



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

ANNUAL PERFORMANCE PLAN 2015/16

ANNUAL PERFORMANCE PLAN 2015/16 VOTE 5



education

Department:
Education
PROVINCE OF KWAZULU-NATAL





His Excellency Mr Jacob G. Zuma
The President of the Republic of South Africa



“We shall not fail in our quest to prioritise education and elevate it to be a societal issue...”

His Excellency Mr Jacob G. Zuma
The President of the Republic of South Africa



**COAT OF ARMS
REPUBLIC OF SOUTH AFRICA**



The Honourable Mr Senzo Mchunu
Premier of the Province of KwaZulu-Natal



**“As government
we want to encourage
all stakeholders to take
an interest in the
child’s education”**

**Mr Senzo Mchunu
Premier of the Province of KwaZulu-Natal**



**COAT OF ARMS
PROVINCE OF KWAZULU-NATAL**

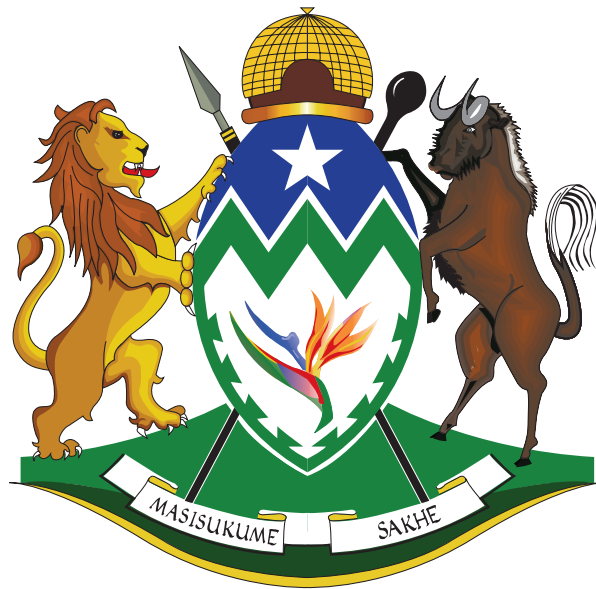


Ms. N.P. Nkonyeni, MPL
MEC for Department of Education - KwaZulu-Natal



“Together Moving South Africa Forward Through Quality Education And Skills Development...”

Ms N.P. Nkonyeni, MPL
MEC for Department of Education



COAT OF ARMS
PROVINCE OF KWAZULU-NATAL



Nkosinathi, S.P. Sishi, PhD
Head of Department: Education KwaZulu-Natal



**“Education
is an important
instrument in
equalising
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**Nkosinathi, S.P. Sishi, PhD
Head of Department: Education KwaZulu-Natal**



**COAT OF ARMS
PROVINCE OF KWAZULU-NATAL**



“...Together Moving South Africa Forward Through Quality
Education And Skills Development...”

“The Annual Performance Plan 2015/2016 is implemented alongside with the 5 year Strategic Plan 2015/16 – 2019/20 Part A of the Annual Performance Plan is the same as Part A of the Strategic Plan 2015/16 – 2019/20 Programme and Sub-programme and certain aspects of this Annual Performance Plan are the same.

The framework for the development of the Strategic Plans and Annual Performance Plan recommends that Departments may refer these parts to the strategic Plan. The reason for its incorporation into the Annual Performance Plan is to enable the reader who may not have a copy of the other have context and important information.”

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A

FOREWORD BY MEC



A.

FOREWORD BY MEC



The Department started the year 2014 on a celebratory note with the full knowledge that our results are on an upward trajectory since 2008. The overall improvements of 15.3% in National Senior Certificate (NSC) in a period of 5 years are a milestone towards the achievement of quality education in the province. Between 2011 and 2012 there has been a 5% increase. Further, it is humbling that the province has made considerable strides in ensuring that more learners participate in NSC and that there is a positive trend pointing towards an improved quality of education. In the national NSC dataset, statistics confirm that our province leads with;

- 26% of the total candidates who wrote are from our province and the runner up is 9% behind;
- 26% of the total candidates who passed are from our province and the runner up is 7% behind;
- 34% of the total candidates who obtained bachelor passes are from our province and the runners up are 20% behind.

The improvement is a result of more effort and determination by teachers, learners, parents, teacher unions, department officials and other stakeholders. KwaZulu-Natal had the largest number of Grade 12 learners in the 2014 NSC examinations. Whilst the current pass rate reflects a decline of 7.7% in 2014, the Department welcomes the 69,7% pass rate and commits to work harder to improve the results of 2015. The Department focuses more on curriculum assessment with to the expense of curriculum delivery in teaching and learning. The Department will focus more on the approaches to teaching, and on enhancing learning in the classroom tracking performance of learners each month throughout the year in order to identify areas of continuous curriculum intervention and subject expert intervention.

To achieve our main objective, we set out to do a number of things which would enhance good performance in our schools. As a Department we need to nurture a learning organisation, where all of us focus more on the contribution we have to make towards the achievement of a common purpose than on the positions we occupy. The Department

should learn not to be fixated on positions as this idea promotes silo mentality and breeds ineffectiveness. I call upon all employees to work as teams, learning from their previous mistakes to do better each day.

Of utmost importance is the need to engage with the relevant Branch Heads to ascertain the acceptable standards and requirements for a submission to be supported, recommended and approved. This engagement prior to the crafting and submission of the submission will mitigate numerous difficulties experienced currently. Most importantly, it will open communication channels and allow co-operation between and among Branches.

Monitoring will form the MEC's priority this strategic cycle. To ensure it happens, the Department through the Top Management and the Provincial Intervention Team will now start surprise visits to both best-performing and poor-performing schools led by the MEC. Districts will also be encouraged to have their individual programmes targeting poor-performing schools in their respective districts, while not neglecting good performers to ensure that they do not reverse on their good performance.

In the process we identified six basic challenges which we believe are facing the Department of Education in KwaZulu-Natal and we resolved to confront them head on, and this formed a bigger part of our strategy to inculcate the culture of good performance in our Department and our schools. These challenges are:

- Inadequate curriculum management and development
- Poor planning in teacher supply and capacity building
- Inadequate infrastructure and poor planning in its delivery
- Inadequate classroom equipment
- Inadequate Management practices
- Finance

The department will continue to implement and improve on strategies aimed addressing, among others, the above key challenges. The plans outlined herewith are also about key interventions aimed at improving results in the Annual National Assessment (ANA) grades 3, 6 and 9. Further, the Department aims to conclude the five years having achieved 85% NSC pass.

In addressing the identified challenges, the Department aims to make an impact in the lives of all learners attending public ordinary schools in the province. The impact envisaged is that well governed and managed schools, active community participation in education, adequate resources of high quality, ensuring that teacher supply meets the demand, efficient and responsive districts, confident and engaged learners, satisfied and supported teachers in a province which offers an empowering curriculum.

Climate change which has resulted in global warming is real. There is evidence that the Antarctic region is shrinking annually, the glaciers and polar ice are melting resulting in rising sea levels, the areas where rivers used to be when we grew up are dry and the rain patterns have changed to mention a few. The Department has a duty to contribute in the reduction of carbon emissions. To this end an urgent paper should be delivered at the beginning of the strategic cycle detailing how the Department will introduce green energy in schools with an aim of reducing carbon emissions as well as reducing costs on energy consumption by schools. Further, to ameliorate the challenge of most schools' inability to cope with electricity and water bills, the Department will initiate discussions with municipalities to consider putting no-fee paying schools under the indigent list.

His Excellency, President JG Zuma has declared 2015 the year of the Freedom Charter. This means that all institutions have a responsibility to assess their contributions made to opening the doors of learning and culture to all. This requires that we engage in a radical socio-economic transformation.

Making Education a Societal Issue is one of the central pillars of the National Development Plan (NDP). In order for this to take place an organic covenant must be nurtured between the Department and the communities, stakeholders, parents and teachers. This covenant must be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them. To this end the MEC will be convening stakeholder forums with communities, labour, teachers, parents, business etc throughout the 12 districts in the province. It is important to mention that these forums will be an important lever to intensify the campaign for full access to education for the 3% of learners, accounting for 100 000 of school-going age learners who are out of school (street kids, employed children, learners with barriers to learning etc.). This initiative will be further enhanced by the involvement of the District Task Teams which are part of Operation Sukuma Sakhe, the integrated initiative that demands all government departments to work co-operatively to achieve a common goal of service delivery which will be led from the Office of the MEC under Public Participation and Community Liaison (Special Projects).

In conclusion, we are convinced that nurturing altruism and building teams at all levels will mitigate the challenges entrenched by silos and create a space for interested, dedicated personnel to make a contribution in the organisation without the fear of being in a lesser position. The Department will advocate and promote selfless service to the nation through effective curriculum delivery for quality learning and teaching for all and allegiance with disciplined commitment to the corporate and institutional values of our democracy we will make the Department achieve more.

Let us join hands and deliver quality education to all the people of the province and ensure we produce well-educated, skilled, and highly developed citizenry.



Mrs. N.P. Nkonyeni, MPL
MEC: Education
Date: 13 April 2015

B

INTRODUCTION BY THE HEAD OF DEPARTMENT



B.

INTRODUCTION BY THE HEAD OF DEPARTMENT



It is pleasing that in 2015, every grade in the schooling system is subject to the same curriculum and assessment policy. The importance of this becomes clear if one considers that in almost every year between 1998 and 2014, there has been at least one grade which was implementing an important new curriculum document.

In the year 2014 the department has contributed to the provision of access to national senior certificate by passing 97 000 learners that are eligible to further their education in the Higher education institutions and Further education and training. This contributes to a decrease in the youth without NSC qualification thus increasing literacy rate in the province and the entire country. A report on the analysis of results have indicated that KZN is leading with the Bachelor passes of 36 000 learners. This shows that we are not only addressing the issues of access but we are ensuring that quality education is achieved.

Although we have underperformed in mathematics we have contributed to a bigger number of learners that did mathematics as opposed to mathematical literacy. In regards to National Annual Assessment an average of 23% increase have been recorded in Grade 3 numeracy & literacy, Grade 6 mathematics, home language and language FAL.

Grade 3 numeracy improved from 37.6% in 2012 to 71% in 2014 – an increase of more than 30%
Grade 3 literacy improved from 59.2% in 2012 to 71% in 2014 – an increase of more than 10%
Grade 6 maths improved from 11.8% in 2012 to 36.4% in 2014 – an increase of more than 20%
Grade 6 Home language improved from 28% in 2012 to 77% in 2014 – an increase of more than 40%
Grade 6 language (FAL) improved from 23% in 2013 to 42.3% in 2014 – an increase of close to 20%
Grade 6 maths improved from 11.8% in 2012 to 36.4% in 2014 – an increase of more than 20%

These indicators are a confirmation that the Department's interventions are making a positive difference and good progress towards an improved quality of education.

In a system as complex as the schooling system, the fact the most targets are met and the movement is in the right direction does not mean that all the interventions are achieving similar results. This is evident in the achievements in Grade 9 Maths. The Department has taken stock developed clear strategies to improve learner attainment in maths for grade 9. With the curriculum and the schooling system entering an era of stability, the Department will take this opportunity to consolidate work, make innovations especially in areas that depend on curriculum stability, such as teacher development for the improvement of mathematics results in grade 9.

