continued)					
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
INCLUSIVE EDUCATION STATISTICS					
Learners with special needs in public ordinary schools (i)	15 110	12 758	13 258	13 765	
SCHOOL NUTRITION STATISTICS					
Learners benefiting from the school nutrition programme (j)	233 420	334 287	335 000	334 287	
Programme reach in terms of average days per learner (k)	170	198/184	198/184	198/170**	
SCHOLAR TRANSPORT STATISTICS					
Learners benefiting from scholar transport (l)	44 495	44 496	46 500	47 753	
▶ PERFORMANCE MEASURES					
▶ PM201: Number of learners benefiting from the school nutrition programme	233 420	334 287	335 000	334 287	
▶ PM202: Number of learners in public ordinary schools with special needs	15 110	12 758	13 258	13 765	
▶ PM203: Number of full service schools in the province	10	11	68	95	
▶ PM204: Number of public ordinary schools without water supply	0	0	0	0	
▶ PM205: Number of public ordinary schools without electricity	0	0	0	0	
▶ PM206: Number of schools without functional toilets	0	0	0	0	
▶ PM207: Total public budget allocation for scheduled maintenance as a percentage of the value of school infrastructure	0.2%	0.5%	0.4%	0.61%	
▶ PM208: Number of primary public ordinary schools with an average of more than 40 learners per class unit	0	0	0	0	
▶ PM209: Number of secondary public ordinary schools with an average of more than 35 learners per class unit	0	0	0	0	
▶ PM210: Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	1 452	1 452	1 455	1 456	

Note:

1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood in this context.
2. ** Different figures for Secondary (170) and Primary (198) school learners as high school learners are not fed during the examination period when attendance varies.
3. The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure.

ST202	PUBLIC PRIMARY SCHOOLS – Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
	Current payment	3,166,583	3,734,042	4,451,374	4,450,212
	Compensation of employees	2,920,292	3,538,917	4,148,094	4,148,094
	Educators	2,637,024	3,220,414	3,774,765	3,774,765
	Non-educators	283,268	318,503	373,329	373,329
	Goods and services and other current	246,291	195,125	303,280	302,118
	Transfers and subsidies	262,151	283,953	323,898	319,115
	Payments for capital assets	74,368	67,521	140,481	115,792
	TOTAL	3,503,102	4,085,516	4,915,753	4,885,119
PERFORMANCE STATISTICS					
STAFFING					
	Number of educators (publicly employed) (a)	17 178	16443	17 717	17 217
	Number of non-educators (publicly employed)	3 539	3 652	3 612	3 534
ENROLMENT					
	Learners in public primary schools (b)	589 041	598 119	595 799	591 441
	L:E ratio in public primary schools (b/a)	34.3	36	33.6	34.4
	Learners Grade 1 to Grade 7 (c)	581 683	584 484	587 017	584 034
	of which disabled learners	11 737	10 108	13 321	9 516*
	of which females	287 107	288 419	294 720	288 146

ST202	PUBLIC PRIMARY SCHOOLS – Key trends (continued)	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
INSTITUTIONS and INFRASTRUCTURE					
	Schools	1 096	1 096	1 096	1 097
	Number of schools with SASA Section 21 functions	736	783	795	805
	Number of schools declared no-fee schools	547	547	546	546
	Number of schools with a water supply	1 096	1 096	1 096	1 097
	Number of schools with electricity	1 096	1 096	1 096	1 097
	Number of schools with (an adequate number of functional) toilets	663	845	626	1 097
	Classrooms (d)	20 243	20 243	20 399	19 362**
	Learner/classroom ratio (b/d)	29.1	29.5	29.2	30.5
	Schools with more than 40 learners per class	0	0	0	0
EXPENDITURE ON MAINTENANCE (R'000)*					
	Expenditure on school maintenance	7,700	36 381	49,146	28,712
	Replacement value of all immobile school infrastructure (R'000)	R10,035,200	R10,035,200	R10,035,200	R11,407,191
OUTPUT AND EFFICIENCY STATISTICS					
	Number of Grade 3 learners sitting for standardised tests (e) – National Tests	Last tests in 2007	Last tests in 2007	n/a	n/a
	Number of Grade 3 learners attaining acceptable outcomes (f) - National Tests	Last tests in 2007	Last tests in 2007	n/a	n/a
	Number of Grade 6 learners sitting for standardised tests (g)- National Tests	No data	No data	No data	No data
	Number of Grade 6 learners attaining acceptable outcomes (h)- National Tests	No data	No data	No data	No data
	Number of Grades 1 to 7 learners repeating their grade (i)	49 380	52 608	50 000	55 358

ST202	PUBLIC PRIMARY SCHOOLS – Key trends (continued)				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
▶ PERFORMANCE MEASURES					
▶ PM211: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy	49%	49%	50%	No data	No data
▶ PM212: Percentage of learners in Grade 3 attaining acceptable outcomes in Literacy	48%	48%	50%	No data	No data
▶ PM213: The performance ratio of the poorest 20% quintile 1 learners versus the least poor 20% quintile 5 learners in Grade 3	No data	No data	No data	No data	No data
▶ PM214: Percentage of learners in Grade 6 attaining acceptable outcomes in Language	Last tests in 2004 (58.79%)	Last tests in 2004 (58.79%)	50%	No data	No data
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics	Last tests in 2004 (40.22%)	Last tests in 2004 (40.22%)	50%	No data	No data
<p>Note:</p> <p>1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood in this context.</p> <p>2. These national Performance Measures are predicated on sets of tests that have not been administered since 2007 and then to a sample of schools only. Full data has not been provided by the designated data source, viz the Department of Basic Education, and can thus not be included here. The historical data was not available at the time of going to press on the APP of 2009. It is because of data challenges that these Performance Measures have been excluded from the APP for 2010/11 on a national level.</p> <p>3. * Note that this figure is reduced as a consequence of better data management and refined definitions in this category.</p> <p>4. ** Note that this reading has changed in light of the decision to record only actual classrooms rather than all facilities, in accordance with the changing definitions at a national level.</p>					

ST203	PUBLIC SECONDARY SCHOOLS – Key trends				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
Current payment	2,189,101	2,613,291	2,910,869	2,910,869	2,910,869
Compensation of employees	2,006,353	2,365,738	2,692,203	2,692,203	2,692,203
Educators	1,811,737	2,129,164	2,422,982	2,422,982	2,422,982
Non-educators	194,616	236,574	269,221	269,221	269,221
Goods and services and other current	182,748	247,553	218,666	218,666	218,666
Transfers and subsidies	173,524	162,788	173,771	173,771	173,771
Payments for capital assets	65,886	97,931	72,551	72,551	64,470
TOTAL	2,428,511	2,874,010	3,157,191	3,149,110	
PERFORMANCE STATISTICS					
STAFFING					
Number of educators (publicly employed) (a)	10 748	10 318	10 708	10 708	10 247
Number of non-educators	2 600	2 714	2 634	2 634	2 428
ENROLMENT					
Learners in public secondary schools (b)	322 371	322 567	327 177	322 524	322 524
L:E ratio in public secondary schools (b/a))	30	31.3	30.6	31.5	31.5
Learners Grade 8 to Grade 12 (c)	329 729	327 202	335 746	329 931	329 931
of which females (d)	175 764	175 034	173 518	176 489	176 489
Females in Grade 12 taking Mathematics	13 402	11 183	11 000	10 670	10 670
Females in Grade 12 taking Science	6 640	6 824	6 500	6 815	6 815

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
INSTITUTIONS and INFRASTRUCTURE					
	Schools	356	356	359	359
	Number of schools with SASA Section 21 functions	242	249	260	255
	Number of schools declared no-fee schools	106	106	107	107
	Number of schools with a water supply	356	356	359	359
	Number of schools with electricity	356	356	359	359
	Number of schools with (adequate number of functional) toilets#	87	147	99	359
	Number of schools with a science laboratory	354	357	354	357
	Classrooms (f)	11 661	11 645	11 661	9 387*
	Learner/classroom ratio (b/f)	27.6	27.7	27.8	34.4
	Schools with more than 40 learners per class	0	0	0	0
EXPENDITURE ON MAINTENANCE (R'000)*					
	Expenditure on school maintenance	R29,624	R40,119	R20,573	R46, 326
	Replacement value of all immobile school infrastructure (R'000)	R5,017,600	R5,017,600	R5,017,600	R5,722,268
OUTPUT STATISTICS					
	Number of Grade 9 learners sitting for standardised tests (g)	73 877	65 780	76 000	74 836
	Number of Grade 9 learners attaining acceptable outcomes (h)	54 693	46 409	63 840	53 651
	Number of Grades 8 to 12 learners repeating their grade (i)	68 906	66 042	66 042	62 454
	Population of age 18 (j)	86 392	95 216	88 200	97 273
	Number of learners writing NSC examinations (k)	41 922	43 953	43 000	44 931
	Number of learners passing NSC examinations (l)	33 787	34 577	35 260	34 017
	Number of learners passing with endorsement	10 300	14 522	11 200	14 324
	NSC pass rate (l/k)	80.60%	78.67%	82%	75.7%
	Number of NSC candidates passing both Mathematics and Science (m)	8 241	8 103	16 800	6 633
	Number of schools writing NSC examinations	399	406	401	417

ST203	PUBLIC SECONDARY SCHOOLS – Key trends (continued)				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
OUTPUT STATISTICS (continued)					
Number of schools with an NSC pass rate below 40%	6	17	0	17	
NSC pass rate of quintile 1 schools (n)	72.7%	70.2%	72%	60.2%	
NSC pass rate of quintile 5 schools (o)	98.2%	91.6%	96%	89.1%	
▶ PERFORMANCE MEASURES					
▶ PM216: Percentage of girl learners who register for Mathematics Grade 12	New PM	50%	50%	40%	
▶ PM217: Percentage of girl learners who register for Physical Science in Grade 12	New PM	24%	28%	26%	
▶ PM218: The performance ratio of the 20% poorest learners in quintile 1 schools versus the least poor 20% learners in quintile 5 schools with respect to the grade 12 pass rate	New PM	0.77	0.78	0.56	
▶ PM219: Grade 12 pass rate	New PM	78.67%	80%	75.7%	
▶ PM220: Pass rate in Grade 12 for Mathematics	New PM	65%	67%	65%	
▶ PM221: Pass rate in Grade 12 for Physical Science	New PM	50%	71%	53%	
▶ PM222: Number of learners that are benefiting from free learner transport	New PM	46 000	46 500	47 753	
▶ PM223: Number of learners benefiting from "No-fee" school policy	New PM	New PM	346 139	349 373	
<p>Note:</p> <p>1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09, the description of them as "actuals" should be understood in this context.</p> <p>2. Note that the 2008 data for the population aged 18 was not available at the time of going to press at which time it was reflected as 88 200, which impacted on the target of 88 200. It has been adjusted above to the figure of 95 216 which is sourced from the GHS estimates for Midyear 2008. The 2009 actual figure derives from the 2009 estimates (GHS of StatsSA)</p> <p>3. # Note that the definition has changed - hence the apparently exponential growth</p> <p>4. * Note that this reading has changed in light of the decision to record only actual classrooms, rather than all facilities, in accordance with the changing definitions at a national level.</p> <p>5. The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure.</p>					

Performance Measures: Discussion on Variances
<p>PM 201: Number of learners benefiting from the school nutrition programme Target: 335 000 Actual: 334 287 Fixed NSNP meal prices were indicated as a minimum requirement in the Division of Revenue Act. The NSNP budget could not provide for more than 334 287 learners.</p>
<p>▶ PM 202: Number of learners in public ordinary schools with special needs Target: 13 258 Actual: 13 765 With the expansion of the inclusive education support structures, including the establishment of more LSEN units, more learners with special needs could be enrolled and supported to access the curriculum.</p>
<p>▶ PM 203: Number of full service schools in the province Target: 68 Actual: 95 Currently 95 full service schools have been strengthened. At these full service schools there are a total of 100 ELSN-unit classes. The growth in this sector is dependent on the availability of resources (financial and human capital).</p>
<p>▶ PM 204: Number of public ordinary schools without water supply Target: 0 Actual: 0 All public ordinary schools have a water supply.</p>
<p>▶ PM 205: Number of public ordinary schools without electricity Target: 0 Actual: 0 All public ordinary schools have electricity.</p>
<p>▶ PM 206: Number of schools without functional toilets Target: 0 Actual: 0 All public ordinary schools have functional toilets.</p>
<p>▶ PM 207: Total public budget allocation for scheduled maintenance as a percentage of the value of school infrastructure Target: 0.4% Actual: 0.61% A principle prescribed in the built environment of the Public Service Code is to budget an amount available for maintenance equal to 1.5% to 2% of the asset value of buildings. At present 0.5% of the asset value is made available as infrastructure funds for maintenance. The original target was based on a calculation using the assigned maintenance funds. Part of the QIDS-UP budget was assigned to maintenance. The target was thus exceeded.</p>
<p>▶ PM 208: Number of primary public ordinary schools with an average of more than 40 learners per class unit Target: 0 Actual: 0 No primary public ordinary school has an average of more than 40 learners per class unit. However varying enrolments year on year, in combination with classroom shortages, does result in individual classes with more than 40 learners per class unit in some cases. Curriculum offerings also affect class size.</p>
<p>▶ PM 209: Number of secondary public ordinary schools with an average of more than 35 learners per class unit Target: 0 Actual: 0 No secondary public ordinary school has an average of more than 35 learners per class unit. However, subject combinations and classroom shortages result in some taught classes being above 35 learners per class. Curriculum offerings also affect class size.</p>
<p>▶ PM210: Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered Target: 1 455 Actual: 1 456 Target reached. 100% of the non-Section 21 schools had 100% of LTSM and other materials delivered by day one of the school year.</p>
Performance Measures: Discussion on Variances

- ▶ **PM211: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy**
- ▶ **PM212: Percentage of learners in Grade 3 attaining acceptable outcomes in Literacy**
- ▶ **PM213: The performance ratio of the poorest 20% quintile 1 learners versus the least poor 20 % quintile 5 learners in Grade 3**
- ▶ **PM214: Percentage of learners in Grade 6 attaining acceptable outcomes in Language**
- ▶ **PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics**

These are not included in this discussion: see "Note" to the table above.

▶ **PM216: Percentage of girl learners who register for Mathematics in Grade 12**

Target: 50%

Actual: 40%

The number of learners taking particular subjects is a factor of individual learner decisions. The WCED must express a target, set enabling conditions and promote expansion. The Dinaledi programme and the Maths and Science Focus schools are part of the WCED programme to increase learner numbers. The WCED has adopted Mathematics, Science and Technology (MST) focus and career guidance programmes to encourage learners, especially girl learners, to do Mathematics and Physical Science. There is a perception these are difficult subjects and this perception is supported by the fact that the pass rates in the NSC in these two subjects are much lower than other subjects.

▶ **PM217: Percentage of girl learners who register for Physical Science in Grade 12**

Target: 28%

Actual: 26%

See PM 216 above

▶ **PM218: The performance ratio of the 20% poorest learners in quintile 1 schools versus the least poor 20% learners in quintile 5 schools with respect to the grade 12 pass rate**

Target: 0.78

Actual: 0.56

There are only 4 schools in the Western Cape in the lowest 20% of Quintile 1 schools so variability on this PM is to be expected.

▶ **PM219: Grade 12 Pass rate**

Target: 80%

Actual: 75.7%

The NCS is a new qualification. The first examination was conducted in 2008. There is not yet predictability in the pass rates of subjects or the NSC. The pass rate for 2009 was 2.96% lower than that of 2008.

Year	Wrote	Passed	% Pass	B. Deg	% B. Deg
2008	43953	34 577	78.67	14 522	33.04
2009	44931	34 017	75.71	14 324	31.88

Although the WCED had the highest pass rate overall in the 2009 NSC examinations, the results were disappointing. Plans have been developed to meet targets set for 2010. Subjects that experienced a decline in the pass rate included Mathematics, Physical Sciences, Accounting and Geography. Physical Sciences and Geography had a significant decline in their pass rate. The table below shows the performance of the Western Cape in the big enrolment subjects in the Western Cape compared to the overall national pass rate in these subjects.

Subject	WCED pass rate		National Pass rate	
	2008	2009	2008	2009
Mathematics	65.2 %	64.9 %	45.7 %	45.9 %
Physical Sciences	71.2 %	52.9 %	54.9 %	36.8 %
Accounting	78.2 %	74.1 %	61.4 %	61.5 %
Geography	92.6 %	78.0 %	80.3 %	72.3 %

Performance Measures: Discussion on Variances

► PM220: Pass rate in Grade 12 for Mathematics

Target: 67%

Actual: 65%

Although a target was set for an increase the result of 65% equals the average achieved in 2008 i.e. there was only a decrease of 0.3% recorded. The remark (PM 219) above applies.

► PM221: Pass rate in Grade 12 for Physical Science

Target: 71%

Actual: 53%

Physical Sciences performance in the Western Cape

	Number wrote	Number passed	Pass rate
2008	13612	9691	71.19%
2009	13349	7064	52.92%

Several complaints were received from schools regarding lower than expected marks. An investigation has been completed. The performance in Physical Sciences across the provinces is provided below:

Physical Sciences results 2008 – 2009					
Province	Year	Wrote	Passed (30%)	Pass rate (%)	Difference
E. Cape	2008	25 595	11 119	43.4	
	2009	30 121	8 628	28.6	-14.8
N. Cape	2008	3 058	1 917	62.7	
	2009	12 010	4 789	39.9	-22.8
N. West	2008	13 713	8 768	63.9	
	2009	12 006	4 593	38.3	-25.6
Free State	2008	12 469	7 870	63.1	
	2009	12 010	4 789	39.9	-23.2
Gauteng	2008	40 340	25 998	64.4	
	2009	39 688	16 910	42.9	-21.5
KZN	2008	54 251	26 774	49.4	
	2009	50 470	19 800	39.2	-10.2
Limpopo	2008	34 926	18 022	51.6	
	2009	39 469	12 558	31.8	-19.8
Mum.	2008	20 193	9 667	47.9	
	2009	20 666	5 979	28.9	-19.0
W. Cape	2008	13 612	9 691	71.2	
	2009	13 349	7 064	52.9	-18.3

Overall national performance in Physical Sciences

	Year	Wrote	Passed (30%)	Pass rate (%)	Diff
RSA	2008	218 156	119 823	54.9	
	2009	220 882	81 356	36.8	-18.1

The decrease in the WCED pass rate in Physical Sciences from 2008 to 2009 is in line with the decrease in the national pass rate from 54.9% in 2008 to 36.8% in 2009.

Performance Measures: Discussion on Variances	
► PM222: Number of learners that are benefiting from free learner transport	
Target: 46 500 Actual: 47 753	
This is the number of learners in public ordinary schools benefiting from free learner transport. Some routes were terminated, but there was also increased demand. 606 additional learners gained access to learner transport in January 2010 either on existing routes or on two new routes that were instituted namely to PS Karookop (39 learners) and Bardale HS(489 learners). The increase can further be attributed to the fact that learners migrate to the province.	
► PM223: Number of learners benefiting from “No-fee” school policy	
Target: 346 139 Actual: 349 373	
The target was exceeded by 3 234. This is due to the increase in learners in no-fee schools as new grades are added and because new schools opened in the previous year. Hlula Street Primary School and Maksa Primary School are new schools and St Mary's RC Primary School was reclassified. The other schools had increases in learner enrolment.	

Progress

Progress described under “Key Deliverables” is not repeated here in order to reduce repetition in the document as a whole.

Strengthening of Literacy and Numeracy

The WCED has a comprehensive plan to improve literacy and numeracy in Grades 1 - 6. One of the measures employed is the application of WCED tests for Grades 3 and 6. The results of these tests inform interventions. The results of the tests in 2008 showed 53.5% of Grade 3 learners were performing at age/grade norm for Literacy and 35% for Numeracy. The tests in 2009 revealed that 48.6% of Grade 6 learners are performing at age/grade norm for Literacy and 17.4% for Numeracy.

Bearing in mind that each Grade 6 test assesses, by design, performance on levels for Grades 3, 4 and 5, improvement is seen across the years as follows:

PROVINCIAL RESULTS: GRADE 6 ASSESSMENTS 2003 – 2009								
Numeracy Grade Levels	2003 Pass (%)	2005 Pass (%)	2007 Pass (%)	2009 Pass (%)	2003 Mean (%)	2005 Mean (%)	2007 Mean (%)	2009 Mean (%)
Grade 3	40.4	43.2	43.0	48.5	42.3	43.9	43.1	46.8
Grade 4	29.1	31.4	37.8	45.1	37.4	39.1	43.7	48.2
Grade 5	24.1	25.9	23.6	26.7	33.3	34.4	34.2	36.9
Grade 6	15.6	17.2	14.0	17.4	27.5	29.0	27.9	31.9
Grade 7	10.0	11.2	15.1	19.3	17.0	18.2	23.4	27.9
No. of Learners Tested	34,596	31,726	71,854	81,005	34,596	31,726	71,854	81,005
No. of Schools Tested	1,079	1,040	1,034	1,046	1,079	1,040	1,034	1,046

PROVINCIAL RESULTS: GRADE 6 ASSESSMENTS 2003 – 2009								
Literacy Grade Levels	2003 Pass (%)	2005 Pass (%)	2007 Pass (%)	2009 Pass (%)	2003 Mean (%)	2005 Mean (%)	2007 Mean (%)	2009 Mean (%)
Grade 3	82.8	84.8	84.1	85.8	75.5	77.7	72.5	72.8
Grade 4	67.4	70.5	50.1	57.0	61.5	63.8	51.4	56.1
Grade 5	78.3	80.7	54.7	59.8	67.0	70.2	50.7	54.1
Grade 6	35.0	42.1	44.8	48.6	36.8	40.6	45.0	48.2
No of learners tested	34,596	31,726	71,854	81,005	34,596	31,726	71,854	81,005
No. of Schools Tested	1,079	1,040	1,034	1,046	1,079	1,040	1,034	1,046

The following interventions took place in the year under review:

- Districts were structured to provide support to those schools which need it the most.
- Each school received a Maths, Science and Technology Kit for the Foundation Phase and for the Intermediate Phase.
- Each teacher of Grades 1 to 6 received a Mental Maths book.
- Intermediate Phase teachers received a set of Mathematics Assessment Tasks.
- 250 schools received reading schemes (Grades 1 to 3) and readers (Grades 4 to 6).
- All Intermediate Phase schools received a Reading Intervention Programme. These readers were used for teacher training on the Balanced Language Programme.
- 342 schools received Grade R Literacy and Numeracy Kits.
- 125 schools participated in a specifically designed intensive Numeracy Programme and 125 schools in an intensive Literacy Programme.
- Grades 7 to 9 year plans were developed for 2010 and Grade R work schedules were developed for 2010.
- A study of 64 schools assessed teaching and learning practices and established a baseline for Literacy and Numeracy interventions.
- A common provincial monitoring instrument was developed for Literacy and Numeracy implementation and then a Baseline Assessment Programme was developed for Grade 1 teachers.
- 100 officials were trained to monitor Literacy and Numeracy practice.

High School Programme introduced

In 2009, the National Senior Certificate (NSC) examinations were written by 44 931 learners in 417 examination centres. The Western Cape maintained the highest pass rate of 75.71%. There was, however, a decline of 2.96% when compared to the pass rate of 78.67% in 2008. A total of 14 324 (31.88%) candidates achieved the NSC, which qualifies them for Bachelor Degree study. There was a decrease of 1.16% of learners who qualified for degree study from 2008 to 2009. There was an increase in the number of schools that achieved less than a 60% pass rate to 85 schools.

A High School intervention programme was developed for implementation in January 2010. The programme development process was as follows: detailed analysis of Grade 12 results per school; the development of a broad strategy in response to 2009 results; the identification of the particular subjects with high failure rate; the communication of subject data for the 2009 Senior Certificate to each school; and the setting and communication of differentiated targets and interventions for the number of learners who should pass the NSC in 2010 per school.

Districts have selected a number of tutors per high enrolment subject and set up a programme and calendar of tutoring. Additional textbooks have been procured, according to funds available, and systems put in place to ensure the use and retrieval of textbooks by learners and educators. Stationery has also been provided.

Plans were put in place to provide each learner with a pack of past examination papers as well as a booklet "Tips for Success in NSC". There are information sessions with parents and other stakeholders about examination preparation.

To support teaching and learning there are, and will continue to be, additional classes offered by educators (afternoons / week-ends / vacations); subject-specific support by Curriculum Advisers during visits to schools, at least twice per term; the maximum utilization of all school days and instructional time; and the monitoring of teacher and learner attendance and of curriculum delivery. June examinations are to be written within an approved time period. There is a Telematics programme at 120 selected schools and there are cluster meetings and standard setting meetings held by districts.

The attendance of principals and teachers is monitored and there is management support from circuit team managers and mentor principals.

Teacher Development and support

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 are addressed through various Workplace Skills' Programme (WSP) development interventions. These are focused on training needs, identified through the School Improvement Plans and District Improvement Plans, and are facilitated at district level.

A variety of training courses, seminars and conferences is offered by the Cape Teaching and Leadership Institute (CTLI), which is the core in-service training facility of the WCED. The courses offer curriculum content and methodology in Foundation, Intermediate and Senior phases. Another priority area is school management and leadership development programmes. In addition to intensive two- and four-week courses in these areas, the CTLI also presents various seminars and conferences on topical issues. Through these interventions, the CTLI reached over 3000 educators in the financial year.

Targeted formal courses, such as the Advanced Certificate in Education (ACE) focusing on a variety of fields, including Mathematics, Natural Science, School Leadership, Librarianship, Life Orientation, Foundation Phase and Language, are presented at higher education institutions. These courses are conceptualised and funded by the WCED in an effort to improve the qualifications of educators and improve quality of learning and teaching in the classroom. 2100 bursaries were awarded to serving educators to improve their qualifications and 106 pre-service bursaries were awarded in scarce subject areas.

School Safety

The Safe Schools Programme has a three-pronged strategy, namely: a Safe Schools Call Centre, where various issues relating to school-based violence can be reported; counselling through the Call Centre for affected and traumatised individuals; and the provision of physical security.

In 2008 the Safe Schools Call Centre received 19 449 calls in total, of which 3 840 calls were followed up with supportive interventions. There was a total of 17 554 calls for 2009 with 3 588 follow-up cases.

In 2008, 321 of 3 840 cases requested information on how to handle a particular threat, information regarding HIV AIDs, teenage pregnancies or misconduct procedures, etc. In 2008, 660 calls were in relation to abuse (physical, emotional, substance) and there were 623 cases of abuse in 2009. The Safe Schools Call Centre supports with initial online debriefing or "psychological first aid" and then refers the case to service providers for in-depth counselling.

The Safe Schools Call Centre reports a drop in burglary and vandalism during the year, from 796 cases in 2008 to 750 cases in 2009. During the December holidays, 24 schools were vandalized in 2008 and 21 in 2009. Reported abuse cases decreased from 660 to 623 cases. Trauma cases decreased from 348 in 2008 to 297 in 2009. There was an increase in reported crime from 605 cases in 2008 to 645 in 2009.

In total 240 schools received security infrastructure. 63 schools received alarm systems linked to armed response; 13 schools received burglar bars; 50 schools received safety gates; 28 schools received stone guards; 25 schools received intercom systems for evacuation purposes; 4 schools received CCTV cameras and 57 schools were supported with partial fencing to close gaps. Emergency security patrols are organised during the school holidays to assist with the reduction in property-related crimes.

In addition to the Safe Schools Call Centre and safety infrastructure, the WCED offers educational programmes to encourage positive pursuits such as sports, arts, drama and future careers. The programmes focus on attitudinal or behavioural changes; creative and constructive approaches to conflict management; and mediation training.

Safety resource officers are employed to support schools with school safety committees and school safety plans; to establish support and/or preventative programmes and to act as positive role models and mentors at 109 high-risk schools.

Learner support officers follow up on truant learners and ensure assessment of learner problems. They provide mentoring and coaching to learners at risk and ensure that learners can access services they need. Learner support officers facilitate the "Youth In Control" project as part of the holiday programme. This project aims to reinforce positive attitudes and behaviour through appropriate channelling of learners at risk to appropriate educational structures and developing skills to implement community projects.

Infrastructure provision

In the year under review ten schools were completed. In addition, 184 primary classrooms and 101 secondary classrooms plus 16 primary and 24 secondary specialist rooms were completed. 75 mobile classrooms were delivered to assist schools cope with accommodation pressures.

The Infrastructure Plan for 2010/11 – 2012/13 was tabled in March and proposes the following to address infrastructure provision over the MTEF.

1. Using under-utilised classrooms in existing schools
2. Building 322 new classrooms at existing schools to alleviate learner growth and overcrowding
3. Building 25 new schools to alleviate learner growth and overcrowding
4. Replacing 20 existing schools that are of inappropriate materials and replacing inappropriate classrooms at 20 existing schools and
5. Maintenance and repair

In the MTEF the WCED will also build 150 Grade R classrooms, 4 special schools and 6 schools of skill. The non-construction options that will be considered are current learner transport systems, the optimal use of hostels, leasing of school buildings, amalgamation and consolidation of existing facilities, furniture size and disposal of buildings and land.

Specific Challenges, Responses and Issues requiring ongoing attention

All of the items listed under "Progress" necessitate ongoing attention. Elements of these have been defined in the WCED Strategic Statement and Strategic Plan.

Interventions to strengthen Literacy and Numeracy

These have been provided under the heading "Progress" (Part 2, Pages 41 and 42 above). They include the provision of an intensive support programme in 250 schools, the establishment of baselines for provincial interventions, the provision of kits and year plans to all schools, and a long-term site-based intervention plan. A major thrust of this campaign is to train every primary school in the province in literacy and numeracy. This is accompanied by the provision of sufficient LTSM in Home Language and First Additional Language.

The provincial Literacy and Numeracy Strategy of 2006, provides a common framework which offers both uniformity and flexibility. It sets a model for strong in-class training and support, monitoring, reporting, definition of roles and responsibilities of WCED roleplayers and accountability for non-improvement and is based on the following pillars:

- A pre-school programme
- Strengthening of, and changes to, classroom practice
- Teacher Training and Development
- Learning and Teaching Support Material
- Research
- Monitoring and Support
- Co-ordination and sustainability
- Advocacy, community and public awareness and family literacy

Targets have been set for the following – through to 2019:

- % of learners in Grade 3 attaining acceptable outcomes in Literacy;
- % of learners in Grade 3 attaining acceptable outcomes in Numeracy;
- % of learners in Grade 6 attaining acceptable outcomes in Literacy;
- % of learners in Grade 6 attaining acceptable outcomes in Numeracy;
- % of learners in Grade 9 attaining acceptable outcomes in Languages;
- % of learners in Grade 9 attaining acceptable outcomes in Mathematics.

Improvement of Grade 12 performance

This involves a monitored programme based on target-setting, tutoring, provision of textbooks, intensive support for examination preparation by means of site-based analyses, documents and a programme to ensure excellence of tuition, maximum use of instructional time and strengthening school management.

Targets have been set for the following – through to 2019:

Reduction in number of schools with a pass rate with <60% pass

National Senior Certificate pass rate

National Senior Certificate pass numbers;

% of learners who qualify for Bachelor's degree study

Numbers of learners who qualify for Bachelor's degree study

Numbers of learners passing Mathematics in the National Senior Certificate examinations

Numbers of learners passing Physical Science in the National Senior Certificate examinations

9.3 Programme 3: Independent School Subsidies

Programme objective

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

The Independent School Subsidies programme comprises the following sub-programmes:

Primary phase

- to support independent schools offering Grades 1 to 7

Secondary phase

- to support independent schools offering Grades 8 to 12

Programme policy developments during 2009/10

According to the South African Constitution, anyone may establish, and run at own cost, an independent school subject to strict criteria. These schools may not discriminate on the basis of race, must sustain a quality of education which is not lower than that of a similar public school and must be registered with the provincial department of education.

In January 2009 the Minister of Education published in Government Gazette No 31848 of 30 January 2009 that the date for the categorization of independent schools for subsidy purposes in terms of the National Norms and Standards for School Funding (NNSF) would be changed from January 2004 to January 2008.

The WCED proceeded with this process of categorization. Independent schools were requested to provide the WCED with an indication of their school fees and how these were determined. After the categorisation of the schools, all schools were informed of their allocation for 2009-2010.

In 2010 the Western Cape moved support for independent schools to Head Office so as to free district officials to support public schools. The WCED visited 127 of the 195 schools. Schools receive all circulars and correspondence of the WCED and are encouraged to use the WCED website.

Regulations relating to the registration of and subsidies to independent schools

The Member of the Executive Council responsible for Education in the Province of the Western Cape has, in terms of Sections 46 and 48 of the South African Schools Act, 1996 (Act 84 of 1996), as amended, promulgated the regulations determining the following:

1. Requirements and Conditions for Registration
2. Procedures for Registration
3. Permission for Learners to sit for Examinations
4. Inspection of Independent Schools
5. Subsidies to Independent Schools
6. Withdrawal of Registration and Closure of Independent Schools
7. Appeals to the Member of the Executive Council

The draft document has been completed.

ST301	INDEPENDENT SCHOOL SUBSIDIES – Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
	3.1 Primary phase	19,042	19,500	22,610	22,610
	3.2 Secondary phase	20,671	24,619	32,912	32,912
	TOTAL	39,713	44,119	55,522	55,522
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	0	0	0	0
	Compensation of employees	0	0	0	0
	Goods and services and other current	0	0	0	0
	Transfers and subsidies	39,713	44,119	55,522	55,522
	Payments for capital assets	0	0	0	0
	TOTAL	39,713	44,119	55,522	55,522
PERFORMANCE STATISTICS					
STAFFING					
	Number of educators (publicly employed)	-	-	-	-
ENROLMENT					
	Learners in independent schools receiving a subsidy	16 703	17 397	18 432	17 928
	- Primary phase	8 626	11 115	12 106	11 657
	- Secondary phase	8 077	6 282	6 326	6 271
	Learners in non-subsidised independent schools	8 532	13 744	8 532	9 096
	- Grades 1 to 7	6 474	6 871	6 474	6 218
	- Grades 8 to 12	2 058	6 873	2 058	2 878
	TOTAL (all independent school learners)	25 235	31 141	26 964	27 024
Note:					
1. The variable learner data is a factor of the unreliable pattern of submission of data sets in the past. 2010 indications are that independent schools have responded to the audit visits by submitting their data voluntarily which will lead to more reliable data in the future.					
2. *The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure					

ST301	INDEPENDENT SCHOOL SUBSIDIES – Key trends (continued)				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
INSTITUTIONS					
Schools receiving a subsidy(a)	87	98	100	106	
3.1 Primary phase	65	66	65	80	
3.2 Secondary phase	22	26	22	26	
Schools not receiving a subsidy	118	115	129	125	
TOTAL	205	213	229	231	
Subsidised schools visited during the year for monitoring purposes (b)	-	61	45	106	
► PERFORMANCE MEASURE					
► PM301: Number of funded independent schools visited for monitoring purposes	0.00%	45	45	106	
► PM302: Number of learners in subsidised Independent Schools	Historical data not available	17 397	18 432	17 928	
<p>Note:</p> <p>This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood accordingly.</p>					

Performance Measures: Discussion on Variances	
▶ PM 301: Number of funded independent schools visited for monitoring purposes	
Target: 45 Actual: 106	
All schools have been visited. District offices have kept record of the nature of support rendered.	
▶ PM302: Number of learners in subsidised Independent Schools	
Target: 18 432 Actual: 17 928	
The actual numbers of learners were obtained from the application forms of the independent schools who applied for subsidies. Owing to the re-categorization of independent schools for subsidy purposes, in terms of the Norms and Standards for School Funding, fewer schools qualified for subsidies. This contributed to a decrease in the number of learners in independent subsidised schools.	