The year 2014 saw the finalisation of the roll-out of the new Curriculum and Assessment Policy Statement (CAPS), which is implemented in grades 7 to 9 and 12. This signalled the end of an important process of on-going learning and improvement in relation to the school curriculum. The CAPS enjoy widespread support, largely due to the fact that they put forward the details and examples teachers need, in an accessible language and format. Whilst the annual spending on infrastructure has continued to increase nation-wide; there is a decrease in the infrastructure spend in the province in order to cover the wage bill. Considering this situation, the Department is exploring alternative funding models to mitigate infrastructure backlogs.

Education is one of the key priorities in the country and it has always been the national grievance especially to indigenous Africans. The first decade of freedom from 1994 to 2004, ushered in new hope for the people of South Africa, so various interventions were implemented e.g. Outcomes-Based Education (OBE), The National Curriculum Statement (NCS), to mention but a few. During the second decade of freedom starting from 2005 education was declared a national apex priority, outcome number one. The Department has identified seven fundamental challenges in education which need to be overcome to ensure a sustainable delivery of high quality education. These are poor curriculum management and delivery, teacher supply and capacity building, lack of classroom equipment, poor infrastructure, management challenges, finance and transformation of the schooling system.

The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes. Education then becomes an important instrument in equalising individuals' life chances, ensuring economic mobility and success and advancing our key goals of economic growth, employment creation, poverty eradication and the reduction of inequality. Basic education, comprising Early Childhood Development (ECD) (for children age 0 to 4) and school education (starting with Grade R at age 5 up to Grade 12), forms the bedrock of the education system.

The Department has made considerable progress towards reaching universal coverage by enrolling almost 98% of learners between the ages of 5 to 15 (compulsory school age) by 2014. Whilst the expansion of Grade R has reached universal access in the province accessing **close to 240 000** learners, it is a cause for concern that almost a third (33%) of learners do not reach Grade 12 and 99% of the learners who do not reach Grade 12 in the 33% drop outs are African children¹. Further, what is taking place in the classroom is another cause for concern. The diagnostic tests conducted through the Annual National Assessments (ANA) for grades 3, 6 and 9 as well as the National Senior Certificate (NSC) examination results reflect a need to improve the quality of teaching and learning in order to improve the quality of passes especially in the education of the African children. The exclusive reference to the African children is important because there are major inequalities in terms of the quality of education to which children have access and the African children continue to receive the poorest of quality.

In identifying focusing in the areas of improvement, the Department will focus on what has been identified by DBE as priorities within broad sector plan and what has been identified within the Department as requiring improvement. These are:

¹ Department of Basic Education (2013). The internal efficiency of the school system. Pretoria: DBE.

- Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
- Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

The initiatives explained above seek to improve performance in the schooling system which is at the heart of building the skills base for economic growth and development and ensuring that the society is able to achieve equity and development goals. The President has made a call to the nation to join hands in improving the education system and make partnerships a priority to achieve this. The focus will be to strengthen and monitor the established 'social contract' between government, teacher unions, teacher training institutions, parent and SGB organizations, business and civil society organizations.

The Department will also improve school infrastructure which is important in supporting education and in creating an atmosphere for learning. Both hard (e.g. school buildings, desks, sanitation) and soft (e.g. books, computers) infrastructure are important in providing enabling conditions for learning. Reading material is essential for increasing learning directly; especially quality reading material if used effectively can enhance the effectiveness of teachers in the classroom along with effective ICT infrastructure.

Another important element is e-Education. E-education is considered one of two key areas of innovation for the basic education sector because e-education can involve changing the way schooling occurs in rather fundamental ways, because modern information and communication technologies (ICTs) have the potential to improve and diversify learning to a large degree and, finally, because ICTs are becoming so widely used in society that an education without them is rapidly becoming an incomplete education. As emphasised in the 2011 Action Plan, e-education for just a privileged minority can exacerbate future inequalities in South African society through the so-called 'digital divide'.²

Other initiatives to address these challenges include placing subject advisors where they belong, distribution of newly qualified teachers in districts according to the need, distribution of equipment to schools, infrastructure strategy to build proper schools with all facilities, the need for the training of management at all levels and branches and improvement of effective financial management.

The nucleus driving all these strategic interventions are the 10 pillars which are an anchor for moving South Africa forward through quality education and skills development. The 10 pillars which will focus the Department's interventions to provide equitable access to quality education for the people of KwaZulu-Natal in order to achieve a well-educated, skilled and highly developed citizenry are:

- The Transformation of the Schooling System,
- Curriculum and Assessment,
- Teacher Provisioning, Development and Support,
- Development of Strong Leadership and Management,
- Planning and Resourcing,
- Infrastructure Development and Maintenance,

² DBE Sector Plan implemented through Action Plan to 2019



- Information and Communication Technology,
- Social Cohesion and Integration of Schools,
- School Functionality and Community Involvement, and
- Early Childhood Development

Through these pillars the Department is on course to achieve the internally determined outcomes of:

- Empowering curriculum
- Confident, Engaged and healthy learners within a safe schooling environment
- Well governed and managed schools
- Active Community Participation in education
- Adequate resources of high quality
- Quality Early Childhood Development
- Effective and responsive districts
- Satisfied and supported teachers

These pillars initiate a programme for change which requires parental and community involvement as an important element in improving accountability of the education system. Education is and must be treated as a societal issue demonstrated through vibrant education forums, continuous feedback to the system and parents by means of report cards and results analysis.

We are proud as a Department that these pillars and the embedded interventions are a clear commitment to transforming the education system in the province and also provide tangible deliverables in our journey of opening the doors of learning and culture to all.



Nkosinathi, S.P. Sishi, PhD
Head of Department: Education
Date: 13 April 2015

C

OFFICIAL SIGN-OFF



C.

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- 1) Was developed by the management of the Department of Education under the guidance of the MEC for Education, Mrs. N.P. Nkonyeni;
- 2) Takes into account all the relevant policies, legislation and other mandates for which the KwaZulu-Natal Department of Education is responsible; and
- 3) Accurately reflects the strategic goals and objectives which the KwaZulu-Natal Department of Education will endeavor to achieve over the period of five (5) years.

Advocate B.M. Masuku
Senior General Manager

Signature: 
Date: 13 April 2015

Nkosinathi, S.P. Sishi, PhD
Accounting Officer

Signature: 
Date: 13 April 2015

Approved by:
Ms. N.P. Nkonyeni, MPL
Executive Authority

Signature: 
Date: 13 April 2015

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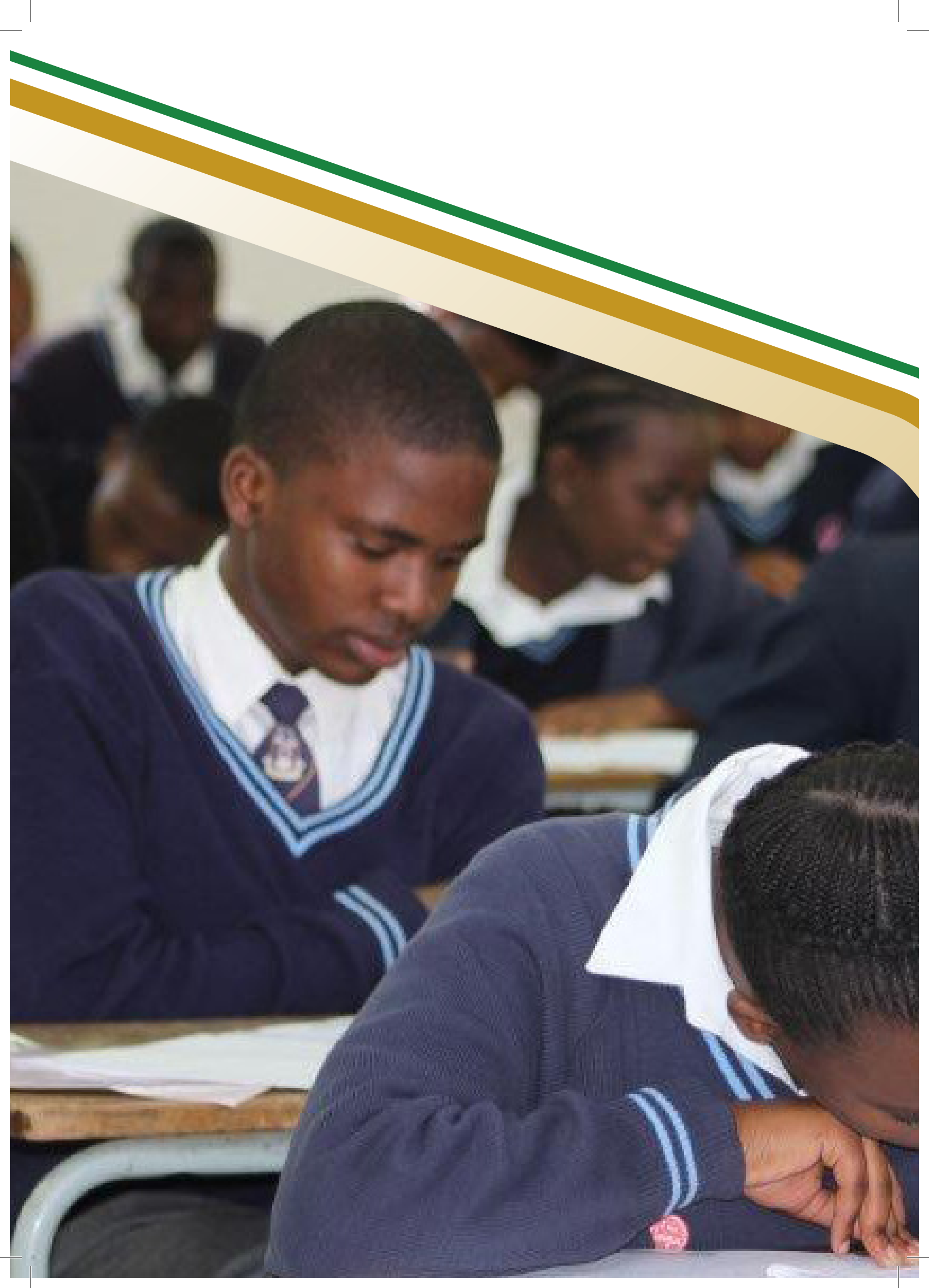
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PART A
STRATEGIC OVERVIEW



1.

VISION

Vision

A well-educated, skilled, and highly developed citizenry

2.

MISSION

Mission

To provide equitable access to quality education for the people of KwaZulu-Natal



3.

VALUES

The KwaZulu-Natal Department of Education adheres to the following values:

(i) Altruism

- *Displaying unselfish concern for the welfare of others.*
- *Doing work for a greater cause without the expectation of reward.*
- *Selflessness and dedication to the national course in the delivery of service putting and people first*

(ii) Empathy

- *Discharging our duties with kindness and generosity.*
- *Being mindful of the circumstances of others people, their needs and special requirements.*
- *Vicarious identification with other employees concerns, emotions and feelings through demonstrations of compassion, consideration and care.*

(iii) Professionalism

- *Demonstrating the highest standard and conduct of our professions.*
- *Being at the most acceptable behaviour all the times under all conditions.*
- *Showing emotional maturity.*
- *Focusing the Department on improving cooperation through shared mental models.*
- *Respect for self and others;*
- *Uplifting the Department to higher performance with high degree of commitment and responsibility.*

(iv) Integrity

- *Consistency of actions and conduct with the highest ethical and moral conduct.*
- *Abiding by the unwritten rules and doing the right thing even when no one is watching.*
- *Displaying honesty, intolerance to fraud, corruption, nepotism and maladministration*
- *Straightforward communication, saying what needs to be said without withholding information.*
- *Treating all in a manner that is fair and just*

(v) Openness and Transparency

- *Taking conscious steps to share information that is relevant to a particular level uniformly.*
- *Treating all employees in a manner that is fair and just.*

(vi) Excellence

- *Maintaining high standards of performance and professionalism by aiming for quality and avoiding mediocrity in everything we do.*
- *Performing above minimum requirements the first time around without delays and avoiding repeats.*

(vii) Teamwork

- *Establishing and maintaining shared goals,*
- *Working together towards improving service delivery.*

(viii) Ubuntu:

- *Ubuntu refers to respect, patience, tolerance, humility and caring; all of which should be embedded within every employee in performing everyday duties.*
- *Being open and available to others,*

- *Affirming others without feeling threatened*
- *Belonging to a greater whole*
- *Recognising that we are all bound together in ways that are invisible to the eye;*
- *Recognising that we achieve our individual selves by sharing ourselves with others, and caring for those around us*

4.