Progress

The audit of schools was conducted in the first quarter of 2010 by Head Office staff. A report on visits was completed and recommendations agreed. The WCED visited 127 schools. 106 schools received subsidies on time if their required WCED 043 quarterly returns were submitted on time. Teachers in independent schools attended workshops offered by the WCED

The submission of appropriate data to the WCED has been inconsistent. Except for 2008, there generally was a higher rate of return on the Snap Survey than on the Annual School Survey. The 2010 programme of visits to independent schools led to a sharp increase in returns of the Snap Survey in 2010.

	SNAP 07 Submitted	SNAP 08 Submitted	SNAP 09 Submitted	ASS 07 Submitted	ASS 08 Submitted	ASS 09 Submitted	SNAP 10 Submitted
No	73	63	96	59	86	62	105
%	57.48	49.61	75.59	46.46	67.72	48.82	82.6

Table 2 Consistency of ASS and SS submissions based on sample of 127 schools (Source: EMIS)

Specific Challenges and Responses and Issues requiring ongoing attention

Managing the interface with independent schools in the context of competing responsibilities

Response:

- Head Office officials will conduct a basic paper-based audit of all independent schools and home schools on the WCED database in 2010.
- 80% of independent schools submit audited financial reports as prescribed in the regulations.
- Independent schools that qualify for subsidies will receive them timeously.
- Up to 25% of educators in independent schools attend training and development workshops offered by the district, particularly those for Literacy and Numeracy.

9.4 Programme 4: Public Special School Education

Programme objective

To provide public education in special schools in accordance with the South African Schools Act, 1996, and White Paper 6 on Inclusive Education

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

Schools

- to provide specific public special schools with resources

Professional services

- to support public special schools

Human resource development

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

Programme policy developments for 2009/10

On 1 April 2010 the Children's Act, 2005 (Act 38 of 2005) came into effect. In terms of Section 196 (3) of the Children's Act, 2005 (Act 38 of 2005), schools of industry and reform schools, which are the responsibility of a provincial department of Education, on the date when this section comes into operation, become the responsibility of the provincial Department of Social Development. This will happen within two years of the commencement of the relevant chapter in the Act. This implies that schools of industry and reform schools in South Africa should be transferred to the Department of Social Development by the end of April 2012. The Department of Basic Education will facilitate the process in conjunction with the Department of Social Development and other relevant departments. Currently only three such institutions in the Western Cape accommodate learners referred in terms of the relevant acts.

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
PAYMENTS BY SUB-PROGRAMME (R'000)*					
4.1 Schools	434,279	510,390	626,223	623,604	
4.2 Professional services	46	0	0	0	
4.3 Human resource development	0	0	0	0	
TOTAL	434,325	510,390	626,223	623,604	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
Current payment	354,586	414,963	490,034	490,034	
Compensation of employees	349,223	411,090	484,441	484,441	
Educators	276,235	328,379	389,141	389,141	
Non-educators	72,988	82,711	95,300	95,300	
Goods and services and other current	5,363	3,873	5,593	5,593	
Transfers and subsidies	79,739	95,427	106,446	104,246	
Payments for capital assets	0	0	29,743	29,324	
TOTAL	434,325	510,390	626,223	623,604	
PERFORMANCE STATISTICS					
STAFFING					
Number of educators (publicly employed)	1 649	1 646	1 644	1 746	
Number of non-educators (publicly employed)	950	963	915	984	
ENROLMENT					
Up to and including Grade 7	9 665	6 143	10 244	8 522	
Grade 8 and above	6 050	7 772	6 866	9 444	
INSTITUTIONS and INFRASTRUCTURE					
Schools	72	72	75	74	

ST401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends (continued)				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
▶ PERFORMANCE MEASURES					
▶ PM401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions	New PM	306	204	1 800* [295]	
▶ PM402: Number of learners enrolled in Special Schools	15,764	15 790	17 110	17 966	
<p>Note:</p> <p>1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2009/10 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood in this context.</p> <p>2. * Note that the target was set using data of actual applications made to the WCED. The figure of 1800 is information supplied by the DBE sourced from the General Household Survey (GHS) of StatsSA. That document reports that the total WC population of disabled children in this range is 10 416 and that, hence, 17.3% of the total number are not attending education institutions.</p> <p>3. Data source for PM 402 : "Annual Survey for Public Special Schools" (2009)</p> <p>4. The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure</p>					

Performance Measures: Discussion on Variances
▶ PM401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions
Target: 204 Actual: 295 This performance measure cannot be verified. Recent trends indicate an increase of learners not previously enrolled at special schools, in particular from the Eastern Cape, other provinces and refugees. See note to table above.
▶ PM402: Number of learners enrolled in Special Schools
Target: 17 110 Actual: 17 966 The increase in the number of learners in this sector is the result of the incremental growth of existing schools of skills over a period of four years as well as the establishment of two additional schools of skills every year.

Progress

Structures to support expansion

In terms of Education White Paper 6 the WCED has put structures in place to facilitate the expansion of inclusive education (IE) through (1) district-based support teams, (2) strengthening of special schools to become resource centres, (3) the establishment of ELSEN-units at designated public ordinary schools to become full-service schools, and (4) the development of institutional level support teams.

(1) District-based support teams

District-based support teams and circuit teams have at their disposal the following specialised education support personnel: psychologists, social workers, learning support advisers, senior therapists, special school advisers, HIV/AIDS and school nutrition professionals.

(2) Special schools as resource centres

Currently, the WCED has 74 special schools accommodating approximately 17 970 learners with special needs. This number surpasses the estimated target of 17 110 by 856 learners. The increase in the number of learners in this sector is the result of the incremental growth of existing schools of skills over a period of four years, as well as the development of two additional schools of skills every year. The department embarked on a programme to strengthen designated special schools to become both resource centres and special schools. Designated resource centres-cum-special schools received additional posts for external teams to render support to public ordinary schools and ELSEN-units at full service schools. These additional posts comprise educator therapists, psychologists and learning support educators.

(3) Public ordinary schools as full-service schools

The number of ELSEN-units at 95 full service schools has increased to 100. Most of the learners in the ELSEN-units are learners who previously would have been referred to special schools. The number of learning support educators supporting learners in public ordinary schools and full service schools has risen by 32 to a total of 552 posts. These learning support educators are supported by the district-based support teams, circuit teams and resource centres/special schools.

(4) Institutional level support teams (ILSTs)

Institution-level support teams are established at public schools and are strengthened on a continuous basis.

Schools of skills

Two additional schools of skills, Cafda and Faure Schools of Skills, were established during 2009/2010 to increase the total number in the province to 15. Learner accommodation at Siviwe School of Skills was increased by adding five additional classrooms. In addition to the current 15 schools of skills, six special schools added units to offer the academic and practical skills programmes of schools of skills.

Curriculum

Adapted NCS curricula are being developed for schools of skills. The School of Skills curriculum attempts to provide for the Special Educational Needs of vulnerable learners who drop out of school before they reach Grade 9. The School of Skills curriculum provides learners with skills in areas such as bricklaying, carpentry, welding and other related areas making it possible for them to become active in the labour market. The proposed curriculum covers four years. Year 1 is a bridging year and all learners are assessed with the baseline evaluation

tool. Literacy and Numeracy needs of learners are determined for invention and support. Learners are also exposed to the different skills to make an informed choice for Year 2. Years 2 - 4: The emphasis remains on Literacy and Numeracy with a major skill and a sub-skill.

Human resource development

A seminar on best practice for medical and therapeutic services was attended by 162 education therapists and professional nurses.

School psychologists are obliged to adhere to the ethical codes related to the scope of practice for psychologists. The WCED provided training opportunities for registered psychologists in *Ethics for Psychologists: Introduction and Confidentiality* and 82 psychologists attended the training.

School social workers attended training to enhance their understanding, analysis of, and response to, school and education problems. School social workers received training in the Children's Act, 2005 (Act 38 of 2005), and the *Sexual Offences Act*, as well as ten priority areas of the WCED. A draft WCED Strategy for the Prevention and Management of Substance Abuse in Schools has been provided for the provincial strategy for the prevention of substance abuse. School social workers were trained in motivational drug counselling by the Cape Town Drug Counselling Centre. A draft WCED Child Protection Plan was developed in collaboration with officials from the Premier's office and other government departments in anticipation of the Soccer World Cup.

A conference with the focus on *Learning Support within the Paradigm of Inclusive Education* was attended by 141 learning support officials and learning support educators. Learning support officials and learning support educators attended the Mathematics training programme for primary school learners and were provided with a learning support resource file to support best practice.

The WCED encourages positive discipline, youth development and restorative strategies. Training in the positive behaviour management programme continued. A total of 613 educators and district staff were trained in three foundation programmes.

Further rollout of the Screening, Identification, Assessment and Support Strategy resulted in an additional 1929 school and district-based officials being trained.

Specific Challenge and Response

Challenge: Pressure on accommodation

The growing need for specialised support has surpassed the available human, physical and financial resources in the province resulting in waiting lists at the majority of special schools. Notwithstanding these challenges, the provision of specialised education support has been expanded by additional funding. Most of the funding has been allocated for the creation of additional posts for strengthening of special schools-cum- resources centres, full-service schools and district-based support teams.

Issues requiring ongoing attention

Expansion of inclusive education needs ongoing attention. This project remains a nationally-funded initiative. In time the WCED will have to incorporate the funding for the expansion of inclusive education into the line-budget of the WCED.

The improvement of learner discipline in schools remains a challenge that needs a structured and co-ordinated approach. The WCED strategy of encouraging positive behaviour provides a framework for transforming schools to become environments that help those with troubled behaviour patterns to change these habits, and training opportunities for educators to respond effectively and appropriately to challenging behaviour in and out of the classroom.

9.5 Programme 5: Further Education and Training

Programme objective

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

The FET programme comprises the following sub-programmes:

Public institutions

- to provide specific public FET colleges with resources

Professional services

- to support public FET colleges

Human resource development

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

Conditional grant

- to provide for the re-capitalisation of public FET colleges

Programme policy development during 2009/10

The Department of Higher Education and Training (DHET) was established in May 2009. This department places higher education institutions, FET colleges, SETAs and Adult Education and Training under one roof and concentrates on post-school education and training. With the establishment of the DHET, the FET colleges are to become a national competency. The DHET and provincial education departments will sign a protocol of agreement on the transition and interim governance and management of the colleges.

The norms and standards policy for funding FET Colleges: In terms of section 23 of the Further Education and Training Colleges Act 16 of 2006, the Minister is required to determine minimum norms and standards for the funding of FET colleges. These norms and standards were developed through consultation as required by the aforementioned Act and were published in the Government Gazette No. 32010 on 16 March 2009. The date for the implementation of the funding norms was 1 April 2010.

Essentially the norms and standards are based on the cost of providing education and training for the National Certificate: Vocational Programmes. Section 13 of the funding norms states: "The funding formula has three components. The first is the government subsidy which covers 80% of the programme costs. The second is placing a cap on college level fees, thus limiting the portion of programme-cost which may be charged to 20% of the programme cost. The third is the establishment of a national bursary scheme to ensure that students, who are academically capable but poor, are assisted to pay college fees." The transfer of funds to colleges in the application of these norms occurs in the form of a conditional grant, with monthly transfers.

ST501	FURTHER EDUCATION AND TRAINING - Key trends				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
5.1 Public institutions	237,228	289,885	368,917	368,917	
5.2 Professional services	0	0	0	0	
5.3 Human resource development	0	0	0	0	
5.4 Conditional grants	80,000	77,305	0	0	
TOTAL	317,228	367,190	368,917	368,917	
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
Current payment	169,049	200,850	212,675	212,675	
Compensation of employees	169,049	200,850	212,670	212,670	
Educators	142,508	169,098	180,045	180,045	
Non-educators	26,541	31,752	32,625	32,625	
Goods and services and other current	0	0	5	5	
Transfers and subsidies	148,179	166,340	156,242	156,242	
Payments for capital assets	0	0	0	0	
TOTAL	317,228	367,190	368,917	368,917	
* The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure					
STAFFING					
Educators	1 176	1 123	24	24	
ENROLMENT					
Full-time equivalent students	23 945	29 868	20 000	28 053	
Students (headcount) (a)	54 721	39 083	39 551	29 887	
of which females	22 737	17 918	19 343	15 247	
of which females in technical fields (b) *	2 321	1 810	8 500	1 154	
Students completing programmes successfully during the year (c)	38 304	20 744	30 000	21 665	

ST501	FURTHER EDUCATION AND TRAINING - Key trends				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
STATISTICS ON LEARNERSHIPS					
Active learnership agreements in the province (d) **		No data available	5 000	4 196	
Number of agreements involving FET colleges as provider (e) ***	4 500	4 200	1 090	4 196	
▶ PERFORMANCE MEASURES					
▶ PM501: Number of NC(V) students enrolled in public FET colleges	New PM	5 720	11 970	12 742	
▶ PM502: Number of NC(V) students enrolled in technical fields (Civil, Mechanical, Design, Electrical fields, at least one of these, should not be double count)	New PM	8 147	5 027	4 280	
▶ PM503: Number of learners placed in learnerships in FET college	New PM	2 470	6 500	4 196	
▶ PPM 501: Number of study bursaries awarded to students at FET colleges	New PM	6 260****	10 000	8 124	
<p>Note:</p> <p>1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09, based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09, the description of them as "actuals" should be understood in this context.</p> <p>2. * Note that the definition of technical fields has been narrowed down to Engineering fields to be in line with the NC(V) definition</p> <p>3. ** Public and private providers are involved with learnership delivery. This data represents "public FET colleges only" data</p> <p>4. *** Colleges sign agreements with students in learnership programmes, therefore the number is the same as in PM503.</p> <p>5. **** Note that the original figure provided in the relevant APP, and off which the target was set, was 9 250. The APP publication date pre-dates the auditing process at the end of a year and hence the target was based on an inappropriate assumption.</p>					

Performance Measures: Discussion on Variances
<p>► PM501: Number of NC(V) students enrolled in public FET colleges</p> <p>Target: 11 970 Actual: 12 742 The target was exceeded.</p>
<p>► PM502: Number of NC(V) students enrolled in technical fields (Civil, Mechanical, Design, Electrical fields, at least one of these, should not be double count)</p> <p>Target: 5 027 Actual: 4 280 Target not achieved. All NC(V) programmes are marketed equally, but students are screened and placed in NC(V) programmes according to their interest and potential.</p>
<p>► PM503: Number of learners placed in learnerships in FET colleges</p> <p>Target: 6 500 Actual: 4 196 Target not achieved. WCED and FET colleges are in a continuous process of strengthening relationships with SETAs which should lead to public colleges becoming their preferred providers. The fact that SETAs and FET colleges now both resort under the Department of Higher Education and Training should contribute to a more effective learnership enrolment.</p>
<p>► PPM501: Number of study bursaries awarded to students at FET colleges.</p> <p>Target: 10 000 Actual: 14 071 Target exceeded. The rising cost of programmes only allowed 8 124 <i>iKapa Elihlumayo</i> bursaries to be allocated. However, in addition to these 4 876 DHET FET college (NC(V)) bursaries were allocated to NC(V) students as well as 1 071 Access (TECSAT) bursaries.</p>

Progress

Recapitalisation

The re-capitalisation of FET colleges started in 2006 and ended in 2009. The total amount of funds allocated to Western Cape colleges was R227,305,000. The amount was spent in seven strategic areas, which led to

- 1 700 Lecturers and managers trained in NC(V) delivery and management;
- upgrading of college administration systems and improved college connectivity;
- upgrading of workshops, classrooms, computer rooms and student resource centres;
- upgrading of college sites;
- building of new workshops, classrooms, offices, resource centres and computer rooms at a number of campuses; and
- purchasing of equipment and NC(V) learning and teaching material.

The recapitalisation process established excellent infrastructure and systems for the current delivery of high level vocational and technical programmes. It also assisted in attracting a number of partnerships from industry, e.g.

- Belhar Campus and Building Industry
- Vredendal Campus and Namaqua Sands
- Wingfield Campus and Toolmaking

Furthermore, the provincial *iKapa Elihlumayo* funding enhanced the effect of the recapitalisation grant

- Boat building at False Bay College
- ICT/Integrated Creative Arts Development Initiative at College of Cape Town
- Engineering at Bellville Campus

Curriculum and examination results

The NC (V) Level 4 programmes were introduced in 2009. The colleges enrolled 690 NC (V) Level 4 students for the November 2009 examination and achieved a subject pass rate of 84.8%. The NCV results were subject to unacceptable delays at the end of 2008 and again at the end of 2009. The reasons for this are wide-ranging and complex and the subject of an ongoing investigation. The Level 3 students achieved a subject pass rate of 74.8% and the Level 2 students 67.4%. The Western Cape colleges achieved the highest subject pass rate in the country.

NATED Engineering Studies achieved an average subject pass of 58.4% on subjects written and Business Studies 68.8%. This category includes *National Education Policy 191 and 190* Programmes that are arranged on levels from N1-N6.

The WCED Curriculum Planners support NC(V) curriculum implementation. Their assessment instruments and moderation processes aim at improving the quality of curriculum delivery.

Academic Support

The colleges provided intensive academic support to students. This has led to an increase in subject pass rate in the November 2009 examinations. The academic support included, amongst others, mathematics support, remedial classes, tutorials, additional learning materials and basic feeding schemes. The academic support was funded by the *iKapa Elihlumayo* Student Support Programme. This special intervention continues to yield positive results in promoting access and academic support for students.

Student enrolments for 2010

The colleges enrolled 12 742 NC(V) students and 9 919 NATED students for 2010. 7 226 students were enrolled in occupational programmes, providing a total of 29 887 students currently in the system. Although there is a drop in the grand total, the NC(V) numbers have increased from 10 164 to 12 742 (42% of total student number). In terms of NC(V) registrations the March figures are 7790 Level 2 students, 3 354 on Level 3 and 1 479 Level 4 students, totalling of 12 623. Of the 9919 N students enrolled in 2010, 1 840 were N3 students, 4 276 were N4 students, 1 634 were N5 students and 2 169 were N6 students.

Access

Colleges are expanding their modes and delivery times to enrol more students. In most cases, facilities are used to their full capacity for full-time as well as part-time delivery. Most colleges operate their open learning centres to the benefit of both their own students and the surrounding communities.

Bursaries

Many students were supported through various bursary funds during 2009

- 8 124 *iKapa Elihlumayo* bursaries
- 4 876 DHET FET College (NC(V)) bursaries
- 1 071 Access (TECSAT)

A number of colleges have started their own bursary funds to support needy students.

Business Management Systems

The WCED supported FET colleges with initial funding to acquire ITS as a new college administration programme. The configuration of the programme and staff training is currently under way. The system will be fully implemented in January 2011. WCED also supported the local development of a programme management system called ASSET (Advanced Software Solutions to Education and Training). This programme assists academic managers to plan and monitor programme implementation.

Implementation of NC(V) Funding Norms and Standards

The planning of programme delivery for 2010 is based on the national funding norms which are currently applied to the following three year National Certificate: (Vocational) programmes:

- National Certificate Office Administration
- National Certificate Marketing
- National Certificate Finance, Economics and Accounting
- National Certificate Management
- National Certificate Civil Engineering and Building Construction
- National Certificate Engineering and Related Design
- National Certificate Electrical Infrastructure and Construction
- National Certificate Information Technology and Computer Science
- National Certificate Primary Agriculture
- National Certificate Hospitality
- National Certificate Tourism

- National Certificate Safety in Society
- National Certificate in Mechatronics
- National Certificate in Education and Development

Specific Challenges and Responses

Challenge 1

Transition of FET Colleges to DHET

The protocol agreement between WCED and DHET will be signed in May 2010.

Challenge 2

New FET College Mandate

The colleges are expected to expand their programme delivery and increase their student numbers. Most campuses are already responding with extended delivery hours. The current infrastructure though, does not allow for the envisaged student numbers. The solution is to invest in new and expanded infrastructure.

Issues requiring ongoing attention

NC(V) assessment and examinations.

Protocol agreement between WCED and DHET

Monitoring of the Schedule 4 Conditional Grant, through which the colleges are funded, in 2010/2011

9.6 Programme 6: Adult Basic Education and Training

Programme objective

To provide ABET in accordance with the Adult Basic Education and Training Act, 2000

The ABET programme comprises the following sub-programmes:

Subsidies to private centres

- to support specific private ABET sites through subsidies

Professional services

- to support ABET sites

Human resource development

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

Programme policy developments in 2009/10

Draft regulations relating to the registration of private ABET centres were published for comment in the Provincial Gazette No. 6695 on 8 February 2010. The closing date for submission of comments was 23 March 2010. Public comment is currently under consideration.

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

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

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)					
6.1	Subsidies to private centres	25,821	26,838	29,479	29,479
6.2	Professional services	0	0	0	0
6.3	Human resource development	0	0	0	0
TOTAL		25,821	26,838	29,479	29,479
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)					
	Current payment	6,585	4,803	6,901	6,901
	Compensation of employees	6,524	4,487	6,621	6,621
	Educators	4,971	3,618	5,663	5,663
	Non-educators	1,553	869	959	959
	Goods and services and other current	61	316	280	280
	Transfers and subsidies	19,236	22,035	22,578	22,578
	Payments for capital assets	0	0	0	0
TOTAL		25,821	26,838	29,479	29,479
STAFFING					
	Number of educators (publicly employed)	4	4	4	3
	Number of non-educators (publicly employed)	9	8	8	8
ENROLMENT					
	GET level	16 612	16 682	20 655	18 894
	FET level	23 405	19 902	21 845	19 159

ST601	ADULT BASIC EDUCATION AND TRAINING - Key trends (continued)				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
TOTAL (a)	40 017	36 584	42 500	38 053	
POPULATION					
Population aged 18 to 60 (b)	2 821 443	3 059 745	2 874 777	3 118 622	
INSTITUTIONS					
Subsidised centres	368	296	368	102	
▶ PERFORMANCE MEASURES					
▶ PPM601: Number of ABET learners in the province	New PM	16 684	42 500	38 053	
▶ PPM601: Number of ABET learners registered for FET	22 110	19 902	21 845	19 159	

Note :

This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09, based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09, the description of them as "actuals" should be understood accordingly.

Population data for 2008/09 was not available at the time of going to press with the APP of 2009/10, hence the discrepancy in totals. Data source: General Household Survey of Statistics SA for 2008 and 2009.

*The 2008/09 target for Expenditure is the Final Appropriation 2009/10 figure

Performance Measures: Discussion on variances
<p>▶ PM601: Number of ABET learners in the province</p> <p>Target: 42 500 Actual: 38 053</p> <p>The implementation of the NCS, the envisaged end of Report 550 in 2011 and the subsequent decision to stop the registration of new learners in the FET caused a drop in enrolment. However, it led to a renewed focus on ABET Level 1-4 (GET Level) which saw an increase of 2201 learners during 2009/10. 11 173 learners were enrolled on the Kha Ri Gude programme. This nationally-managed campaign targeted ABET Level 1 learners.</p>
<p>▶ PPM601: Number of ABET learners registered for FET</p> <p>Target: 21 845 Actual: 19 159</p> <p>With the implementation of the NCS in Grade 12 and the envisaged end of Senior Certificate/ Report 550 in 2011, CLCs did not register new learners in the FET band. Therefore there was a decrease in learners at this level.</p>

Progress

Regulations developed and published

The WCED published “Regulations for the Registration of Private Centres” in Gazette No. 6695 on 8 February 2010. These regulations aim to regulate the provision of AET Services by private providers in the Western Cape. They compel such providers to register with the WCED and clearly define the infrastructure requirements and learning and teaching environment for the successful implementation of AET programmes by these providers.

Following a process of wide consultation, “Draft Regulations for the Centre Governing Bodies” were finalised and will be published shortly. Also included in these regulations is a framework for the functioning of RCLs at AET Institutions.

Kha Ri Gude

The Kha Ri Gude Mass Literacy campaign was launched in April 2008 with the intention of enabling 4.7 million South Africans to become literate and numerate in one of the eleven official languages by 2012. Learners are taught to read and write in their mother tongue in line with ABET level 1 unit standards.

Learners have to complete twenty assessment activities (10 for literacy and 10 for numeracy) in their Learner Assessment Portfolios (LAPS). The LAPS are moderated and verified by SAQA. Successful learners will have their records uploaded onto the SAQA National Learners’ Record Database (NLRD).

For 2009 11 173 learners were registered in the Western Cape. Of these 9 430 submitted their LAPS of which 7 525 learners were declared competent.

AET results

No examination is written at Levels 1 – 3. Level 1 and 2 consists of Communication and Numeracy, while in Level 3 Core Learning Areas are added to Communication and Numeracy.

The process is as follows:

- Each learner takes a placement test (provincial instrument which is used, marked by the educator) to assess the level of the learner.
- Baseline activity takes place at the start of each module (set by educator) to establish learners’ competency.
- Each module covers the curriculum.
- After completing the module the learners’ capability/competency is assessed with a capability task
- There are 5 modules per learning area i.e.
 - 5 capability tasks for communication (Level 2&3)
 - 5 capability tasks for numeracy (Level 2&3)
 - 5 capability tasks for Pathways (Level 3 only) The centre completes a needs’ analysis and thereafter learners select one of the following pathways: a) Life & Social Pathways; b) Economic Entrepreneurship Pathway and c) Science & Technology
- The benchmark for progression and promotion is 50% but learners need to complete all 5 capability tasks per learning area.

A total of 2 738 adult learners registered for the June and November 2009 ABET Level 4 examinations of which 1 901 adult learners actually wrote the examinations. The overall results for 2009 are presented in the table below.

LEARNING AREA	ABET Level 1	ABET Level 2	ABET Level 3
Ancillary Health Care	120	87	110
Applied Agriculture			
Arts and Culture	195	20	154
Economic and Management Sciences	31		383
Human and Social Science			194
Languages, Literacy and Communication	3 631	2 435	2 262
Life Orientation	268	244	888
Mathematics and Literacy	2 940	1 991	1 866
Mathematics and Mathematical Science	59	42	44
Natural Science	31		88
Other	55	34	141
Small, Medium and Micro Enterprises			150
Technology	72	22	230
Tourism			
TOTAL	7 402	4 875	6 510

Overall results for 2009 ABET level 4 examinations

	Entered	Wrote	% Wrote	Subj. Ent	Subj. Wrt	% S. Wrt	Subject Pass	% Pass
2009	2 738	1 901	69.43	11 950	7 440	62.26	4 759	63.97

Learners in Skills Courses

258 Learners completed skills courses in home-based care, catering and furniture and appliance repair.

Adult Education Programmes to employees of governmental departments

The WCED continued its provision of Adult Education Programmes to employees of Provincial and National Government Departments. There are currently 628 partnership learners in the system. There are ten provincial partnerships governed by Memoranda of Understanding (MOUs) with other provincial departments and with the national Departments of Water Affairs and Correctional Services. Through these partnerships, employees of provincial departments are given the opportunity to obtain a GETC. A "Transversal Policy for the Delivery of ABET to Employees of Provincial Government Departments" is in place. Partnerships are developed at provincial and centre level.

Provision of materials

The WCED took a leading role in the development of material (textbooks) for all ABET Level 2 learners. Through this initiative, each Level 2 learner will have access to a textbook in all learning areas, whilst educators will be provided with a Facilitators' Guide and Assessment Guidelines in 2010.

Specific Challenges and Responses

The delay in declaration of Norms and Standards funding for AET had the following effects:

- Absence of a uniform funding model for AET centres
- AET centres not responding adequately to community needs owing to lack of resources.

The norms were promulgated on 14 December 2008. The current WCED policy/practices influenced much of the content of these regulations. The implementation of these regulations was postponed to 2011 by the Department of Basic Education. In order to implement the regulations and programme-based funding, all adult learning centres must be certified. Certification implies the confirmation or declaration by the WCED that “an adult learning centre is deemed capable of managing and accounting for public funds in line with the ABET Act and the PFMA” (par. 23). Thus, as a prerequisite for implementation, all CLCs will be certified in 2010.

Issues requiring ongoing attention

The Report 550 for Grade 12s or the previous “Senior Certificate” will be offered for the last time in 2011. The WCED will continue to play a role in the reconfiguration of adult education at provincial and national level. At national level a draft White Paper is being compiled, as well as a new qualification to replace the Senior Certificate. This will facilitate the implementation of a qualification geared towards the needs of adults and should improve the retention rate in adult learning centres. The qualification will require the study of fewer learning areas and will focus on post-school youth, especially those not in education, employment and training.

During the reporting period, a number of strides were made to access alternative skills-based FET programmes.

The issue of service conditions of AET staff is receiving ongoing attention and is discussed regularly with the Department of Basic Education.

9.7 Programme 7: Early Childhood Development

Programme objective

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

The ECD programme comprises the following sub-programmes:

Grade R in public schools

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

Grade R in community centres

- to support particular community centres at the Grade R level

Professional services

- to support ECD sites

Human resource development

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

Programme policy developments in 2009/10

National Norms and Standards for Grade R funding:

WCED initiated the implementation of the registration of community sites as independent schools as well as the National Norms and Standards for Grade R funding as published in January 2008.

Deliverables include the building of Grade R classrooms; provisioning of learning and teaching support material (LTSM); Jungle Gyms (Outdoor equipment); providing Grade R learner subsidies to all registered Grade R classes at public ordinary and independent schools and providing professional development for ECD practitioners who are at the registered ECD community sites/crèches.

ST701	Early Childhood Development- Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)*					
	7.1 Grade R in public schools	70,382	137,345	178,502	174,502
	7.2 Grade R in community centres	29,399	34,468	45,869	45,869
	7.3 Professional services	0	0	0	0
	7.4 Human resource development	42,478	56,935	68,249	68,249
	7.5 Conditional grants	0	0	0	0
	TOTAL	142,259	228,748	292,620	288,620
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
	Current payment	99,794	67,715	123,332	119,332
	Compensation of employees	69,649	53,202	58,740	58,740
	Educators	69,649	53,202	58,416	58,416
	Non-educators	0	0	324	324
	Goods and services and other current	30,145	14,513	64,592	60,592
	Transfers and subsidies	42,465	161,033	169,288	169,288
	Payments for capital assets	0	0	0	0
	TOTAL	142,259	228,748	292,620	288,620
* The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure					

ST701	Early Childhood Development- Key trends				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
STAFFING					
Number of educators (publicly employed)	278	265	266	251 ^{**}	
Number of non-educators (publicly employed)	-	-	0	0	
ENROLMENT (PUBLICLY FUNDED ONLY)					
Grade R in public schools* (a)	32 428	37 045	43 932	46 100	
Grade R in community centres (b)	24 899	31 556	24 000	21 077	
Pre-Grade R in public schools*	1 375	1 644	1 700	1 820	
Pre-Grade R in community centres	This statistic cannot be computed since data sources in this regard are not available in the WCED.				
TOTAL	58 702	70 245	69 632*	68 997	
POPULATION					
Population aged 5 (c)	91 757	92 829	92 829	100 799	
▶ PERFORMANCE MEASURES					
▶ PM701: Number of Grade R learners in public schools	31 916	37 045	43 932	46 100	
▶ PM702: Number of five year old children in education institutions	New PM	New PM	New PM	55 357	
▶ PPM701: Number of practitioners enrolled for ECD Learnerships (full qualification)	0	3 000	4 000	5 973	
Note:					
1. This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood in this context.					
2. The data source for PM702 is <i>Statistics South Africa, General Household Survey, 2008</i>					
3. * Note that there was a computation error in this statistic for the APP of 2009					
4. ** 248 of the 251 educators in Program 7 are Pre-Primary Personnel - these personnel are all carried in additional posts					

Performance Measures: Discussion on Variances
<p>► PM 701: Number of Grade R learners in public schools</p> <p>Target: 43 932 Actual: 46 100</p> <p>The total number of Grade R learners in public schools has exceeded the target. While the number of Grade R learners in public ordinary schools has increased and exceeded the target, the number of Grade R learners in independent schools has decreased. This is in line with Education White Paper 5 which proposes that Grade R learners should receive their tuition in Grade R classes in all public schools and some selected independent schools.</p>
<p>► PPM702: Number of five-year-old children in education institutions</p> <p>Target: Awaiting confirmed data from StatsSA at the time of publication of the APP 2009/10 Actual: 55 357</p> <p>As no information was available at the date of publication of the APP, no target was set.</p>
<p>► PPM701: Number of practitioners enrolled for ECD Learnerships (full qualification)</p> <p>Target: 4 000 Actual: 5 973</p> <p>The number of practitioners enrolled for ECD learnerships has exceeded the target. More ECD practitioners than expected applied for the upgrading of their qualifications. The EPWP advocacy strategy and the intention of SACE to register practitioners with Level 4 and Level 5 qualifications has sparked an interest in obtaining full qualifications.</p>

Progress

The training of ECD practitioners as part of the Expanded Public Works Programme is being implemented across the province. Practitioners from rural areas are also catered for in these learnerships. 3 653 practitioners who were already enrolled on the full course for practitioners were joined by a new intake of 2 320 in January 2010, bringing the total number of students in training to 5 973 in this cycle.

The new layout and construction of the Grade R classrooms improved in 2009. This is beneficial to the Grade R learners who will be exposed to an environment which enhances the quality of teaching and learning.

30 model Grade R classes were established to share best practices in ECD with neighbouring schools.

13 of the 104 Grade R classrooms planned for ECD expansion were completed by the end of the financial year. The remaining 91 classrooms are in different stages of completion.

All schools with new Grade R classrooms also received funding for furniture and a basic start-up ECD resource pack.

The Grade R learner subsidy allocation to public and independent schools increased to align it to the requirements of the National Norms and Standards for Grade R funding. Funding has been increased as follows: National Quintile (NQ 1) funding increased from R12 to R17 per day to a total of R3,400 per learner per annum. NQ2 subsidies increased from R12 to R16 per day i.e. to R3,200 per annum; NQ 3 subsidies increased from R9 to R13 per day i.e. to R2 600 per annum; NQ4 subsidies increased from R6 to R9 per day i.e. up to R1 800 per annum and NQ5 remained at R5 per day or R1 000 per annum.

All community sites are required to register as independent schools. 65% of these sites have registered to date.

Grade R learners who are at Independent Schools were previously not registered on CEMIS. The WCED is currently planning for all these learners to be registered on CEMIS.

Specific Challenges and Responses

Challenge 1

Low literacy levels of practitioners and members of the SGB

Response to Challenge 1

Adult literacy classes will be offered to certain practitioners (e.g. caregivers) and members of the SGB at ECD sites. The extension of enrolment in the EPWP programme will help raise the levels. A skills programme for 60 ECD practitioners' assistants will be offered to address the challenges of low literacy levels.