LEGISLATIVE AND OTHER MANDATES

4.1. CONSTITUTIONAL MANDATES

CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA ACT NO.: 108 OF 1996

In terms of the Constitution, education other than higher education is a concurrent function shared by the national and provincial spheres of government. The MEC has overall responsibility for providing basic education and progressively providing further education and training. In the execution of his mandate, the Executive Authority operates within the framework of the Constitution and a number of other legislative prescripts and policies in the public service in general and the education sector specifically.

The Constitution of the Republic of South Africa (1996) requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

4.2. LEGISLATIVE MANDATES

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System, February 1995. This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.

A summary of key policies and legislation follows:

NATIONAL EDUCATION POLICY ACT NO.: 27 OF 1996

The National Education Policy Act (NEPA) provides a framework for intergovernmental relations with regard to the provision of education. It establishes the roles of the Minister of Education in relation to those of the MECs of Education in provinces. NEPA promotes the spirit of cooperative governance. It was designed to inscribe into law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education, as well as to formalise the relations between national and provincial authorities. NEPA laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that will collaborate in the development of a new education system. As such, it provides for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment and language, as well as for quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule Three of the Constitution.



THE SOUTH AFRICAN SCHOOLS ACT (ACT NO. 84 OF 1996)

The South African Schools Act (SASA) promotes access, quality and democratic governance in the schooling system. SASA provides a framework for all learners to exercise their right of access to quality education without discrimination, and provides for compulsory education for children aged 7 to 15 (or 6 to 14). It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, via school governing bodies, is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.

SASA has been amended by the Education Laws Amendment Act No. 24 of 2005, so as to authorise the declaration of schools in poverty-stricken areas as “no fee schools” and by the Education Laws Amendment Act No. 31 Of 2007 to provide among others for the functions and responsibilities of school principals, and matters pertaining to the control of substance abuse and other matters related thereto.

EMPLOYMENT OF EDUCATORS ACT NO.: 76 OF 1998

The Employment of Educators Act provides for the employment of educators. The Act regulates the conditions of services for educators and also provides for educators’ professional, moral and ethical responsibilities.

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO.: 31 OF 2000

The South African Council for Educators Act provides for the governance of the professional teaching corps under a single

THE GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, (ACT NO. 58 OF 2001)

The General and Further Education and Training Quality Assurance (GENFETQA) Act provides for the establishment of uMalusi, which is charged with the provision of quality assurance in general and further education and training, the issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well as conducting of the actual assessment.

SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO.: 31 OF 2000

The South African Council for Educators Act provides for the governance of the professional teaching corps under a single professional council. The SACE Act further aims to enhance the status of the teaching profession, and to promote the development of educators and their professional conduct. It makes provision for a Legal affairs and Ethics department which has to ensure that educators do not breach the Code of Professional Ethics for educators; protect the dignity of the profession and revised the Code of Educators on a continuous basis.

THE ADULT BASIC EDUCATION AND TRAINING ACT (NO. 52 OF 2000)

The Adult Basic Education and Training (ABET) Act provides for the establishment of public and private adult learning centres, funding for ABET, the governance of public centres, as well as quality assurance mechanisms for this sector. It regulates ABET, providing for the establishment, governance and funding of public adult learning centres.

PUBLIC FINANCE MANAGEMENT ACT 1 OF 1999 AS AMENDED

PFMA regulates financial management in the national government, provincial governments and departments within those governments. It further ensures that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively; and provides the responsibilities of persons entrusted with financial management in those governments.

THE ANNUAL DIVISION OF REVENUE ACTS

These Acts provide for the equitable division of revenue raised nationally amongst the national, provincial and local spheres of government; for the reporting requirements for allocations pursuant to such division; for the withholding and delaying of payments; and for the liability for costs incurred in litigation in violation of the principles of co-operative governance and international relations.

PUBLIC SERVICE ACT, 1994 AS AMENDED (PROCLAMATION 103 OF 1994)

PSA provides for the organisation and administration of the public service of the Republic, as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.

4.3. POLICY MANDATES

THE EDUCATION WHITE PAPER 5 ON EARLY CHILDHOOD DEVELOPMENT (2000)

White Paper 5 provides for the expansion and full participation of 5-year-olds in pre-primary school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0 to 4-year-olds and 6 to 9-year-olds.

EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)

White Paper 6 describes the intent of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, via targeted support structures and mechanisms, which will improve the retention of learners in the education system, particularly those learners who are prone to dropping out.

EDUCATION WHITE PAPER 7 ON E-LEARNING

The Education White Paper 7 on e-learning provides a framework for the roll out of Information and Communication Technology (ICT) infrastructure in schools as well as curriculum delivery through ICTs.

NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)

The National Curriculum Statements embody the vision for general education to move away from rote-learning model, to a learner-centred outcomes-based approach. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourage the development of curriculum models that are aligned to the NQF in theory and practice. The NCS was declared policy in November 2003 to roll out curriculum transformation to schools in the Further Education and Training Band (Grades 10-12). The first year of implementation was 2006 in Grade 10, with grades 11 implemented in 2007 and the first Grade 12 NCS results released at the end of 2008 academic year.

4.4. OTHER MANDATES

Other than the legislation and policies pertaining to its core function, the Department is obliged to comply with all the legislation and policies in the public service. In addition to the National Education Legislative Mandates and Education White Papers (EWP) 1-7, the following mandates have been included:

- Public Service Act of 1994 (as amended)
- Labour Relations Act of 1999 (as amended)
- Employment Equity Act of 1999
- Public Finance Management Act of 1999 (as amended)
- Preferential Procurement Framework Act of 2000
- Treasury Regulations

- Promotion of Administrative Justice Act
- Promotion of Access to Information Act
- Language in Education Policy, 1997
- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000
- National Policy on Whole School Evaluation (July 2001)
- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)
- National Policy on Religion and Education, 2003
- Policy Document on Adult Basic Education and Training (12 December 2003)
- National Education Information Policy (Government Notice 1950 of 2004)
- National Policy regarding Further Education and Training Programmes: Approval of the amendments to the programme and promotion requirements for the national Senior Certificate: A Qualification at Level 4
- Intergovernmental Relations Framework Act No. 13 of 2005
- Addendum to FET Policy document, National Curriculum Statement on National Framework regulating Learners with Special Needs (11 December 2006)
- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007].
- National Policy on the conduct, administration and management of assessment for the National Certificate (Vocational), 2007
- National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)
- National Policy Framework for Teacher Education and Development in South Africa(26 April 2007)
- Regulations pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008)
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- Construction Industry Development Board (Act 38 of 2000)
- Further Education and Training Act (No 98 of 1998) and amendments
- Adult Basic Education and Training Act (No 52 of 2000) and amendments

4.5. RELEVANT COURT RULINGS

1. **CHRISTIAN EDUCATION OF SOUTH AFRICA V MINISTER OF EDUCATION (CCT 13/98) [1998] ZACC 16; 1999 (2) SA 83;1998 (12) BCLR 1449 14 OCTOBER 1998.**

The decision of this case repealed moderate corporal correction and corporal punishment in independent schools.

2. **MEC FOR EDUCATION; KWAZULU-NATAL AND OTHERS vs PILLAY 2008 (2) BCLR 99 CONSTITUTIONAL COURT**

This case raises the vital questions about the nature of discrimination under the provisions of the Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000 as well as the extent of protection afforded to cultural and religious rights in the Public school setting.

The Court decided on the place of religious and cultural expression in Public schools as are reflected in the Code of Conduct for Learners in those schools.

The Constitutional Court found that the Code of Conduct for Learners for Durban Girls High School was discriminatory because it prohibited a Learner from wearing a nose stud which was an expression of her religion.

3. GOVERNING BODY OF JUMA MUSJID PRIMARY SCHOOL AND OTHERS vs MEC FOR EDUCATION KWAZULU-NATAL AND OTHERS 2011 (8) BCLR (761) CONSTITUTIONAL COURT

This is an application for leave to appeal against a decision of the KwaZulu-Natal High Court. The order of the High Court authorised the eviction, of a Public school conducted on private property. The dispute was between the Juma Masjid Trust which owned the property, the MEC for Education, KwaZulu-Natal as well as the School Governing Body. The case dealt with the right to education in terms of Section 29 of the Constitution and the Constitutional obligation of the State to respect, promote, protect and fulfil that right.

4. KWAZULU-NATAL JOINT LIAISON COMMITTEE vs MEC FOR EDUCATION, KWAZULU-NATAL 2013 (4) SA 262 CONSTITUTIONAL COURT

This case involves the enforcement of payment by the State of subsidy to Independent schools. The Court found that once the Department has made an undertaking to pay subsidy to Independent schools, it is bound to honour that undertaking and is not entitled to reduce, retroactively, subsidies regardless of budgetary adjustments. Whilst affordability was considered as a major issue, the Court found that the set dates are of great significance and create a legal obligation to honour those dates. It was further found that responsibility and rationality demand that the Government prepare its budget to meet payment deadlines and it cannot reach back and diminish accrued rights in order to manage its own shortfalls.

a) HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE VS WELKOM HIGH SCHOOL AND ANOTHER;

b) HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE VS HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;

c) HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF EDUCATION AND ANOTHER VS HOËRSKOOL ERMELO AND ANOTHER (2009) ZACC 32; 2010 (2) SA 415 (CC); 2010 (3) BCLR 177 (CC);

d) MEC FOR EDUCATION VS GAUTENG PROVINCE AND OTHERS VS GOVERNING BODY OF RIVONIA PRIMARY SCHOOL AND OTHERS (CCT 135/12) (2013) ZACC 34.

- The abovementioned cases dealt with the powers of School Governing Bodies to determine and adopt Policies in relation to a number of issues (e.g. Admission policy, Language policy, Code of Conduct, etc.). The Head of Department cannot intervene or interfere by simply setting aside a policy developed by the School Governing Body. When the Head of Department or the MEC wants to intervene, he or she must act reasonably and in a procedurally fair manner and must be empowered or authorised by the relevant legislation.
- The Welkom High School and Harmony High School dealt with the Code of Conduct for Learners. It provided that learners who fell pregnant could not proceed with attending school until they had given birth. They could be admitted back to school a few months after giving birth. This policy was adopted by the Governing Body after it had gone through a consultative process within the school community. This policy was glaringly discriminatory and could not stand the constitutional scrutiny. The Head of Department attempted to intervene by setting aside this policy but the Court ordered



that as much as the policies were discriminatory, the Head of Department must act rationally and in a fair and procedural manner to set aside the policy developed by the Governing Body.