Challenge 2

Gathering of data e.g. Annual survey and CEMIS

Response to Challenge 2

ECD assistants who are on learnerships are currently utilised to assist with the gathering and capturing of CEMIS data of the Grade R learners at independent schools.

All community sites, irrespective of previous registrations, are also required to register as independent schools. This is a requirement of the Department of Basic Education. The SGBs of independent schools will receive CEMIS training so that Grade R learner data is more accurate.

Challenge 3

Late delivery of 150 Grade R classrooms in 2009/2010

Response to Challenge 3

The SMTs and SGBs of the selected schools were informed of the delay in the delivery of classrooms and were requested to make alternative arrangements for the new Grade R learners until the classrooms were completed.

Issues requiring ongoing attention

Support to these sites and access to rural and remote sites remains a challenge. This hampers collecting accurate data concerning Grade R in community centres, as many of these are in informal settlements, with scanty postal/physical addresses for delivery of annual survey forms. Verification of ages at all sites is essential to ensure correctness of claims.

Other issues requiring ongoing attention include:

- The stipend for rural ECD practitioners on the learnership programme is insufficient. Transport costs to the training facilities are high. The practitioners are required to pay for these additional costs and very often this contributes to absenteeism and dropout. A national task team is investigating the possibility of a standardised stipend rate to address the needs of learners from the rural areas which would be implemented in all provinces.
- Infrastructure: The provisioning of Grade R classrooms to schools that do not have the necessary accommodation or which have unsuitable accommodation will continue. This will be on a formula of 50 identified sites per annum in areas of greatest need based on poverty indices, demographic pressure (for example where there are large numbers of Grade 1 learners), availability of land and financial management.
- The capturing, verification and maintenance of ECD databases and on-going monitoring and evaluation are essential to ensure effective use of funding and efficient delivery of the ECD programme.

9.8 Programme 8: Auxiliary and Associated Services

Programme objective

To provide the education institutions as a whole with support

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

Payments to SETA

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

Conditional grant projects

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

External examinations

- to provide for departmentally managed examination services

Teacher training

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

iKapa Elihlumayo

- to assist with the building of human resources

Programme policy developments 2009/10

No new developments

ST801	Auxiliary and Associated Services - Key trends	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual
PAYMENTS BY SUB-PROGRAMME (R'000)*					
	8.1 Payments to SETA	3,944	4,255	4,604	4,604
	8.2 Conditional grant projects	13,001	13,727	14,626	14,626
	8.3 External examinations	64,442	87,865	101,914	101,914
	8.4 Teacher training	1,909	0	2,000	2,000
	8.5 <i>iKapa Elifhulumayo</i>	111,702	105,282	121,062	121,062
	TOTAL	194,998	211,129	244,206	244,206
PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)*					
	Current payment	88,070	112,552	141,851	141,851
	Compensation of employees	47,407	63,194	72,886	72,886
	Educators	24,178	21,207	30,611	30,611
	Non-educators	23,229	41,987	42,275	42,275
	Goods and services and other current	40,663	49,358	68,965	68,965
	Transfers and subsidies	106,892	98,422	102,123	102,123
	Payments for capital assets	36	155	232	232
	TOTAL	194,998	211,129	244,206	244,206
STAFFING					
	Number of educators (publicly employed) (a)	19	12	10	7*
	Number of non-educators	234	114	117	91

ST801	Auxiliary and Associated Services - Key trends (continued)				
	2007/08 Actual	2008/09 Actual	2009/10 Target	2009/10 Actual	
▶ PERFORMANCE MEASURES					
▶ PPM801:	Annual percentage HIV prevalence levels amongst youths 15-19 years	4.3%	5.4%	4.7%	Data not yet released by DOH
▶ PPM802:	Number of public schools with at least one computer facility for teaching and learning	950	1 029	1 239	1 255
<p>Note:</p> <ol style="list-style-type: none"> This Annual Report reports on a new set of national Performance Measures. In the Annual Performance Plan (APP) of 2009/10 the note read as follows: "New National Performance Measures hence no historical data under those particular formulae and conditions". Because new targets had to be set, an approximation was used for a probable or assumed level for 2008/09 based on extrapolation from similar data sets. As the data items described for these new Performance Measures were not reflected in the Annual Report of 2008/09 the description of them as "actuals" should be understood accordingly. 6 educators in Programme 8 are HIV support personnel and are all carried in additional posts. 1 permanent educator is also part of this total. The 2009/10 target for Expenditure is the Final Appropriation 2009/10 figure 					

Performance Measures: Discussion on Variances
▶ PPM801: Annual percentage HIV prevalence levels amongst youths 15-19 years
Target: 4.7% Actual: Data not yet available
▶ PPM802: Number of public schools with at least one computer facility for teaching and learning
Target: 1 239 Actual: 1 255 1145 schools had historically been provided with facilities. In the year under review 150 schools received new installations and 110 schools benefited from an upgrade. Thus the target has been exceeded.

Progress

Some of the funding from this programme covers statutory payments to the SETA and is funding which complements funding in other Programmes, for example, funding for Literacy and Numeracy, for bursaries, for skills training and other Human Resource Development programmes which are listed under the “Key Deliverables”. Other projects funded from this Programme fall under “Conditional Grants” and are reported under Point 10 (page 78).

Examinations

The WCED administers four major examinations annually: National Senior Certificate Examination in October/November; National Senior Certificate Supplementary Examination in February/March; the Senior Certificate Examination (old syllabus) in May/June and the ABET L4 Examinations in May/June & October.

The examination question papers of the four examinations are set by the Department of Basic Education. The province ensures strict security measures and control systems during the printing, packing and distribution processes. School principals and chief invigilators are trained to manage and administer the examinations in terms of the *Regulations on the Conduct, Administration and Management of Assessment for the National Senior Certificate*.

The examinations section printed 28 640 million papers in total for 4 examinations. These were ABET Level 4 examinations in May (47 centres); mid-year examinations for the SC (251 Centres); end of year examinations in 417 centres and the February examinations in 156 centres.

This entailed the preparation of question papers for printing, packing and distribution which was done simultaneously and against the demands of adherence to due dates. Due dates for the preparation stages of the different examinations overlap which places demands on officials to ensure effective and efficient examinations.

The process required 2 194 Chief and Assistant Invigilators for the end of year examinations (including ABET); 385 for the supplementary examinations and 759 for the April/May examinations. There were 3 735 markers and 66 internal moderators for the November/December examinations; 184 in total for February/March and 627 for the April/May examinations.

Khanya Project

This is reported on in some detail under “Key Deliverables” on Page 12. Overall 1145 schools have acquired technology facilities; 135 schools are in the process of receiving technology facilities; 43 993 computers have been supplied; 25 038 teachers have undergone (or are undergoing) different levels of technology training; 826 390 learners have access to technology facilities and 2 100 classrooms have interactive whiteboards.

Specific Challenges and Responses

Challenge 1

The Khanya project has been in operation for the past eight years and some of the older installations now require maintenance.

Response to Challenge 1

During the year under review 110 facilities were upgraded thereby ensuring continued access to computer laboratories and use of the computer equipment.

Challenge 2

The need to harness the full potential of ICT and Library resources

Response to Challenge 2

The following responses will be effected:

Policy Development

1. Develop and implement policies relating to the educational uses of information and communication technologies (ICTs).
2. Develop and implement policies relating to the Draft National Guidelines for School Library Services.

Professional Development

3. ICT professional development comprising face to face and online training sessions at the levels of entry, adoption, adaptation, appropriation and innovation for all teachers, curriculum planners and curriculum advisors.
4. Provide advocacy and support for the implementation of the Draft National Guidelines for School Library Services, through presentations to education management groups when this document is finalised and official.
5. Additional professional development for teachers in charge of school libraries who have not yet attended training courses.

Access to ICT and Library Resources

6. Provide access to ICT infrastructure and systems in all schools in the WCED.
7. Provide access for WCED officials, teachers and learners to digital, electronic, audio-visual and print information at the EDULIS Library, its branches and district resource centres.

Resources and e-Content

8. Access to digital content for learners, teachers and office-based staff. Access for all schools to a list of recommended software that has been subjected to curriculum and technical evaluation.
9. Develop a cohort of digital content designers and developers from practising teachers and curriculum advisors.
10. Subscribe to appropriate e-resources.

Community Involvement

11. Promote community engagement by encouraging schools with ICT infrastructure and libraries/resource centres to open their schools and venues to their communities to promote inclusion and lifelong learning thereby functioning as e-Learning/information hubs.

Research & Development

12. Engage in research and development so as to assess current practices, and further explore, test, experiment with and pilot new technologies, methodologies and techniques to inform decisions relating to their deployment and use to promote quality learning, teaching and administration.
13. Examine best library practices and information technologies to support educational research, policy making and pedagogies.

Connectivity

14. Ensure connectivity so that schools have access to systems and resources for teaching, administrative and learning purposes.

Ongoing issues

Examination processes

The examinations programme is funded from Programme 8. This continually challenging function carries high risks and demands precision-timing. Scheduling is a challenge as the projects overlap and place demands on personnel, reproduction processes, equipment and security and transportation of examination papers to sites.

Conditional Grant Programmes

The school nutrition programme and the HIV-AIDS programme are reported on separately on Page 78.

Nutrition: This programme has a huge role to play on a daily basis. Key issues are quality and quantity of food. The project is subject to careful monitoring. Time spent on feeding must be investigated to ensure that this does not encroach on teaching time.

HIV-AIDS: The challenge is to maintain a focused programme which remains fresh to accommodate new learners. The programme will, in the end, be integrated into the daily operations of the WCED and not run as a separate programme.

2. Transfer payments

Name of Institution/Beneficiaries	Amount Transferred (R'000)	Compliance with Section 38(1)(j) of the PFMA
Programme 1	30,224	
Of which -		
Telecommunications Project at public ordinary schools	7,118	Y
Mathematics and Science Project at public ordinary schools	11	Y
Safe Schools Project at public ordinary schools	15,858	Y
FET MIS for FET colleges	7,237	Y
Programme 2	484,954	
Of which -		
Public ordinary primary schools	304,177	Y
Public ordinary secondary schools	164,945	Y
National School Nutrition Programme	15,832	Y
Programme 3	55,522	
Of which -		
Independent primary schools	22,610	Y
Independent secondary schools	32,912	Y
Programme 4	102,011	
Of which -		
Public special schools	102,011	Y
Programme 5	126,988	
Of which -		
Public FET institutions	126,988	Y
FET Conditional grant	N/A	
Programme 6	22,578	
Of which -		
Community learning centres	22,578	Y
Programme 7	135,173	
Of which -		
Early childhood education in public schools	89,441	Y
Early childhood education in community centres	45,732	Y
Programme 8	100,118	
Of which -		
ETDP SETA	4,604	Y
Khanya Project at public ordinary schools	61,145	Y
<i>IKapa Elihlumayo</i> Projects at FET colleges	3,000	Y
<i>IKapa Elihlumayo</i> Projects at focus schools	18,366	Y
<i>IKapa Elihlumayo</i> Projects at schools of skills	13,003	Y
Total Transfer Payments	1,057,568	

10. Conditional Grants

Table: Summary of Conditional Grants for 2009/10 (R'000)

Conditional Grant	Actual Expenditure 2008/09	Roll-over from 2008/09	Total Allocation 2009/10	Total Transfers Received	Actual Expenditure 2009/10	% Expenditure
	R'000	R'000	R'000	R'000	R'000	
HIV/AIDS	13,727		14,626	14,626	14,626	100%
National School Nutrition Programme (NSNP)	81,301	5,195	117,751	117,751	117,751	100%
Further Education and Training College Sector Re-capitalisation	77,305		-	-	-	-
Provincial Infrastructure Grant	120,478		170,395	170,395	169,976	99,75%
TOTAL	292,811	5,195	302,772	302,772	302,353	99,86%

All the requirements according the Division of Revenue Act, 2007 (Act No 1 of 2007) in respect of the above-mentioned Conditional Grants were met, viz.

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

Life Skills: HIV/AIDS	
KEY PERFORMANCE AREAS	PROGRESS
<p>KPA 1: Advocacy <i>Communication and dissemination of policy and programme information; promotion of co-operative partnerships in support of Health-Education objectives; and the development of an integrated, multi-sectoral enabling environment to support health-in-education strategies.</i></p>	<p>Advocacy is ongoing at provincial, district, circuit team and school-community levels. This includes a new quarterly newsletter to schools (in partnership with NACOSA, DoH and DSD); a diversity of stakeholder meetings; district support for parent meetings (51 reported); and the maintenance of 1450 School HIV/AIDS Coordinators. The advocacy initiative has intentionally shifted from the 'AIDS awareness' of several years ago, to strategic planning around evidence-based responses to HIV/AIDS (and related psychosocial and economic issues such as drug and alcohol abuse) that will ensure a reduction in HIV prevalence levels amongst youth aged 15-24. Extra-mural, after-school and school holiday programmes are supported through various partnerships, to keep vulnerable learners safe and in school. 'School-community', 'public-private' and 'government-civil society' partnerships and inter-sectoral collaboration are promoted in all KPAs, to ensure locally-relevant, cost-effective and sustainable responses that reduce the reliance on financial resources and limited support personnel. Holistic health-through-education models such as Child-Friendly Schools (UNICEF), Health Promoting Schools (WHO), Caring Schools (UCT) and Schools as Nodes of Care and Support (SNOC) continue to be promoted to leverage risk-reduction and AIDS prevention. However, effective HIV prevention continues to be undermined by misinformation and persistent stigmatisation.</p>

Life Skills: HIV/AIDS (continued)	
KEY PERFORMANCE AREAS	PROGRESS
<p>KPA 2: Educator development: Curriculum <i>In accordance with the National Education Policy Act on HIV/AIDS and the provisions of the NCS, the teaching of HIV/AIDS life skills and sexuality education is obligatory in every grade. The provincial target of ensuring that 80% of all primary school educators and 80% of secondary school Life Orientation educators are adequately trained to teach HIV/AIDS life skills remains intact.</i></p>	<p>This KPA must ensure that educators are adequately trained and that schools are resourced and supported. Against a 2009/10 target of 1 000 educators to be trained, the APP target was exceeded: 1007 Grade 1-7 and 220 Grade 8-9 Life Orientation educators were trained. New Grade 10-12 master trainers were also trained in preparation for further implementation in 2010 of the WCED's 'Today's Choices' programme. A 2010/11 target of 100 Grade 1-7, 100 Grade 8-9 and 50 Grade 10-12 educators per district (on average) has been accepted by each district. The training of Grade 8-9 Life Orientation (LO) educators, in particular, remains a critical issue. Training explores alternative teaching methodologies intended to counter AIDS-fatigue. 180 master trainers have been trained in preparation for implementation in 2010/11.</p>
<p>KPA 3: HIV/AIDS Leadership, Management and Governance in schools <i>The provision of training and information for both School Management Teams (SMTs) and Governing Bodies (SGBs), contextualised in whole school development and the mandatory School Improvement Plans (SIPs).</i></p>	<p>In accordance with the National Education Policy Act: HIV/AIDS Policy for Educators and Learners (1996), it is obligatory for each school to develop its own HIV/AIDS Implementation Plan. This will be incorporated into the SIP of each school. Through a process of resource mapping, schools are encouraged to identify community partners and, where appropriate and/or necessary, to co-opt resource persons onto their SGBs. Training/resource files have been prepared for distribution to all schools and training will be undertaken via the circuit teams, but a fire at Paarl Print has delayed implementation. The strategy has thus been re-established for 2010/11. Implementation will be managed through Circuit Teams, and the cost-effective involvement of the Retired Teachers' Association has been secured. Voluntary HIV testing and counselling is being promoted in high schools with 5 000 -10 000 learners testing each quarter and VCT uptake as high as 95% in some high schools. In line with the National Education Policy Act on HIV/AIDS, many schools in high-risk communities are assisting sexually-active learners with access to condoms in an appropriate manner and context. Both strategies are believed to be significant levers in this province's 50% reduction in ante-natal teenage HIV prevalence rates over the past five years.</p>
<p>KPA 4: Care and Support <i>Training of educators (Care and Support) and School Governing Bodies and community stakeholders (SNOC), as well as training for select educators in Basic Counseling and Referral Skills and a range of supportive programmes - all designed to support orphans, HIV-infected and affected and vulnerable learners - and to reduce consequent learner drop-out .</i></p>	<p>Up to 5 educators and 5 SGB members per school (depending on size of school) are targeted. Training in the Soul City 'Schools as Nodes of Care and Support' (SNOC) model, for SGBs and school-community partners, continues to be implemented via Circuit Teams. 80 additional master trainers were trained this year, and 251 training sessions presented. A parallel programme for educators will also be provided via the Circuit Teams, to be supported by 90 purpose-trained Departmental psychologists and social workers. This programme, developed through DBE and SADC and known as 'Care and Support for Teaching and Learning' (CSTL) will be finalised by 2011. 25 additional district staff were also trained in Bereavement Management this year and 473 educators were trained in inclusive education HIV/AIDS strategies.</p>
<p>KPA 5: Peer Education <i>Peer Education is a youth-to-youth prevention delivery system, dependent on strong adult supervision. Peer educators, in the service of their peers, play five interrelated roles: education (lesson delivery), recognition and referral (of learners in need of adult assistance), informal influence and role modelling, advocacy and psychosocial support.. The education role is pivotal in that it enables and enhances the other four roles.</i></p>	<p>During 2009, over 5 000 'young leaders', supported by loveLife groundBreakers, participated in the lifeStyle programme in 176 secondary schools; over 7 500 peer educators implemented the Western Cape peer education strategy in 150 secondary schools; more than 10 000 primary school 'Buddyz' participated in the Soul City extra-mural club programme and 250 FET college peer educators were trained through WCYPE association partners. All implementing organisations and secondary schools were visited and performance assessed. The secondary school programme has been largely funded by the Global Fund (GF) over the past five years, during which 37 348 junior (Grade 10) peer educators were trained in GF schools alone, of which 21 169 continued as senior (Grade 11) Peer Educators and 7 822 continued as Grade 12 mentors. This programme is jointly managed with the provincial Department of Health (DoH). Based on an A+ performance management rating, GF has invited the Western Cape to apply for a further 6 years' funding.</p>

Life Skills: HIV/AIDS (continued)	
KEY PERFORMANCE AREAS	PROGRESS
<p>KPA 5: Peer Education (continued)</p>	<p>The programme will be scaled up to 110 GF schools and 245 GF and WCED schools by 2012 – with a value-add of <i>circa</i> R60m (and R1,2bn inclusive of other non-school HIV/AIDS programmes). A 2009 DoH assessment revealed that, in areas where peer education has been implemented in secondary schools over the past 5 years, teenage HIV prevalence levels have fallen - whereas they have increased in areas where no peer education was offered. A provincial conference was held in November 2009 to discuss the revised secondary school model. There are currently 454 registered primary school Soul Buddyz clubs (down from about 540 in 2008/9) and an additional 144 educators having been trained to coordinate and sustain club activity</p>
<p>KPA 6: Learning and Teaching Support Material <i>Educator guides and learner activity books in support of Life Orientation primarily Learning Outcome 1) and additional materials supplied to schools and district offices in support of the other HIV/AIDS strategies.</i></p>	<p>The Western Cape produces HIV/AIDS Life Skills Learning and Teaching Support Material (LTSM) in three languages (English, Afrikaans and isiXhosa) and then distributes these annually to selected schools. However, Grade 1-7 LTSM could not be delivered to schools in 2009 since the new LTSM produced by DBE (to replace the older C2005-aligned LTSM) has had to be edited and translated to ensure high levels of quality. Delivery is due for 2011. Grade 8-9 and Grade 10-12 LTSM was delivered in 2009 to selected schools. Specialised LTSM is also provided to several categories of LSEN schools. HIV/AIDS LTSM is supplied in support of Curriculum and is considered additional material to be utilised voluntarily by educators in the classroom.</p>
<p>KPA 7: Monitoring, Support and Evaluation <i>Overall programme M and E. Schools are supported by District-based HIV/AIDS Coordinators and Fieldworkers, and increasingly by the multi-functional Circuit Teams.</i></p>	<p>The unique Western Cape system of designated School HIV/AIDS Coordinators (supported also by voluntary Cluster Coordinators), positioned within the mandatory Health Advisory Committee (NEPA) and EWP 6 Institution-based Learner Support Teams (ILSTs or EST/TSTs), is one that should be strengthened in order to increase schools' independence and self-reliance in dealing with the impact of HIV and AIDS on Education and the school-community. 1 216 school monitoring and support visits took place this year, 185 cluster meetings were held and a further 8 Cluster Coordinator meetings took place. One independent national evaluation took place (DBE), as well as one independent (AG) and one province-to-district programme evaluation. In addition to these, an independent evaluation and two independent surveys were conducted on the Peer Education programme, as well as a number of assessments undertaken of pilot programmes and service providers. The Western Cape programme continues to contribute to the development of national HIV/AIDS education, prevention and care and support strategies.</p>
<p>KPA 8: Management and Administration <i>The provincial programme has been designed so that Education's response to AIDS is strategically transversally managed across all WCED branches and relevant directorates, and is progressively being mainstreamed through its 8 Districts and 49 Circuit Teams (rather than being managed as a separate programme with little or no bearing on the rest of Education and/or risk-taking behaviour and healthy lifestyle choices).</i></p>	<p>Leadership and management of this programme is focussed on the medium-term output and impact indicators contained in the international UNGASS framework and the National and the Provincial governments' 2007-2011 strategic plans, wherein Education's primary responsibilities are to ensure that (i) each year, for all learners grades 1-12, effective HIV/AIDS Life Skills classroom-based teaching takes place, so that (ii) Education can substantially contribute to the targeted 50% reduction in HIV prevalence levels amongst youth 15-24 yrs (by 2011). Through inter-sectoral collaboration, this province has been effective in reducing HIV prevalence amongst youth. The conditional grant provides an investment of <i>circa</i> R15 per learner per year - R150 over 10 years – inclusive of educator training, LTSM and programme staffing. Mainstreaming of programme responsibilities aims at managing, and meeting, the province's ambitious targets and those of the Cabinet's National HIV/AIDS Strategic Plan 2007-2011. This programme is believed to have contributed to the Western Cape's 50% reduction in teenage (15-19 year old) ante-natal HIV prevalence levels (down from 8,7% in 2004, to 4,3% in 2007, but rising to 5,4% in 2008 - vs. 14,1% nationally in 2008) and declining 20-24 yr old HIV prevalence levels (down from 17,4% in 2004 to 13,6% in 2008 – vs. 26,9% nationally in 2008).</p>

School Nutrition Programme	
Priority	Progress
<p>To ensure adequate access to the National School Nutrition Programme by targeted schools</p>	<p>334 287 learners were provided with nutritious meals at 997 targeted schools [one targeted school closed and the learners were assigned to other schools]. Quintile 2 secondary schools are ready to feed all learners from 1 April 2010. National School Nutrition Programme [NSNP] staff training was conducted on the following topics:</p> <ul style="list-style-type: none"> • National perspective on Nutrition Education [25 June 2009] • Monitoring and Evaluation [29-30 June 2009] • Mentoring support: monitoring and evaluation [17 September 2009] • Effective usage of fire extinguishers and food processors, gas maintenance, guidelines for new menu options and master training: Volunteer Food Handlers [21 January 2010] • Staff Performance Management and Development System [30 March 2010] <p>566 capacity building workshops were conducted for Volunteer Food Handlers on food and gas safety and hygiene. Additional training material was developed in respect of capacity building for volunteer food handlers on food and gas safety and hygiene. Schools purchased additional kitchen equipment to prepare fresh fruit and vegetables and tinned pilchards, which will form part of the new menu options to be introduced in the 2010/11 financial year. Targeted schools were visited on a regular basis for monitoring purposes. The warehouses of all the current and new service providers were monitored on a bi-annual basis to ascertain whether food products comply with prescribed specifications. Nutrition education materials were distributed to 873 Primary and Special schools. 159 needy schools purchased mobile kitchens to serve as food preparation areas. 61 of these schools were financially assisted in partnership with the QIDS-UP programme. To date 297 needy schools have been enabled to purchase mobile kitchens. Good support was provided by officials from the Department of Health in respect of food safety and nutrition.</p>
<p>To encourage, advise and support the development of food gardens and other sustainable food production activities at targeted schools where infra-structural readiness and staff and community commitment prevail</p>	<p>29 Food Production workshops were conducted across Education Districts in the province during 2009/10 financial year. 21 of these workshops were facilitated by NSNP and 8 were conducted by Eduplant, which is a Woolworths initiative focusing on training in organic gardening. These workshops were on the following aspects:</p> <ul style="list-style-type: none"> • Garden establishment • Garden management • Perm culture • Soil fertility • Planting of fruit trees. <p>The number of schools with food gardens in the province increased from 284 to 303. The Department of Agriculture (DoA) hosted the Provincial World Food Day (WFD) in the West Coast. NSNP representatives participated in the programme. The NSNP also conducted its World Food Day event in the Overberg Education District. Junior land care camps for learners were held in the Overberg Education District. The learners were exposed to Gardening, Natural Resources and Geography Information Systems (GIS). The Overberg Department of Agriculture (DoA) conducted these camps. Schools with food gardens were visited on a regular basis for support purposes. The Department of Basic Education, in partnership with the Medical Research Council (MRC) and the Agriculture Research Council (ARC), is conducting a school nutrition research project at 10 schools in Education District West Coast and specific districts in other provinces. The purpose of the research is to develop learning and teaching material on food production and nutrition education.</p>

11. Capital investment, asset management and maintenance

Government has made increased funds available for infrastructure and the National Treasury intends to improve infrastructure delivery through the Infrastructure Development Improvement Plan (IDIP). This IDIP programme enables provinces to apply better procedures to determine the gap between the infrastructure available and infrastructure needed.

12.1 Fixed capital investment

12.1.1 Building projects completed during 2009/10

Summary:

Capital Works	Number of projects completed		Schools
School building projects	Primary schools	7 of 5 (original target of schools to be completed – 5)	<p>Completed during first quarter: Klapmuts PS</p> <p>Completed during second quarter: Table View PS</p> <p>Completed during third quarter: Vredenburg PS, Avian Park PS</p> <p>Completed during fourth quarter: Zwelihle PS, Nomzamo PS, Bongolethu PS</p> <p>No construction took place, tender awarded late: Westlake PS</p>
	Secondary schools	3 of 3 (original target of schools to be completed)	<p>Completed during first quarter: Gansbaai SS, Bloekompos SS</p> <p>Completed during second quarter: Wellington SS</p> <p>Still under construction: Wallacedene SS</p>
	Special schools	0 of 1 (original target of schools to be completed)	Late delivery of school still under construction: Tafelberg School
Classrooms completed at new or at existing schools	Special schools	Classrooms at special schools – 0 of 46	<p>Instruction rooms still under construction at new schools : Tafelberg School (40),</p> <p>Instruction rooms still under construction at an existing school Karitas (6)</p>
Brick Instruction rooms as part of each new school or as separate projects	Primary schools	Completed 184 of 142 (original target of classrooms to be completed was 193)	<p>Completed in previous financial year: Gordons Bay PS (3), Marine PS (3), FJ Conradie PS (2), Chris Nissen PS (4), , Gansbaai PS (2), Lukhanyo PS (8), Thembaletu PS (6), Heidedal PS (6)</p> <p>Instruction rooms completed at new schools</p> <p>Completed during second quarter: Table View PS (30)</p> <p>Completed during third quarter: Vredenburg PS (22), Avian Park PS (32)</p> <p>Completed during fourth quarter: Zwelihle PS (32), Nomzamo PS (30), Bongolethu PS (32)</p> <p>Instruction rooms completed at existing schools Completed during fourth quarter Meulenhof PS (6)</p>

Capital Works	Number of projects completed	Schools	Capital Works
			<p>No construction took place, tender awarded late: Westlake PS (17)</p> <p>Classrooms still under construction: Bloekombos PS (6), Stawelklip PS (5)</p>
	Secondary schools	Completed 101 of 139 (original target of classrooms to be completed was 142):	<p>Instruction rooms completed at new schools:</p> <p>Completed during first quarter: Gansbaai SS (22) , Bloekombos SS (35),</p> <p>Completed during second quarter: Wellington SS (35), <i>92 instruction rooms completed at new schools</i></p> <p>Instruction rooms completed at existing schools:</p> <p>Completed during fourth quarter: Masibambane SS (9), <i>9 instruction rooms completed at existing schools</i></p> <p>Permanent classrooms still under construction: Wallacedene SS (35), Waveren SS (3) (three fewer classrooms under construction than targeted)</p>
	Relocation of existing mobile classrooms Ad-hoc Provisioning of Mobiles	0 of 75 mobile classrooms relocated.	<p>In the 2009/10 Annual Performance Plan it was reflected that 75 mobiles classrooms would become available and be relocated to new locations.</p> <p>The excessive growth of primary learner numbers in Wallacedene meant that <u>30 available classrooms</u> were no longer available for relocation.</p> <p><u>25 classrooms at Wellington</u> were also not relocated as access to the new site in Mfuleni was not provided.</p> <p>Due to secondary learner growth in Nomzamo 15 mobiles at Simanyene SS were not moved to other locations.</p> <p>The tender was awarded to <u>relocate 5 mobile classrooms</u> from Table View PS to Malmesbury but the contractor did not relocate the classrooms.</p> <p>The Department of Transport and Public Works was requested to relocate 41 units.</p>

		5 dilapidated and unsafe mobile classrooms were removed from school premises. 20 mobile instruction rooms at new school	Removal of dilapidated classrooms from schools 1 from Cathkin HS 1 from Murray HS 2 from Lutzville PS 1 from Jurie Hayes PS Instruction rooms at new schools Completed during first quarter: Klapmuts PS(20) A request also went out for the provision of 67 Grade R classrooms during the 2009/10 financial year. Grade R classroom outlay plans were prepared by DTPW before the projects were advertised. Projects came in at unacceptable prices and the decision was made not to award the tenders and to re-advertise.
Capital Works	Number of projects completed	Schools	Capital Works
		55 of 151 mobiles (placement of mobiles to address space shortages)	A request for additional new mobile classrooms was made late in the financial year and to date 13/25 secondary mobiles, 2/4 special school mobiles and 40/95 primary school mobiles have been delivered.
	Forums/halls	Primary schools – 1 of 3 (original target of halls to be completed was 3)	Completed during the third quarter: De Heide PS Still under construction: Plantation Rd, Siyazakha PS
		Secondary schools – 1 of 3 (original target of halls to be completed was 3)	Completed during the third quarter: Diazville SS Still under construction: Indwe SS, Forest Heights SS (upgrading project by SGB)
Toilets	Primary schools	235 of 160 (original target of toilets to be completed was 160)	Completed during second quarter: Table View PS (35) Completed during third quarter: Vredenburg PS (35), Avian Park PS (41) Completed during fourth quarter: Zwelihle PS (41), Nomzamo PS (41), Bongoletu PS (42) Still under construction: Westlake PS (20)
	Secondary schools	117 of 115 (original target of toilets to be completed was 115)	Completed during first quarter: Gansbaai SS (36) , Bloekombos SS (44), Completed during second quarter: Wellington SS (37), Still under construction: Wallacedene SS (37)
Upgrading projects	Primary schools	0 of 1	Still under construction: Cloetesville PS, Klapmuts PS
		Secondary schools – 0 of 0	
		Special schools – 1 of 1	Karitas School still under construction.
Schools where tenders have been awarded	Primary schools	0	Under construction: Blue Downs PS, Westlake PS, Delft N2Gateway PS 1; Delft N2 Gateway PS 2

	Secondary schools	0	Construction imminent: Delft N2 Gateway SS 1, Delft N2 Gateway SS 2.
Schools where planning has commenced	Primary schools	0	Nali'kamva PS
	Secondary schools	0	Northpine SS, New Eisleben SS, Brackenfell SS

12.1.2 Maintenance projects undertaken during 2009/10

Number of projects	Budget for 2009/10 R'000	Estimated final cost R'000
541	R75,038m	R75,038m

*An indicative number of projects

Expanded Public Works Programme (EPWP)

Up to end of the 2009/10 financial year the WCED budgeted for the Buildings Facilities Maintenance Programme (BFMP) which was functioning at 480 schools. In future the Department of Transport and Public Works will budget for this programme and report on BFMP issues. Activities included the cleaning of plots, grass cutting, deep cleaning of toilets, provision of training, equipment and resources for BFMP workers, cleaning of classrooms and cleaning of rainwater gutters. The following types of maintenance tasks were included in the programme and are thus also receiving attention:

- Plumbing and drainage repairs
- Repair and/or replacement of rainwater systems
- Flooring, ceiling and wall repairs
- Door and lock repairs and replacement
- Window frame repairs
- Paintwork and re-decoration.

12.2 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

Head Office and Education Districts (including offices linked to Education Districts)

In respect of moveable assets, the WCED established an asset management unit. This unit is one of the pillars of the Supply Chain Unit.

All furniture and equipment required for Head Office and the education district offices were purchased centrally and were captured on an inventory of moveable assets in terms of the requirements prescribed by the National Treasury. An annual stocktake (November 2009 to March 2010) was undertaken.

The following measures were taken to ensure an effective asset register that maintains accounting standards and ensures 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 terms of Treasury Regulations

The mechanisms implemented to ensure an efficient system of identification, safeguarding, monitoring and record-keeping of moveable assets were as follows:

- All assets were bar coded, marked "RSA" and recorded on inventories.
- All assets were identified in the moveable asset register in all asset categories indicated by Treasury and were allocated unique numbers (bar codes).
- Responsibility managers are responsible for the safeguarding of their assets.
- All moveable assets were recorded on an inventory per cost centre and location. Inventories were certified as correct by the cost centre managers and kept in a visible place at each location.

Schools

The WCED purchased furniture and labour saving devices for schools and these items do not 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 only 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. The Department is responsible for the licensing, maintenance and re-fuelling of the vehicles, as well as maintaining an asset register on the Fleetman System. They also formulate provincial policy with regard to the use of GG 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.

13. Co-ordination, co-operation and outsourcing plans

13.1 Interdepartmental linkages

Regular meetings and discussions in forums such as the Council of Education Ministers, the Heads of Education Committee (HEDCOM) and its various sub-committees, are held with the Department of Basic Education and the other provincial education departments regarding education policy.

Discussions with sister departments on inter-sectoral collaboration also take place regularly, especially with the Departments of Health (HIV/AIDS and life skills, health and wellness in schools, early identification and school health services), Community Safety (Safe Schools Project and Learner Support Officers Project to reduce truancy and juvenile offending), the Premier (amongst which the Office of the Status of Disabled Persons and the Batho Pele Network), Economic Development and Tourism and Transport and Public Works (capital projects and maintenance). Together with provincial and local government departments, an Integrated Provincial Strategic Plan for HIV and AIDS 2007-2011 has been developed and been endorsed by the Provincial AIDS Council.