- Hoërskool Ermelo and Rivonia Primary School cases dealt with the admission of Learners to Public schools, powers and obligations of the School Governing Bodies and the Head of Department in relation to admission to Public schools.

5. BEAUVALLON SECONDARY SCHOOL AND ITS GOVERNING BODY AND 16 OTHER SCHOOLS VS THE MEC OF WESTERN CAPE DEPARTMENT OF EDUCATION – CASE NO 865/13 – SUPREME COURT OF APPEAL OF SOUTH AFRICA

This case dealt with the closure of Public schools in terms of Section 33 of the South African Schools Act, 1996. The question was whether when the MEC is acting in terms of Section 33 of the South African Schools Act was she performing a function which is reviewable under the provisions of the Promotion of Administrative Justice Act, 2000 or was she performing an executive function that is not subject to review under the Promotion of Administrative Justice Act, 2000. The Court decided that when the MEC is performing functions in terms of Section 33, such functions is reviewable under the provisions of the Promotion of Administrative Justice Act, 2000.

4.6. PLANNED POLICY INITIATIVES

4.6.1

In identifying policy initiatives, the Department will focus on what has been identified by DBE as priorities within broad sector plan. These are:

- *Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.*
- *Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.*
- *Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.*
- *Ensure that the basic annual management processes take place across all schools in the province in a way that contributes towards a functional school environment.*
- *Improve the frequency and quality of the monitoring and support services provided to schools by district office.*

4.6.2. ACTION PLAN TO 2019

The Department has a clear plan of ensuring that all Action Plan to 2019 goals and outputs are achieved. The template below details the planned activities and interventions for the strategic cycle.

INTERVENTIONS IMPLEMENTING ACTION PLAN TO 2019			
Schooling 2030 Goals	Strategies / Legal Framework / Policies	Planned Interventions and Activities for 2015/16	
GOAL 1: Increase the number of learners in Grade 3 who, by the end of the year have mastered the minimum language and numeracy competencies for Grade 3.	<ul style="list-style-type: none"> ▪ Literacy and Numeracy Strategy ▪ Maths and science Strategy ▪ Teacher Development Strategy ▪ Matric Improvement plan ▪ Southern and Eastern Consortium for Monitoring Educational Quality (SACMEQ) ▪ Third International Mathematics Science Study (TIMMS) ▪ Progress in International Reading Literacy Study (PIRLS) ▪ Annual National Assessment ▪ National Senior Certificates analysis ▪ National Curriculum Statements Grade R-12 ▪ Continuous Assessment Policy Statement (CAPS) Strategic Plan 	<ul style="list-style-type: none"> ▪ Provide access to reading materials and reading opportunities through Reading Corners/ Classroom Libraries/ Mobile Libraries/ Education Centres/ School Libraries. ▪ Co-ordinate training on Reading Promotion Strategies namely; Reading Clubs; Reading Aloud; Paired Reading/ Group Reading etc. ▪ Provide support and monitoring on the implementation of the school-wide reading programmes. ▪ Promote a reading culture through the Readers' Cup Competition; celebration of the Literacy and World Book Days. ▪ Formulate Strategies to improve learning skills: writing, reading and counting ▪ Improve Strategies that enhance accountability planning and Curriculum Management Systems. ▪ Provide Support to teaching of numeracy in lower grades and Mathematic in Higher grades ▪ Implement Strategies that will increase Educator content knowledge of teachers teaching literacy, languages, numeracy and Mathematics ▪ Conduct continuous professional development of teachers in literacy, languages, numeracy and Mathematics. ▪ Strengthen monitoring of Curriculum delivery of all Schools in the Province. 	
Goal 2: Increase the number of learners in Grade 6 who, by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.			<ul style="list-style-type: none"> ▪ Provide curriculum resources that improve quality of teaching and learning. ▪ Provide exemplar question papers and previous question papers to all grade 12 learners. ▪ Print and distribute Analytical Moderators' Reports. ▪ Print and distribute the 2014 NSC Concept document.
Goal 3: Increase the number of learners in Grade 9 who, by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.			<ul style="list-style-type: none"> ▪ Train educators on content and method ▪ Provide exemplar question papers and previous question papers to all grade 12 learners. ▪ Print and distribute Analytical Moderators' Reports in Mathematics. ▪ Print and distribute the 2014 NSC Concept document in Mathematics.
Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.			<ul style="list-style-type: none"> ▪ Provide exemplar question papers and previous question papers to all grade 12 learners. ▪ Print and distribute Analytical Moderators' Reports in Physical Science. ▪ Print and distribute the 2014 NSC Concept document in Physical Science.
Goal 5: Increase the number of Grade 12 learners who pass mathematics.			<ul style="list-style-type: none"> ▪ Set and distribute Grade 6 exemplar tasks. ▪ The interventions mentioned in Goals 1, 2 and 3 will improve the performance of learners ▪ Implement Strategies that will increase Educator content knowledge of teachers teaching languages ▪ Conduct continuous professional development of teachers in languages ▪ A comprehensive detailed plan is in the section of planned policy initiatives.
Goal 6: Increase the number of Grade 12 learners who pass physical science.			<ul style="list-style-type: none"> ▪ Provide guidance and onsite support on the development of School Academic Improvement Plans.
Goal 7: Improve the average performance in languages of Grade 6 learners.			<ul style="list-style-type: none"> ▪ Monitor the appointment of educators qualified to teach gateway subjects: mathematics, physical science and technology. ▪ Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams. ▪ Coordinate maths and science learners focus weeks.
Goal 8: Improve the average performance in mathematics of Grade 6 learners.			<ul style="list-style-type: none"> ▪ Set and distribute Grade 8 exemplar tasks. ▪ The interventions mentioned in Goals 1, 2 and 3 will improve the performance of learners.
Goal 9: Improve the average performance in mathematics of Grade 8 learners.			
Goal 10: Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.		<ul style="list-style-type: none"> ▪ Basic Education Laws Amendment Act No 15 of 2011 ▪ South African Schools Act (Act No 84 of 1996) ▪ The National Education Policy Act, 1996 (Act No 27 of 1996) 	<ul style="list-style-type: none"> ▪ Strengthen learners' and teachers' attendance and maximum utilization of the contact time for each period and each term. ▪ Monitor school attendance and the functionality of schools at the beginning of the first and third terms. ▪ SNES to facilitate access to education for learners with barriers to learning

<p>Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.</p>	<ul style="list-style-type: none"> ▪ ECD strategy ▪ Nation Integrated Plan off EDC ▪ Education white Paper on Early Childhood Development 	<ul style="list-style-type: none"> ▪ Upgrade Grade R Practitioners to acquire NQF level 4. ▪ Co – ordinate curriculum management and delivery workshops for practitioners teaching curriculum 0 - 4 year-olds at crèches in community centres. ▪ Conduct in-service training sessions for the Grade R practitioners. ▪ Implement the 0-4 year old curriculum. ▪ Pilot model crèches in four districts and scale up to all districts.
<p>Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school.</p>	<ul style="list-style-type: none"> ▪ National Protocol for Assessment ▪ Annual National Assessment ▪ Curriculum and Assessment Policy Statements 	<ul style="list-style-type: none"> ▪ Use ANA analysis diagnostic report to improve performance of educators and learners.
<p>Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.</p>	<ul style="list-style-type: none"> ▪ FET Act ▪ South African Qualification Authority 	<ul style="list-style-type: none"> ▪ Increase/ Expand the provision of access to maritime, and agricultural skills and investigate the possibility of providing aviation and mining curriculum. ▪ Expose learners to a diverse curriculum ▪ Encourage and assist learners to pursue technical fields ▪ Provide career guidance.
<p>Goal 14: Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.</p>	<ul style="list-style-type: none"> ▪ Effective recruitment of educators ▪ Post Provisioning Model ▪ Integrated Strategic Framework for Teacher Education and Development ▪ National Policy Framework for Teacher Education ▪ Teachers for the Future 2005 	<ul style="list-style-type: none"> ▪ Identify and provide bursaries to unqualified and professionally unqualified teachers to study at local universities leading to Post Graduate Certificate in Education (PGCE). ▪ Recruit grade 12 learners from deep rural and rural in from quintiles 1 to 3 schools through the Funza Lushaka District Based Recruitment Campaign into the B.Ed programme. ▪ Partner with 5 universities in the province to increase the teacher output. ▪ Recruit Grade 12 learners into the profession through the non-employee bursary programme
<p>Goal 15: Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided</p>	<ul style="list-style-type: none"> ▪ Post provisioning Model ▪ Allocation of Educator posts to Schools 	<ul style="list-style-type: none"> ▪ Provision of teacher cottages to retain teachers in rural areas ▪ Eradicate the inflation of learner numbers in all schools ▪ Redeploy excess teachers in schools with low enrolments to schools with larger enrolments ▪ Improve teaching, learning and resourcing of schools to avert the high percentage of migration of learners to well-resourced and well-performing schools.
<p>Goal 16: Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.</p>	<ul style="list-style-type: none"> ▪ Continuous Professional Teacher Development (CPTD) ▪ The National Policy Framework for Teacher Education and Development in South Africa ▪ National Qualifications Framework 	<ul style="list-style-type: none"> ▪ Orientation workshops for teachers at the beginning of the year (focus on previous examination results, focus topics, Provincial Assessment Tasks (PAT) and curriculum management) ▪ Conduct Saturday workshops for Mathematics, Sciences and Commerce educators when required. ▪ Conduct workshops during school vacations. ▪ Hold content workshops on specific challenging areas, focus topics in each subject. ▪ Orientate and Sign-up all PL1s educators workshop. ▪ Monitoring and support of implementation of 1st cohort (Principals and Deputy Principals) and 2nd cohort of school senior management teams (Heads of Departments).
<p>Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.</p>	<ul style="list-style-type: none"> ▪ Employee Assistance Programme ▪ South African Counsel of Educators Act 	<ul style="list-style-type: none"> ▪ Create a good / conducive environment. ▪ Give support required to the workforce. ▪ Provide incentives for best performing employees. ▪ Attend to all grievances and disputes. ▪ Conduct advocacy campaign on the code of conduct and disciplinary measures. ▪ Conduct training initiatives to enhance the capacity of SMTs so as to minimise the probability of disciplinary violations escalating into major misconduct. ▪ Roll out Employee Assistance Programmes (EAP) / Employee Relations (ER) – activities to improve labour peace.
<p>Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.</p>	<ul style="list-style-type: none"> ▪ Curriculum coverage strategy 	<ul style="list-style-type: none"> ▪ Implement the Provincial Academic Improvement Plan also known as “Operation Bounce Back” to support curriculum delivery and improve learner attainment. ▪ Set, moderate and conduct quarterly common tests /assessments for 12 learners (Below 69,7% Schools) and common examinations in five subjects for the 9 learners in 2014. ▪ Develop lesson plans and programmes for grades 4 to grade 9 educators as examples of the quality assessment standard. ▪ Conduct formative and summative moderation to provide feedback on the quality of assessment per term. ▪ Set and analyse quarterly common tests for grade 10 and 11.