The ABET subdirectorates of the WCED is involved in ten provincial partnerships governed by Memoranda of Understanding (MOUs) with other provincial departments and two with the national Departments of Water Affairs and Correctional Services. Through these partnerships, employees of provincial departments are given the opportunity to obtain a General Education and Training Certificate (GETC). A Transversal Policy for the Delivery of ABET to Employees of Provincial Government Departments is in place. Partnerships are formed at provincial and centre level. Guidelines for partnerships include, amongst other, phases in the implementation of a partnership; roles and responsibilities of those involved; cost and cost drivers.

13.2 Local government linkages

The WCED co-operates with the City of Cape Town regarding the Urban Renewal Programme (URP) and the Central Karoo Municipalities regarding the Integrated Sustainable Rural Development Programme (ISRDP). The aim of both programmes is to work collaboratively with other departments and governments to alleviate poverty through skills development for unemployed youth. The Programme was run through the False Bay College (for Khayelitsha and Mitchells Plain) with a focus on Welding; Spray-painting; Panel beating and ECD; the South Cape College (in partnership with the Beaufort West CLC) and in the Kannidood Project of the Boland College.

In the Kannidood project the target number of eighteen (18) students registered and the WCED funded fifteen. There was training in textile painting, glass slumping, papermaking and ceramics/pottery (based on Craft

Production Level 2 qualification). They were also trained in business skills. The College partnered with the District Municipality which donated the facility; with the Tourism Bureau of Laingsburg to market their products and Laingsburg High school provided accommodation in the hostels for the facilitators.

A(B)ET learners in these areas were also offered credit-bearing courses – reported on elsewhere – with a total of 258 learners on Skills Courses.

13.3 Public entities

There are currently no public entities for which the WCED is responsible.

13.4 Public-private partnerships and outsourcing

Although the WCED has no formal public-private partnerships (PPPs), the department has introduced a number of interventions and projects in an effort to address various aspects of quality education in schools. These projects and interventions are managed either by the WCED (through the education districts) directly or through several education non-governmental organisations (NGOs). These partnerships are generally transversal (within the WCED) and/or multi-sectoral in nature and exist to address psycho-social and economic issues that, unless addressed effectively, undermine the provision of quality education in schools.

The Global Fund, through the Department of Health, supports an HIV/AIDS peer education initiative in 94 secondary schools. An additional 42 schools are also implementing this programme through other funding. There are also a number of other collaborative 'partnerships' within the WCED's HIV/AIDS programme.

The WCED collaborated with PETROSA in a R12m school for Rietvlei Primary School in Mossel Bay. PETROSA also fully equipped all 4 ex-DET schools in Mossel Bay with state-of-the-art computer and Science laboratories.

A Memorandum of Understanding was signed between PETROSA and the Western Cape Education Department, for the R15 million donation for the construction of a new primary school in Vredenburg. Witteklip Primary School (West Coast District) opened in January 2010. The new school brings relief to learners who were bussed to school or walked long distances, and caters for the cultural diversity of the community it serves.

Garden Cities Pty Ltd plans and manages the construction of school halls. The construction of the halls at Matthew Goniwe SS (Khayelitsha), Intshukumu Comprehensive School (Guguletu), Knysna SS (Knysna), Rocklands SS (Mitchells Plain), Sarepta SS (Kuil's River), Scottsville SS (Kraaifontein), Phoenix SS (Manenberg) and Mountview SS (Hanover Park) were completed during 2007/08. At present the hall of Mzamomtsha PS is still under construction. Completion of a school hall at Westridge High was ensured in January 2010 after the Western Cape Education Foundation (WCEF) brokered a R4 million joint venture involving the Garden Cities Archway Foundation and the Vodacom Foundation.

13.5 Donor Funding

The WCED received no donor funding during the 2009/10 financial year.

The department has set up the Western Cape Education Foundation to forge partnerships with private sector organisations, and to secure additional funding for education delivery in the province.

The WCEF received the following funding during the 2009/10 financial year.

R1.6 million from Airports Company South Africa (ACSA) towards the provision of school libraries and related resources in schools near the airport. The funding will be used to establish an e-learning resource centre. This preferred project of ACSA involves both library resources provision and infrastructure development – both key priorities of the WCED. A library will be added to the e-learning resource centre to be established on a school boundary for ease of access.

R1,25 million was received from BMW to provide resources for teaching and learning in Mathematics and Physical Sciences in Grades 10 to 12. The project will provide resources for two Mathematics and Physical Science laboratories.

R500,000 was provided by BP (Southern Africa) towards a Feasibility Study to assess the viability of the development and sustainability of science clubs in 15 Dinaledi Schools in the Western Cape. The positive response to the BP-funded science club proposal illustrates the potential of this initiative to lay solid foundations and transform science teaching and learning in these schools. The second phase of the project has been

completed with the development of BP's Business Plan for establishing science clubs in selected Dinaledi schools. Fifteen schools will benefit.

Summary: Performance Measures			
Programme / Sub-programme / Performance Measures	Planned Estimated Target 2009/10	Actual Achieved Target 2009/10	Difference between Estimate and Actual Performance
Programme 1: Administration			
▶ PM001: Percentage of the population aged 6 to 15 attending schools	[77.9%] ¹	74.59%	-3.3%
▶ PM002: Percentage of the population aged 16 to 18 attending education institutions	[69.7%] ²	71.6%	1.9%
▶ PM003: Public non-personnel expenditure on poorest 20% learners in quintile 1 schools as a percentage of public non-personnel expenditure on the least poor 20% learners in quintile 5 schools	396%	391.71%	-4.29%
▶ PM004: Percentage of adults that have completed Grade 9	69.3%	71%	1.7%
▶ PM005: Percentage of adults that have completed Grade 12	13.4%	39%	25.6%
▶ PM006: Adult literacy rate	85.2%	83.9%	-1.3%
▶ PM007: Number of participants in the Kha Ri Gude literacy campaign/programme	7 262	11 173	3 911
▶ PM008: Number of participants in the Provincial literacy campaign/programme (excluding Kha Ri Gude)	0	0	0
▶ PM101: Number of schools that are using SA-SAMS to provide data to the national learner tracking system in reporting period	1 455	1 456	1
▶ PM102: Number of schools fully trained in the core registration modules in the School Administration and Management System in reporting period (School Information, Learner Information and Educator Information)	850	100	-750
▶ PM103: Number of schools that can be contacted electronically (e-mail) by the department	1 455	1 450	-5
▶ PM104: Percentage of office-based women in Senior Management Service	35%	28.85%	-6.15%
▶ PM105: Percentage of women school principals	33%	28.32%	-4.68%
▶ PM106: Percentage of current expenditure going towards non-personnel items in schools	22.7%	20.84%	-1.86%
Programme 2: Public Ordinary School Education:			
▶ PM201: Number of learners benefiting from the school nutrition programme	335 000	334 287	-713
▶ PM202: Number of learners in public ordinary schools with special needs	13 258	13 765	507
▶ PM203: Number of full service schools in the province	68	95	27
▶ PM204: Number of public ordinary schools without water supply	0	0	0
▶ PM205: Number of public ordinary schools without electricity	0	0	0
▶ PM206: Number of schools without functional toilets	0	0	0
▶ PM207: Total public budget allocation for scheduled maintenance as a percentage of the value of school infrastructure	0.4 %	0.61%	0.21%
▶ PM208: Number of primary public ordinary schools with an average of more than 40 learners per class unit	0	0	0
▶ PM209: Number of secondary public ordinary schools with an average of more than 35 learners per class unit	0	0	0
▶ PM210: Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	1 455	1 456	1

¹ See fuller explanation in Programme 2

² See fuller explanation in Programme 2

Summary: Performance Measures			
Programme / Sub-programme / Performance Measures	Planned Estimated Target 2009/10	Actual Achieved Target 2009/10	Difference between Estimate and Actual Performance
▶ PM211: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy	50%	No data	Not able to compute
▶ PM212: Percentage of learners in Grade 3 attaining acceptable outcomes in Literacy	50%	No data	Not able to compute
▶ PM213: The performance ratio of the poorest 20% quintile 1 learners versus the least poor 20% quintile 5 learners in Grade 3	No data	No data	Not able to compute
▶ PM214: Percentage of learners in Grade 6 attaining acceptable outcomes in Language	50%	No data	Not able to compute
▶ PM215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics	50%	No data	Not able to compute
▶ PM216: Percentage of girl learners who register for Mathematics Grade 12	50%	40%	-10%
▶ PM217: Percentage of girl learners who register for Physical Science in Grade 12	28%	26%	-2%
▶ PM218: The performance ratio of the 20% poorest learners in quintile 1 schools versus the least poor 20% learners in quintile 5 schools with respect to the grade 12 pass rate	0.78	0.56	-0.22
▶ PM219: Grade 12 pass rate	80%	75.7%	-4.3%
▶ PM220: Pass rate in Grade 12 for Mathematics	67%	65%	-2%
▶ PM221: Pass rate in Grade 12 for Physical Science	71%	53%	-18%
▶ PM222: Number of learners that are benefiting from free learner transport	46 500	47 753	1 253
▶ PM223: Number of learners benefiting from "No-fee" school policy	346 139	349 373	3 234
Programme 3: Independent Schools			
▶ PM301: Number of funded independent schools visited for monitoring purposes	45	106	61
▶ PM302: Number of learners in subsidised Independent Schools	18 432	17 928	-504
Programme 4: Public Special School Education:			
▶ PM401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions	204	[1800] 295	- 91
▶ PM402: Number of learners enrolled in Special Schools	17 110	17 966	856
Programme 5: Further Education and Training			
▶ PM501: Number of NC(V) students enrolled in public FET colleges	11 970	12 742	772
▶ PM502: Number of NC(V) students enrolled in technical fields (Civil, Mechanical, Design, Electrical fields, at least one of these, should not be double count)	5 027	4 280	-747
▶ PM503: Number of learners placed in learnerships in FET college	6 500	4 196	-2 304
▶ PPM 501: Number of study bursaries awarded to students at FET colleges	10 000	14 071	4 071
Programme 6: Adult Basic Education and Training			
▶ PM601: Number of ABET learners in the province	42 500	38 053	-4 447
▶ PPM601: Number of ABET learners registered for FET	21 845	19 159	-2 686
Programme 7: Early Childhood Development:			
▶ PM701: Number of Grade R learners in public schools	43 932	46 100	2 168
▶ PM702: Number of five year old children in education institutions	New PM	55 357	No target set

Summary: Performance Measures			
▶ PPM703: Number of practitioners enrolled for ECD Learnerships (full qualification)	4 000	5 973	1 973
Programme 8: Auxiliary and Associated Services			
▶ PPM801: Life Skills and HIV/AIDS Programmes: Annual percentage HIV prevalence levels amongst youths 15-19 years (8,7 in 2003, 7,2 in 2005)	4.7%	Not yet released by DoH	Not yet released by DoH
▶ PPM802: Number of public schools with at least one computer facility for teaching and learning	1 239	1 255	16

PERFORMANCE MEASURES (2009/10)

Abbreviated definitions and formulae as provided by the Department of Basic Education

PM 001: Percentage of the population aged 6 to 15 attending schools**Definition**

This is the percentage of the children of compulsory school going age in the province attending a school. This performance measure indicates how effectively the educational rights of children, as expressed in the Constitution, are being fulfilled, and the degree which the provisions of the South African Schools Act on compulsory schooling are achieved.

Formula

The following formula should be used to compute this PM.

$$ASER_{6-15} = \frac{E_{6-15}}{P_{6-15}} * 100$$

Where

$ASER_{6-15}$ is the percentage of 6-15 year old children in the province attending school.

E_{6-15} is population aged 6 to 15 enrolled in any school (all public and independent schools, including Special schools).

P_{6-15} is population aged 6 to 15.

Calculated by;

Provincial Education Departments

Data Sources

- Education Information Management Information System (EMIS): Annual School Survey (ASS)
- StatsSA Mid year Population Estimates

Frequency of Reporting

Annual

PM 002: Percentage of the population aged 16 to 18 attending education institutions**Definition and purpose**

This is the percentage of the population in the province aged 16 to 18 attending an educational institution. This includes schools, Further Education and Training colleges. It indicates how successful government and the country are in providing schooling and other education beyond the basic education level. The Constitution obliges government to make further education progressively available and accessible to 16 – 18 year olds.

Formula

The following formula should be used to compute this PM.

$$ASER_{16-18} = \frac{E_{16-18}}{P_{16-18}} * 100$$

where

$ASER_{16-18}$ is the percentage of 16 to 18 year olds in the province attending an educational institution.

E_{16-18} is population aged 16 to 18 enrolled in any educational institution.

P_{16-18} is the population aged 16 to 18

Calculated by;

Department of Basic Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs by November 2009

Frequency of Reporting

Annual

PM 003: Public non-personnel expenditure on poorest 20% learners in quintile 1 schools as a percentage of public non-personnel expenditure on the least poor 20% learners in quintile 5 schools

Definition and Purpose

This is government's non-personnel expenditure on the poorest one-fifth of learners as a percentage of government's expenditure on the least poor one-fifth. During the last years of apartheid, the percentage was around 20%, in other words, for every R1 that was spent on the non-poor learners, R0.20 was spent on poor learners. It is government's aim to increase this percentage to more than 100% for all provinces. There are many factors pushing this percentage up and down: the pro-poor post provisioning and school allocation policies of government; government's school building programmes (push the percentage up); problems in attracting teachers to rural areas (these factors push the percentage down).

This measure is most easily calculated if per learner allocation data are used. Therefore, to calculate non-personnel expenditure of the targeted learners, the per learner allocation provided by the Province should be used.

This means that this measure will exclude capital expenditure on targeted learners and therefore is not exactly as stated in the title of the Performance Measure. This deviation from the title of the PM allows for easier calculation of this Performance Measure.

Formula

The following formula should be used to compute this PM.

Exp = Non-personnel expenditure on 20% poorest of learners in quintile 1 schools
Non-personnel expenditure on least poor 20% learners in quintile 5 schools

That is:

$$EXP = \frac{NonPE_{20\%Q1}}{NonPE_{20\%Q5}} * 100$$

Calculated by;

Provincial Education Departments

Data Sources

- Per Learner Allocation
- Resource Targeting List
- Provincial Budget Statement

Frequency of Reporting

Annual

PM 004: Percentage of adults that have completed Grade 9

Definition and purpose

This measure attempts to assess completion of compulsory education, grade 1-9. Our Constitution guarantees the right to a basic education for all. For human rights reasons, but also for economic development reasons, this is an important performance measure for government. Our aim should be a 100% attainment of basic education.

Formula

The following formula should be used to compute this PM.

$$PAAG9 = \frac{T}{N} * 100$$

Where

PAAG 9 = The percentage of adults that attained Grade 9 in the population.

T = The total number of all people 20 years and older with Grade 9 in the population.

N = The population group of people aged 20 years and older in the country

Calculated by:

Department of Basic Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs in November 2009

Frequency of Reporting

Annual

PM 005: Percentage of adults that have completed Grade 12

Definition and purpose

As our society becomes more educated, the value for this performance measure should increase. We should expect gradual increases, as it takes many years for schooling and ABET to change the overall levels of education across the whole adult population.

Formula

The following formula should be used to compute this PM.

$$PACG12 = \frac{T}{N * 100}$$

Where

PACG 12 = The percentage of adults that attained Grade 12 in the population.

T = The total number of all people 20 years and older that completed Grade 12 in the population.

N = The population group of people aged 20 years and older in the country

Calculated by:

Department of Basic Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs

Frequency of Reporting

Annual

PM 006: Adult literacy rate

Definition and purpose

This is the percentage of adults who are able to read and write, at least at a basic level. Our Constitution guarantees the right to a basic education for all adults. For human rights reasons, but also for economic development reasons, this is an important performance measure for government. Our aim should be a 100% adult literacy rate.

In the report by the Ministerial Committee (DoE:2006) on Literacy, a person is defined as functionally literate if he/she has achieved at least seven years of education (i.e. has completed primary school). A person is defined as functionally illiterate if he or she left school before completing grade 7. A person is defined as illiterate if he/she has received no education at all.

Formula

The following formula should be used to compute this PM.

$$LIT = \frac{T}{P} * 100$$

Where

LIT is the Adult Literacy Rate

T is the total number of persons aged 20 and older who have attained grade 7 level of education as per the GHS data for the relevant year.

P is the total number of persons aged 20 and older as per the most recent GHS data

Calculated by:

Department of Basic Education

Data Source

Statistics South Africa, General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to PEDs

Frequency of Reporting

Annual

PM 007: Number of participants in the Kha Ri Gude literacy campaign/programme

Definition and purpose

This indicator measures the participation of adults in the Kha Ri Gude literacy programme. According to official figures from STATSSA, there are 4.7 million people in South Africa, who are illiterate. Therefore, this measure should be reported against the set targets nationally.

Information provided by:

National Department of Education

Data Source

Programme Manager (National)

Provision of data:

Department of Basic Education

Frequency of Reporting

Quarterly

PM 008: Number of participants in the Provincial literacy campaign/programme (excluding Kha Ri Gude)

Definition and purpose

This indicator measures the participation of people in a provincial literacy programme, (excluding the Kha Ri Gude literacy campaign). This measure should be reported against the set targets in the province.

Calculated by:

Provincial Education Departments

Data Source

Provincial Programme Manager for Literacy/ABET

Target Setting

To set provincial targets in the Annual Performance Plan (APP) for this measure, Provincial Education Departments (PEDs) need to establish, what the deficit is with regard to literacy. Use the figures provided in PM006 to assist in determining targets.

Frequency of Reporting

Quarterly

PM 101: Number of schools that are using SA-SAMS to provide data to the national learner tracking system in reporting period

Definition and purpose

The South African School Administration and Management System (SA SAMS) is a nationally designed and computerised system that allows schools to organise and use their learner, staff, facilities and finance information more effectively. SA SAMS will improve the planning capacity of schools and consequently better service could be expected from these schools.

Calculated by:

Provincial Education Departments

Data Source

Education Management Information System (EMIS) - Province

Frequency of Reporting

Quarterly

PM 102: Number of schools fully trained in the core registration modules in the School Administration and Management System in reporting period (School Information, Learner Information and Educator Information)

Definition and purpose

This a number of schools trained in the SA SAMS core registration modules. Core registration modules are the basic modules used to capture School, Learner and Educator Information. The information in these modules is critical for the Learner Unit Record Performance and Tracking System (LURITS).

In an endeavour to ensure the quality of administration and management of schools, the Department of Basic Education has developed the South African Schools Management and Administration System (SA-SAMS), that will enhance the administration and management of schools. The system has the potential to capture a range of information about learners, educators and the budget of the school.

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS) Programme Manager - Province

Frequency of Reporting

Quarterly

PM 103: Number of schools that can be contacted electronically (e-mail) by the department**Definition and purpose**

This is the number of schools that have access to emails. E-mails assist schools in contacting the Department when there is a problem the Department needs to deal with. This form of communication also allows the Department to swiftly and at a low cost communicate information about policy changes, ongoing projects and general circulars. It is government's aim to ensure that all schools enjoy e-connectivity.

Calculated by:

Provincial Education Department

Data Source

Programme Manager (e.g. IT)

Frequency of Reporting

Quarterly

PM 104: Percentage of office-based women in Senior Management Service**Definition and purpose**

This measure attempts to check equity and redress in terms of employment according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service. These emphasise the need for suitable qualified women to be appointed in senior management positions.

Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. Institution-based staff are excluded from this PM. This PM refers only to office-based staff.

Formula

$$WSMS = \frac{NWSM}{TSM} * 100$$

Where:

WSMS is the percentage of office based women in Senior Management Service in the Provincial Education Department

NWSM is the number of women who hold director posts and above in the Provincial Education Department (Excluding staff based in schools, FET colleges and other institutions)

TSM is the total number of all employees in office-based Senior Management Service positions in the Provincial Education Department

Calculated by:

Provincial Education Department

Data Source

PERSAL

Frequency of Reporting

Annual

PM 105: Percentage of women school principals**Definition and purpose**

This is the percentage of women in school principal positions and is an equity indicator. Although employment equity covers a number of areas, women in principal positions are important in highlighting progress towards employment equity in Provincial Education Departments.

Formula

$$WSP = \frac{NWSP}{TSP} * 100$$

Where:

WSP is the percentage of women holding school principal positions in the Provincial Education Department

NWSP is the number of women who hold school principal positions in the Provincial Education Department

TSP is the total number of all school principals in the Provincial Education Department

Calculated by

Provincial Education Department

Data Source

PERSAL

Frequency of Reporting

Annual

PM 106: Percentage of current expenditure going towards non-personnel items in schools**Definition and purpose**

This is the percentage of current provincial education expenditure going towards non-personnel items such as textbooks, stationery and scholar transport etc. It gives an indication of whether educators have the requisite tools available to perform their duties.

Formula

$$NonPE_{curr} = \frac{Curr - PE}{Curr} * 100$$

Where:

NonPE_{curr}

is the Percentage of current expenditure going towards non-personnel items

Curr is Current expenditure for a financial year

Current Expenditure is compensation of employees and expenditure on goods and services (non-capital expenditure)

PE = is compensation of employees

Calculated by:

Provincial Education Department

Data Source

BAS

Frequency of Reporting

Quarterly

PM 201: Number of learners benefiting from the school nutrition programme**Definition and purpose**

This refers to the number of learners that benefit from at least one meal a day for at least 156 days per year through the national school nutrition programme.

Calculated by:

Provincial Education Department

Data Source

Programme Manager

Frequency of Reporting

Quarterly

PM 202: Number of learners in ordinary public schools with special needs

Definition and purpose

This is the number of learners in ordinary public schools with special needs. This measure excludes learners in special schools. Historically, such learners have had problems accessing ordinary public schools though, in view of government's inclusive education policy, measures should be taken to make access a reality for special needs learners.

"**Learners with special needs**" are learners who have been identified through a screening, identification and assessment process as having additional support needs that would require reasonable accommodation and interventions of a specialised nature (DoE, 2008)."

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS), Annual School Survey (ASS)

Frequency of Reporting

Annual

Target Setting

The target for this measure needs to be set from PM401

PM 203: Number of full service schools in the province

Definition and purpose

This indicator measures the number of full service schools in the province. A full service school is defined as a ordinary public schools, which is specially resourced and orientated to address a full range of barriers to learning in an inclusive education setting. These schools support education for all learners, irrespective of their differences, and provide an inclusive learning environment by minimizing barriers to learning in terms of curriculum, teaching methodologies and the physical environment.

Calculated by:

Provincial Education Departments

Data Source

Provincial Programme Managers (Inclusive Education)

Frequency of Reporting

Annual

PM 204: Number of ordinary public schools without water supply

Definition and purpose

This is the number of ordinary public schools that have no access to a supply of clean water. This measure includes all schools without access to any of the following: non-municipal boreholes or rainwater harvesting systems, schools serviced by the municipality by means of mobile tankers, communal standpipes, or dedicated yard connection.

For health and other reasons, it is important that all schools should have access to clean water on the premises.

Calculated by:

Provincial Education Department

Data Source

National Education Infrastructure Management System (NEIMS)

Frequency of Reporting

Annual

PM 205: Number of ordinary public schools without electricity

Definition and purpose

This is the number of ordinary public schools without a source of electricity. This includes schools without wired or grid connection, generator, solar energy etc. Electricity is an important prerequisite for the introduction of modern technologies that can enhance management, teaching and learning in schools.

Calculated by:

Provincial Education Department

Data Source

National Education Infrastructure Management System (NEIMS)

Frequency of Reporting

Annual

PM 206: Number of schools without functional toilets**Definition and purpose**

This is the number of schools without functional toilets. This includes schools without Bucket system, Pit latrines, VIP and Enviroloo toilets and Flush toilets.

For health and school attendance reasons, it is important for the schooling system to move towards this minimum norm for all schools.

Calculated by:

Provincial Education Department

Data Source

National Education Infrastructure Management System (NEIMS)

Frequency of Reporting

Annual

PM 207: Total public budget allocation for scheduled maintenance as a percentage of the value of school infrastructure**Definition and purpose**

This provides an indication of the budget spent on maintenance of the existing buildings and equipment as a proportion of the value of school infrastructure. It is important that existing buildings and equipment in the schools are adequately maintained, so that they are fully functional, and replacement can be minimised. Policy stipulates that annual expenditure on maintenance of facilities should amount to at least 1.5% of the total value of those facilities.

Formula

$$M\% = \frac{MExp}{CValue}$$

Where

M% is the expenditure on maintenance as a percentage of the value of school infrastructure

MExp is the expenditure on maintenance per annum in rands

CValue is the value of the school infrastructure as obtained from NEIMS

Calculated by:

Provincial Education Department

Data Sources

- Programme Manager (e.g. Physical Planning) or BAS
- National Education Infrastructure Management System (NEIMS)

Frequency of Reporting

Annual

PM 208: Number of primary ordinary public schools with an average of more than 40 learners per class unit**Definition and purpose**

This is the number of primary ordinary public schools with an average number of learners greater than 40 per class unit. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to zero (0).

The average number of learners in a class unit (average class size) can be calculated by dividing the total number of learners in a school by the number of class units in a school.

That is:

Class Size = $\frac{\text{Total number of learners in a school}}{\text{Number of class units in a school}}$

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS) Annual School Survey (ASS)

Frequency of Reporting

Annual

PM 209: Number of secondary ordinary public schools with an average of more than 35 learners per class unit

Definition and purpose

This is the number of secondary ordinary public schools with an average number of learners greater than 35 per class unit. Very large classes are clearly not good for teaching and learning, and the aim is to bring this percentage down to zero (0).

This measure is calculated as that of PM 208.

Class Size = $\frac{\text{Total number of learners enrolled in a school}}{\text{Number of class units in a school}}$

Calculated by:

Provincial Education Department

Data Source

Education Management Information System (EMIS), Annual Schools Survey (ASS)

Frequency of Reporting

Annual

PM 210: Number of ordinary public schools with all LTSMs and other required materials delivered by day one of the school year as ordered

Definition and purpose

This is the number of ordinary public schools that receive Learning and Teaching Support Material (LTSM) they ordered. Learning and Teaching Support Material (LTSM) is considered as one of the most important instruments for promoting equity, redress and quality learning in the public education system.

Calculated by:

Provincial Education Department

Data Source

Provincial Programme Manager

Frequency of Reporting

Annual

PM 211: Percentage of learners in Grade 3 attaining acceptable outcomes in Numeracy

Definition and purpose

This indicator measures whether learners are achieving an acceptable level of competency in Numeracy at Grade 3. Learners are assessed through national tests provided by the Department of Education across the country referred to currently as the Annual National Assessment. It indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in Numeracy. An acceptable outcome is when learners obtain 50% or above in the Annual National Assessment.

Formula

$$Gr3Min = \frac{L}{N} * 100$$

Where:

Gr3Min is the percentage of learners that obtain acceptable outcomes in Numeracy in the Annual National Assessments

L is the number of Grade 3 learners that obtain acceptable outcomes in Numeracy in the Annual National Assessments

N is the total number of Grade 3 learners who were assessed in Numeracy in the province in the Annual National Assessments.

Calculated by:

Department of Basic Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 212: Percentage of learners in Grade 3 attaining acceptable outcomes in Literacy

Definition and purpose

The PM indicates the percentage of all Grade 3 learners who, on average, attain acceptable outcomes in Literacy. An acceptable outcome is when learners obtain 50% or above in the Annual National Assessment.

Given the poor literacy results in the country, government is committed to improve the literacy of school learners. This performance measure is based on the efforts by the Department of Basic Education to improve literacy results in schools.

Formula

$$Gr3Min = \frac{L}{N} * 100$$

Where:

Gr3Min is the percentage of learners that obtain acceptable outcomes in Literacy in the Annual National Assessments.

L is the number of Grade 3 learners that obtain acceptable outcomes in Literacy in the Annual National Assessments.

N is the total number of Grade 3 learners who were assessed on Literacy examinations in the province in the Annual National Assessments.

Calculated by;

Department of Basic Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 213: The performance ratio of the poorest 20% quintile 1 learners versus the least poor 20% quintile 5 learners in Grade 3

Definition and purpose

This measure compares the performance of the poorest 20% Grade 3 learners in quintile 1, to the least poor 20% of learners in quintile 5.

It is not only important to tackle the apartheid legacy of unequal spending on learners. It is also important to ensure that inequalities in learner results are reduced, so that learners obtain a more equal start in life.

Formula

The following formula would be used to calculate the PM

$$PR3_{Q1/Q5} = \frac{Perf_{Q1}}{Perf_{Q5}}$$

Where

$PR3_{Q1/Q5}$ is the Performance Ratio of 20% Grade 3 learners in quintile 1 relative to 20% of learners in quintile 5.

$Perf_{Q1}$ is the average performance of poorest 20% of Grade 3 learners in quintile 1 in the province. This is calculated as follows:

$$Perf_{Q1} = \left(\frac{\sum Lit}{N} + \frac{\sum Num}{N} \right) / 2$$

with

$$\sum Lit$$

Sum all of Literacy scores for poorest 20% of Grade 3 learners in quintile 1 for the specific province

$$\sum Num$$

Sum all of Numeracy scores for poorest 20% of Grade 3 learners in quintile 1 for the specific province

N The number of Grade 3 learners in quintile 1 assessed in either Numeracy or Literacy in the specific province.

$Perf_{Q5}$ is the average score of the least 20% Grade 3 learners in quintile 5 in the province. This is calculated as for quintile 1 learners.

Calculated by;

Department of Basic Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by Department of Basic Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 214: Percentage of learners in Grade 6 attaining acceptable outcomes in Language

Definition and purpose

This performance measure indicates the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in Language, that is, learners who obtain 50% and above in the Annual National Assessment.

The Constitution recognizes that our cultural diversity is a valuable national asset hence education is tasked to promote all official languages in the country.

Formula

$$Gr6Lan = \frac{L}{N} * 100$$

Where:

$Gr6Lan$ is the percentage of learners that obtain acceptable outcomes in Language in the Annual National Assessments

L is the number of Grade 6 learners that obtain acceptable outcomes in Language in the Annual National Assessments

N is the number of all Grade 6 learners assessed in Language in the province in the Annual National Assessments

Calculated by;

Department of Basic Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by Department of Basic Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 215: Percentage of learners in Grade 6 attaining acceptable outcomes in Mathematics

Definition and purpose

This indicator measures the percentage of all Grade 6 learners who, on average, attain acceptable outcomes in Mathematics, that is, learners who obtain 50% and above in the Annual National Assessment.

Due to the shortage of skills in technical fields, the Department is placing more emphasis on Mathematics. In addition, learners in South Africa are performing poorly in international Mathematics assessments.

Formula

$$Gr6Mat = \frac{L}{N} * 100$$

Where:

Gr6Mat is the percentage of learners that obtained acceptable outcomes in Mathematics in the Annual National Assessments

L is the number of Grade 6 learners that obtained acceptable outcomes in Mathematics in the Annual National Assessments

N is the total number of Grade 6 learners who were assessed in Mathematics in the province in the Annual National Assessments

Calculated by;

Department of Basic Education

Data Source

DoE, Annual National Assessment (Systemic Evaluation Directorate)

Provision of data by Department of Basic Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 216: Percentage of girl learners who register for Mathematics in Grade 12

Definition and purpose

This is the percentage of female learners who are enrolled in Mathematics in Grades 12. Historically, girls have been under-represented in Mathematics, so increased participation in Mathematics would be an important indicator of the move towards more gender-balance. Ideally this PM should be calculated by taking into account the number of girl learners that take Mathematics in Grade 12. All girls enrolled in ordinary public schools are considered for this PM.

Formula

To calculate the percentage of girls that register for Mathematics in Grade 12, the following formula should be used.

$$PGRMat = \frac{GRMat}{N} * 100$$

PGRMat is the percentage of girls that register for Mathematics in Grades 12 in ordinary public schools in the province.

GRMat is the number of girls that register for Mathematics in Grade 12 in ordinary public schools in the province.

N is the total number of girls that register for Grade 12 in ordinary public schools in the province.

Calculated by;

Department of Basic Education

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Provision of data by Department of Basic Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 217: Percentage of girl learners who register for Physical Science in Grade 12

Definition and purpose

This is the percentage of female learners who register for Physical Science in Grades 12. Historically, girls have been under-represented in these subjects, so increased participation in them would be an important indicator of the move towards a more gender-balance. Ideally this PM should be calculated by taking into account the number of girl learners that take Physical Science in Grade 12. All girls enrolled in ordinary public schools are considered for this PM.

Formula

To calculate the percentage of girls that register for Physical Science in Grade 12, the following formula should be used.

$$PGRPS = \frac{GRPS}{N} * 100$$

PGRPS is the percentage of girls that register for Physical Science in Grades 12 in ordinary public schools in the province.

GRPS is the number of girls that register for Physical Science in Grade 12 in ordinary public schools in the province.

N is the total number of girls that register for Grade 12 in ordinary public schools in the province.

Calculated by;

Department of Basic Education

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Provision of data by Department of Basic Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 218: The performance ratio of the 20% poorest learners in quintile 1 schools versus the least poor 20% learners in quintile 5 schools with respect to the grade 12 pass rate

Definition and purpose

This is the percentage of the National Senior Certificate scores of Grade 12 learners in the quintile 1 schools relative to learners in quintile 5 schools. To calculate this measure 20% of learners in quintile 1 and 20% of the least poor learners in quintile 5 are sampled.

Formula

The following formula would be used to calculate the PM:

$$PR12_{Q1/Q5} = \frac{Perf_{Q1}}{Perf_{Q5}}$$

Where

PR12_{Q1/Q5} is the Performance Ratio of the poorest 20% quintile 1 learners relative to 20% of the least poor quintile 5 learners with respect to Grade 12.

Perf_{Q1} is the average National Senior Certificate marks for 20% Grade 12 learners in the quintile 1 schools in the province. This is calculated as follow:

$$Perf_{Q1} = \frac{\sum AggrMarks}{N}$$

with

$\sum AggrMarks$ Sum of the aggregate marks for 20% Grade 12 learners in quintile 1 schools for the specific province

N 20% of Grade 12 learners in quintile 1 schools who passed National Senior Certificate in the reporting period

Perf_{Q5} is the average National Senior Certificate mark for all Grade 12 learners in the quintile 5 schools in the province. This is calculated exactly as for quintile 1.

Calculated by;

Provincial Education Department

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Frequency of Reporting

Annual

PM 219: Grade 12 Pass rate**Definition and purpose**

This is the total number of National Senior Certificate passes in a year, divided by the total number of learners who wrote Grade 12 National Examinations. This performance measure shows the proportion of enrolled learners who will receive a National Senior Certificate. This PM intends to track how many learners pass the National Senior Certificate examination as expressed in terms of the number of learners who wrote Grade 12 examinations.

Formula

The following formula applies to the calculation of this PM:

$$PR = \frac{LP}{N} * 100$$

Where:

PR is the Pass Rate, i.e. the percentage of National Senior Certificate Passes expressed as a percentage of the total learners who wrote Grade 12 examinations in the Province.

LP is the total number of learners that passed the National Senior Certificate examinations in the Province in a given year.

N is the total number of learners who wrote Grade 12 examinations in a Province in any specific year.

Calculated by;

Department of Basic Education

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Frequency of Reporting

Annual

PM 220: Pass rate in Grade 12 for Mathematics**Definition and purpose**

This is the total number of learners who pass Mathematics in National Senior Certificate examinations in a year, divided by the total number of learners who sat for Mathematics examinations. This performance measure provides an idea of how the system is producing in the scarce skills fields.