<p>Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national</p>	<ul style="list-style-type: none"> ▪ LTSM policy 	<ul style="list-style-type: none"> ▪ Provide every school with textbooks for different subjects before the commencement of the school calendar. ▪ Provide all schools with LTSM for 2016 before 30 November 2015. ▪ Provide secondary schools with mobile science laboratories. ▪ Provide secondary schools with science consumables. ▪ The Department will monitor delivery of workbooks to schools by DBE. ▪ Ensure that all schools have developed and are implementing the textbooks retrieval policy
<p>Goal 20: Increase access amongst learners to a wide range of media which enrich their education.</p>	<ul style="list-style-type: none"> ▪ National Guidelines for School Library and Information Services (NGSLIS) and the School Library Development Strategy ▪ Education Centre Policy 	<ul style="list-style-type: none"> ▪ Provide schools with media resources. ▪ Monitor the provision of mobile libraries to rural schools ▪ Partner/ Collaborate with relevant stakeholders to employ library assistants as interns to manage the library and promote reading ▪ Establish and promote effective utilization of all Education Centres in order to offer services for expanded learning opportunities. ▪ Pilot the e-book project/ Digital Library in schools that have computers/ tablets. ▪ Promote the use of SA-SAMS library module to implement library automation for effective control and management of library resources. ▪ Promote the integration of information skills into the curriculum through workshops conducted in targeted schools. ▪ Organize the School Library Excellence Awards for schools in order to motivate and recognize best practice in school libraries. ▪ Supply projection technology and allied educational software to identified schools. ▪ Set up e-Learning facilities (with video-conferencing and VoIP) in all districts to be used for professional development. ▪ Supply MST and HIV/AIDS specific content to rural schools. ▪ Establish and support a departmental incubator for the development of digital content by teachers.
<p>Goal 21: Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.</p>	<ul style="list-style-type: none"> ▪ Strengthen School Management and promote functional schools ▪ SMT Hand Book ▪ District Policies and Procedures ▪ Policy on the organisation, roles and Responsibilities of Education Districts ▪ South African Schools Act (Act No 84 of 1996) 	<ul style="list-style-type: none"> ▪ Monitor implementation of learner attendance policy. ▪ Ensure proper management of the Assessment Programme. ▪ Monitor the implementation of the School Development Plans. ▪ Monthly meetings of QLTC structures and SMME to evaluate compliance with the non-negotiables ▪ Ensure regular educator attendance. ▪ Implement ground duty roster / timetable. ▪ Induction Programme for the newly appointed PL1educators and SMTs. ▪ Compulsory SMTs, departments and staff meetings ▪ Monitor implementation of the Provincial School Management checklist. ▪ PILO is a pilot project on Curriculum Management and Coverage conducted for SMTs in Primary and Secondary schools at Uthungulu and Pinetown districts. ▪ Train of SMT on Planning, Curriculum Management, People Management, School Governance, Resource Acquisition and management and Financial Management ▪ Ensure the implementation of the Female Principal Support Programme (FPSP).
<p>Goal 22: Improve parent and community participation in the governance of schools.</p>	<ul style="list-style-type: none"> ▪ National guideline for capacity building for SGB ▪ South African Schools Act (Act No 84 of 1996) 	<ul style="list-style-type: none"> ▪ Train all newly appointed SGBs on school governance. ▪ Quarterly meetings stakeholders ▪ Train SMT & SGB members in the development & implementation of My Life, My Future school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. ▪ Mass social school community mobilisation to support and participate in My Life, My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. ▪ Ensure that all SGB sub-committees are established and are functional in all schools
<p>Goal 23: Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively</p>	<ul style="list-style-type: none"> ▪ Post Provisional Norms for Schools Funding ▪ Norms and Standard for School funding 	<ul style="list-style-type: none"> ▪ Develop and publish the Resource Targeting List of all public ordinary schools including Grade R, sorted from poorest to least poor ▪ Apply approved procedures to deal with deviations on the funding criteria ▪ Monitor the fair distribution of the norms and standards for school funding



<p>Goal 24: Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.</p>	<ul style="list-style-type: none"> ▪ National Minimum Norms and Standard School Infrastructure ▪ Regulations Relating to Minimum Norms and Standards for School infrastructure 	<ul style="list-style-type: none"> ▪ Monitor and evaluate Integrated Infrastructure Delivery Programme all schools that are in the DBE Rural Education Pilot Programme ▪ Monitor the establishment of special schools with boarding facility in rural areas. ▪ Establishment of Support Centres (Counseling/Interview Room; Health Room, disability accessible toilet and learning sites; activity/therapy room) for the delivery of learning, health and social Care and Support Programmes ▪ Establishment of Career Support Centres ▪ Collaborate with Rural Infrastructure Support and Infrastructure Development to facilitate the provision of staff accommodation in rural schools ▪ Provide outdoor resources supplied to schools with Grade R Classes ▪ Construction of well-structured and well-resourced schools for the creation of a conducive teaching and learning environment
<p>Goal 25: Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.</p>	<ul style="list-style-type: none"> ▪ School Safety and Security Policies and Procedures ▪ Schools Policies and Legal Issues Supporting Safe Schools ▪ Security and Safety Policy Guidelines ▪ South Africa National Schools Nutrition Programme (NSNP) ▪ National Learner Transport Policy ▪ Scholar Transport Policy 	<ul style="list-style-type: none"> ▪ Learners participate in inter-school competition to create a platform for the them to design and enjoy a fun-filled edutainment of health promoting activities within their school communities ▪ School-community members mobilised to support and participate in My Life My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. ▪ Learners trained as peer educators in implementation of MLMF through, life skills & SRH curricular & co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills. ▪ Schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM. ▪ Ensure that all Schools in Quintile 1,2 and 3 are fed through National Schools Nutrition Programme (NSNP) ▪ Provision of Learner Transport of learners traveling more than 3km and above who qualify for this programme
<p>Goal 26: Increase the number of ordinary schools that offer specialist services for children with special needs.</p>	<ul style="list-style-type: none"> ▪ Education White Paper 6on Inclusive Education ▪ Inclusive Education Policy ▪ Learner Special Needs Education 	<ul style="list-style-type: none"> ▪ One additional Special Needs School with boarding facility established per district ▪ Establish support centres to cater for therapy and provide career guidance ▪ Establish 26 Special schools as Resource Centres ▪ Upgrade 26 mainstream schools to be IE compliant ▪ Increase access to education for high level / autism spectrum disorder learners ▪ Provide identified schools with Assistive Devices and equipment and training on the use and maintenance thereof ▪ Provide all Special Schools with subsidy funding for running costs, maintenance, hostels, equipment and learner support materials ▪ Develop and distribute (Printing) of brailled material for visually challenged learners
<p>Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools.</p>	<ul style="list-style-type: none"> ▪ SMT Hand Book ▪ District Policies and Procedures ▪ Policy on the organisation, roles and Responsibilities of Education Districts ▪ South African Schools Act (Act No 84 of 1996) 	<ul style="list-style-type: none"> ▪ All sub directorates to conduct school visits to do onsite coaching, mentoring, problem solving within the district once a quarter ▪ Circuit managers visit all schools at least once a quarter ▪ Chief Education Specialist (CESs) for Circuit Management to visit 25% of schools at least once a quarter (on site coaching, mentoring and problem solving). ▪ District Director to visit at least two schools per circuit per quarter

5.

SITUATIONAL ANALYSIS

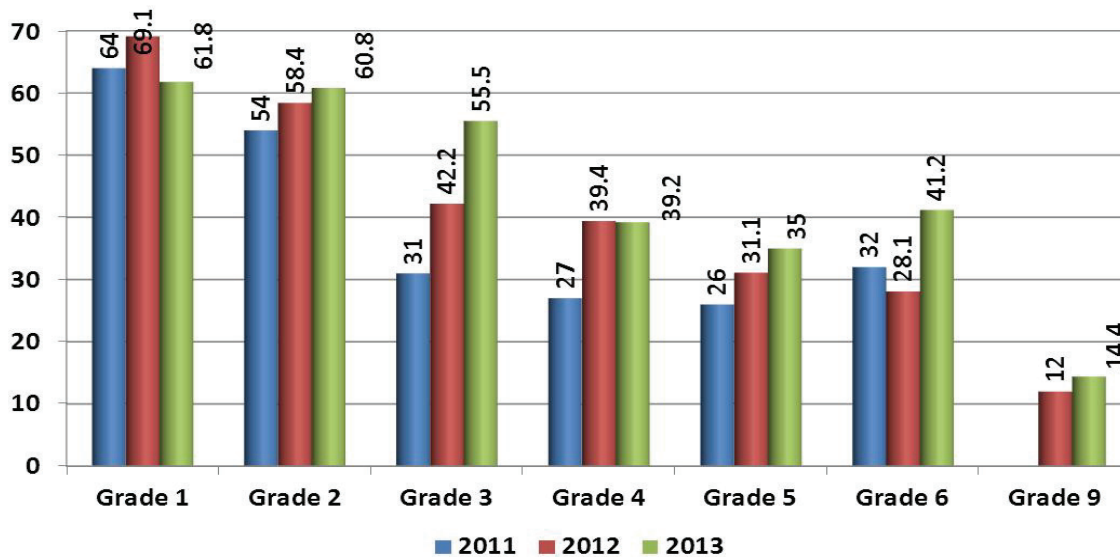
The socio-economic profile of the Department's delivery landscape has not changed. There has been good progress with the delivery of basic services and access to primary services in the province of KwaZulu-Natal, inequality still exist between, among and within districts. The deprivation index measures the relative deprivation of populations across districts within South Africa and is derived from a set of demographic and socio-economic variables from the 2011 Census. A high value for the deprivation index denotes higher levels of deprivation. Furthermore, districts that fall into socio-economic quintile 5 are the least deprived (best off), whereas those that fall into quintile 1 are most deprived (worst off).

Eighty percent (80%) of all our schools in the province have been declared 'no fee' paying schools which means they have been given a quintile ranking of between 1 and 3. The meter to measure income inequality demonstrates the province-specific deprivation indices. The deprivation in the province is observed in the form of decent employment, education resulting in high illiteracy levels, health deprivation resulting in high levels of diseases, high child mortality, deprivation through lack of materials and income as well as deprivation of shelter and squalor living conditions.

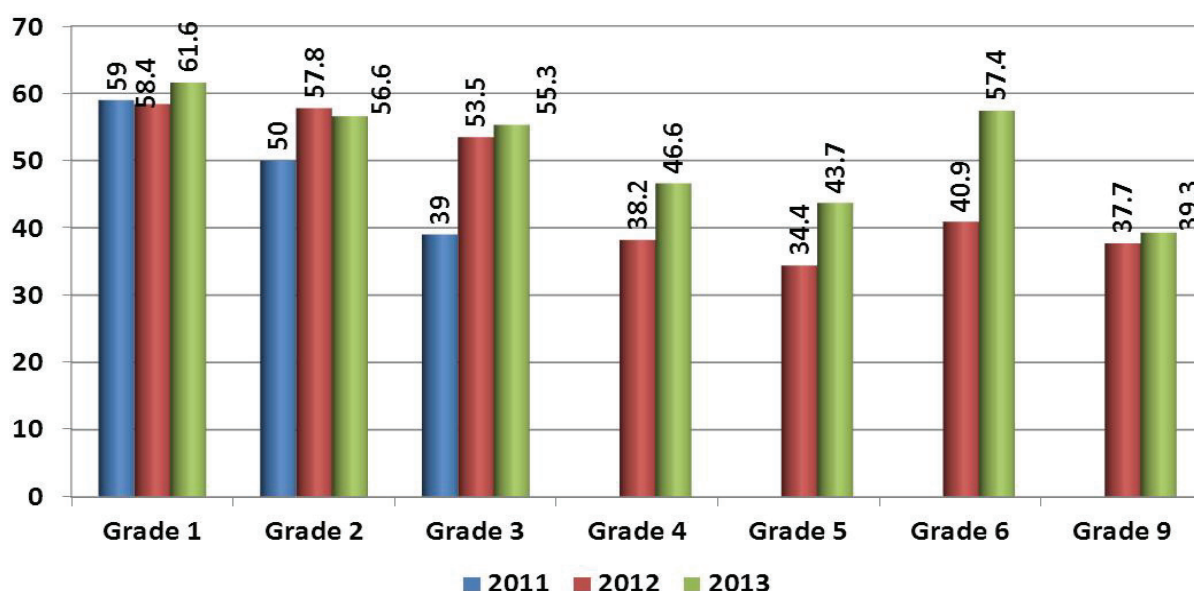
The department is contributing to the provision of access to 97 000 NSC passes in the country. A total of 36 000 bachelor passes come from the province. The province has also contributed to a bigger percentage of learners who did mathematics as opposed to doing mathematical literacy in the entire country.