This PM intends to track how many learners pass Mathematics in the National Senior Certificate Examination as expressed in terms of the expected number of learners who could write Grade 12 Mathematics examinations.

Mathematics is one of the key subjects required to adequately develop the South African human resource pool in line with government's 6% economic growth target.

Currently there are initiatives under way to increase the number of learners that graduate with Maths and Science. For example the 528 Dinaledi Schools with a specific focus on Maths and Science aims to increase the number of Maths and science high school graduates to at least 50 000 by 2008.

Formula

$$PRMat_{Gr12} = \frac{LPMat}{N} * 100$$

Where

PRMat_{Gr12} is the pass rate for Mathematics in Grade 12 National Senior Certificate Examinations in the Province.

LPMat is the number of learners in the Province who pass Mathematics, in the National Senior Certificate examinations.

N is the number of all learners who wrote Mathematics in Grade 12 National examinations in the province.

Calculated by:

Provincial Education Department

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Frequency of Reporting

Annual

PM 221: Pass rate in Grade 12 for Physical Science**Definition and purpose**

This is the total number of learners who pass Physical Science in National Senior Certificate examinations in a year, divided by the total number of all learners who sat for Grade 12 Physical Science examinations. This PM intends to track how many learners pass physical Science in the National Senior Certificate Examination as expressed in terms of the expected number of learners who sat for Physical Science examinations in a given year.

Physical Science is one of the key subjects required to adequately develop the South African human resource pool.

Formula

$$PRPhys_{Gr12} = \frac{LPPhys}{N} * 100$$

Where

$PRPhys_{Gr12}$ is the pass rate for Physical Science in the National Senior Certificate in the Province.

$LPPhys$ is the number of learners in the Province who pass Physical Science in the National Senior Certificate examinations.

N is the total number of learners who sat for the Physical Science examinations in Grade 12 in a province in specific year.

Calculated by:

Provincial Education Department

Data Source

The National Senior Certificate Examinations database (Grade 12 Exams)

Frequency of Reporting

Annual

PM 222: Number of learners that are benefiting from free learner transport**Definition and purpose**

This is the number of learners in ordinary public schools benefiting from free learner transport. This measure includes learners having problems of accessing ordinary public schools due to distance or unavailability of schools in their vicinity. This measure excludes learners that are benefiting from subsidised transport schemes.

Calculated by;

Provincial Education Department

Data Source

Programme Manager or Finance data

Frequency of Reporting

Annual

PM 223: Number of learners benefiting from no fee school policy**Definition and purpose**

This is the number of learners in ordinary public schools benefiting from the no fee school policy. Section 29 (1) (a) of the South African Constitution states that everyone has the right to a basic education. The No-fee Schools policy therefore, abolishes school fees in the poorest schools nationally for learners from Grade R to Grade 12. Schools that do not charge fees are allocated a larger amount of funding per learner to make up for the fees that would have been charged.

Calculated by;

Provincial Education Department

Data Source

Provincial Programme Manager

Frequency of Reporting

Annual

PM 301: Number of funded independent schools visited for monitoring purposes

Definition and purpose

This is the number of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

Further specifications

This is the number of independent schools that, received at least one monitoring visit in a year from an official of the Provincial Education Department.

The monitoring visits that are of interest in this PM are specifically described in the National Norms and Standards for School Funding for independent schools. All independent schools that request funding from the Department should be subjected to a management checklist which will determine whether the school is able to manage public funding responsibly. After the initial approval has been granted, PEDs also have the responsibility to carry out unannounced inspections to ensure that the schools practices are up to date in terms of the checklist. The checklist should include items relating to the school's capacity to handle and account for public funds, the capacity to meet ongoing contractual obligations to suppliers of goods and services and the ability to make financial decisions that are educationally sound. The monitoring visits that this PM intends to track are therefore related to specifically checking enrolment figures against subsidy claims and ensuring that quality education is delivered.

If public funds are used to subsidize these independent schools, PEDs have the responsibility to ensure that the expenditure is worthwhile.

Calculated by;

Provincial Education Department

Data Source

Provincial Programme Manager

Frequency of Reporting

Annual

Target Setting

The target should be established against the total number of independent schools receiving subsidies from government in the province.

PM 302: Number of learners in subsidised Independent Schools

Definition and Purpose

This is the number of learners enrolled in subsidised independent schools. Subsidy levels are related to fee levels on a five point progressive scale. Schools charging the lowest level will qualify for the highest level of the subsidy. Schools charging fees in excess of 2.5 times the separate provincial average estimates per learner in Primary or Secondary phases of ordinary public schools respectively are considered to serve a highly affluent clientele, and 0% subsidy will be paid to them from public funds, Notice 20 of 2003. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.

Calculated by;

Provincial Education Department

Data Source

Provincial Programme Manager (Finance Data)

Frequency of Reporting

Annual

PM 401: Number of children with special needs aged 6 to 15 not enrolled in educational institutions

Definition and purpose

This is the number of children with special needs of compulsory school-going age not enrolled in any educational institution. It is important that government should provide sufficient and appropriate access to special and ordinary public schools for these learners. Ideally, this performance measure should carry a value of 0%.

For the purpose of this PM, "children with special needs" will be determined from statistics on disability as provided by Statistics South Africa.

Calculated by:

Department of Basic Education

Data Source

General Household Survey (GHS)

Provision of data by National Department of Education

This data will be provided to Provincial Education Departments

Frequency of Reporting

Annual

PM 402: Number of learners enrolled in Special Schools**Definition and purpose**

This is the number of learners in Special Schools. It is important that government should provide sufficient and appropriate access to special schools for these learners.

This PM aims to partially account for those Learners with Special Needs (LSEN) that are excluded from any education. The education and training system intends to promote education for all and foster the development of inclusive and supportive centres of learning that would enable all learners to participate actively in the education process so that they could develop and extend their potential and participate as equal members of society.

Calculated by:

Provincial Education Departments

Data Source

EMIS SNAP (Special Schools)

Frequency of Reporting

Annual

PM 501: Number of NC(V) students enrolled in public FET colleges**Definition and purpose**

This PM tells us about the number of National Certificate (Vocational) NC(V) learners enrolled in public FET colleges. From January 2007, the National Certificate (Vocational) replaced the NATED courses (N1 – N3). The National Certificate (Vocational) is a new and modern qualification at levels 2, 3 and 4 of the National Qualifications Framework (NQF). This NC (Vocational) was introduced at FET Colleges at NQF Level 2 in 2007, Level 3 in 2008 and will be introduced at Level 4 in 2009.

Calculated by:

Provincial Education Departments

Data Source

EMIS- SNAP (FET Colleges)

Frequency of Reporting

Annual

PM 502: Number of NC(V) students enrolled in technical fields (Civil, Mechanical, Design, Electrical fields, at least one of these, should not be double count)**Definition and purpose**

This PM requires the number of NC(V) learners enrolled in at least one course in a technical field expressed as a percentage of the total number of NC(V) learners that enrol at Public FET Colleges. For the purposes of this PM any course that falls within the fields of CIVIL Engineering, Mechanical Engineering, Electrical Engineering and other Electrical Programmes are considered "Technical Fields". There should be no double count of learners for this PM.

Calculated by:

Provincial Education Departments

Data Source

EMIS- SNAP (FET Colleges)

Frequency of Reporting

Annual

PM 503: Number of learners placed in learnerships in FET colleges**Definition and purpose**

This is the number of learners placed in learnerships through an FET college. This indicator measures the number of learners in FET colleges who are exposed to hands on experience and work environment.

Calculated by:

Provincial Education Departments

Data Source

FET College Programme Managers

Frequency of Reporting

Annual

PM 601: Number of ABET learners in the province**Definition and purpose**

This is the number of learners enrolled in public ABET centres. This Performance Measure provides an indication of how extensive the public provisioning of ABET is in the province.

Calculated by:

Provincial Education Departments

Data Source

EMIS-SNAP (ABET)

Frequency of Reporting

Annual

PM 701: Number of Grade R learners in public schools**Definition and purpose**

This is the total number of Grade R learners in public schools. This includes Grade R learners in Ordinary special public schools. However, it excludes learners in Independent Schools or independent sites attached to schools.

Calculated by:

Provincial Education Departments

Data Source

EMIS- SNAP survey

Frequency of Reporting

Annual

PM 702: Number of five-year-old children in education institutions**Definition and purpose**

This is the total number of five year olds learners in any education institution. This measure includes learners attending both public and private institution (Independent)

Calculated by:

National Department of Education

Data Source

General Household Survey (GHS)

Frequency of Reporting

Annual

GLOSSARY

A(B)ET:	Adult (Basic) Education and Training	MST:	Mathematics, Science and Technology
ACE:	Advanced Certificate in Education	MTEF:	Medium-Term Expenditure Framework
BMS:	Business Management System	NCS:	National Curriculum Statement
CA:	Curriculum Advisor	NC(V):	National Curriculum (Vocational)
CEM:	Council of Education Ministers	NPDE :	National Professional Diploma in Education
CEMIS:	Central Education Management Information System	NEEDU:	National Education Evaluation Development Unit
CLC:	Community Learning Centre	NEPA:	National Education Policy Act
CIP:	Circuit Improvement Plans	NGO:	Non-Governmental Organisation
CTLI:	Cape Teaching and Leadership Institute	NQF:	National Qualifications Framework
DHET:	Department of Higher Education	NSC:	National Senior Certificate
DIP:	District Improvement Plans	NSNP:	National School Nutrition Programme
DOCS:	Department of Community Safety	NSSF:	Norms and Standards for School Funding
DBE:	Department of Basic Education	OHSA:	Occupational Health and Safety Act
DMS:	Document Management System	PED:	Provincial Department of Education
DMIS:	District Management Information System	PFMA:	Public Finance Management Act
DTC:	Departmental Training Committee	PPP:	Public-Private Partnership
ECD:	Early Childhood Development	PPMs:	Programme Performance Measures
ECM:	Enterprise Content Management	QIDS-UP:	Quality Improvement, Development, Support and Upliftment Programme
EMIS:	Education Management Information System	RCL:	Representative Council of Learners
EIP:	Education Information Policy	SACE:	South African Council for Educators
EPWP:	Expanded Public Works Programme	SAQA:	South African Qualifications Authority
ETDP:	Education, Training and Development Practices	SASA:	South African Schools' Act
FET:	Further Education and Training	SASAMS:	School Administration and Management System
FETMIS:	Further Education and Training Management Information System	SAPS:	South African Police Services
GET:	General Education and Training	SETA:	Sector Education and Training Authority
HEDCOM:	Heads of Education Departments' Committee	SGB:	School Governing Body
HEI:	Higher Education Institution	SIP:	School Improvement Plan
ICT:	Information and Communication Technology	SITA:	State Information Technology Agency
IMG:	Institutional Management and Governance	SMT:	School Management Team
I-SAMS:	Integrated School Administration and Management System	SPMDS:	Staff Performance Management and Development System
IQMS:	Integrated Quality Management System	WSE:	Whole School Evaluation
KM:	Knowledge Management	WSP:	Workplace Skills Plan
LSEN:	Learners with Special Education Needs		
LTSM:	Learning and Teaching Support Materials		

Part 3 – Report of the Audit Committee

REPORT OF THE AUDIT COMMITTEE OF THE DEPARTMENT OF EDUCATION (VOTE 5) OF THE WESTERN CAPE PROVINCIAL GOVERNMENT FOR THE FINANCIAL YEAR ENDING 31 MARCH 2010

1. Introduction

The Audit Committee is pleased to present its report for the financial year ending 31 March 2010.

2. Audit Committee members and attendance

The Audit Committee consists of the members listed below. It is required to meet a minimum of FOUR times per annum as per its approved Terms of Reference. During the year four (4) meetings were held:

15 May 2009
6 July 2009
13 August 2009
23 October 2009

Member	Comment	Number of meetings attended
Ms B Daries		4
Prof E Calitz	Appointed committee member on 1 January 2010 and subsequently appointed as Chairperson with immediate effect	0
Mr RG Nicholls	Chairperson – contract expired 31 July 2009	2
Dr L Kathan		3
Mr L Mdunyelwa	Appointed committee member on 1 October 2008 and appointed as the Interim Chairperson from 1 August 2009 to 31 December 2009	4
Ms P White		4

3. Audit Committee responsibility

The Audit Committee reports that it has complied with its responsibilities arising from Section 38(1)(a) of the Public Finance Management Act, 1999 (Act 1 of 1999) and Treasury Regulation 3.1.13, as required.

The Audit Committee has adopted the appropriate terms of reference in terms of the 2008 Charter and regulated its affairs and discharged its responsibilities in compliance with this Charter.

4. Effectiveness of internal control

The system of internal control was not effective for the year under review. In its 2008/09 report the Committee stated that the operational internal control environment contained significant weaknesses, which had to be strengthened in the financial year ending March 2010. Major changes in the management structure and the incumbents in management in the Department of Education during the course of the period under review put the controls under pressure, but there were already signs that the same changes have laid the foundation for major improvements in future. There has been highly improved interaction, under the leadership of the new accounting officer, between the Audit Committee and top management towards the end of the financial year.

The Department has reported that 72% of the findings by the Auditor-General had been dealt with. Implementation was in progress in respect of a further 11% of the findings and no status reports were received on the remaining 17% of the findings. None of the outstanding issues were Annexure A matters. The Auditor-General pointed out that action plans tend not to address the root causes underlying the findings and Internal Audit and the Audit Monitoring Team have been requested to rectify this. The Auditor-General also indicated that they were able to rely on aspects of internal audit's risk assessment, but not on any other internal audit work. This informs the future performance evaluation of Internal Audit.

5. The quality of in-year-monitoring and monthly/quarterly reports submitted in terms of the Public Finance Management Act (PMFA) and the Division of Revenue Act

The requirements of the PFMA and the Division of Revenue Act have only been partially met in so far as monthly and quarterly reports are concerned. These reports were not submitted consistently to the Audit Committee. Most of the nonfinancial performance indicators in education relate to scholastic achievement, of which data become available only annually. The quarterly reporting of financial management was adequate and facilitated the management of expenditure within the allocated budget.

6. Risk Management Function

The Department has undertaken a comprehensive review of its risks and outlined the approach to risk management in respect of each of its budgetary programmes in its strategic plan for the fiscal years 2010-2014. A presentation by the Head of Department to the Audit Committee has been scheduled for the next financial year.

The Committee conveyed its concern about the fraud register to the Department. Some of the cases were long outstanding and unresolved outsourced cases were indicated as closed.

7. Evaluation of financial statements

The Audit Committee:

- reviewed and discussed the audited financial statements to be included in the annual report of the Auditor General and the Accounting Officer;
- reviewed the Auditor General's management letter and management's response thereto; and
- reviewed significant adjustments resulting from the audit.

The Audit Committee concurs and accepts the Auditor-General's conclusion on the annual financial statements and is of the opinion that the audited annual financial statements may be accepted and read together with the report of the Auditor-General.

The Department is congratulated once again, for receiving an unqualified audit opinion from the Auditor-General.

8. Internal Audit

This was the first full year of operation of Internal Audit after the change from an outsourced provider to an in-sourced provider towards the end of the 2008/09 financial year. In the year under review the Internal Audit unit experienced challenges relating to capacity and change management which impacted on its ability to achieve its plan. A number of vacancies were only filled towards the end of 2009. Because of training and skills development the staff complement will only be fully operational during the course of 2010/11. As a consequence, the approved 2009/10 Internal Audit Plan could not be implemented in its entirety. The Committee will in future years continue to monitor Internal Audit's progress towards achieving optimal capacity.

9. Performance Information

The conclusion of the Auditor-General on performance information in 2008/09 identified a number of further issues which the Department has been requested to attend to and report to the Audit Committee. In the Department's feedback to the Audit Committee on the status of implementation of Auditor-General findings (see Section 4 above) it was indicated that all recommendations relating to performance information had been implemented. In its external audit of predetermined objectives pertaining to the 2009/10 financial year the Auditor-General stated that there were no matters to report.

10. Communication

Before the current Head of Department took office on 1 November 2009, the only form of direct communication which the Audit Committee had with the Department was the attendance of certain TOPCO meetings by the Chairperson. Communication between the Department and the Audit Committee has been greatly improved since the new Head of Department took office. The Head of Department has undertaken to attend Audit Committee meetings and to schedule a meeting (before and/or after Audit Committee meetings) with the Chairperson of the Audit Committee.

11. Other areas of concern

As a case study of systems and procedures at school level, a task team of the Audit Committee visited a number of low-performing schools, selected by the Department. The findings were reported to the Department and revealed:

- shortcomings with regard to safety and inconsistent communication between Head Office, District Offices and schools;
- a lack of clarity on the division of roles and responsibilities between the Head Office, District Offices and schools; and
- shortcomings regarding the support required from other government agencies.

These issues have been brought to the attention of the Department. A response is expected in the new financial year.

12. Auditor-General

The Audit Committee met with the Auditor-General and confirms that there were no unresolved issues.

13. Conclusion

The Audit Committee observes that the new management in the Department is serious about ensuring good corporate governance and establishing effective internal controls and risk management. The challenge is to translate this into action. Some of the tests of success will be: the implementation of the strategic plans and internal controls, given budget constraints; the quality of internal audit investigations; the timely and credible response to internal and external audit findings; and the interaction with the recently centralised risk management and internal audit functions in the Department of the Premier.



Estian Calitz
Chairperson of the Audit Committee of the
Western Cape Education Department
11 August 2010

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WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

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

1. General review of the state of financial affairs

1.1 Education remains an important focus for the future of the country. The financial crises in the world also played a role in how the department's finances were allocated. Although the budget for department did not decrease overall, there was an increased allocation towards the implementation of the Specific Occupation Dispensation and salary related inflation increases.

Despite the above, the department managed to continue with major national intervention programme such as the National School Nutrition Programme and QIDS-UP.

The department spent 99,96% of the adjusted budget, which is an improvement over the previous year. The target set by Provincial Treasury is that departments should not under or overspend by 1%. The under expenditure amounted to R50 million.

Reasons for under spending are due to following.

- Infrastructure under-spending was due to capital projects committed. Delays were experienced with a number of contracts where construction could not commence as sites had been illegally occupied, environmental impact assessments were outstanding and tender procurement processes took longer than anticipated.
- It should be noted that these are all committed projects and a request for roll-over of those funds was submitted to Provincial Treasury.

Virement:

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

Shifting of R19,728,000 from programme 1 to programme 4 due to Conditions of Service (ICS) and Occupational Specific Dispensation (OSD).

Shifting of R11,958,000 from programme 2 to programme 4 due to Conditions of Service (ICS) and Occupational Specific Dispensation (OSD).

Shifting of R7,631,000 from programme 2 to programme 4 due to the purchasing of school furniture.

Shifting of R1,108,000 from programme 2 to programme 4 due to the payment of leave gratuity.

Shifting of R1,571,000 from programme 2 to programme 5 due to Conditions of Service (ICS) and Occupational Specific Dispensation (OSD).

Shifting of R4,684,000 from programme 7 to programme 5 due to Conditions of Service (ICS) and Occupational Specific Dispensation (OSD).

Shifting of R183,000 from programme 3 to programme 5 due to the payment of leave gratuity.

Shifting of R202,000 from programme 3 to programme 8 due to remuneration paid to examiners.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

Shifting of R1,479,000 from programme 6 to programme 8 due to remuneration paid to examiners.

Shifting of R8,185,000 from programme 7 to programme 8 due to remuneration paid to examiners.

1.2 Any other material matter – Soccer World Cup clothing and tickets.

The department did not incur any such expenditure.

2. Service rendered by the department

2.1 Tariff policy

The department charges fees for examination related services such as marking of scripts, requests for copies of Senior Certificate etc, for which tariffs are determined by the National Department of Basic Education

2.2 Free Services

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

2.3 Inventories

The inventory that existed at year-end consisted of Work-in-progress (WIP) that related to construction contracts. Work-in-progress is defined as those construction contracts for which services have been rendered. However, retention funds are still to be paid, as agreed to the supplier in terms of contractual obligations. The amount for WIP is R65,6 million for the year under review.

3. Capacity constraints

Schools are facing challenges in finding appropriately qualified staff for certain subjects, such as mathematics and science. The department does have a bursary scheme that partially addresses the challenge. The National Department of Basic Education is also investigating possible solutions. However, in the interim, the department offers a telematics broadcast programme at 120 schools to assist Grade 12 learners in those critical subjects.

The vacant posts in the head office especially in the transversal disciplines such as Human Resources Management, Supply Chain Management and Financial Accounting remains a challenge. The training of existing staff and re-evaluation of job levels are initiatives that are undertaken to address problems. However, in addition to this, we are also reviewing business processes in certain areas.

4. Utilisation of donor funds

The department did not receive any significant donor funds.

5. Trading entities and public entities

The department does not have any such entities.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

6. Organisations to whom transfer payments have been made

A list of entities to which transfer payments are made is provided in annexure 1B of the Annual Financial Statements. The department has approximately 1 900 institutions to which transfer payments are effected.

Transfer payments are made to educational institutions in terms of the relevant act of Parliament that governs them. For example, transfer payments are made to public ordinary schools for norms and standards as set out in terms of the South African Schools Act, 1996 (Act no. 84 of 1996). Please refer to annexure 1B for more detailed explanation for each type of entity.

The department strictly applies S38(i)(j) of the PFMA where entities that receive transfer payments have to prove that they are spending the funds for the intended purpose. Here the relevant entities have to declare and sign a certificate, before the next transfer payment is effected. Then in terms of the relevant act pertaining to that entity they are also responsible to submit their audited financial statements by a due date for review and compliance. The Education District Offices give particular attention to capacity building at school level and provide ongoing support. This process is monitored on an ongoing basis.

7. Public private partnerships (PPP)

The WCED has not entered into any such arrangement.

8. Corporate governance arrangements

Current Treasury Regulations determine the establishment of a risk-based approach to an Internal Audit. This approach is consistent with the King II report.

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

The strategic and operational risk assessments were concluded. However, the newly established Internal Audit Unit, only started their work late in the financial year. The strategic risk nevertheless always received the attention of senior management.

The department does have an audit committee, which consists of independent members. It is currently in its sixth year of operation. They meet regularly and are in constant engagement with senior management. The internal audit function reports directly to the Audit Committee.

The department does have a Risk Assessment Unit, which could not operate effectively due to scarce skills and internal vacancies. One of the main functions is to develop a Risk Policy Framework in conjunction with Provincial Treasury. The risk policy will unfold into a fraud risk assessment policy. Although the latter is lacking, the department does have a generic fraud prevention plan, which would not be significantly different, if a fraud risk assessment was completed.

Annually senior management members have to complete and submit a declaration of 'No conflict of Interest'. All bid committee members and all staff in Supply Chain Management also have to declare any conflict of interest. The department now also requires all bidders to declare potential relationships with employer or employees. The Audit Committee members also have to submit a declaration of 'No conflict of Interest'.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

Safety of learners and educators at schools is a major challenge and the department has formed a partnership with other relevant provincial departments to deal with the issue. There appears to be some progress in terms of the programmes the department undertook to protect schools.

9. Discontinued activities/activities to be discontinued

None

10. New/proposed activities

None

11. Asset management

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

12. Events after the reporting date

The Western Cape government has embarked on a modernisation process. The conclusion of the process has resulted in the shifting of functions from the Western Cape Education Department to the Department of the Premier. The Internal Audit and Risk Assessment function were moved with effect from 1 April 2010. The resultant budget of R5,859 million was consequently shifted.

13. Performance information

Performance information is recorded on a quarterly basis and submitted to Provincial Treasury.

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

The Quality Assurance directorate is responsible for the verification of the data submitted for performance information. This is necessary to ensure that performance information is accurately and completely reflected.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

14. SCOPA resolutions

Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
SCOPA Report dated 25 March 2010	<p>The Department may have to account for write-offs in terms of alleged fruitless and wasteful expenditure relating to infrastructure projects. The ultimate outcome of the matter cannot currently be determined, and no provision for any fruitless and wasteful expenditure that may result has been made in the financial statements. The loss due to the cancellation of the contracts is considered as fruitless and wasteful expenditure.</p>	<p>The WCED accepts the committee's recommendations. The department has included a note in the financial statements to the effect that an amount of R1,75 million has been identified as possible fruitless and wasteful expenditure, which is subject to finalisation.</p>
	<p>Difficulties were experienced during the audit concerning delays or the unavailability of requested information.</p> <p>This is indicative of a situation where there is a lack of ongoing monitoring and supervision as well as a lack of effective control activities surrounding the availability of expected information. Contract and or tender documentation could be misplaced and a payment could be made that is not in line with the requirements of the contracts or bid information or tender documentation.</p>	<p>The WCED accepts the committee's recommendations. The department has implemented controls surrounding the collection of source documentation, which is also monitored on a monthly basis.</p>
	<p>SCOPA resolutions have not been substantially implemented. If corrective actions is not taken in terms of SCOPA resolutions a reoccurrence of past errors and practices is more likely.</p>	<p>The WCED accepts the committee's recommendations.</p>
	<p>The supporting documentation for the following Performance Measures were not provided for audit purposes as the actual output is sent to the official compiling the performance report without supporting documentation. A clear trail of supporting documentation that is easily available and provided timely is, therefore, not in place. As a result the performance information disclosed in the annual report could not be verified by the auditors.</p>	<p>The WCED accepts the committee's recommendations. The documentation was submitted and the matter is regarded as finalised.</p>

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE ACCOUNTING OFFICER
for the year ended 31 March 2010

15. Prior modifications to audit reports

The Audit Monitoring Team (AMT) ensured that corrective actions in respect of the Auditor General's recommendations were implemented and provided assistance and guidance to the managers regarding the implementation.

The AMT successfully assisted managers to address the matters listed under Annexure A and B of the Auditor General's management report 2008-2009. The AMT achieved this by tasking the relevant Chief Directors to compile action plans for implementation, and monitoring the progress on a monthly basis.

The department has developed a strategy to deal with the concerns raised on the qualifications of educators and the related subjects they teach. A Qualification Database (QDB) system is being developed for the uploading of teachers qualifications and being roll-out to schools.

16. Exemptions and deviations received from the National Treasury

None

17. Other

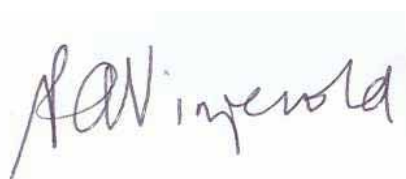
None

18. Infrastructure matters: Magqwaka case

The report, commissioned by the Head of the Department of Transport and Public Works, from an independent advisor expressed views with regard to alleged fruitless and wasteful expenditure on infrastructure projects for schools. The recommendations made by the advisor relating to business processes and controls have been addressed, final accounts have been compiled and the State Attorney has been mandated to recall guarantees. The process forward is to recover any fruitless and wasteful expenditure and to consider the write-off of any irrecoverable fruitless and wasteful expenditure. The accounting treatment of fruitless and wasteful expenditure is that the transactions are only recorded in the books of account once the irrecoverable amount is quantified. Any write off will technically be for the account of the client department as the provisions for infrastructure delivery in terms of the Division of Revenue Act is vested in the vote of the client department, namely Education. Management indicated that any fruitless and wasteful expenditure can only be determined once the final account has been verified internally. The final account process anticipated date is 31 August 2010.

19. Approval

The Annual Financial Statements set out on pages 11 to 62 have been approved by the Accounting Officer.



PA VINJEVOLD
SUPERINTENDENT-GENERAL
DATE: 31 MAY 2010

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2010

REPORT OF THE AUDITOR-GENERAL TO THE WESTERN CAPE PROVINCIAL PARLIAMENT ON THE
FINANCIAL STATEMENTS OF VOTE No. 5: WESTERN CAPE EDUCATION DEPARTMENT FOR THE YEAR
ENDED 31 MARCH 2010

REPORT ON THE FINANCIAL STATEMENTS

Introduction\

1. I have audited the accompanying financial statements of the Western Cape Education Department, which comprise the appropriation statement, the statement of financial position as at 31 March 2010, and the statement of financial performance, statement of changes in net assets and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information, as set out on pages 11 to 62.

Accounting Officer's responsibility for the financial statements

2. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the modified cash basis of accounting determined by National Treasury as set out in accounting policy note 1.1 and in the manner required by the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA) and the Division of Revenue Act, 2009 (Act No. 12 of 2009) (DoRA). This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor-General's responsibility

3. As required by section 188 of the Constitution of the Republic of South Africa and section 4 of the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and section 40(2) of the PFMA, my responsibility is to express an opinion on these financial statements based on my audit.
4. I conducted my audit in accordance with International Standards on Auditing and General Notice 1570 of 2009 issued in Government Gazette 32758 of 27 November 2009. 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.
5. 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.
6. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2010

Opinion

7. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Western Cape Education Department as at 31 March 2010, and its financial performance and its cash flows for the year then ended, in accordance with the modified cash basis of accounting determined by the National Treasury, as set out in accounting policy note 1.1 and in the manner required by the PFMA and DoRA.

Emphasis of matter

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

Basis of accounting

8. The department's policy is to prepare financial statements on the modified cash basis of accounting, as set out in accounting policy note 1.1 to the financial statements.

Additional matters

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

Unaudited supplementary schedules

9. The supplementary information set out on pages 54 to 62 does not form part of the financial statements and is presented as additional information. I have not audited these schedules and accordingly I do not express an opinion thereon.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

10. In terms of the PAA of South Africa and General notice 1570 of 2009, issued in Government Gazette No. 32758 of 27 November 2009 I include below my findings on the report on predetermined objectives, compliance with the PFMA, DORA and financial management (internal control).

Findings

Predetermined objectives

11. No matters to report

Compliance with laws and regulations

DoRA

Non-adherence to legislation

Framework for HIV/Aids (Life-skills education) Grant

12. Contrary to the requirements of section 24 (1) (d) of the DoRA HIV/ AIDS learner support material was not available and or distributed or utilised at certain schools.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2010

13. Contrary to the requirements of section 24 (1)(d) of the DoRA certain schools have not developed and adopted an integrated HIV/AIDS plan/policy as part of their teaching plan which reflects the needs, ethos and values of the school and its community within the framework of the provincial policy.

INTERNAL CONTROL

14. I considered internal control relevant to my audit of the financial statements and the report on compliance with the DoRA, but not for the purposes of expressing an opinion on the effectiveness of internal control. The matters reported below are limited to the deficiencies identified during the audit.

- Leadership

The tone relating to adherence to internal control is set from the top but the accounting officer does not evaluate whether management has implemented effective internal controls by gaining an understanding of how senior management has met its responsibilities. There have been two instances of material non-compliance with the DoRA relating to a HIV/AIDS conditional grant.

OTHER REPORTS

Investigations

Investigation in progress

15. An investigation was conducted by the Auditor General of South Africa (AGSA) during August 2008 in terms of a performance audit of entities that are connected with government employees and doing business with departments of the Western Cape Provincial Administration. At the date of this report it could not be ascertained whether any further investigations had been performed by the department.
16. The Directorate: Forensic Investigative Unit referred two cases to the department for investigation and finalisation. These matters relate to an investigation to establish whether abuse of power and preferential procurement occurred with reference to Education Library and Information Services (EDULIS) and alleged learner transport irregularities. At the date of this report it could not be established if these investigations had been finalised.
17. With reference to paragraph 18 of the accounting officer's report and note 25 to the financial statements, the Department may have to account for alleged fruitless and wasteful expenditure relating to infrastructure projects. The ultimate outcome of the matter cannot presently be determined, and no provision for any fruitless and wasteful expenditure that may result has been made in the financial statements. Management indicated that any fruitless and wasteful expenditure can only be determined once the final account has been verified internally. The final account process anticipated date is 31 August 2010.

Performance audits

18. A performance audit was conducted of entities that are connected with government employees and doing business with departments of the Western Cape Provincial Administration as referred to in paragraph 15 above. The transactions included in the report cover the period 1 April 2005 to 31 March 2007 and the report was tabled 12 June 2009.

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

REPORT OF THE AUDITOR-GENERAL
for the year ended 31 March 2010

19. A performance audit was conducted on the infrastructure delivery process at the department. The management report covered 19 projects amounting to R242 million and was issued 30 November 2009.