An average of 23% increase in Annual National Assessment has been achieved in Grade 3 numeracy and literacy, Grade 6 mathematics, home language and language FAL.

PROVINCIAL AVERAGE PERFORMANCE IN MATHEMATICS



PROVINCIAL AVERAGE PERFORMANCE IN HOME LANGUAGES



These indicators are a confirmation that the Department's interventions are making a positive difference and good progress towards an improved quality of education.

In a system as complex as the schooling system, the fact the most targets are met and the movement is in the right direction does not mean that all the interventions are achieving similar results. This is evident in the achievements in Grade 9 maths. The Department has taken stock developed clear strategies to improve learner attainment in maths for grade 9.

With the curriculum and the schooling system entering an era of stability, the Department will take this opportunity to consolidate work, make innovations especially in areas that depend on curriculum stability, such as teacher development for the improvement of mathematics results in grade 9.

The year 2014 saw the finalisation of the roll-out of the new Curriculum and Assessment Policy Statement (CAPS), which is implemented in grades 7 to 9 and 12. This signalled the end of an important process of on-going learning and improvement in relation to the school curriculum. The CAPS enjoy widespread support, largely due to the fact that they put forward the details and examples teachers need, in an accessible language and format.

Whilst the annual spending on infrastructure has continued to increase nation-wide; there is a decrease in the infrastructure spend in the province in order to cover the wage bill. Considering this situation, the Department is exploring alternative funding models to mitigate infrastructure backlogs.

The first decade of freedom from 1994 to 2004, ushered in new hope for the people of South Africa, so various interventions were implemented e.g. Outcomes-Based Education (OBE), The National Curriculum Statement (NCS), to mention but a few. This indicates that at least some of government's interventions over the years are making a positive difference. In a system as complex as the schooling system, it is difficult to know exactly how positive change is brought about. But the fact that movement is in the right direction suggests that in the coming years consolidation of existing initiatives, must be a strategic priority.

Stability creates opportunities for consolidating work, but also innovating, in areas that depend on curriculum stability, such as teacher development and the writing of educational materials. In 2015, every grade in the schooling system will be subject to essentially the same curriculum and assessment rules as in the previous year. The importance of this becomes clear if one considers that in almost every year between 1998 and 2014, there has been at least one grade which was implementing an important new curriculum document (the exceptions were the years 2009 to 2011).

CONFIDENT, ENGAGED AND HEALTHY LEARNERS

Confident and engaged learners

One of the primary aims of the education system is to have learners who are able to take responsibility for their own learning. This means the education system must create a platform for learners to participate meaningful in their learning by among other things: (a) Create opportunities for learners to pursue their own interests and practise skills in a variety of ways. (b) Integrate technology to encourage creative expression of learning. (c) Helping learners to define their goals for their learning. (d) Provide opportunities for on-going self-evaluation and reflection.

A responsive curriculum is also aimed at producing learners who are capable of shaping and managing individual and societal change. The goals of the curriculum are underpinned by values that seek to ensure that the potential of learners is developed, so that every learner from the schooling system is able to contribute freely to society; The realisation of democracy, so that independent, responsible and productive learners will be enabled to participate fully in all facets of the life of their communities and the nation at large; The reconciliation of liberty, equality and justice, so that learners freedom of choice is exercised within a social and national context of equality of opportunity and the redress of imbalances. The pursuit of socio-economic development, transforming the institutions of society in the interest of all, and enabling the social, cultural, economic and political empowerment of all citizens.

Sports, Arts and Culture are important lever for social cohesion as well as in keeping learners occupied. The Department must begin to revive and strengthen School Sports, Arts and Culture in collaboration with other Departments and entities. When schools reopen for the 3rd term, the MEC will launch the MEC's Cup for Rugby, Soccer and Netball. This will be an annual knockout tournament aimed at exposing talent to national talent scouts.

Healthy Learners

The Department recognised the importance of promoting good health among learners and has therefore undertaken a range of activities as part of its health promotion programme. A national framework on health and wellness has been developed and aims to improve the understanding of health-related issues among educators and learners. Peer education programmes have been used to educate youth about HIV and AIDS prevention, care, treatment and abstinence. Guidelines for the management and prevention of drug use/abuse by learners in public schools and further education and training institutions were launched and distributed to schools.

The issue of poverty is also part of promoting good health among learners and is partly addressed in the education system through various measures: (a) Orphans, foster children and those receiving a poverty-linked social grant are exempted from paying fees and in least poor schools poorer parents receive school fees discounts. Poverty upsets the affordability of education, access to education and prospective benefits from education. (b) A poor child is also often a hungry child, and hunger impacts immediately on school attendance and academic performance. The National School Nutrition Programme aimed to foster quality education by, among other things, alleviating short-term hunger and addressing certain micro-nutrient deficiencies in children. (c) Improving the learner achievement rate, in particular quality passes, which to some extent contribute in breaking the cycle of poverty.

Further, school community members will be mobilised to support and participate in My Life My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills. SMT & SGB members trained in the development & implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.



Teachers will be trained in the implementation of MLMF school programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.

Learners will be trained as peer educators in implementation of MLMF through, life skills & SRH curricular & co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills.

Learners will benefit from care and support school programmes aimed at mitigating the impact of HIV and AIDS. Schools will be supplied with relevant and age appropriate Sexual Reproductive Health LTSM.

Mitigating the effects of hidden costs to education

The introduction of a no-fee policy for schools in quintiles 1, 2 and 3 is a damper against poverty for children at risk of education exclusion. In addition to a no fee school policy and fee exemptions employs other strategies to cater for other costs of sending a child to school such as payments for transport, uniforms, excursions, stationery and additional learning materials. Poorer families face considerable hardship in meeting these costs, in particular transport and textbooks. In the case of transport, the distance travelled, the availability of a bus or a car, child safety, and excessive tiredness are all factors that determine whether a learner will, or will not, be in school on any given day. The department is currently providing learner transport to more than 22 000 learners in the across the province, especially learners who travel more than 30 minutes to schools. The department also provides textbooks to all schools to learners.

School Safety

Promoting and ensuring the safety of learners and educators in schools has been one of the biggest challenges facing the education system. Government has introduced numerous programmes to stem the tide of violence besetting schools. School management teams and learners have participated in training programmes aimed at assisting them in dealing with crime and violence.

While the focus is on making school Safe, Caring and Child Friendly Schools to children, the Department is to embrace various programmes that will fulfil this purpose.

1. The Minimum Information Security Services (MISS) Policy of 1996 addresses the safety and security matters in the Government institutions. This includes the security measures on physical, personal information, computer, communication and document security. It further deals with the modus operandi when a security matter has been breached. In this regard, the Department of Education approved a Security Plan for Schools in 2011. The objective of the Security Plan for Schools is to create a safe and secure school environment by integrating and guiding internal security risk management systems with external and private security sector services. The plan strives towards the creation of a work environment conducive to the business of teaching and learning at schools. It identifies the roles of the school community - the principal, educators, learners and support personnel and more importantly the type of support the security sector in supporting the business of education in their areas of jurisdiction.
2. Bullying is a serious problem in homes, schools and communities. Often dismissed as an adolescent "rite of passage," research clearly indicates bullying is learned behaviour and detrimental to the academic, physical, social and emotional development of all involved – bullies, targets and the bystanders who witness it. Bullying is not only a problem of youth but is one that spans all ages. Despite volumes of research, countless "anti-bullying" programs and increased scrutiny by the media, bullying continues to pervade our culture and our schools. It is a complex social issue requiring determination, leadership and courage to address. Although it is a difficult challenge, it cannot be ignored. A wave of recent bullying incidents with tragic outcomes has shed a renewed light on this issue. The advent of technology allowing for impulsive, anonymous and rapid communication has

expanded the opportunities for bullying to a degree that necessitates more innovative and immediate responses than ever before. In the next 5 years Department is to embark on programmes that will curb this spiralling effect.

3. The partnership between the Department and the SAPS supports the objectives and priorities that drive the activities of both departments to reduce crime and violence in schools and in communities. The focus would be on the development and support for the implementation of school-based crime prevention programmes to:
 - a) To strengthen Safe School Committees in addressing crime and violence in schools as part of its mandate;
 - b) To assume an active role as a member of Safe School Committees;
 - c) To link all schools to local Police Stations;
 - d) To raise awareness amongst children and young learners regarding crime and violence and its impact on individuals, families and education;
 - e) To mobilise communities to take ownership of schools;
 - f) To encourage the establishment of reporting systems at schools; and
 - g) (To implement school-based crime prevention programmes in collaboration with provincial, district/local officials responsible for school safety.

MILLENNIUM DEVELOPMENT GOALS

South Africa is a signatory to the Millennium Development Goals (MDGs) by 189 countries in year 2000. These countries committed to "free all men, women and children from the abject and dehumanizing conditions of extreme poverty" by the year 2015. Eight Millennium Development Goals (MDGs) were adopted then dealing with a variety of issues such as the promotion of education, maternity health care, gender equality, poverty reduction policies, child mortality, AIDS and other fatal diseases. The following are the eight goals:

- Goal 1 - Eradicate extreme poverty and hunger;
- Goal 2 - Achieve universal primary education;
- Goal 3 - Promote gender equality;
- Goal 4 - Reduce child mortality;
- Goal 5 - Improve maternal health;
- Goal 6 - Combat HIV/AIDS, malaria and other diseases;
- Goal 7 - Ensure environmental sustainability; and
- Goal 8 - Develop a global partnership for development.

The Department has made significant strides in the achievement of the MDGs while also acknowledging the persistent challenges in respect of achieving equity and redress; reducing the drop-out rates; improving the levels of literacy and numeracy; improving the performance of our learners in the subjects of maths and science; teacher support and development; and learner behaviour and parental involvement in the education system.

Education is a lead department in delivering on Goal 2 - Achieve universal primary education. It also plays a pivotal role in contributing to other transversal goals, e.g. Goal 1 - Eradicate extreme poverty and hunger, Goal 3 - Promote gender equality, Goal 6 - Combat HIV/AIDS, malaria and other diseases and the other goals. Achievements on transversal goals will be covered in other parts of the document.

Goal 1 – Eradicating Extreme Poverty And Hunger

National School Nutrition Programme (NSNP)

A poor child is often a hungry child, and hunger impacts immediately on school attendance and academic performance. Children, who come to school hungry, have diminished attentiveness, a greater likelihood of becoming distracted and a lack of interest in learning. The result is that learners become vulnerable to failure, low achievement and repetition. Since 1994, the National School Nutrition Programme (NSNP) has expanded phenomenally in scope and reach to cover children in primary and secondary schools, urban, semi-urban and rural areas of the province from quintiles 1, 2 and 3. The NSNP is also extended to quintile 4 and 5 schools where the Departments deem the learner population of the identified schools to be highly affected by poverty. There are more than 2, 2 million learners benefitting from the NSNP which constitute approximately 86% of learners in public ordinary schools.