Auditor - general

Cape Town

31 July 2010



AUDITOR - GENERAL
SOUTH AFRICA

Auditing to build public confidence

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Appropriation per programme									
Programmes	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration									
Current payment	369,442	(712)	(12,853)	355,877	355,847	30	100.0	327,796	327,796
Transfers and subsidies	41,453	447	(1,334)	40,566	40,564	2	100.0	34,841	34,841
Payment for capital assets	24,871	265	(5,541)	19,595	19,194	401	98.0	30,892	30,892
2. Public Ordinary School Education									
Current payment	7,877,324	34,565	(14,680)	7,897,209	7,891,316	5,893	99.9	6,782,665	6,779,687
Transfers and subsidies	554,517	(28,162)	(7,588)	518,767	513,983	4,784	99.1	453,895	454,904
Payment for capital assets	221,234	(6,403)	-	214,831	182,061	32,770	84.7	187,463	175,944
3. Independent School Subsidies									
Transfers and subsidies	55,907	-	(385)	55,522	55,522	-	100.0	44,119	44,119
4. Public Special School Education									
Current payment	460,548	(2,200)	31,686	490,034	490,034	-	100.0	414,963	414,963
Transfers and subsidies	95,507	2,200	8,739	106,446	104,246	2,200	97.9	95,427	95,427
Payment for capital assets	29,743	-	-	29,743	29,324	419	98.6	-	-
5. Further Education and Training									
Current payment	206,415	5	6,255	212,675	212,675	-	100.0	200,850	200,850
Transfers and subsidies	156,064	(5)	183	156,242	156,242	-	100.0	166,341	166,340
6. Adult Basic Education and Training									
Current payment	7,414	-	(513)	6,901	6,901	-	100.0	4,803	4,803
Transfers and subsidies	23,544	-	(966)	22,578	22,578	-	100.0	22,035	22,035
7. Early Childhood Development									
Current payment	157,246	(21,045)	(12,869)	123,332	119,332	4,000	96.8	67,715	67,715
Transfers and subsidies	148,243	21,045	-	169,288	169,288	-	100.0	161,034	161,033
8. Auxilliary and Associated Services									
Current payment	129,337	2,648	9,866	141,851	141,851	-	100.0	112,582	112,552
Transfers and subsidies	104,859	(2,736)	-	102,123	102,123	-	100.0	98,422	98,422
Payment for capital assets	144	88	-	232	232	-	100.0	245	155
Total	10,663,812	-	-	10,663,812	10,613,313	50,499	99.5	9,206,088	9,192,478
Reconciliation with Statement of Financial Performance									
Add:									
Departmental receipts					3,056			-	
Actual amounts per Statement of Financial Performance (Total Revenue)					10,666,868			9,206,088	
Actual amounts per Statement of Financial Performance Expenditure						10,613,313			9,192,478

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Appropriation per Economic classification									
Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	8,200,780	(12,312)	26,375	8,214,843	8,214,843	-	100.0	7,089,690	7,089,690
Goods and services	1,003,438	19,592	(19,483)	1,003,547	993,624	9,923	99.0	816,018	813,020
Financial transactions in assets and liabilities	3,508	5,981	-	9,489	9,489	-	100.0	5,657	5,657
Transfers & subsidies									
Departmental agencies & accounts	4,604	-	-	4,604	4,604	-	100.0	4,255	4,255
Non-profit institutions	1,123,555	(17,275)	(2,532)	1,103,748	1,096,762	6,986	99.4	1,016,187	1,017,195
Households	51,935	10,064	1,181	63,180	63,180	-	100.0	55,674	55,673
	-	-	-	-	-	-	-	-	-
Payment for capital assets									
Buildings & other fixed structures	242,602	-	-	242,602	209,413	33,189	86.3	170,674	162,455
Machinery & equipment	19,993	(6,678)	(926)	12,389	11,988	401	96.8	37,257	33,857
Software & other intangible assets	13,397	628	(4,615)	9,410	9,410	-	100.0	10,676	10,676
Total	10,663,812	-	-	10,663,812	10,613,313	50,499	99.5	9,206,088	9,192,478

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 1 – Administration
for the year ended 31 March 2010

Details per Sub-Programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.1 Office of the MEC									
Current payment	4,107	87	-	4,194	4,194	-	100.0	3,501	3,501
Transfers and subsidies	-	-	-	-	-	-	-	12	12
Payment for capital assets	-	6	-	6	6	-	100.0	9	9
1.2 Corporate Services									
Current payment	201,578	(1,569)	(9,563)	190,446	190,416	30	100.0	175,322	175,322
Transfers and subsidies	17,758	1,246	-	19,004	19,004	-	100.0	19,277	19,277
Payment for capital assets	12,690	(20)	(3,944)	8,726	8,325	401	95.4	19,660	19,660
1.3 Education Management (Emis)									
Current payment	137,624	(335)	(1,787)	135,502	135,502	-	100.0	121,520	121,520
Transfers and subsidies	13,932	(110)	(1,334)	12,488	12,486	2	100.0	8,159	8,159
Payment for capital assets	6,141	445	-	6,586	6,586	-	100.0	6,705	6,705
1.4 Human Resource Development									
Current payment	13,400	2,455	-	15,855	15,855	-	100.0	17,056	17,056
Transfers and subsidies	2,063	(2,039)	-	24	24	-	100.0	16	16
Payment for capital assets	165	(166)	-	(1)	(1)	-	100.0	6	6
1.5 Education Management Information System (Emis)									
Current payment	12,733	(1,350)	(1,503)	9,880	9,880	-	100.0	10,397	10,397
Transfers and subsidies	7,700	1,350	-	9,050	9,050	-	100.0	7,377	7,377
Payment for capital assets	5,875	-	(1,597)	4,278	4,278	-	100.0	4,512	4,512
Total	435,766	-	(19,728)	416,038	415,605	433	99.9	393,529	393,529

Programme 1 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	228 926	5 796	(6 266)	228 456	228 456	-	100.0	192 440	192 440
Goods and services	137 008	(12 489)	(6 587)	117 932	117 902	30	100.0	129 701	129 701
Financial transactions in assets and liabilities	3 508	5 981	-	9 489	9 489	-	100.0	5 657	5 657
Transfers & subsidies	-	-	-	-	-	-	-	-	-
Non-profit institutions	39 679	(1 445)	(1 224)	37 010	37 008	2	100.0	31 059	31 059
Households	1 774	1 892	(110)	3 556	3 556	-	100.0	3 782	3 782
Payment for capital assets	-	-	-	-	-	-	-	-	-
Machinery & equipment	11 586	(352)	(926)	10 308	9 907	401	96.1	22 014	22 014
Software & other intangible assets	13 285	617	(4 615)	9 287	9 287	-	100.0	8 876	8 876
Total	435 766	-	(19 728)	416 038	415 605	433	99.9	393 529	393 529

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 2 – Public Ordinary School Education
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.1 Public Primary Schools									
Current payment	4,371,652	79,722	-	4,451,374	4,450,213	1,161	100.0	3,735,045	3,734,042
Transfers and subsidies	321,943	1,955	-	323,898	319,114	4,784	98.5	283,953	283,953
Payment for capital assets	140,320	161	-	140,481	115,792	24,689	82.4	75,740	67,521
2.2 Public Secondary Schools									
Current payment	2,991,939	(67,114)	(13,956)	2,910,869	2,910,869	-	100.0	2,613,291	2,613,291
Transfers and subsidies	183,550	(9,779)	-	173,771	173,771	-	100.0	161,779	162,788
Payment for capital assets	72,539	12	-	72,551	64,470	8,081	88.9	97,931	97,931
2.3 Professional Services									
Current payment	368,782	8,991	-	377,773	373,041	4,732	98.7	326,556	326,556
Transfers and subsidies	803	565	-	1,368	1,368	-	100.0	2,378	2,378
Payment for capital assets	4,989	(3,190)	-	1,799	1,799	-	100.0	10,174	10,174
2.4 Human Resource Development									
Current payment	42,654	13,344	(724)	55,274	55,274	-	100.0	30,275	30,275
Transfers and subsidies	36,161	(24,675)	(7,588)	3,898	3,898	-	100.0	22	22
Payment for capital assets	-	-	-	-	-	-	-	318	318
2.5 National School Nutrition Programme									
Current payment	102,297	(378)	-	101,919	101,919	-	100.0	77,498	75,523
Transfers and subsidies	12,060	3,772	-	15,832	15,832	-	100.0	5,763	5,763
Payment for capital assets	3,386	(3,386)	-	-	-	-	-	3,300	-
	-	-	-	-	-	-	-	-	-
Total	8,653,075	-	(22,268)	8,630,807	8,587,360	43,447	99.5	7,424,023	7,410,535

Programme 2 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	7,189,403	(23,694)	(14,680)	7,151,029	7,151,029	-	100.0	6,164,427	6,164,427
Goods and services	687,921	58,259	-	746,180	740,287	5,893	99.2	618,227	615,259
Transfers & subsidies									
Non-profit institutions	537,476	(37,117)	(7,588)	492,771	487,987	4,784	99.0	435,170	436,179
Households	17,041	8,955	-	25,996	25,996	-	100.0	18,727	18,727
Payment for capital assets									
Buildings & other fixed structures	212,859	-	-	212,859	180,089	32,770	84.6	170,674	162,455
Machinery & equipment	8,375	(6,403)	-	1,972	1,972	-	100.0	14,998	11,688
Software & other intangible assets	-	-	-	-	-	-	-	1,800	1,800
Total	8,653,075	-	(22,268)	8,630,807	8,587,360	43,447	99.5	7,424,023	7,410,535

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 3 – Independent School Subsidies
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
3.1 Primary Phase Transfers and subsidies	23,865	(870)	(385)	22,610	22,610	-	100.0	19,500	19,500
3.2 Secondary Phase Transfers and subsidies	32,042	870	-	32,912	32,912	-	100.0	24,619	24,619
Total	55,907	-	(385)	55,522	55,522	-	100.0	44,119	44,119

Programme 3 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers & subsidies	-	-	-	-	-	-	-	-	-
Non-profit institutions	55,907	-	(385)	55,522	55,522	-	100.0	44,119	44,119
	-	-	-	-	-	-	-	-	-
Total	55,907	-	(385)	55,522	55,522	-	100.0	44,119	44,119

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 4 – Public Special School Education
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4.1 Schools									
Current payment	460,548	(2,200)	31,686	490,034	490,034	-	100.0	414,963	414,963
Transfers and subsidies	95,505	2,202	8,739	106,446	104,246	2,200	97.9	95,427	95,427
Payment for capital assets	29,743	-	-	29,743	29,324	419	98.6	-	-
4.2 Professional Services									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
4.3 Human Resource Development									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
Total	585,798	-	40,425	626,223	623,604	2,619	99.6	510,390	510,390

Programme 4 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	449,482	3,273	31,686	484,441	484,441	-	100.0	411,090	411,090
Goods and services	11,066	(5,473)	-	5,593	5,593	-	100.0	3,873	3,873
Transfers & subsidies	-	-	-	-	-	-	-	-	-
Non-profit institutions	94,380	2,200	7,631	104,211	102,011	2,200	97.9	93,919	93,919
Households	1,127	-	1,108	2,235	2,235	-	100.0	1,508	1,508
Payment for capital assets	-	-	-	-	-	-	-	-	-
Buildings & other fixed structures	29,743	-	-	29,743	29,324	419	98.6	-	-
Total	585,798	-	40,425	626,223	623,604	2,619	99.6	510,390	510,390

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 5 – Further Education and Training
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
5.1 Public Institutions									
Current payment	206,415	5	6,255	212,675	212,675	-	100.0	200,850	200,850
Transfers and subsidies	156,062	(3)	183	156,242	156,242	-	100.0	89,036	89,035
5.2 Professional Services									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
5.3 Human Resource Development									
Transfers and subsidies	1	(1)	-	-	-	-	-	77,305	77,305
Total	362,479	-	6,438	368,917	368,917	-	100.0	367,191	367,190

Programme 5 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	206,415	-	6,255	212,670	212,670	-	100.0	200,850	200,850
Goods and services	-	5	-	5	5	-	100.0	-	-
Transfers & subsidies									
Non-profit institutions	127,316	(328)	-	126,988	126,988	-	100.0	135,407	135,407
Households	28,748	323	183	29,254	29,254	-	100.0	30,934	30,933
Total	362,479	-	6,438	368,917	368,917	-	100.0	367,191	367,190

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 6 – Adult Basic Education and Training
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
6.1 Subsidies to Private Centres									
Current payment	7,414	-	(513)	6,901	6,901	-	100.0	4,803	4,803
Transfers and subsidies	23,542	-	(964)	22,578	22,578	-	100.0	22,035	22,035
6.2 Professional Services									
Transfers and subsidies	1	-	(1)	-	-	-	-	-	-
6.3 Human Resource Development									
Transfers and subsidies	1	-	(1)	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-
Total	30,958	-	(1,479)	29,479	29,479	-	100.0	26,838	26,838

Programme 6 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	7,107	-	(486)	6,621	6,621	-	100.0	4,487	4,487
Goods and services	307	-	(27)	280	280	-	100.0	316	316
	-	-	-	-	-	-	-	-	-
Transfers & subsidies									
Non-profit institutions	23,544	-	(966)	22,578	22,578	-	100.0	22,020	22,020
Households	-	-	-	-	-	-	-	15	15
	-	-	-	-	-	-	-	-	-
Total	30,958	-	(1,479)	29,479	29,479	-	100.0	26,838	26,838

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 7 – Early Childhood Development
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
7.1 Grade R in Public Schools									
Current payment	120,866	(19,070)	(12,869)	88,927	84,927	4,000	95.5	55,417	55,417
Transfers and subsidies	77,673	11,902	-	89,575	89,575	-	100.0	81,929	81,928
7.2 Grade R in Community Centres									
Current payment	230	(93)	-	137	137	-	100.0	13	13
Transfers and subsidies	37,869	7,863	-	45,732	45,732	-	100.0	34,455	34,455
7.3 Professional Services									
Transfers and subsidies	1	(1)	-	-	-	-	-	-	-
7.4 Human Resource Development									
Current payment	36,150	(1,882)	-	34,268	34,268	-	100.0	12,285	12,285
Transfers and subsidies	32,700	1,281	-	33,981	33,981	-	100.0	44,650	44,650
Total	305,489	-	(12,869)	292,620	288,620	4,000	98.6	228,749	228,748

Programme 7 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	58,403	337	-	58,740	58,740	-	100.0	53,202	53,202
Goods and services	98,843	21,382)	(12,869)	64,592	60,592	4,000	93.8	14,513	14,513
Transfers & subsidies	-	-	-	-	-	-	-	-	-
Non-profit institutions	147,063	22,091	-	169,154	169,154	-	100.0	160,896	160,895
Households	1,180	(1,046)	-	134	134	-	100.0	138	138
-	-	-	-	-	-	-	-	-	-
Total	305,489	-	(12,869)	292,620	288,620	4,000	98.6	228,749	228,748

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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APPROPRIATION STATEMENT
for the year ended 31 March 2010

Detail per programme 8 – Auxiliary and Associated Services
for the year ended 31 March 2010

Details per sub-programme	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
8.1 Payments to SETA									
Transfers and subsidies	4,604	-	-	4,604	4,604	-	100.0	4,255	4,255
8.2 Conditional Grant Projects									
Current payment	14,626	(25)	-	14,601	14,601	-	100.0	13,757	13,727
Payment for capital assets	-	25	-	25	25	-	100.0	90	-
8.3 External Examinations									
Current payment	91,011	888	9,866	101,765	101,765	-	100.0	87,614	87,614
Transfers and subsidies	65	(60)	-	5	5	-	100.0	96	96
Payment for capital assets	144	-	-	144	144	-	100.0	155	155
8.4 Teacher Training									
Transfers and subsidies	2,000	-	-	2,000	2,000	-	100.0	-	-
8.5 iKapa Elihlumayo									
Current payment	23,700	1,785	-	25,485	25,485	-	100.0	11,211	11,211
Transfers and subsidies	98,190	(2,676)	-	95,514	95,514	-	100.0	94,071	94,071
Payment for capital assets	-	63	-	63	63	-	100.0	-	-
Total	234,340	-	9,866	244,206	244,206	-	100.0	211,249	211,129

Programme 8 Per Economic classification	2009/10							2008/09	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	61,044	1,976	9,866	72,886	72,886	-	100.0	63,194	63,194
Goods and services	68,293	672	-	68,965	68,965	-	100.0	49,388	49,358
-	-	-	-	-	-	-	-	-	-
Transfers & subsidies									
Departmental agencies & accounts	4,604	-	-	4,604	4,604	-	100.0	4,255	4,255
Non-profit institutions	98,190	(2,676)	-	95,514	95,514	-	100.0	93,597	93,597
Households	2,065	(60)	-	2,005	2,005	-	100.0	570	570
-	-	-	-	-	-	-	-	-	-
Payment for capital assets									
Machinery & equipment	32	77	-	109	109	-	100.0	245	155
Software & other intangible assets	112	11	-	123	123	-	100.0	-	-
Total	234,340	-	9,866	244,206	244,206	-	100.0	211,249	211,129

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

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 financial transactions in assets and liabilities

Detail of these transactions per programme can be viewed in the note 5 to Financial transactions in assets and liabilities to the Annual Financial Statements.

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

4.1 Per programme	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation %
Administration	416,038	415,605	433	0%
Public ordinary school education	8,630,807	8,587,360	43,447	1%
Independent school subsidies	55,522	55,522	-	0%
Public special school education	626,223	623,604	2,619	0%
Further education and training	368,917	368,917	-	0%
Adult basic education and training	29,479	29,479	-	0%
Early childhood development	292,620	288,620	4,000	1%
Auxiliary and associated services	244,206	244,206	-	0%

The underspending on Public ordinary school education is mainly due to Infrastructure projects that commenced during the financial year that have been projected to be completed within the next financial year. The saving on Early childhood development is due to construction delays for additional classrooms for Grade R at public ordinary schools.

WESTERN CAPE PROVINCE
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NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2010

4.2	Per economic classification	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation %
	Current expenditure				
	Compensation of employees	8,214,843	8,214,843	-	0%
	Goods and services	1,003,547	993,624	9,923	1%
	Financial transactions in assets and liabilities	9,489	9,489	-	0%
	Transfers and subsidies				
	Departmental agencies and accounts	4,604	4,604	-	0%
	Non-profit institutions	1,103,748	1,096,762	6,986	1%
	Households	63,180	63,180	-	0%
	Payments for capital assets				
	Buildings and other fixed structures	242,602	209,413	33,189	14%
	Machinery and equipment	12,389	11,988	401	3%
	Software and other intangible assets	9,410	9,410	-	0%

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2010

	Note	2009/10 R'000	2008/09 R'000
REVENUE			
Annual appropriation	1	10,663,812	9,206,088
Departmental revenue	2	3,056	-
TOTAL REVENUE		10,666,868	9,206,088
EXPENDITURE			
Current expenditure			
Compensation of employees	3	8,214,843	7,089,690
Goods and services	4	993,624	813,020
Financial transactions in assets and liabilities	5	9,489	5,657
Total current expenditure		9,217,956	7,908,367
Transfers and subsidies		1,164,546	1,077,123
Transfers and subsidies	6	1,164,546	1,077,123
Expenditure for capital assets			
Tangible capital assets	7	221,401	196,312
Software and other intangible assets	7	9,410	10,676
Total expenditure for capital assets		230,811	206,988
TOTAL EXPENDITURE		10,613,313	9,192,478
SURPLUS FOR THE YEAR		53,555	13,610
Reconciliation of Net Surplus for the year			
Voted Funds		50,499	13,610
Annual appropriation		10,663,812	9,206,088
Departmental revenue	14	3,056	-
SURPLUS FOR THE YEAR		53,555	13,610

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

STATEMENT OF FINANCIAL POSITION
at 31 March 2010

	Note	2009/10 R'000	2008/09 R'000
ASSETS			
Current Assets		109,498	92,052
Cash and cash equivalents	8	16,596	17,220
Prepayments and advances	10	3,274	53
Receivables	11	89,628	74,779
Non-Current Assets		13,471	13,324
Investments	12	13,471	12,506
Other financial assets	9	-	818
TOTAL ASSETS		122,969	105,376
LIABILITIES			
Current Liabilities		72,015	55,324
Voted funds to be surrendered to the Revenue Fund	13	50,498	13,657
Departmental revenue to be surrendered to the Revenue Fund	14	1,493	6,194
Bank overdraft	15	13,838	5,491
Payables	16	6,186	29,982
TOTAL LIABILITIES		72,015	55,324
NET ASSETS		50,954	50,052
Represented by:			
Capitalisation reserve		13,471	12,506
Recoverable revenue		37,483	37,546
TOTAL		50,954	50,052

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2010

	Note	2009/10 R'000	2008/09 R'000
Capitalisation Reserves			
Opening balance		12,506	11,191
Transfers:			
Movement in Operational Funds		965	1,315
Closing balance		<u>13,471</u>	<u>12,506</u>
Recoverable revenue			
Opening balance		37,546	35,440
Transfers		(63)	2,106
Debts recovered (included in departmental receipts)		(63)	-
Debts raised		-	2,106
Closing balance		<u>37,483</u>	<u>37,546</u>
Total		<u><u>50,954</u></u>	<u><u>50,052</u></u>

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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CASH FLOW STATEMENT
for the year ended 31 March 2010

	Note	2009/10 R'000	2008/09 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		10,690,559	9,228,633
Annual appropriated funds received	1.1	10,663,812	9,206,088
Departmental revenue received	2	26,747	22,545
Net increase in working capital		(41,866)	13,421
Surrendered to Revenue Fund		(45,106)	(104,637)
Current payments		(9,217,956)	(7,908,367)
Transfers and subsidies paid		(1,164,546)	(1,077,123)
Net cash flow available from operating activities	17	221,085	151,927
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	7	(230,811)	(206,988)
Increase in investments		(965)	(1,316)
Decrease in other financial assets		818	-
Net cash flows from investing activities		(230,958)	(208,304)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase in net assets		902	3,421
Net cash flows from financing activities		902	3,421
Net decrease in cash and cash equivalents		(8,971)	(52,956)
Cash and cash equivalents at beginning of period		11,729	64,685
Cash and cash equivalents at end of period	18	2,758	11,729

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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ACCOUNTING POLICIES
for the year ended 31 March 2010

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 12 of 2009.

1. Presentation of the Financial Statements

1.1 Basis of preparation

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

1.2 Presentation currency

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

1.3 Rounding

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

1.4 Comparative figures

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

1.5 Comparative figures - Appropriation Statement

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

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
VOTE 5

ACCOUNTING POLICIES
for the year ended 31 March 2010

2. Revenue

2.1 Appropriated funds

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

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

The total appropriated funds received during the year are presented in the statement of financial performance.

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

2.2 Departmental revenue

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

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

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

2.3 Direct Exchequer receipts/payments

All direct exchequer receipts are recognised in the statement of financial performance when the cash is received and subsequently paid into the Provincial Revenue Fund, unless otherwise stated.

All direct exchequer payments are recognised in the statement of financial performance when final authorisation for payment is effected on the system (by no later than 31 March of each year).

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

WESTERN CAPE PROVINCE
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ACCOUNTING POLICIES
for the year ended 31 March 2010

2.4 Aid assistance

Aid assistance is recognised as revenue when received.

All in-kind aid assistance is disclosed at fair value on the date of receipt in the annexures to the Annual Financial Statements.

The cash payments made during the year relating to aid assistance projects are recognised as expenditure in the statement of financial performance when final authorisation for payments is effected on the system (by no later than 31 March of each year).

The value of the assistance expensed prior to the receipt of funds is recognised as a receivable in the statement of financial position.

Inappropriately expensed amounts using aid assistance and any unutilised amounts are recognised as payables in the statement of financial position.

All CARA funds received must be recorded as revenue when funds are received. The cash payments made during the year relating to CARA earmarked projects are recognised as expenditure in the statement of financial performance when final authorisation for payment is effected on the system (by no later than 31 March of each year).

Inappropriately expensed amounts using CARA funds are recognised as payables in the statement of financial position. Any unutilised amounts are transferred to retained funds as they are not surrendered to the revenue fund.

3. Expenditure

3.1 Compensation of employees

3.1.1 Short-term employee benefits

The cost of short-term employee benefits are expensed in the statement of financial performance when financial authorisation for payment is effected on the system (by no later than 31 March each year).

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

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

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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ACCOUNTING POLICIES
for the year ended 31 March 2010

3.1.2 Post retirement benefits

Employer contributions (i.e. social contributions) are expensed in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March each year).

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

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

3.1.3 Termination benefits

Termination benefits such as severance packages are recognised as an expense in the statement of financial performance as a transfer (to households) when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

3.1.4 Other long-term employee benefits

Other long-term employee benefits (such as capped leave) are recognised as an expense in the statement of financial performance as a transfer (to households) when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

Long-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements.

3.2 Goods and services

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

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

3.3 Interest and rent on land

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

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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ACCOUNTING POLICIES
for the year ended 31 March 2010

3.4 Financial transactions in assets and liabilities

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

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

3.5 Transfers and subsidies

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

3.6 Unauthorised expenditure

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

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

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

3.7 Fruitless and wasteful expenditure

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

3.8 Irregular expenditure

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

WESTERN CAPE PROVINCE
DEPARTMENT OF EDUCATION
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ACCOUNTING POLICIES
for the year ended 31 March 2010

4. Assets

4.1 Cash and cash equivalents

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

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

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

4.2 Other financial assets

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

4.3 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made and where the goods and services have not been received by year end.

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

4.4 Receivables

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party or from the sale of goods/rendering of services.

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

4.5 Investments

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

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

4.6 Inventory

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

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

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4.7 Capital assets

4.7.1 Movable assets

Initial recognition

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

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

Subsequent recognition

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

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

4.7.2 Immovable assets

Initial recognition

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

Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as "expenditure for capital asset". On completion, the total cost of the project is included in the asset register of the department that legally owns the asset or the provincial department of public works.

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

5. Liabilities

5.1 Payables

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

5.2 Contingent liabilities

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

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5.3 Contingent assets

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

5.4 Commitments

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

5.5 Accruals

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

5.6 Employee benefits

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

5.7 Lease commitments

Finance lease

Finance leases are not recognised as assets and liabilities in the statement of financial position. Finance lease payments are recognised as an expense in the statement of financial performance and are apportioned between the capital and interest portions. The finance lease liability is disclosed in the disclosure notes to the financial statements.

Operating lease

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

5.8 Provisions

Provisions are disclosed when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate of the obligation can be made.

6. Receivables for departmental revenue

Receivables for departmental revenue are disclosed in the disclosure notes to the annual financial statements.

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7. Net Assets

7.1 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 underlining asset is disposed and the related funds are received.

7.2 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.

8. Related party transactions

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

9. Key management personnel

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

10. Public private partnerships

A description of the PPP arrangement, the contract fees and current and capital expenditure relating to the PPP arrangement is included in the disclosure notes.

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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1. Annual Appropriation

1.1 Annual Appropriation

	Final Appropriation 2009/10	Actual Funds Received 2009/10	Funds not requested/ not received 2009/10	Appropriation Received 2008/09
	R'000	R'000	R'000	R'000
Programmes				
Administration	416,038	416,038	-	416,129
Public Ordinary School Education	8,630,807	8,630,807	-	7,412,214
Independent School Subsidies	55,522	55,522	-	48,406
Public Special School Education	626,223	626,223	-	509,592
Further Education and Training	368,917	368,917	-	346,469
Adult Basic Education and Training	29,479	29,479	-	27,887
Early Childhood Development	292,620	292,620	-	227,961
Auxiliary and Associated Services	244,206	244,206	-	217,430
Total	10,663,812	10,663,812	-	9,206,088

	Note	2009/10	2008/09
		R'000	R'000

1.2 Conditional grants**

Total grants received	32	<u>302,772</u>	<u>298,188</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	9,127	8,297
Fines, penalties and forfeits	2.2	383	382
Interest, dividends and rent on land	2.3	1,394	1,227
Financial transactions in assets and liabilities	2.4	<u>15,843</u>	<u>12,639</u>
Total revenue collected		<u>26,747</u>	<u>22,545</u>
Less: Own revenue included in appropriation	14	<u>23,691</u>	<u>22,545</u>
Departmental revenue collected		<u>3,056</u>	<u>-</u>

2.1 Sales of goods and services other than capital assets

Sales of goods and services produced by the department	2	9,044	8,297
Sales by market establishment		9,044	8,297
Sales of scrap, waste and other used current goods		<u>83</u>	<u>-</u>
Total		<u>9,127</u>	<u>8,297</u>

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	Note	2009/10 R'000	2008/09 R'000
2.2	Fines, penalties and forfeits	2	
	Fines	383	382
	Total	<u>383</u>	<u>382</u>
2.3	Interest, dividends and rent on land	2	
	Interest	1,394	1,227
	Total	<u>1,394</u>	<u>1,227</u>
2.4	Financial transactions in assets and liabilities	2	
	Receivables	4,184	-
	Stale cheques written back	-	(28)
	Other Receipts including Recoverable Revenue	11,659	12,667
	Total	<u>15,843</u>	<u>12,639</u>
3.	Compensation of employees		
3.1	Salaries and wages		
	Basic salary	6,188,623	5,308,791
	Performance award	20,289	11,224
	Service Based	8,369	22,570
	Compensative/circumstantial	80,898	75,403
	Periodic payments	10,334	12,705
	Other non-pensionable allowances	855,845	746,654
	Total	<u>7,164,358</u>	<u>6,177,347</u>
3.2	Social Contributions		
	Employer contributions		
	Pension	694,823	592,975
	Medical	353,264	317,019
	UIF	4	-
	Bargaining council	462	454
	Official unions and associations	1,932	1,895
	Total	<u>1,050,485</u>	<u>912,343</u>
	Total compensation of employees	<u>8,214,843</u>	<u>7,089,690</u>
	Average number of employees	<u>40,558</u>	<u>39,949</u>

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	Note	2009/10 R'000	2008/09 R'000
4. Goods and services			
Administrative fees		888	932
Advertising		4,638	11,909
Assets less than R5,000	4.1	13,660	22,062
Bursaries (employees)		24,276	17,924
Catering		6,018	-
Communication		12,468	11,305
Computer services	4.2	9,887	16,565
Consultants, contractors and agency/outsourced services	4.3	115,835	56,146
Entertainment		338	226
Audit cost – external	4.4	8,283	7,842
Inventory	4.5	361,364	327,801
Operating leases		6,602	6,293
Owned and leasehold property expenditure	4.6	174,847	120,519
Transport provided as part of the departmental activities		147,691	113,101
Travel and subsistence	4.7	58,505	58,553
Venues and facilities		17,786	20,689
Training and staff development		20,161	19,441
Other operating expenditure	4.8	10,377	1,712
Total		<u>993,624</u>	<u>813,020</u>
4.1 Assets less than R5,000	4		
Tangible assets		12,763	21,611
Machinery and equipment		<u>12,763</u>	<u>21,611</u>
Intangible assets		897	451
Total		<u>13,660</u>	<u>22,062</u>
4.2 Computer services	4		
SITA computer services		7,675	13,939
External computer service providers		2,212	2,626
Total		<u>9,887</u>	<u>16,565</u>
4.3 Consultants, contractors and agency/outsourced services	4		
Business and advisory services		34,755	11,519
Infrastructure and planning		3,912	1,673
Legal costs		6,469	4,303
Contractors		17,784	6,615
Agency and support/outsourced services		52,915	32,036
Total		<u>115,835</u>	<u>56,146</u>

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	Note	2009/10 R'000	2008/09 R'000
4.4	4		
Audit cost – external			
Regularity audits		7,883	6,437
Performance audits		328	1,315
Other audits		72	90
Total		<u>8,283</u>	<u>7,842</u>
4.5	4		
Inventory			
Learning and teaching support material		228,395	222,114
Food and food supplies		97,793	72,668
Other consumable materials		460	567
Maintenance material		21	-
Stationery and printing		34,693	32,452
Medical supplies		2	-
Total		<u>361,364</u>	<u>327,801</u>
4.6	4		
Owned and leasehold property expenditure			
Municipal services		17,594	12,179
Property maintenance and repairs		122,943	-
Other		34,310	108,340
Total		<u>174,847</u>	<u>120,519</u>
4.7	4		
Travel and subsistence			
Local		57,949	57,478
Foreign		556	1,075
Total		<u>58,505</u>	<u>58,553</u>
4.8	4		
Other operating expenditure			
Professional bodies, membership and subscription fees		665	37
Resettlement costs		1,796	1,463
Other		7,916	212
Total		<u>10,377</u>	<u>1,712</u>

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	Note	2009/10 R'000	2008/09 R'000
5. Financial Transactions in Assets and Liabilities			
Material losses through criminal conduct		4,464	322
Other material losses	5.1	4,464	322
Other material losses written off	5.2	187	501
Debts written off	5.3	4,838	4,834
Total		9,489	5,657
5.1 Other material losses	5		
Nature of other material losses			
Incident	Disciplinary Steps taken/ Criminal proceedings		
GG accidents		406	322
Overpayment to Overtrans Bus Co (fraud)		3,677	-
Laser Repair Specialist (payment to incorrect account)		343	-
VMS Nazo - fraud		38	-
Total		4,464	322
5.2 Other material losses written off	5		
Nature of losses			
Claims against the state		100	-
Irregular expenditure		87	-
Fruitless & wasteful expenditure		-	501
Total		187	501
5.3 Debts written off	5		
Nature of debts written off			
Debts written off relating to irregular expenditure		-	1,705
Employee tax		7	206
State guarantees		47	103
Salary overpayments		779	593
Bursaries		400	1,225
Interest on debts		514	941
Other		26	61
Ex departments - mopping-up		3,065	-
Total		4,838	4,834
5.4 Assets written off			
Nature of write-off			
Furniture & equipment		138	-
Computer equipment		3,723	-
Total		3,861	-

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	Note	2009/10 R'000	2008/09 R'000
6. Transfers and Subsidies			
Departmental agencies and accounts	Annexure 1A	4,604	4,255
Non-profit institutions	Annexure 1B	1,096,762	1,017,195
Households	Annexure 1C	63,180	55,673
Total		<u>1,164,546</u>	<u>1,077,123</u>
7. Expenditure for capital assets			
Tangible assets		221,401	196,312
Buildings and other fixed structures	31	209,413	162,455
Machinery and equipment	29	11,988	33,857
Software and other intangible assets		9,410	10,676
Capitalised development costs	30	-	8,149
Computer software	30	9,410	2,527
Total		<u>230,811</u>	<u>206,988</u>
7.1 Analysis of funds utilised to acquire capital assets - 2009/10			
	Voted Funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	221,401	-	221,401
Buildings and other fixed structures	209,413	-	209,413
Machinery and equipment	11,988	-	11,988
Software and other intangible assets	9,410	-	9,410
Computer software	9,410	-	9,410
Total	<u>230,811</u>	<u>-</u>	<u>230,811</u>
7.2 Analysis of funds utilised to acquire capital assets - 2008/09			
	Voted Funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	196,312	-	196,312
Buildings and other fixed structures	162,455	-	162,455
Machinery and equipment	33,857	-	33,857
Software and other intangible assets	10,676	-	10,676
Capitalised development costs	8,149	-	8,149
Computer software	2,527	-	2,527
Total	<u>206,988</u>	<u>-</u>	<u>206,988</u>

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	Note	2009/10 R'000	2008/09 R'000		
8. Cash and Cash Equivalents					
Cash with commercial banks (Local)		16,596	17,220		
Total		<u>16,596</u>	<u>17,220</u>		
9. Other Financial Assets					
Non-Current					
Local					
Ex Departments: Mopping-up		-	818		
Total		<u>-</u>	<u>818</u>		
10. Prepayments and Advances					
Travel and subsistence		28	53		
Advances paid to other entities		3,246	-		
Total		<u>3,274</u>	<u>53</u>		
		2009/10			
		Less than one year	One to three years		
		Older than three years	Total		
	Note	R'000	R'000	R'000	2008/09 R'000
11. Receivables					
Claims recoverable	11.1				
	Annexure 3	12,194	265	-	12,459
Staff debt	11.2	15,186	3,597	2,776	21,559
Other debtors	11.3	18,277	17,079	20,254	55,610
Total		<u>45,657</u>	<u>20,941</u>	<u>23,030</u>	<u>89,628</u>
11.1 Claims recoverable				11	
National departments					799
Provincial departments					11,660
Public entities					-
Local governments					-
Total					<u>12,459</u>
11.2 Staff debt				11	
Salary overpayments					6,227
Debt account					15,332
Irregular expenditure: dept vote					-
Total					<u>21,559</u>

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	Note	2009/10 R'000	2008/09 R'000
11.3 Other debtors	11		
Breach of contract		15,072	17,065
Ex employees		29,853	25,091
State guarantees		984	1,085
Criminal acts		1,839	1,913
Miscellaneous		2,094	2,106
Clearing accounts		5,768	3,050
Total		<u>55,610</u>	<u>50,310</u>
12. Investments			
Non-Current			
Shares and other equity			
Sir David Harris Trust		1	4
JL Bisset Fund		399	373
Graham Civil Service Bursary Fund		44	44
Royal Reception Fund		33	34
School Building Fund		12,994	12,051
Total		<u>13,471</u>	<u>12,506</u>
Analysis of non-current investments			
Opening balance		12,506	11,190
Additions in cash		965	1,316
Closing balance		<u>13,471</u>	<u>12,506</u>
13. Voted Funds to be Surrendered to the Revenue Fund			
Opening balance		13,657	84,982
Transfer from statement of financial performance		50,499	13,610
Paid during the year		(13,658)	(84,935)
Closing balance		<u>50,498</u>	<u>13,657</u>
14. Departmental revenue to be surrendered to the Revenue Fund			
Opening balance		6,194	3,351
Transfer from Statement of Financial Performance		3,056	-
Own revenue included in appropriation		23,691	22,545
Paid during the year		(31,448)	(19,702)
Closing balance		<u>1,493</u>	<u>6,194</u>
15. Bank Overdraft			
Consolidated Paymaster General Account		13,838	5,491
Total		<u>13,838</u>	<u>5,491</u>

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2009/10 R'000	2008/09 R'000
16. Payables - current			
Amounts owing to other entities		277	-
Clearing accounts	16.1	5,888	29,958
Other payables	16.2	21	24
Total		<u>6,186</u>	<u>29,982</u>
16.1 Clearing accounts	16		
Sal: pension debt		614	-
Sal: ACB recalls		886	1,974
Sal: income tax		3,029	119
Sal: pension fund		203	468
Salary reversal control		876	812
Salary: medical aid		137	26,480
Other deduction accounts		109	105
Sal: tax debt		34	-
Total		<u>5,888</u>	<u>29,958</u>
16.2 Other payables	16		
Miscellaneous		21	24
Total		<u>21</u>	<u>24</u>
17. Net cash flow available from operating activities			
Net surplus as per Statement of Financial Performance		53,555	13,610
Add back non cash/cash movements not deemed operating activities		167,530	138,317
Increase in receivables – current		(14,849)	(2,683)
Increase in prepayments and advances		(3,221)	1,428
Decrease in payables – current		(23,796)	14,676
Expenditure on capital assets		230,811	206,988
Surrenders to Revenue Fund		(45,106)	(104,637)
Own revenue included in appropriation		23,691	22,545
Net cash flow generated by operating activities		<u>221,085</u>	<u>151,927</u>
18. Reconciliation of cash and cash equivalents for cash flow purposes			
Consolidated Paymaster General account		(13,838)	(5,491)
Cash with commercial banks (Local)		16,596	17,220
Total		<u>2,758</u>	<u>11,729</u>

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DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2009/10 R'000	2008/09 R'000	
19. Contingent liabilities and contingent assets				
Contingent liabilities				
Liable to	Nature			
Housing loan guarantees	Employees	Annexure 2A 2,358	2,671	
Claims against the department		Annexure 2B 34,815	45,279	
Other departments (interdepartmental unconfirmed balances)		Annexure 4 1,632	4,926	
Total		<u>38,805</u>	<u>52,876</u>	
20. Commitments				
Current expenditure				
Approved and contracted		199,781	220,166	
Approved but not yet contracted		98,218	-	
		297,999	220,166	
Capital Expenditure (including transfers)				
Approved and contracted		208,903	148,098	
Approved but not yet contracted		249,811	72,516	
		458,714	220,614	
Total Commitments		<u>756,713</u>	<u>440,780</u>	
21. Accruals				
Listed by economic classification	30 Days	30+ Days	Total	Total
Goods and services	17,733	4,343	22,076	87,829
Transfers and subsidies	20,284	2,921	23,205	22,528
Buildings and other fixed structures	1,316	-	1,316	4,937
Machinery and equipment	95	-	95	-
Software and other intangible assets	2	-	2	-
Other	-	-	-	1,682
Total	<u>39,430</u>	<u>7,264</u>	<u>46,694</u>	<u>116,976</u>
Listed by programme level				
Programme 1			10,637	26,780
Programme 2			12,762	72,157
Programme 3			-	675
Programme 4			6,793	1,902
Programme 5			-	117
Programme 6			121	126
Programme 7			11,836	8,800
Programme 8			4,545	6,419
Total			<u>46,694</u>	<u>116,976</u>
Confirmed balances with departments	Annexure 4	383	-	
Confirmed balances with other government entities	Annexure 4	-	-	481
Total		<u>383</u>	<u>481</u>	

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DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
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	Note	2009/10 R'000	2008/09 R'000
22. Employee benefits			
Leave entitlement		87,838	79,450
Service bonus (Thirteenth cheque)		246,631	205,248
Capped leave commitments		973,608	857,540
Other		20,016	-
Total		<u>1,328,093</u>	<u>1,142,238</u>

1.	The negative leave credits i.r.o. future leave taken as per the detail leave report, is as follows: Current leave cycle R483 Capped leave R2,718
2.	The amount reflected under "Other" is i.r.o. compensation of employees. The prior year's comparative for this figure is included under "Other" in the Disclosure Note for Accruals as the economic classification of compensation of employees has been removed from "Accruals".