Financial year	No. of schools benefitting	Percentage of schools benefitting	Number of learners enrolled in the NSNP
2010/11	4,819	81,1%	1 915 068
2011/12	5,190	87,3%	2 171 017
2012/13	5,271	88,7%	2 240 528
2013/14	5,275	88,8%	2 235 485
2014/15	5,277	88,9%	2 281 188

In addition to the NSNP, orphans, foster children and parents of children receiving poverty linked social grant are exempted from paying school fees and in least poor schools poorer parents receive school fees discounts.

Whilst we are proud of our achievements, we are also the first to acknowledge the continuing challenges, especially in respect of: equity and redress; the drop-out rates; the levels of literacy and numeracy; the performance of our learners in the subjects of maths and science; teacher support and development; and learner behaviour and parental involvement in the education system."

Access to quality education is a basic human right, entrenched not only within the Constitution, but also in internationally-adopted agendas such as the Millennium Development Goals (MDGs) and UNESCO's Education for All.

In pursuit of the Millennium Development Goals, we as KwaZulu-Natal Department of Education committed ourselves to halving poverty and reducing unemployment through strategies that upscale the investment in the development of human capital. To successfully meet the outcomes of the MDGs the Department spared no cost in creating a generally more literate population, building appropriate skills' sets, developing schools as places of quality learning and teaching, and keeping learners learning and teachers teaching.

We in the province operate on the premise that everybody has the right to education, which has been recognised since the Universal Declaration of Human Rights (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good quality, has been reaffirmed in all major international human rights conventions. Many of these same instruments encourage, but do not guarantee, post-primary education. These rights have been further elaborated to address issues like quality and equity, moving forward the issue of what the right to education means, and exploring how it can be achieved. As a minimum: all the provinces in our country must ensure that basic education is available, accessible, acceptable and adaptable for all. The right of girls to education is one of the most critical of all rights – because education plays an important role in enabling girls and women to secure other rights.

To this end, we in our province have stepped up our efforts at improving educational opportunities for girls to help them develop skills that allow them to make decisions and influence community change in key areas. Our Inclusive Education programme acknowledges the past prejudices against girl learners and vigorously seeks to fully embrace and extend the true potential of the girl learner. We have also ratcheted our efforts at increasing the number of girl learners pursuing mathematics, science and technology at the further education and training level at schools and beyond.

In response to the challenge that the majority of learners in the province live in impoverished areas where education is not easily accessible, the Department has developed a strategy to provide learner transport for learners who travel long distances to schools.

We, as a department believe that it is not just education but the even distribution of educational benefits among our province's socioeconomic groups, in both rural and urban areas, that is required for poverty reduction.

Access to education has long been considered an important vehicle for poverty alleviation and tremendous efforts have been made by the department to broaden such access in the province. The promotion of access to, and participation of historically marginalised groups in education, continued in the 2013/14 financial year and the success thereof was evident in the accommodation of all applicants in our schools.

In KZN poverty (hunger) has proven to be a major barrier to access to quality schooling whereby many hungry learners either did not attend school or simply attended but could not concentrate on what was being taught. A counter measure to this phenomenon was the expansion of the National School Nutrition Programme (NSNP) to cover all primary and secondary schools in Quintiles 1, 2 and 3. A deviation was granted by the Department of Basic Education, to the effect that the department may continue to feed primary schools in Quintiles 4 and 5, provided that the minimum requirements of the NSNP conditional grant are being met. The success of this intervention is noted in the improved attendance record of learners coming from largely impoverished areas.

GOAL 2: Achieve Universal Primary Education

In the last twenty years of democracy, the province has made great strides in the reconstruction of South Africa. In pursuit of the UN Millennium Development Goals (MDGs) on Education, it has successfully united 5 different education departments; increased the number of successful black and women graduates; and transformed the curriculum to the point where it is now reaching stability and maturity.

In pursuit of the Millennium Development Goals, the Department committed to halving poverty and reducing unemployment through strategies that upscale the investment in the development of human capital. To successfully meet the outcomes of the MDGs the Department spared no cost in creating a generally more literate population, building appropriate skills' sets, developing schools as places of quality learning and teaching, and keeping learners learning and teachers teaching.

KZNDOE is rapidly moving towards the equitable provision of ECD opportunities. The Department has increased the number of schools that offer Grade R from 3891 to 3 934. This is largely responsible for the number of learners enrolled in Grade R in public schools increasing from 200 205 in 2013 to 240 000 in 2015/16.

KZN Department of Education was the only department of education in the entire country to have met the 2010 White Paper 5 targets on Grade R Universal coverage. The department achieved 97% which was above the 85% target set for 2010.

The adjusted net enrolment rate in primary education in the province is at 99%. This is a significant achievement which signifies that the province is close to achieving a universal access to primary education. The province is



focused at improving the quality of education. The table below provides a clear picture of the performance of the education system in the country. The telling reality is that for 7 to 13-year olds, the government has attained the goal of providing educational access to all. This has been made possible through the use of multiple policies and strategies; for example increased funding, increasing the availability and geographic spread of educational facilities and improving the teaching and learning environment.

NET ENROLLMENT RATE IN PRIMARY EDUCATION

1.	Early Childhood Development (ECD)	2012/13	2013/14
1.1.	Percentage of 5 year olds enrolled in an education institution	78.0%	84.8%
1.2	Gross Enrolment Rate (GER) (Grade R) in ordinary schools	73.7%	97%
1.3	Percentage of Grade 1 learners who have done Grade R	70.4%	97%
1.5	Percentage of public schools that offer Grade R	96.2%	96.2%
2.	All Ordinary Schools (Public And Independent)		
2.1	Primary Adjusted Net Enrolment Rate (ANER)	99.0%	99.0%

Goal 3 - Promote Gender Equality

The gender parity in grades R to 9 is already within the range of 0.97 and 1.03 of the Gender Parity Line that is considered a standard of achievement by UNESCO. Grades 10 to 12 Gender Parity Rate reflects a different picture, with the gender parity index at 1.11. While the index falls outside the internationally acceptable range, KwaZulu-Natal still emerges slightly higher than the national average. There is empirical evidence to suggest that the drop-out rates at Grades 10 to 12 are much higher than at lower grades in the education system; that boy learners in Grades 10 to 12 are more likely to drop out than girl children. The Department's focus on gender parity will depart from the tradition of addressing gender parity by merely focusing on girl children to include challenges encountered by both boy and girl children in accessing education, from Grade R to Grade 12.

5.1. ANALYSIS OF THE SERVICE DELIVERY ENVIRONMENT

The programme structural change undergone by the Department of Education has had a significant impact in the exit point of the FET phase with an increased number of learners progressing at National Senior Certificate. The province has also seen an increase in quality passes, with bachelor passes increasing by more than 20%.

The services provided by FET Curriculum have made considerable strides towards the achievement of Goal 2 of the department; "Improve school functionality and educational outcomes at all levels" through the increase of learners obtaining Bachelor passes to 34779 from 26287, a 32,3% increase. The performance in Mathematics and Physical Sciences improved by 8.6%, and 6.4% respectively

The major findings in ANA, TIMMS, PIRLS and SAQMEC among other things revealed that educators lack content knowledge, teach less time than required, curriculum is not adequately covered, English and Afrikaans LOLT perform 50% better than other LOLT. These are some of the root causes to education challenges including learner retention, high dropout rate, ANA results and poor performance in Mathematics. These are the issues which contribute to the complexity of challenges in the Department. Considering these complexities, the department will employ strategies to address the root cause.

5.2. ORGANISATIONAL ENVIRONMENT

As per Strategic Plan, the status of the organisational structure remains the same as the previous year. The organisational structure of the KZN Department of Education was approved by the MEC in September 2011. The organisational structure essentially sought to give effect to the government's mandate within the identified five areas of delivery with education being its apex priority. The re-alignment of the organisational structure therefore resulted in the repositioning of the department with regard to the delivery of quality education to its learners.

The implementation of the 2011 approved organogram was aimed at restructuring the Department to enhance service delivery through the devolution of human resource and finance functions to the District Offices. The exercise saw a significant shift of emphasis from Head Office to the Districts with the bolstering of the latter as service delivery points.

Although districts have been bolstered as service delivery points by law, practically the devolution of human resource and some financial administration functions to the Districts has not resulted in the eradication of the extended administrative layer of the Service Centres. The filling-in of vacant posts will go a long way in avoiding unintended consequences as the Department finalises the implementation of this exercise. The process of reviewing the organogram will take into account a debilitating economic environment. As a result of the implementation of the 2011 organogram, a number of vacant posts were created. The process of filling these posts will commence in 2015, starting with prioritised vacancies.

The management of human resource with regard to leave measures and other conditions of employment has created some challenges for the Department. At school level teacher accountability is a major concern and in the offices staff accountability is a concern as well. For both the teachers in schools and officials in offices the issues range from absenteeism to time on task. At a school the implications are for the learners as there are no consequences for the teachers.

Teachers with challenges leading to high rate of absenteeism as a result of chronic deceases, socio-economic factors, etc. will be assisted through Employee Assistant Programme.

5.3. DEPARTMENT'S DELIVERABLES ON PROVINCIAL GROWTH DEVELOPMENT PLAN PRIORITIES

The Department aligns its goals to various policy documents including provincial priorities. This is done with a view that sector collaboration in the implementation of government programmes is key to accelerated service delivery. This alignment from the National Development Plan, Provincial Growth Development Plan, District Growth and Development Plan, Integrated Development Plan and Ward-based and Local Area Plans is an important marching line / direct line of sight in guiding the strategic plan of the Department. For purposes of resourcing the strategy for implementation through the Annual Performance Plan and the Operational Plan; the procurement plan and the performance agreements should be aligned to the strategy. The goals and objectives selected ensure that all components of Department focus on the overall goal of providing quality education for all.

The Department aligns its strategy to the Provincial Growth Development Strategy and as such the Department will pursue the objectives of Goal 2: - Human Resource Development, which is the Department's co-mandate in the PGDP.

The Department will deliver on the following PGDP Strategic Objectives:

- (i) Improve early childhood development, primary and secondary education
- (ii) Enhance youth skills development and life-long learning
- (iii) Support skills alignment with economic growth



The following broad sub-outputs will be the strategic focus areas during this five year period, whilst the actions, indicators and targets will be elaborated in the Annual Performance Plan and the Operational plans of the Department.