23. Lease Commitments

23.1 Operating leases expenditure

	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
2009/10				
Not later than 1 year	-	-	1,619	1,619
Later than 1 year and not later than 5 years	-	-	969	969
Total lease commitments	<u>-</u>	<u>-</u>	<u>2,588</u>	<u>2,588</u>
2008/09				
Later than 1 year and not later than 5 years	-	-	1,369	1,369
Later than five years	-	-	778	778
Total lease commitments	<u>-</u>	<u>-</u>	<u>2,147</u>	<u>2,147</u>

23.2 Finance leases expenditure

	Land R'000	Buildings & other fixed structures R'000	Machinery and equipment R'000	Total R'000
2009/10				
Not later than 1 year	-	-	32	32
Total lease commitments	<u>-</u>	<u>-</u>	<u>32</u>	<u>32</u>
LESS: finance costs	-	-	1	1
Total present value of lease liabilities	<u>-</u>	<u>-</u>	<u>31</u>	<u>31</u>
2008/09				
Not later than 1 year	-	-	348	348
Later than 1 year and not later than 5 years	-	-	172	172
Total lease commitments	<u>-</u>	<u>-</u>	<u>520</u>	<u>520</u>
LESS: finance costs	-	-	520	520
Total present value of lease liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

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	Note	2009/10 R'000	2008/09 R'000
24. Irregular expenditure			
24.1 Reconciliation of irregular expenditure			
Opening balance		2,361	5,181
Add: Irregular expenditure - relating to prior year		70	78
Add: Irregular expenditure - relating to current year		760	256
Less: Amounts condoned		(364)	(1,449)
Less: Amounts recoverable (not condoned)		(87)	(1,705)
Less: Amounts not recoverable (not condoned)		-	-
Irregular expenditure awaiting condonation		2,740	2,361
Analysis of awaiting condonation per age classification			
Current year		470	78
Prior years		2,270	2,283
Total		2,740	2,361

Note

The 2008/09 comparatives have been re-stated as a result of the opening balance of R5,199 being overstated by R18 i.r.o. the 2007/08 Irregular Expenditure cases. This took place before the evolution of the correct procedure for Irregular Expenditure.

	2008/09 R'000
24.2 Details of irregular expenditure - current year	
Incident	Disciplinary steps taken/criminal proceedings
EMDC South Cape Karoo - procurement of goods & services	70
Sechaba Protection Services	34
HFF Lupkom Furniture Manufacturers	326
Venues & facilities - District Office Cape Winelands	2
Travel & subsistence not authorised - Kleynhans	2
Tender irregularities - Service Products	10
Tender irregularities - Districts Overberg & Winelands	379
Overtime - exceeding of 30% of salary - Head Office	7
	830
24.3 Details of irregular expenditure condoned	
Incident	Condoned by (condoning authority)
Sechaba Protection Services	34
HFF Lupkom Furniture Manufacturers	326
JG Gaffely	4
	364

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		2008/09 R'000	
24.4	Details of irregular expenditure recoverable (not condoned)		
	Incident		
	Condoned by (condoning authority)		
	SAEP - Brainsy Bunch - tutor fees		(87)
			<u>(87)</u>
24.5	Details of irregular expenditure under investigation		
	Incident		
	EMDC South Cape Karoo - Procurement of goods & services		70
	Venues & facilities - District Office Cape Winelands		2
	Travel & subsistence not authorised - Kleynhans		2
	Tender irregularities - Service Products		10
	Tender irregularities - Districts Overberg & Winelands		379
	Overtime - exceeding of 30% of salary - Head Office		7
			<u>470</u>
			<u>470</u>
		Note	
		2009/10 R'000	2008/09 R'000
25.	Fruitless and wasteful expenditure		
25.1	Reconciliation of fruitless and wasteful expenditure		
	Opening balance	-	-
	Fruitless and wasteful expenditure – relating to prior year	-	-
	Fruitless and wasteful expenditure – relating to current year	645	-
	Less: Amounts condoned	-	-
	Less: Amounts transferred to receivables for recovery	-	-
	Fruitless and wasteful expenditure awaiting condonement	<u>645</u>	<u>-</u>
		<u>645</u>	<u>-</u>
	Analysis of awaiting condonement per economic classification		
	Current	645	-
	Capital	-	-
	Transfers and subsidies	-	-
	Total	<u>645</u>	<u>-</u>

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	2009/10 R'000
25.2 Analysis of Current Year's Fruitless and wasteful expenditure	
Incident Disciplinary steps taken/criminal proceedings	
Interest paid to Eskom	1
Overpayment of acting allowance - JEE Adams	5
Unauthorized use of GG vehicles	537
Review of personnel suspensions	102
Total	645

Exceeding of contract values

In the Accounting Officer's Report for the year ended 2009/10, regarding the construction of certain schools, i.e. Delft Secondary School, Mfuleni Primary School, Kalkfontein Primary School, Du Noon-Inkwenkwezi Primary School it was reported that in circumstances where the contractor exceeded the contract value to complete the contracts, the excess may be considered to be fruitless and wasteful expenditure. The conservative amount of possible fruitless and wasteful expenditure is estimated to be R1,75 million. However, this is subject to a possible claim receivable from guarantor. The court date for State Attorney claim is 2012. Claim against the contractor is subject to the outcome of the guarantee claim.

26. Related party transactions

Other

1. In terms of the definition for related parties, public ordinary schools are regarded as related parties and the transactions thereto are disclosed under Annexure 1B.
2. During the year the department received services from the following related parties that are related to the department as indicated:
 - 2.1 The Western Cape Department of Transport & Public Works (DTPW).
The department occupied a building operated by the Western Cape DTPW free of charge.
 - 2.2 The Western Cape Department of the Premier (DP).
The department used IT-related infrastructure provided by the W Cape DP free of charge.

	No. of Individuals	2009/10 R'000	2008/09 R'000
27. Key management personnel			
Political office bearers	2	1,355	943
Officials:			
Level 15 to 16	7	5,228	5,715
Level 14 (incl CFO if at a lower level)	11	8,011	5,738
Family members of key management personnel	11	2,783	2,819
Total		17,377	15,215
28. Provisions			
Potential irrecoverable debts			
Ex departments inherited debt		-	818
Staff debtors		2,776	4,880
Other debtors		20,254	31,655
Total		23,030	37,353

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	No. of Individuals	2009/10 R'000	2008/09 R'000
29. Non-adjusting events after reporting date			
The shifting of the Internal Audit and Risk Assessment Unit from the WCED to the Department of the Premier with effect from 1 April 2010 as a result of the modernisation process, resulted in a budget shift of R5,859 million.		5,859	-
Total		<u>5,859</u>	<u>-</u>

30. Moveable Tangible Capital Assets
Movement in movable tangible capital assets per Asset Register for the year ended 31 March 2010

	Opening balance R'000	Current Year Adjust- ments to prior year balances R'000	Addi- tions R'000	Disposals R'000	Closing balance R'000
Machinery and Equipment	52,839	(20)	12,107	6,652	58,274
Transport assets	13	-	220	181	52
Computer equipment	40,740	(2,941)	6,962	4,144	40,617
Furniture and office equipment	12,086	(295)	4,165	2,327	13,629
Other machinery and equipment	-	3,216	760	-	3,976
Total movable tangible capital assets	<u>52,839</u>	<u>(20)</u>	<u>12,107</u>	<u>6,652</u>	<u>58,274</u>

30.1 Additions

Additions to movable tangible capital assets per asset register for the year ended 31 March 2010

	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
Machinery and equipment	11,988	119	-	-	12,107
Transport assets	181	39	-	-	220
Computer equipment	6,918	44	-	-	6,962
Furniture and office equipment	4,129	36	-	-	4,165
Other machinery and equipment	760	-	-	-	760
Total additions to movable tangible capital assets	<u>11,988</u>	<u>119</u>	<u>-</u>	<u>-</u>	<u>12,107</u>

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30.2 Disposals

Disposals of movable tangible capital assets per asset register for the year ended 31 March 2010

	Sold for cash	Transfer out or destroy- ed or scrapped	Total disposals	Cash received Actual
	R'000	R'000	R'000	R'000
Machinery and equipment	3,861	2,791	6,652	-
Transport assets	-	181	181	-
Computer equipment	3,723	421	4,144	-
Furniture and office equipment	138	2,189	2,327	-
Total disposal of movable tangible capital assets	3,861	2,791	6,652	-

30.3 Movement for 2008/09

Movement in movable tangible capital assets per asset register for the year ended 31 March 2009

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
Machinery and equipment	44,854	33,880	25,895	52,839
Transport assets	13	7,080	7,080	13
Computer equipment	35,018	10,038	4,316	40,740
Furniture and office equipment	9,823	16,762	14,499	12,086
Total movable tangible capital assets	44,854	33,880	25,895	52,839

30.4 Minor assets

Minor assets of the department as at 31 March 2010

	Intangi- ble assets	Heritage assets	Machinery and equipment	Biological assets	Total
Minor Assets	1,305	-	22,783	-	24,088
Total	1,305	-	22,783	-	24,088
Number of minor assets at cost	295	-	36,314	-	36,609
Total	295	-	36,314	-	36,609

30.5 Minor assets of the department as at 31 March 2009

	Intangi- ble assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Minor Assets	408	-	21,564	-	21,972
Total	408	-	21,564	-	21,972
Number of minor assets	23	-	39,377	-	39,400
Total	23	-	39,377	-	39,400

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31. Intangible Capital Assets

Movement in intangible capital assets per asset register for the year ended 31 March 2010

	Opening balance	Current year adjust- ments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Capitalised development costs	-	-	3,791	-	3,791
Computer software	2,817	-	9,410	-	12,227
Total intangible capital assets	2,817	-	13,201	-	16,018

31.1 Additions

Additions to intangible capital assets per asset register for the year ended 31 March 2010

	Cash	Non-cash	(Development work-in- progress current costs)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Capitalised development costs	6,923	3,791	(6,923)	-	3,791
Computer software	9,410	-	-	-	9,410
Total additions to intangible capital assets	16,333	3,791	(6,923)	-	13,201

31.2 Movement for 2008/09

Movement in intangible capital assets per asset register for the year ended 31 March 2009

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
Computer software	290	2,527	-	2,817
Total intangible capital assets	290	2,527	-	2,817

32. Immovable Tangible Capital Assets

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2010

	Opening Balance	Current year adjust- ments to prior year balances	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	-	560,000	560,000	-
Non-residential buildings	-	-	560,000	560,000	-
Total immovable tangible assets	-	-	560,000	560,000	-

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32.1 Additions

Additions to immovable tangible capital assets per asset register for the year ended 31 March 2010

	Cash	Non-cash	(Capital work-in-progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	209,413	416,753	(65,566)	-	560,600
Non-residential buildings	209,413	416,753	(65,566)	-	560,600
Total additions to immovable tangible capital assets	209,413	416,753	(65,566)	-	560,600

32.2 Disposals

Disposals of immovable tangible capital assets per asset register for the year ended 31 March 2010

	Sold for cash	Transfer out or destroyed or scrapped	Total Disposals		Cash received Actual
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	-	560,000	560,000	-
Non-residential buildings	-	-	560,000	560,000	-
Total disposal of immovable tangible capital assets	-	-	560,000	560,000	-

32.3 Movement for 2008/09

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2010

	Opening Balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	-	352,577	352,577	-
Non-residential buildings	-	352,577	352,577	-
Total disposal of immovable tangible capital assets	-	352,577	352,577	-

33. Statement of Conditional Grants Received

NAME OF DEPARTMENT	GRANT ALLOCATION						SPENT			2008/2009
	Division of Revenue Act/ Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	% of available funds spent by dept	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
HIV/AIDS	14,626	-	-	-	14,626	14,626	14,626	100	13,847	13,727
National School Nutrition	112,548	5,195	-	8	117,751	117,751	117,751	100	86,561	81,301
FET Grant	-	-	-	-	-	-	-	-	77,305	77,305
Provincial Infrastructure Grant	170,395	-	-	-	170,395	170,395	169,976	100	120,475	120,478
Total	297,569	5,195	-	8	302,772	302,772	302,353		98,188	292,811

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Annexure 1A

Statement of transfers to departmental agencies and accounts

Department/ Agency/Account	Transfer allocation				Transfer		2008/2009
	Adjusted appropriation	Roll overs	Adjust- ments	Total available	Actual transfer	% of Available transferred	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	%	R'000
SETA	4,604	-	-	-	4,604	100	4,255
Total	4,604	-	-	-	4,604		4,255

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Annexure 1B
Statement of transfers to non-profit institutions

Non-profit institutions	Transfer allocation				Transfer		2008/2009
	Adjusted appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of Available funds transferred	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Public Ordinary Schools	661,145	-	(51,853)	609,292	604,506	99	553,673
Independent Schools	55,907	-	(385)	55,522	55,522	100	44,119
School for learners with special education needs	105,580	-	11,634	117,214	115,014	98	95,081
Further Education and Training Colleges	163,016	-	953	163,969	163,969	100	186,057
ABET:Private Centres	23,544	-	(966)	22,578	22,578	100	22,020
ECD:Gr-R-Public Schools	76,494	-	12,947	89,441	89,441	100	81,790
ECD:Gr-R-Community Centres	37,869	-	7,863	45,732	45,732	100	34,455
Total	1,123,555	-	(19,807)	1,103,748	1,096,762		1,017,195

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Annexure 1C
Statement of transfers to households

Households	Transfer allocation				Transfer		2008/2009
	Adjusted appropriation Act	Roll overs	Adjustments	Total available	Actual transfer	% of Available funds transferred	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	%	R'000
Transfers							
Employees Soc Benefits: Leave Gratuity	-	-	27,766	27,766	27,766	100	18,722
Employees Social Benefits: Retirement benefit	18,764	-	(18,203)	561	561	100	3,505
Employees Social Benefits: Severance package	-	-	2,113	2,113	2,113	100	2,989
Bursaries (non-employee)	31,928	-	173	32,101	32,101	100	28,415
Claims against State (cash)	-	-	449	449	449	100	1,403
Act of grace	-	-	44	44	44	100	6
Donations & Gifts (cash)	-	-	-	-	-		634
Employees Social Benefits: Injury on duty	1,243	-	(1,097)	146	146	100	-
Total	51,935	-	11,245	63,180	63,180		55,674

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Annexure 1D
Statement of gifts, donations and sponsorships received

Name of organization	Nature of gift, donation or sponsorship	2009/10	2008/09
		R'000	R'000
Received in kind			
Khanya	Smart-board	25	-
ABSA	Data projector	4	-
ABSA	Hot water urn	1	-
ABSA	Microwave oven	1	-
Japanese NPO SPJD	3X Library buses	39	-
Total		70	-

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Annexure 1E

Statement of gifts, donations and sponsorships made and remissions, refunds and payments made as an act of grace

Nature of gift, donation or sponsorship	2009/10	2008/09
	R'000	R'000
Paid in cash		
Sponsorship for expenses to WCED Soccer Club	8	150
Subtotal	8	150
Remissions, refunds and payments made as an act of grace		
Parow East Primary School - Funeral costs for S Dziba	23	6
Subtotal	23	6
Total	31	156

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Annexure 2A

Statement of financial guarantees issued as at 31 March 2010 - local

Guarantor institution	Guarantee in respect of Housing	Original guaranteed capital amount	Opening balance 1 April 2009	Guarantees draw downs during the year	Guaranteed repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2010	Guaranteed interest for year ended 31 March 2010	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	%	R'000
0001 - Standard Bank Of S.A. Limited		-	425	-	340	-	85	-	-
0003 - Nedbank Limited		-	20	-	-	-	20	-	-
0004 - Firstrand Bank Limited: First Na		-	1,374	-	28	-	1,346	-	-
0010 - Nedbank Ltd Incorporating B O E		-	11	-	-	-	11	-	-
0017 - Absa		-	478	155	62	-	571	-	25
0041 - Old Mutual Finance Limited		-	49	-	-	-	49	-	-
0052 - Peoples Bank Limited (Former Fbc		-	37	-	-	-	37	-	-
0053 - Nedbank Limited Incorporating Nb		-	43	-	13	-	30	-	-
0055 - Old Mutual Bank Div. Of Nedbank		-	61	-	25	-	36	-	22
0444 - Boe Bank Limited		-	16	-	-	-	16	-	-
0516 - Green Start Home Loans (Pty)Ltd		-	90	-	-	-	90	-	-
0530 - National Housing Finance Corporation		-	67	-	-	-	67	-	-
Total		-	2,671	155	468	-	2,358	-	47

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Annexure 2B

Statement of contingent liabilities as at 31 March 2010

Nature of liability	Opening balance 1 April 2009 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/ reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing balance 31 March 2010 R'000
Claims against the department					
Various	31,006	12,904	9,095	-	34,815
Total	<u>31,006</u>	<u>12,904</u>	<u>9,095</u>	<u>-</u>	<u>34,815</u>

Note

The closing balance for 2008/09 amounted to R45,279. However, the opening balance of R31,006 for the reporting year does not agree with this balance. The difference came about as a result of the reconciliation of the opening balance with the individual litigation cases, after which it was found that certain cases were incorrectly stated and therefore subsequently corrected.

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Annexure 3
Claims recoverable

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2010	31/03/2009	31/03/2010	31/03/2009	31/03/2010	31/03/2009
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
NC: Department of Education (CED)	-	67	76	-	76	67
Eastern Cape Education Department (EED)	-	-	380	1,754	380	1,754
Dept. of Finance Pensions Pretoria (GEPF)	-	-	110	-	110	-
Gauteng Education (JED)	-	-	74	17	74	17
National Department of Labour (DLB)	-	-	-	19	-	19
NAT: Statistics SA (DSS)	-	-	64	-	64	-
ELRC (Electoral Labour Resolution Council)	-	809	-	459	-	1,268
SADTU (South African Democratic Teachers Union)	-	-	-	511	-	511
CTPA (Cape Teachers Professional Ass.)	-	-	99	85	99	85
Correctional Services (DCS)	-	-	-	38	-	38
Public Allied Workers Union S.A.	-	-	-	31	-	31
WC Department of Local Government (WGA)	-	-	-	1	-	1
WC Dept. Community Safety (WSL)	-	2	11	-	11	2
WC Dept. of Agriculture (WLA)	-	20	-	-	-	20
Dept. Health (WHW)	-	40	312	-	312	40
Cultural Affairs (WAC)	-	-	1	149	1	149
Dept of the Premier (WAM)	-	-	35	5	35	5
Clanwilliam Secondary (WED)	-	-	-	160	-	160
WC Dept. of Transport & Public Works (WWK)	-	-	87	301	87	301
NAT: Justice & Const. Dev (DJC)	-	-	8	-	8	-
Volmoed Primary School (WED)	-	-	115	-	115	-
Various Western Cape Schools (WED)	-	-	11,000	-	11,000	-
Independent Electoral Council (IEC)	-	-	46	-	46	-
NAT: Dept of Defense	-	-	23	-	23	-
NW: Department of Education	-	-	18	-	18	-
Total	-	938	12,459	3,530	12,459	4,468

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Annexure 4
Inter-Government payables

Government entity	Confirmed balance		Unconfirmed balance		Total	
	31/03/2010	31/03/2009	31/03/2010	31/03/2009	31/03/2010	31/03/2009
	R'000	R'000	R'000	R'000	R'000	R'000
Departments						
Current						
WC Dept of TR&PW	-	-	-	4,179	-	4,179
National Dept of Justice & Constitutional Development	-	-	-	82	-	82
WC Dept of Health	-	2	-	-	-	2
WC Prov Treasury	-	-	-	274	-	274
WC Dept of Social Development	-	-	4	-	4	-
National Dept of Education	-	-	-	3	-	3
National SAPS	1	-	-	-	1	-
Dept of Home Affairs	-	9	-	-	-	9
Kwazulu Natal Education Dept	-	-	-	6	-	6
WC Dept of Local Gov & Housing	-	74	-	-	-	74
WC Dept of Transport & Public Works	350	311	-	-	350	311
WC Department of the Premier	-	-	48	364	48	364
Free State Education	15	52	-	-	15	52
NC Education Dept	-	33	-	-	-	33
EC Education Dept	-	-	-	18	-	18
National Treasury	-	-	1,580	-	1,580	-
E Cape Department of Health	17	-	-	-	17	-
Total	383	481	1,632	4,926	2,015	5,407

Part 5 – Human Resource Management

1. Service delivery

All departments are required to develop a Service Delivery Improvement Plan (SDIP). The following tables reflect the WCED's SDIP.

Table 1.1: Main services provided and standards

Main services	Actual customers	Potential customers	Standard of service	Actual achievement against standards
Putting people first through caring, professional client services				
Providing access to information and advice primarily on service benefits and salary matters telephonically via a Call Centre and a Walk-in Centre	Principals, educators, public servants, members of the public	Same target audience on more issues	<ul style="list-style-type: none"> • Reduce the number of “dropped” calls rate to 10% • Reduce the call waiting time to 20 seconds. • E-mails received and processed • Feedback box on website • Directorate Quality Assurance – Complaints section • Use computer based monitoring and evaluation system to inform service delivery improvement (mapping of types of queries, statistics and turnaround time). • Informed trained staff to deal with queries. 	<ul style="list-style-type: none"> • Improved dropped call rate during the year from 12.6% to 7.6%, to exceed target • Client Service Call Centre improved dropped call rate despite increase in calls from 133 206 in 2008/09 to 140 257 in 2009/10. • Reduced average call waiting time during year from 58 to 39 seconds • E-mails received and processed • Feedback box on website • Directorate Quality Assurance – Complaints section • Client Satisfaction Survey conducted in 2009 to establish baseline • Use Call Centre automation software and Excel to capture data on client calls and visits and service delivery • Informed trained staff to deal with queries.

Table 1.2: Consultation arrangements with customers

Type of arrangement	Actual Customers	Potential Customers	Actual achievements
Enhancing Client Care			
Client Satisfaction Survey conducted in sample of 290 schools to determine client needs.	Educators Public Service Staff. Employee parties (Unions) Other departments Learners General Public Service providers NGEOs/NGOs Private institutions	Parent community	The Call and Walk-in-Centre staff work staggered shifts to ensure continuity in service. District Offices are setting personnel in place to respond directly to the needs of clients. New Service Delivery Charter proposed to set targets for response times and services.

Table 1.3: Service delivery access strategy

Access Strategy	Actual achievements
Enhancing Client Care	
<ul style="list-style-type: none"> • Advocacy regarding Client Services • To increase the number of staff during peak times • Quicker responses to requests by clients • To right wrongs by compensation, remedies or by making amends. 	<ul style="list-style-type: none"> • When warranted, additional staff is allocated to the Client Services to meet increased demand • In 2009 the establishment of Circuit Teams brought service delivery closer to education sites • The Customer satisfaction report enabled the WCED not only to probe client perceptions on the services received but also to be able to address certain issues of discontent that they might have expressed.

Table 1.4: Service information tool

Types of information tool	Actual achievements
Enhancing Client Care	
<ul style="list-style-type: none"> • The Call centre is advertised in all WCED communiques • The Call Centre software generates data on productivity automatically to enable management to analyse trends and to take appropriate action as required to ensure optimum service delivery. • Communication protocol directs employees to use the Client Services for enquiries. • The WCED web site is designed to provide information for all stakeholders, including learners, parents, teachers, school managers, partners in education and the general public. • The WCED introduced a newspaper, WCEDnews, during the year to facilitate communication • Regular "Information-sharing roadshows" by the Chief Directorate: Human Resource Management 	<ul style="list-style-type: none"> • Educational institutions and remote service sites receive circulars, information etc. via electronic mail. • The number of visitors to the WCED web site increased by 19.7% from 722 009 to 864 021. The web site is a key source of reference for the broad education community and the general public. • WCEDnews includes a summary of circulars and other reports to inform schools about changes in policy and developments of interest to educators and other WCED employees.

Table 1.5: Complaints mechanism

Complaints Mechanism	Actual achievements
Enhancing Client Care	
<ul style="list-style-type: none"> The Communication protocol invites clients to lodge complaints Visits to education institutions by Minister as well as management teams 	<ul style="list-style-type: none"> Clients are encouraged to forward enquiries where they have experienced response problems to the relevant directors. Communities, learners, educators and public service staff can voice their concerns directly to the department to improve access to services.
<ul style="list-style-type: none"> Establishment of 'Thetha Nathi' (Compliments/Complaints Desk) by the Directorate: Quality Assurance 	
<ul style="list-style-type: none"> 'Thetha Nathi' allows clients to express how they feel about the service they have received. 	<p>A 'Thetha Nathi' brochure explaining the protocols has been developed and distributed</p>
<p>They can:</p> <ul style="list-style-type: none"> Express thanks and appreciation to an individual/institution Pay a compliment to the WCED/its officials Complain about poor service delivery Seek redress Hotline access to the President after all other sources of recourse have been exhausted 	<ul style="list-style-type: none"> IMS has been adapted to serve as the 'Thetha Nathi' database A dedicated e-mail address (wcedcomp@pgwc.gov.za) and faxline (021 467 9337) are in operation The Director of Communications has been appointed the public liaison official for the WCED and will direct in matters of this kind

2. Expenditure

The tables below indicate the names of the programmes and the salary ranges attached to the different salary levels referred to in this report.

Programmes

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

Salary Bands

Salary level	Description	Salary range
Salary level 1	Lower skilled	R 48 210 x 1.5% - R 51 168
Salary level 2	Lower skilled	R 51 936 x 1.5% - R 61 176
Salary level 3	Skilled	R 62 094 x 1.5% - R 73 143
Salary level 4	Skilled	R 73 584 x 1.5% - R 86 679
Salary level 5	Skilled	R 87 978 x 1.5% - R 103 635
Salary level 6	Highly skilled production	R 105 645 x 1.5% - R 124 443
Salary level 7	Highly skilled production	R 130 425 x 1.5% - R 153 636
Salary level 8	Highly skilled production	R 161 970 x 1.5% - R 190 791
Salary level 9	Highly skilled supervision	R 192 540 x 1.5% - R 232 590
Salary level 10	Highly skilled supervision	R 240 318 x 1.5% - R 283 080
Salary level 11	Highly skilled supervision	R 378 456 x 1.5% - R 445 803
Salary level 12	Highly skilled supervision	R 448 521 x 1.5% - R 528 333
Salary level 13	Senior Management Service (Band A)	R 652 572 x 1.5% - R 780 228
Salary level 14	Senior Management Service (Band B)	R 790 953 x 1.5% - R 959 871
Salary level 15	Senior Management Service (Band C)	R 976 317 x 1.5% - R 1 144 452
Salary level 16	Senior Management Service (Band D)	R 1 275 732 x 1.5% - R 1 437 111

The following tables summarise final audited expenditure by programme (Table 2.1) and by salary bands (Table 2.2). In particular they provide an indication of the amount spent on personnel costs in terms of each of the programmes or salary bands within the department.

Table 2.1: Personnel cost in respect of all personnel by programme: 2009/10

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services (R'000)	Personnel cost as a % of total expenditure	Number of employees*	Average Personnel cost per employee (R'000)
1	415,605	228,455	12,343	-	2.15	989	231
2	8,587,360	7,151,029	59,065	-	67.38	35 686	200.39
3	55,522	-	-	-	0.00	-	-
4	623,604	484,441	-	-	4.56	2 730	177.45
5	368,917	212,670	-	-	2.00	1 051	202.35
		*1,668				11	*157.42
6	29,479	**4,953	-	-	0.02	-	-
7	288,620	58,741	-	-	0.55	251	234.03
		***51,228			0.54	98	***393.11
8	244,206	****21,658	-	-	-	-	-
Totals	10,613,313	8,241,843	71,408	-	77.40	40 816	201.27

Note:

- * The personnel expenditure in respect of Programme 6 (Adult Basic Education and Training) amounting to R1,668m, is in respect of the 11 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- ** The amount of R 4,953m reflects the amount in respect of the expenditure pertaining to 77 educators appointed on a per-hourly basis for tuition at ABET-centres.
- *** The personnel expenditure in respect of Programme 8 (Auxiliary and Associated Services) amounting to R51,228m, is in respect of the 98 full-time permanently employed employees. The indicated average personnel cost is therefore only in respect of the fulltime employees.
- **** The amount of R21,658m reflects the amount in respect of the expenditure of Examiners/Moderators/Markers and temporary administrative support staff (for the 2009-Matric examinations).

Table 2.2: Personnel costs in respect of all personnel by salary bands: 2009/10

Salary levels	Personnel Expenditure (R'000)	% of total personnel cost	Number of employees*	Average personnel cost per employee (R'000)
1-2	231,446	3.26	3 232	71,51
3-5	489,511	6.88	5 066	96,23
6-8	5,008,767	70.56	24 748	202,02
9-12	2,432,267	34.19	7 718	313,85
13-16	43,031	0.58	52**	827,52
Total	8,205,022*	100.00	40 816	201,02

Note

- * The total personnel expenditure in tables 2.1 and 2.2 differs because some personnel related payments are made directly on BAS.
- ** The total number of employees indicated in tables 2.1 and 2.2 above includes both public service staff and educators. The number of employees in the band 13 – 16 includes the 6 CEOs attached to the Further Education and Training Colleges.

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time.

The following tables provide a summary per programme (Table 2.3) and salary bands (Table 2.4) of expenditure incurred as a result of salaries, overtime, homeowners' 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 2.3: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by programme: 2009/10

Programme	Salaries		Overtime		Home Owners' Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
Programme 1	198,442	2.801	2,032	0.029	3,433	0.048	9,985	0.141
Programme 2	5,378,716	75.908	69	0.0001	93,603	1.321	307,976	4.346
Programme 3	0	0.000	0	0.000	0	0.000	0	0.000
Programme 4	360,438	5.087	151	0.002	7,772	0.110	21,827	0.308
Programme 5	152,943	2.158	0	0.000	2,689	0.038	8,890	0.125
Programme 6	1,350	0.019	0	0.000	36	0.001	37	0.001
Programme 7	45,049	0.636	0	0.000	662	0.009	2,676	0.038
Programme 8	34,445	0.486	1,092	0.015	700	0.010	2,173	0.031
Total	6,171,383	87.095	3,344	0.047	108,893	1.537	353,563	4.990

Table 2.4: Salaries, Overtime, Home Owners' Allowance and Medical Assistance in respect of all personnel by salary bands: 2009/10

Salary levels	Salaries		Overtime		Home Owners' Allowance (HOA)		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assistance as a % of personnel cost
1-2	167,941	2.370	56	0.001	6,128	0.086	10,846	0.153
3-5	356,160	5.026	1,438	0.020	11,242	0.159	24,804	0.350
6-8	3,778,543	53.325	1,623	0.023	63,078	0.890	223,143	3.149
9-12	1,844,774	26.035	227	0.003	28,446	0.401	94,132	1.328
13-16	23,966	0.338	0	0.000	0	0.000	639	0.009
Total	6,171,383	87.095	3,344	0.047	108,893	1.537	353,563	4.990

3. Employment and Vacancies

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment. This information is presented in terms of three key variables: - programme (Table 3.1), salary band (Table 3.2). The vacancy rate reflects the percentage of posts that are not filled.

Table 3.1: Employment and vacancies by programme: 31 March 2010

Personnel group	Programme	Number of posts	Number of posts filled	Vacancy Rate	* Number of posts filled additional to the establishment	Total No of Employees
All personnel	Programme 1	1 018	987	3	2	989
	Programme 2	35 933	35 462	1	224	35 686
	Programme 3	0	0	0	0	0
	Programme 4	2 814	2 696	4	34	2 730
	Programme 5	1 385	1 050	24	1	1 051
	Programme 6	17	11	35	0	11
	Programme 7 **	15	251	0	0	251
	Programme 8	128	97	24	1	98
	Total	41 310	40 554	2	262	40 816
Educators	Programme 1	128	116	9	1	117
	Programme 2	28 762	28 847	0	148	28 995
	Programme 3	0	0	0	0	0
	Programme 4	1 710	1 728	0	18	1 746
	Programme 5	878	845	4	1	846
	Programme 6	4	3	25	0	3
	Programme 7**	15	251	0	0	251
	Programme 8***	1	6	0	1	7
	Total	31 498	31 796	0	169	31 965
Public Service Personnel	Programme 1	890	871	2	1	872
	Programme 2	7 171	6 615	8	76	6 691
	Programme 3	0	0	0	0	0
	Programme 4	1 104	968	12	16	984
	Programme 5	507	205	60	0	205
	Programme 6	13	8	38	0	8
	Programme 7	0	0	0	0	0
	Programme 8***	127	91	28	0	91
	Total	9 812	8 758	11	93	8 851

Note:

* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated.

** Programme 7: Posts of educator: pre-primary are abolished as they become vacant. The WCED adopted a policy according to which the posts are replaced by a subsidy payment in an effort to create more learning sites for pre-primary learners (Early Childhood Development), especially in disadvantaged communities. * 248 of the 251 educators in Program 7 are Pre-Primary Personnel - these personnel are all carried in additional posts

*** The 6 educators in Program 8 are HIV personnel and are all carried in additional posts. 1 permanent educator marked as additional

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

Table 3.2: Employment and vacancies by salary bands: 31 March 2010

Personnel Group	Salary levels	Number of Posts	Number of Posts Filled	Vacancy Rate	* Number of Posts Filled Additional to the Establishment	Total number of employees on 31 March 2010
All Personnel	1-2	3 497	3 199	9	33	3 232
	3-5	5 214	5 125	2	13	5 138
	6-8	24 465	24 525	0	149	24 674
	9-12	8 081	7 654	5	66	7 720
	13-16	53	52	4	0	52
	Total	41 310	40 554	2	262	40 816
Educators**	1-2	0	0	0	0	0
	3-5	851	1 230	0	1	1 231
	6-8	22 843	23 145	0	102	23 247
	9-12	7 804	7 421	5	66	7 487
	13-16	0	0	0	0	0
	Total	31 498	31 796	0	169	31 965
Public Service Personnel	1-2	3 497	3 199	9	33	3 232
	3-5	4 363	3 895	11	12	3 907
	6-8	1 622	1 380	15	47	1 427
	9-12	277	233	16	0	233
	13-16	53	52	4	0	52
	Total	9 812	8 758	11	93	8 851

Note:

* In the case of educators additional to the establishment, the figures of only those educators who were duly identified as additional in terms of collective agreements are indicated. The matching and placement of additional employees into vacant substantive posts is an ongoing process and is guided by the applicable collective agreements. In a further effort to promote the redeployment of additional employees, vacant posts are also regularly advertised in departmental vacancy lists. The WCED developed a number of policy measures to ensure the optimal utilisation of the services of additional staff members.

** 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 reality is that the WCED does have under-qualified and unqualified educators in the system. These are the 1 231 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.

4. Job Evaluation

The Public Service Regulations, 2001, as amended, introduced job evaluation as a way of ensuring that work of equal value is remunerated equally. Within a nationally determined framework, executive authorities may evaluate or re-evaluate any job in their organisation. In terms of the Regulations all vacancies on salary levels 9 and higher must be evaluated before they are filled.

The following table (Table 4.1) summarises the number of jobs that were evaluated during the year under review.

Table 4.1: Job Evaluation i.r.o Public Service Posts: 1 April 2009 to 31 March 2010

Salary levels	Number of posts	Number of Jobs Evaluated	% jobs evaluated	Posts grading unchanged		Posts Upgraded		Posts downgraded	
				Number	%	Number	%	Number	%
1-2	3 497	5	0.14	0	0	106	3.03	0	0
3-5	4 363	5	0.11	0	0	1 777	40.73	0	0
6-8	1 622	0	0.00	0	0	10	0.62	0	0
9-12	277	0	0.00	0	0	1	0.36	0	0
13	39	0	0.00	0	0	0	0.00	0	0
14	9	0	0.00	0	0	0	0.00	0	0
15	4	0	0.00	0	0	0	0.00	0	0
16	1	0	0.00	0	0	0	0.00	0	0
Total	9 812	15	0.15	0	0	1 894	19.30	0	0

Note: All SMS posts were job evaluated.

Total Number of Employees whose salaries exceeded the grades determined by job evaluation in 2009/10	NIL
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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 (Table 5.1) and by critical occupations (Table 5.2).

Public Servants and Educators who do not occupy permanent positions are appointed on contract for closed periods. These would include employees appointed to substantive vacancies which arise as a result natural attrition, deaths, promotions, etc., and employees (educators) appointed as substitutes in the place of those absent from duty because of sick leave, maternity leave, etc. This policy means that the same employee can be appointed up to four times in a particular reporting year because each contract is regarded as a new appointment. The expiry of the contract is regarded as a termination of service for reporting purposes and this is the reason for the exceptionally high number of terminations. It nevertheless remains the WCED's goals to have all vacant posts at educational institutions, especially educator posts, filled in a permanent capacity as soon as possible after the vacancy has arisen.

Table 5.1: Annual turnover rates by salary band for the period 1 April 2009 to 31 March 2010

Personnel Group	Salary band	Number of Employees per band as on 1/4/2009	Appointments and transfers into the Department	Terminations and transfers out of the department	Turnover Rate %
All Personnel	1-2	3 347	2 899	2 742	4.69
	3-5	4 744	6 707	5 581	23.74
	6-8	26 521	12 572	12 795	-0.84
	9-12	5 487	552	697	-2.64
	13	39	3	4	-2.56
	14	9	1	1	0
	15	5	0	1	-20.00
	16	1	1	1	0
	Total	40 153	22 915	21 822	2.72
Educators	1-2	0	0	0	0
	3-5	1 043	4 342	3 231	106.52
	6-8	25 086	12 520	12 501	0.08
	9-12	5 274	406	571	-3.13
	13	0	0	0	0
	14	0	0	0	0
	15	0	0	0	0
	16	0	0	0	0
	Total	31 403	17 268	16 353	2.91
Public Service Personnel	1-2	3 347	2 899	2 742	4.69
	3-5	3 701	2 365	2 350	0.41
	6-8	1 435	232	244	-0.84
	9-12	213	146	126	9.39
	13	39	3	4	-2.56
	14	9	1	1	0
	15	5	0	1	-20.00%
	16	1	1	1	0
	Total	8 750	5 647	5 469	2.03

Table 5.2: Reasons why staff are leaving the department

Termination Type	Number	% of Total
Death	111	0.51
Resignation	896	4.11
Expiry of Contract *	20 058	91.91
Dismissal – Operational Changes **	0	0.00
Dismissal – Misconduct	55	0.25
Dismissal – Inefficiency	0	0.00
Ill Health	95	0.44
Retirement	513	2.35
Transfers to other State Departments, Statutory Bodies, etc.	72	0.33
Conversion appointment	23	0.11
Total	21 823	100
Total number of employees who left as a % of the total employment***	1 765	8.08

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 whereby 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 it must also be borne in mind that substitute educators are appointed in the place of educators who utilise leave or are seconded and the shortest period of appointment in respect of an educator is two weeks.

** The total indicates the number of Employee Initiated Severance Packages granted to employees

Table 5.3 (1): Promotions by salary band in respect of Educators

Personnel Group	Salary levels	Employees 1 April 2009	Promotions to another Salary Level	Salary Bands Promotions as a % of Employees by salary level	Progressions to another Notch within a Salary Level	Notch progressions as a % of Employees by salary band
Educators	1-2	0	0	0.00	0	0.00
	3-5	1 043	2	0.19	258	24.74
	6-8	25 086	213	0.85	19 566	78.00
	9-12	5 274	852	16.15	5 186	98.33
	13	0	0	0.00	0	0.00
	14	0	0	0.00	0	0.00
	15	0	0	0.00	0	0.00
	16	0	0	0.00	0	0.00
	Total	31 403	1 067	3.40	25 010	79.64

Note:

In terms of Notch progression, Recognition of experience, Senior and Master teachers and REVQ 10-12 to salary level of REVQ 13 is included under Promotions, Progression within the same salary level and Notch progression by salary band.

Table 5.3 (2): Promotions by salary band in respect of Public Service Staff

Personnel Group	Salary levels	Employees 1 April 2009	Promotions to another Salary Level	Salary Bands Promotions as a % of Employees by salary level	Progressions to another Notch within a Salary Level	Notch progressions as a % of Employees by salary band
Public Service Personnel	1-2	3 347	8	0.24	1 803	53.87
	3-5	3 701	15	0.41	2 135	57.69
	6-8	1 435	85	5.92	643	44.81
	9-12	213	20	9.39	37	17.37
	13	39	1	2.56	29	74.36
	14	9	0	0.00	4	44.44
	15	5	0	0.00	4	80.00
	16	1	1	100.00	0	0.00
	Total	8 750	130	1.49	4 655	53.20

6. Employment Equity

The tables in this section are based on the formats prescribed by the Employment Equity Act, 1998, Act 55 of 1998.

Table 6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2010

Occupational categories (SASCO)	Male				Female				Foreigners		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	M	F	
Legislators, senior officials and managers	4	14	2	12	6	6	1	2			47
Professionals	1 863	6 912	34	1 966	4 874	11 837	63	4 679	125	58	32 411
Technicians and associate professionals	55	160	3	26	63	155	2	47			511
Clerks	85	271	1	20	361	1 350	8	469	3	3	2 571
Service and sales workers	1	25				5		2			33
Craft and related trades workers	1	13				1					15
Plant and machine operators and assemblers	3	21		1		1					26
Elementary occupations	617	2 053	3	111	371	1 861	2	181	2	1	5202
Total	2 629	9 469	43	2 136	5 675	15 216	76	5 380	130	62	40 816
Employees with disabilities	4	9	0	8	2	10	0	6	0	0	39

Table 6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2010

Occupational Bands	Male				Female				Foreigners		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	M	F	
Top Management		1		2		1		1			5
Senior Management	6	16	2	10	7	4	1	1			47
Professionally qualified and experienced specialists and mid-management	337	2 450	20	1 095	492	1 940	16	1 363	2	5	7 720
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 474	4 592	15	883	4 323	9 694	53	3 546	66	28	24 674
Semi-skilled and discretionary decision making	351	1 228	3	128	529	2 384	6	419	61	29	5 138
Unskilled and defined decision making	461	1 182	3	18	324	1 193		50	1		3 232
Total	2 629	9 469	43	2 136	5 675	15 216	76	5 380	130	62	40 816

Table 6.3 Recruitment for the period 1 April 2009 to 31 March 2010

Occupational Bands	Male				Female				Foreigners		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	M	F	
Top Management								1			1
Senior Management		2		1		1					4
Professionally qualified and experienced specialists and mid-management	37	173	6	58	44	132	1	83	1	3	538
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	584	2 601	15	467	2 958	4 157	45	1 661	161	39	12 688
Semi-skilled and discretionary decision making	343	812	10	121	920	3 480	12	511	348	142	6 699
Unskilled and defined decision making	390	1 140	5	27	293	985	2	49	6		2 897
Total	1 354	4 728	36	674	4 215	8 755	60	2 305	516	184	22 827
Employees with disabilities	0	0	0	0	0	2	0	0	0	0	2

Note:

The recruitment total may seem high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a temporary capacity for closed periods. Consequently each temporary appointment is regarded as a new recruitment.

Table 6.4 Promotions (Including where scale and notch changed) for the period 1 April 2009 to 31 March 2010

Occupational Bands	Male				Female				Foreigners		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	M	F	
Top Management				4	1						5
Senior Management	4	11	1	7	6	3	1	1			34
Professionally qualified and experienced specialists and mid-management	304	2 037	31	1 025	383	1 202	26	1 083	2	2	6 095
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	1 295	3 946	20	750	3 664	7 842	50	2 921	5	14	20 507
Semi-skilled and discretionary decision making	149	736		73	206	1 062	2	180	1	1	2 410
Unskilled and defined decision making	252	660		7	152	706		34			1 811
Total	2 004	7 390	52	1 866	4 412	10 815	79	4 219	8	17	30 862
Employees with disabilities	4	8	0	5	1	6	0	6	0	0	30

Note:

The above promotions represent the number of employees who were promoted from one salary level to a higher salary level. One OSD case per person is included in these figures

Table 6.5 Terminations for the period 1 April 2009 to 31 March 2010

Occupational Bands	Male				Female				Foreigners		Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	M	F	
Top Management		2									2
Senior Management		1		1		1		1			4
Professionally qualified and experienced specialists and mid-management	35	232	8	95	45	165	2	110	1	2	695
Skilled technical and academically qualified workers, junior management, supervisors, foreman and superintendents	599	2 656	18	450	2 820	4 283	42	1 631	193	49	12 741
Semi-skilled and discretionary decision making	288	705	5	85	733	3 004	6	366	260	118	5 570
Unskilled and defined decision making	373	1 078	3	29	274	927	3	46	8		2 741
Total	1 295	4 674	34	660	3 872	8 380	53	2 154	462	169	21 753
Employees with disabilities	0	0	0	0	0	0	0	0	0	0	0

Note:

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time. The number of terminations may seem high in comparison to other state departments and employers. The high figure is because the WCED appoints employees in a temporary capacity for closed periods. Consequently each temporary appointment is regarded as a new appointment thus resulting in one termination (These posts are regularly advertised within the framework of applicable collective agreements with a view to the permanent filling thereof at the earliest opportunity).

Table 6.6 Skills development for the period 1 April 2009 to 31 March 2010

Occupational Categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, Senior officials and managers	274	1002	3	268	258	778	14	264	2861
Professionals	1 703	2 141	199	848	1 815	3 699	294	1536	12 235
Professionals uncategoryed in terms of race and gender	0	0	0	0	0	0	0	0	0
Technicians and Associate professionals uncategoryed	0	0	0	0	0	0	0	0	0
Clerks	76	179	5	39	231	302	4	94	930
Clerks uncategoryed	0	0	0	0	0	0	0	0	0
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations uncategoryed	88	221	0	25	13	79	0	0	426
Total	2 141	3 543	207	1 180	2 317	4 858	312	1 894	16 452

Note:

- Many employees, especially educators, refuse to indicate race and gender on the attendance registers, even though it is explained that the purpose is for equity and statistical reasons.
- An employee may be counted twice as they may take part in more than one course.
- Legislators, Senior Officials and Managers include MMS.

7. Performance Rewards

To encourage good performance, the department granted the following performance rewards during the year under review. The information is presented in terms of race, gender, and disability (Table 6.1), salary bands (table 6.2) and critical occupations (Table 6.3).

Table 7.1: Performance Rewards by race, gender and disability for Public Service personnel (excluding SMS): 1 April 2009 to 31 March 2010

Beneficiary Profile			Cost (R'000)		
Population group	Number of Beneficiaries	Total number of employees in group	Percentage of population group	Total Cost (R'000)	Average cost per employee (R)
African	100	1 679	5.96	439	4,395
Male	38	808	4.70	142	3,729
Female	62	871	7.19	297	4,803
Asian	2	24	8.33	12	6,336
Male	0	9	0	0	0
Female	2	15	13.33	12	6,336
Coloured	927	6 183	14.99	4,793	5,171
Male	287	2 652	10.82	1,557	5,427
Female	640	3 531	18.10	3,236	5,056
White	349	913	38.22	2,353	6,747
Male	36	188	19.15	292	8,134
Female	313	725	42.75	2,061	6,587
Total	1 378	8 799	15.67	7,597	5,515
Employees with a disability	0	0	0	0	0

Note:

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time. This includes performance rewards and cash awards for the above period.

Table 7.2: Performance Rewards by salary levels for Public Service personnel below Senior Management Service: 1 April 2009 to 31 March 2010

Beneficiary Profile			Cost		
Salary level	Number of Beneficiaries	Number of employees	Percentage of group per salary level	Total Cost (R'000)	Average Cost per Employee (R)
1-2	172	3 232	5.32	508	2,952
3-5	581	3 907	14.87	2,230	3,838
6-8	576	1 427	40.36	4,066	7,059
9-12	49	233	21	796	16,250
Total	1 378	8 799	15.67	7,600	7,525

Note:

The number of employees includes employees carried additional to the establishment. The total number of employees also refers to ALL public service employees appointed whatever their nature of appointment, i.e. permanent, term contracts, substitutes and part-time. This includes performance rewards and cash awards for the above period.

Table 7.3: Performance-related rewards (cash bonus) by salary band: Senior Management Service

Salary level	Beneficiary Profile			Total Cost (R'000)	Average Cost per Beneficiary (R)	Total cost as a % of the total SMS personnel expenditure (R'000)
	Number of Beneficiaries	Number of SMS members	Percentage of total within salary level			
13	24	38	63	680	28.354	1.65
14	5	9	55.56	145	29.056	0.35
15	1	4	25	28	28.046	0.07
16	0	1	0	0	0	0
Total	30	52	57.70	853	28.460	2.07

8. Foreign Workers

The tables below summarise the employment of foreign nationals in the department in terms of salary bands and by major occupation. The tables also summarise changes in the total number of foreign workers in each salary band and by each major occupation.

Table 8.1: Foreign Workers by salary band: 1 April 2009 to 31 March 2010

Salary level	1 April 2009		31 March 2010		Change	
	Number	% of total	Number	% of total	Number	% of total
1-2	6	5.50	1	0.52	-5	-6.02
3-5	0	0	90	46.87	90	108.43
6-8	103	94.50	94	48.95	-9	-10.84
9-12	0	0	7	3.66	7	8.43
13 - 16	0	0	0	0	0	0
Total	109	100	192	100	83	100

Table 8.2: Foreign Workers by major occupation: 1 April 2009 to 31 March 2010

Major Occupation	1 April 2009		31 March 2010		Change	
	Number	% of total	Number	% of total	Number	% of total
Administrative office workers	6	5.50	6	3.13	0	0
Elementary occupations	0	0.00	3	1.56	3	3.61
Professionals and managers	103	94.50	183	95.31	80	96.39
Total	109	100	192	100	83	100

Note:

Foreign workers are appointed only in cases where no suitably qualified RSA nationals are available and if they are in possession of a valid RSA-work permit.

9. Leave utilisation for the period 1 January 2009 to 31 December 2009

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 (Table 9.1) and disability leave (Table 9.2). In both cases, the estimated cost of the leave is also provided.

Note: Reporting in respect of leave is for the Leave Cycle i.e. for a Calendar Year and not Financial Year, except for Table 9.5 (Leave: Payouts)

Table 9.1: Sick leave: 1 January 2009 to 31 December 2009

Personnel Group	Salary level	Total Days	% Days with Medical Certification	Number of Employees using Sick Leave	Total number of employees as at 31/12/2009	% of Total Employees in salary band using Sick Leave	Average Days per Employee based on number of employees as at 31/12/2009	Estimated Cost (R'000)
All Personnel	1-2	15 805	83	1 935	3 273	8	5	3,94
	3-5	25 658	82	3 130	5 165	12	5	7,149
	6-8	136 401	76	17 506	26 245	68	5	80,096
	9-12	25 276	81	3 128	6 150	12	4	22,913
	13-16	286	80	35	53	0	5	462
	Total	203 426	78	25 734	40 886	100	5	114,108
Educators	1-2	0	0	0	0	0	0	0
	3-5	4 276	75	661	1 268	3	3	1,480
	6-8	127 078	76	16 487	24 802	82	5	75,362
	9-12	24 200	81	2 975	5 923	15	4	21,862
	13-16	0	0	0	0	0	0	0
	Total	155 554	77	20 123	31 993	100	5	98,125
Public Service Personnel	1-2	15 805	83	1 935	3 273	34	5	3,194
	3-5	21 382	84	2 469	3 897	44	5	5,572
	6-8	9 323	80	1 019	1 443	18	6	4,595
	9-12	1 076	80	153	227	3	5	1,040
	13-16	286	80	35	53	1	5	462
	Total	47 872	83	5 611	8 893	100	5	14,855

Table 9.2: Disability leave (temporary and permanent): 1 Jan. 2009 to 31 December 2009

Personnel Group	Salary level	Total Days Taken	% Days with Medical Certification	Number of Employees using Disability Leave	Total number of employees as at 31/12/2009	% of Total Employees using Disability Leave	Average Days per Employee based on number of employees as at 31/12/2009	Estimated Cost (R'000)
All Personnel	1-2	4 107	97	146	3 273	9	1	853
	3-5	7 328	99	198	5 165	13	1	2,002
	6-8	31 173	98	1 033	26 245	66	1	18,134
	9-12	7 055	98	187	6 150	12	1	6,418
	13-16	97	100	1	53	0	2	0
	Total	49 760	98	1 565	40 886	100	1	27,244
Educators	1-2	0	0	0	0	0	0	0
	3-5	791	100	26	1 268	2	1	294
	6-8	28 221	98	949	24 802	82	1	16,672
	9-12	6 940	98	179	5 923	16	1	6,282
	13-16	0	0	0	0	0	0	0
	Total	35 952	98	1 154	31 993	100	1	22,816
Public Service Personnel	1-2	4 107	97	146	3 273	36	1	853
	3-5	6 537	99	172	3 897	42	2	1,689
	6-8	2 952	97	84	1 443	20	2	1,415
	9-12	115	100	8	227	2	1	116
	13-16	97	100	1	53	0	2	137
	Total	13 808	98	411	8 893	100	2	4,183

Note:

Disability leave (sick leave) is granted to an employee who on medical grounds is declared temporarily indisposed for work, but with a period of recuperation is able to resume his/her normal duties.

Table 9.3 summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 9.3: Annual Leave: 1 January 2009 to 31 December 2009

Personnel Group	Salary level	Total Days Taken	Average days per Employee based on total number of employees as at 31 Dec. 2009	Total number of employees as at 31 Dec. 2009
All Personnel	1-2	19 964	10	1 940
	3-5	30 168	11	2 726
	6-8	34 744	5	6 458
	9-12	21 428	9	2 421
	13-16	1 141	20	56
	Total	107 445	8	13 601
Educators	1-2	0	0	0
	3-5	278	4	75
	6-8	16 848	3	5 265
	9-12	17 659	8	2 199
	13-16	0	0	0
	Total	34 785	5	7 539
Public Service Personnel	1-2	19 964	10	1 940
	3-5	29 890	11	2 651
	6-8	17 896	15	1 193
	9-12	3 769	17	222
	13-16	1 141	20	56
	Total	72 660	12	6 062

Note:

In terms of the leave measures, institution-based educators do not qualify for annual leave as they are regarded as utilising annual leave during school closure periods, viz. school vacations.

Table 9.4: Capped leave: 1 January 2009 to 31 December 2009

Personnel Group	Salary level	Total days of capped leave taken	Average number of days taken per employee	Average capped leave per employee as at 31 Dec. 2009	Number of employees as at 31 Dec. 2009
All Personnel	1-2	2 960	0.90	15	3 273
	3-5	11 143	2.16	27	5 165
	6-8	33 803	1.29	28	26 245
	9-12	23 763	3.86	70	6 150
	13-16	192	3.62	74	53
	Total	71 861	1.76	33	40 886
Educators	1-2	0	0	0	0
	3-5	1 928	1.52	11	1 268
	6-8	31 337	1.26	27	24 802
	9-12	23 222	3.92	71	5 923
	13-16	0	0	0	0
	Total	56 487	1.77	35	31 993
Public Service Personnel	1-2	2 960	0.90	15	3 273
	3-5	9 215	2.36	32	3 897
	6-8	2 466	1.71	49	1 443
	9-12	541	2.38	32	227
	13-16	192	3.62	74	53
	Total	15 374	1.73	29	8 893

Note:

1. This table gives information on capped leave for the calendar year 1 January 2009 to 31 December 2009, whilst this annual report covers the financial year 1 April 2009 to 31 March 2010.
2. Only personnel who were permanently employed before 30 June 2000 and who are still in permanent employment have capped leave to their credit.

Table 9.5: Leave payouts for the period 1 April 2009 to 31 March 2010

The following table summarises payments made to employees as a result of leave that was not taken.

Personnel Group	Reason	Total Amount (R'000)	Number of Employees	Average payment per Employee
Educators	Leave payout for 2009/2010 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2009/2010	15,195	255	95,588
	Annual leave payouts on termination of service for 2009/2010	0	0	0
	Leave discounting for 2009/2010	6,280	779	8,062
	Total	21,475	1 034	20,769
Public Service Staff	Leave payout for 2009/2010 due to non-utilisation of leave for the previous cycle	0	0	0
	Capped leave payouts on termination of service for 2009/2010	5,474	132	41,470
	Annual leave payouts on termination of service for 2009/2010	0	0	0
	Leave discounting for 2009/2010	544	161	3,379
	Total	6,018	293	20,539

Note:

1. The WCED adopted a policy according to which no unused annual leave is paid out to employees. Employees and supervisors were instructed to ensure that all employees utilise their full annual leave entitlement as prescribed in the approved measures on leave.
2. Capped leave payouts refer to normal leave gratuities payable on death, discharge because of ill-health, normal retirement.
3. Discounting of capped leave is allowed in respect of long service awards i.e. for 20 and 30 years continuous satisfactory service for all employees.
4. Current leave payouts on termination of service refer to the payment of unused leave at the time of resignation.

10. HIV/AIDS & Health Promotion Programmes:

TABLE 10.1 – 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 at Youth Centres	➤ Workshops regarding occupational exposure
➤ Educators and Support Staff (school nurses, cleaning staff, educators in laboratories, engineering and school secretaries)	➤ Brochure with procedures to follow on occupational exposure

TABLE 10.2 – Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)

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: Internal Human Capital 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.			The WCED has two specific programmes that it focusses 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. Two employees focused on Employee Health and Wellness Management (EHWP) in terms of their Job Descriptions. R1 258 360
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.			This programme provides ongoing support to 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 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 additions, Health Promotion Days takes place according to days noted in the Health Calendar of the Department of Health.
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.			Director: IHCM, Deputy-Director: IHCM, HIV Co-ordinator, representatives from Directorates, representatives from employee parties. A new Advisory Committee for the comprehensive Employee Health and Wellness Programme is planned for
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.			The WCED adopted its own HIV and AIDS Policy in the Workplace, based on the Framework provided by the Provincial Government.

Question	Yes	No	Details, if yes
6. Has the department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.			Continuous awareness raising of the proper context in which HIV and AIDS should be perceived. Unique matters regarding HIV and AIDS, eg. Confidentiality, disclosure, VCT, etc. The WCED's HIV and AIDS Policy also convey this message and forms 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.			VCT made available to staff through Employee Health and Wellness Awareness Days. The uptake is 10% to 15% of those who attend the Awareness Days. VCT days and Spot Talks campaign also raised awareness about the processes and procedures of VCT
8. Has the department developed measures/ indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.			Monthly reports from the various service providers, reflecting utilisation of the services

Note: The PEAP to which the WCED is integrally tied gives constructive direction regarding the following key elements / services:

1. Education and awareness in the workplace
2. Conducting of an HIV/AIDS audit in the workplace to determine infra-structural needs e.g. First Aid kits, etc.
3. Preventative programmes e.g. distribution of condoms
4. Promoting universal precautions e.g. safety measures to be observed when dealing with blood and body fluids of injured persons
5. Voluntary Counselling and Testing
6. Promote support to HIV/AIDS-infected employees

DPSA: Employee Health and Wellness Strategic Framework emphasize compliance on HIV/AIDS and TB Management which recommended the ONE of core function of EH&W in the workplace.

1. Mitigate the impact of HIV and AIDS and create an enabling social environment for Care, Treatment and Support.
2. Implement Employee Health and Wellness Day programme for HIV infected and affected work community
3. Implementation of Peer Educator programme for WCED employees targeting Behavioural Risks
4. Medical Assistance for Treatment and Care of employees living with HIV/AIDS is provided by GEMS

11. Labour Relations

The following collective agreements were entered into with the trade unions within the department.

Table 11.1 – Collective Agreements, 1 April 2009 to 31 March 2010

Total collective agreements Nil

The following table summarises the outcome of the disciplinary hearings conducted within the department for the year under review:

Table 11.2.1 – Misconduct and disciplinary hearings finalised, 1 April 2009 to 31 March 2010

Outcomes of disciplinary hearings	Number
Correctional counselling	2
Verbal warning	2
Written warning	0
Final written warning	120
Suspended without pay (as a sanction)	24
Fine	89
Demotion	0
Dismissal	17
Not guilty	16
Case withdrawn	3
Fine suspended for 12 months	1
Total	274

Table 11.2.2 - Disciplinary action, including Progressive Discipline, for the period of 1 April 2009 to 31 March 2010

Disciplinary action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Total	48	126	0	8	90	86	2	3	363

Table 11.3 – Types of misconduct addressed at disciplinary hearings

TYPE OF MISCONDUCT	NUMBER
Theft, bribery, fraud or act of corruption in regard to examinations	2
Sexual assault on learner	10
Sexual assault on other employee	0
Sexual relationship with learner of the same school	0
Serious assault with intention to cause grievous bodily harm to a learner or student	0
Serious assault with intention to cause grievous bodily harm to another employee	0
Illegal possession of an intoxicating illegal or stupefying substance	2
Fails to comply with or contravenes an Act or any other statute, regulation or legal obligation	0
Wilfully or negligently mismanages the finances of the State	10
Misuse of state property	3
Unjustifiably prejudices the administration, discipline or efficiency of the Dept	3
Misuses his or her position in the DOE to promote or to prejudice the interest of any person	1
Accepts second employment and/or compensation without written approval from the Employer	1
Fails to carry out a lawful order and / or routine instruction	5

TYPE OF MISCONDUCT	NUMBER
Absenteeism	10
Discrimination	2
Poor performance, for reasons other than incapacity	2
While on duty, is under the influence or intoxicating substance	1
While on duty, conducts himself or herself in an improper, disgraceful or unacceptable manner	18
Assaults, or attempt to or threats to assault	62
Victimisation and / or intimidation	0
Give false statements or evidence in the execution of duties, and / or falsification of records	0
Unlawful industrial action	0
Common law or statutory offence (theft, fraud and corruption)	17
Dishonesty	2
Abscondment	28
TOTAL	179

Table 11.4 – Grievances lodged for the period 1 April 2009 to 31 March 2010

	Number
Number of grievances resolved	453
Number of grievances not resolved	146
Total number of grievances lodged	599

Table 11.5 – Disputes lodged with Councils for the period 1 April 2009 to 31 March 2010

	Number
Number of disputes upheld	42
Number of disputes dismissed	101
Number of disputes pending	70
Total number of disputes lodged	213

Table 11.6 – Strike actions for the period 1 April 2009 to 31 March 2010

Total number of employee working days lost	0
Total cost (R) of working days lost	0
Amount (R) received as a result of no work no pay	0

Table 11.7 – Precautionary suspensions for the period 1 April 2009 – 31 March 2010

Number of employees suspended	45
Number of employees whose suspension exceeded 30 days	3
Average number of days suspended	98.73
Cost of suspension	R 2,432,220.32

12. Skills development

This section highlights the efforts of the department with regard to skills development.

Table 12.1: Training needs identified for the period 1 April 2009 to 31 March 2010 as per the WCED's Workplace Skills Plan

Occupational Categories	Gender	Number of employees on 1 April 2009	Training needs identified at start of reporting period			
			Learnerships *	Skills Programs & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	17	0	1 363	0	1 363
	Male	33	0	970	0	970
Professionals	Female	20 863	0	7 404	0	7 404
	Male	10 871	0	5 649	0	5 649
Technicians and associate professionals	Female	181	0	0	0	0
	Male	179	0	30	0	30
Clerks	Female	2 302	0	1 555	0	1 555
	Male	426	0	874	0	874
Service and sales workers	Female	7	0	0	0	0
	Male	31	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	14	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	21	0	0	0	0
Elementary occupations	Female	2 401	0	331	0	331
	Male	2 806	0	278	0	278
Sub Total	Female	25 772		10 653	0	10 653
	Male	14 381		7 801		7 801
Total		40 153	0	18 454		18 454

Table 12.2: Training provided 1 April 2009 to 31 March 2010

Occupational Categories	Gender	Number of employees on 1 April 2009	Training provided within the reporting period			
			Learnerships *	Skills programs & other short courses	Other forms of training	Total
Legislators, senior officials & managers	Female	17	0	1 450	0	1 450
	Male	33	0	1 900	0	1 900
Professionals	Female	20 863	0	6 117	0	6 117
	Male	10 871	0	4 052	0	4 052
Technicians and associate professionals	Female	181	0	10	0	10
	Male	179	0	95	0	95
Clerks	Female	2 302	0	1 900	0	1 900
	Male	426	0	578	0	578
Service and sales workers	Female	7	0	0	0	0
	Male	31	0	0	0	0
Craft and related trades workers	Female	0	0	0	0	0
	Male	14	0	0	0	0
Plant and machine operators and assemblers	Female	1	0	0	0	0
	Male	21	0	0	0	0
Elementary occupations	Female	2 401	0	135	0	135
	Male	2 806	0	215	0	215
Subtotal	Female	25 772	0	9 612	0	9 612
	Male	14 381	0	6 840	0	6 840
Total		40 153	0	16 452	0	16 452

Note

* Financial and time constraints account for not all targeted employees eventually receiving training.

* A course or training attended by an employee is counted as one employee; thus who received training could outnumber the actual number of employees on the establishment.

* Senior Officials & Managers for training record purposes included MMS.

* Other forms of training include Bursaries & Cape Administrative Academy courses.

* Total does not include or reflect 4 203 people trained in ABET.

13. Injury on duty

The following tables provide basic information on injury on duty.

Personnel group	Nature of injury on duty	Number	% of total
Educators	Required basic medical attention only	65	79%
	Temporary Total Disablement	17	21%
	Permanent Disablement	-	0%
	Fatal	-	0%
	Total	82	100%
Public Service Personnel	Required basic medical attention only	71	77%
	Temporary Total Disablement	21	23%
	Permanent Disablement	-	0%
	Fatal	-	0%
	Total	92	100%

Note:

The interpretation of Basic Medical Attention is that an employee is away from work for a short period (up to a few days). Temporary total disablement is for longer periods, for example, for more than a week.

14. Utilisation of Consultants

Table 14. 1: Report on consultant appointments using appropriated funds

Project Title	Total number of consultants who worked on the project	Duration: Work days	Contract value in Rand
0	0	0	0

Total number of projects	Total individual consultants	Total duration: Work days	Total contract value in Rand
0	0	0	0

Table 14.2: Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDIs)

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project
0	0	0	0

Table 14.3: Report on consultant appointments using Donor funds

The WCED did not appoint any consultants from donor funds to conduct projects.

15. Organogram

The WCED's organisational structure is reflected in the organogram on the next page.

Organogram of the Western Cape Education Department