- **SUB-OUTPUT 1: EARLY CHILDHOOD DEVELOPMENT**
 - Ensure that all quality aspects of the education system are introduced at ECD to improve the quality of learners commencing grade 1
 - Implementation of 0-4 year olds curriculum
 - Set the qualifications of Grade R practitioners to NQF level 6
 - Ensure each learner attends Grade R and has access to grade R LTSM
 - Implement Expanded Public Works Programme in ECD
- **SUB-OUTPUT 2: IMPROVED TEACHING AND LEARNING**
 - Implement a curriculum strategy for effective teacher development programme and develop teacher competency
 - Implement Provincial Academic Improvement Plan (Operation Bounce Back), District improvement plans and National Strategy For Learner Attainment (NSLA).
- **SUB-OUTPUT 3: CAPACITY OF THE STATE TO INTERVENE AND SUPPORT QUALITY EDUCATION**
 - Make inputs into all relevant education regulatory frameworks and guidelines to simplify, clarify, coordinate, and eliminate those that are not supporting quality education
 - Use the AOPO, Section 58, SASA norms and standards Increased accountability for performance in schools
 - Strengthen monitoring system and capacity of districts to develop strong leadership and improve functionality in schools for improved service delivery and learner attainment
- **SUB-OUTPUT 4: INCREASED ACCOUNTABILITY FOR IMPROVED LEARNING**
 - Contribute to the establishment of effective schools accountability systems linked to learner performance
 - Use an improved ANA for holding schools and district accountable
 - Improve districts, circuits and schools functionality.
- **SUB-OUTPUT 5: HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT OF SCHOOLS**
 - (Assess)/ Continuous Re-orientation of teachers in content knowledge in the subjects they teach, especially the gateway subjects
 - Absorb Funza Lushaka bursary holders into teaching posts where they have are relevant to the subjects they teach
 - Capacitate the school governing bodies to recommend competent individuals into management and leadership positions in schools
 - Management of schools (Continuous training of the existing SMT in all management areas and training of newly appointed SMT on all management areas)
- **SUB-OUTPUT 6: INFRASTRUCTURE AND LEARNING MATERIAL TO SUPPORT EFFECTIVE EDUCATION**
 - Assess the implications of complying with minimum standards for School Infrastructure)
 - Investigate the use of ICT
 - Infrastructure complying with minimum standards and norms for school infrastructure
 - Increase access to quality reading material

5.4. DESCRIPTION OF STRATEGIC PLANNING PROCESS

The MEC for Education initiated the processes by convening the Strategic Planning Indaba attended by Top Management of the Department. She articulated her mandate in ensuring that Quality Basic Education and Quality Service Delivery are achieved in KZN Provincial Department of Education. In preparation for the compilation of the 2015/16 to 2019/20 Strategic Plan, the MEC engaged extensively at Executive level with the Province and National in order to ensure that Department's policy is aligned with Government's Strategic Priorities. She invited inputs from Top management and requested for a clear Project Plan for the development of the Strategic Plan 2015/16 – 2019/20 of the Department. Further, the MEC engaged key Education state-holders in the province to solicit their views on education issues that need to be prioritized in the next 5 years.

She then convened a Strategic Plan workshop where all branches made inputs into the vision, mission, values, strategic goals, strategic objectives and programme plans.

Following a Senior Management Strategic session facilitated by the Accounting Officer, respective branches of the Department as well as District officials conducted specific Strategic Planning sessions. The Project Managing Directorate facilitated these sessions by conducting an analysis of Government's deliberate Strategy in the form of critical government documents that seek to provide direction to the Department. These included the Electoral Mandates: National Development Plan "Vision 2030, Medium term Strategic Framework 2015/16 – 2019/20 Action Plan to 2019 towards realization of Vision 2030, Sector Strategic Plan 2015/16 - 2019/20, the State of the Nation, province addresses, the Budget speech, the Basic Education Minister's Budget Speech.

These Planning Sessions were used for forward-planning and for reflecting on performance and achievements over the 20 years of Democracy.

Top Management and Programme Managers were provided with a matrix of Strategic Goals and Objectives to select their Programme specific goals and objectives. Series of meetings were held where managers had to develop their Programme plans, identify resource considerations and risk management for each programme. After all consultations with stakeholders, Project Managers selected relevant inputs for inclusion in the Strategic Plan. All draft Strategic Plans were consulted and presented to all oversight structures including DBE, DPME, Auditor General, National & Provincial Treasury, Education, Finance Portfolio committees, Provincial Office of The Premier – Planning and Evaluation, etc.

All inputs and recommendations were incorporated. Draft plans were communicated internally for approval by the Head of the Department and the MEC. The final plan was prepared for tabling at the Legislature, as well as printing and publication.

5.5. ABOUT THIS DOCUMENT

Annual Performance Plan Processes

The Annual Performance Plan is an annual strategy implementation vehicle which reviews the Strategic Plan and implements its programmes. It is a policy document with a clear funding structure for all the programmes of the Department as well as the medium term expenditure for the budgets and forecasting framework for performance. Section 3(4) of the National Education Policy Act (NEPA), 1996, (Act No 27 of 1996), as amended, reads that the "Minister shall determine a national policy for planning, provision, financing, co-ordination, management, governance, programmes, monitoring, evaluation and well-being of the education system", amongst other things. If read within the context of this document it can be interpreted that the KZN DoE has a legal space for the coordination of planning in the Sector, despite concurrent constitutional policy competencies. Since the Department of Basic Education and

National Treasury share concurrent powers on planning, monitoring and evaluation, the two Departments have agreed that the non-financial performance should be captured in a set of “education sector” templates.

The education sector has customised the Annual Performance Plan template to be aligned to the specific programme funding. As such, the nationally-defined statistical tables have been changed to be termed ‘Budget Tables (BT)’. These are numbered according to the relevant programmes. For each programme, the strategic objective is stated, followed by the budget tables, and the annual programme performance indicators which are then broken down into quarterly performance targets. This data informs national planning, monitoring and evaluation, and it provides benchmarks. Specific information is reported on quarterly or annually.

The main cost-drivers in the education system are learners and educators. These drivers in turn necessitate that adequate infrastructure and ancillary requirements are provided. As such, in each programme, where relevant, the educator and non-educator numbers as well as enrolment numbers are listed.

In Part A the statistics are for the sector as a whole and then they are disaggregated for each subset i.e. Administration [Head Office (includes districts)], all schools (Primary, Secondary, Independent, Special Education), Early Childhood Education, Infrastructure Development as well as Examinations and Education Related Services.

Part B provides for the strategic overview and Part C provides for details with respect to programmes and sub-programmes. Part D gives an indication of the linkages between this Annual Performance Plans and other government plans. Part E is an annexure to the document as a whole. These annexures are not for audit purposes, but provide useful additional information to clarify certain areas of the document and for planning purposes.

6.

STRATEGIC GOALS AND STRATEGIC OBJECTIVES OF THE DEPARTMENT

The strategic goals and strategic objectives, encapsulate the Department's contribution towards the achievement of national, provincial goals and all other international mandates. Within the context of the Medium Term Strategic Framework 2014-2019 for the current strategic plan and electoral cycle, and National and Provincial Action Plans, the Department of Education aims to pursue the following goals:

STRATEGIC GOAL 1	BROADEN ACCESS TO EDUCATION AND PROVIDE RESOURCES
Strategic Objective 1.1	To increase access to basic and special education and enhance retention in education from Grade R-12
Strategic Objective 1.2	To provide infrastructure, financial, human and technological resources.
Strategic Objective 1.3	To implement teaching, management and governance support programmes at all schools.
Strategic Objective 1.4	To provide diverse curricula and skills oriented programmes across the system.

STRATEGIC GOAL 2	IMPROVE SCHOOLS' FUNCTIONALITY AND LEARNER PERFORMANCE AT ALL LEVELS.
Strategic Objective 2.1	Increase learner attainment in all subjects and all grades.
Strategic Objective 2.2	To develop and enhance the professional quality and academic performance of managers and teachers in all institutions.
Strategic Objective 2.3	To administer effective and efficient examination and assessment services.
Strategic Objective 2.4.	To streamline institutions to address inefficiencies and inequalities

STRATEGIC GOAL 3	DEVELOP HUMAN RESOURCE AND ORGANISATIONAL CAPACITY AND ENHANCE SKILLS (AND TO SUSTAIN HIGHER LEVELS OF PERFORMANCE)
Strategic Objective 3.1	To develop the skills of the Department's workforce at all levels with a focus in the classroom and all activities in support of the classroom and teachers.
Strategic Objective 3.2	To ensure equitable and efficient distribution of human resource in the Department.
Strategic Objective 3.3	To improve employees and organizational wellness, which includes the promotion of physical, social, emotional, occupational, financial and intellectual wellness of employees in the world of work
Strategic Objective 3.4.	To provide sanitary towels to learners in restoration of human dignity in our girls

STRATEGIC GOAL 4	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT
Strategic Objective 4.1	To implement an integrated programme in dealing with the impact of communicable diseases, and HIV/AIDS in the workplace and in all institutions.
Strategic Objective 4.2	To provide support to mitigate the challenges of unemployment, poverty and child-headed households.

STRATEGIC GOAL 5	ENSURE GOOD CORPORATE GOVERNANCE, MANAGEMENT AND AN EFFICIENT ADMINISTRATION
Strategic Objective 5.1	To ensure efficient and effective management of departmental financial resources in line with statutory requirements
Strategic Objective 5.2	To implement the Batho Pele principles in all institutions.
Strategic Objective 5.3	To decisively deal with issues of fraud, corruption and maladministration.
Strategic Objective 5.4	To implement the Education Management System to improve information management and responsiveness to information.

STRATEGIC GOAL 6	PROMOTE NATIONAL IDENTITY AND SOCIAL COHESION
Strategic Objective 6.1	To promote youth development, arts, culture and sports in all institutions.
Strategic Objective 6.2	To preserve heritage through utilisation of national symbols in encouraging unity and patriotism amongst the people of KZN.
Strategic Objective 6.3	To develop strong relationships that support partnerships with all education stakeholders: teachers, organised labour, learners and community organisations including faith-based organisations.
Strategic Objective 6.4	To implement nation building programmes and projects.
Strategic Objective 6.5	To promote Africanism.

JUSTIFICATION OF STRATEGIC GOALS

The strategic goals are an instrument focusing the Department in the achieving the vision using the mission as a vehicle. The articulation of the goals and justifications thereto contribute to a concerted effort in ensuring that goals achieve the vision which in turn achieve the Provincial, National and International mandates of education as a sector. The strategic goals of the department are:

STRATEGIC GOAL 1	Broaden access to education and provide resources.
GOAL STATEMENT	<p>Improve access to education for the people of this province, including physical access, access to resources as well as access to a diverse curriculum and school governance support programmes. The intention is to also provide and utilise resources to achieve redress and equity, and to eliminate conditions of degradation in schools. This goal will focus the Department's effort towards ensuring that all learners have access to education institutions. It will provide a basis for the measurement of the Department's progress in relation to the MDG and EFA Goals, as well as the measurement of the extent to which KZN is improving the general educational attainment levels amongst the people of the province. In the main the Department will increase access to quality Early Child Development (ECD) to more than 250 000 learners and ensure that they have access to Grade R LTSM, increase the qualifications of 25% of Grade R practitioners to NQF level 6, increase access in public ordinary schools by around 5000 learners and increase learners benefitting from inclusivity to around 2500.</p> <p>The Department will further ensure that:</p> <ul style="list-style-type: none"> ▪ Minimum standards for school infrastructure produced ▪ Percentage schools meeting minimum sanitation standards ▪ Percentage of schools meeting minimum standards for number of learners per classroom ▪ Percentage of schools meeting minimum standards for libraries

STRATEGIC GOAL 2	Improve schools' functionality and educational outcomes at all levels.
GOAL STATEMENT	To ensure that all schools are fully functional and all learners in education institutions achieve desired outcomes and an increased output rate. This goal will ensure the implementation of the non-negotiables i.e. learners and teachers are on time, in class teaching and learning, and managers are managing. This goal is intended to measure the performance of the provincial education system as measured through the achievement of learning outcomes by all learners. In enhancing improvements, the Department will develop a comprehensive content knowledge testing system for teachers in collaboration with stakeholders during the first year and pilot it during the second year in all a 2% of schools per district, the Department will introduce and implement a reward system for self-directed professional development starting during the 2 nd year of the plan. All schools monitored for adherence to norms and standard annually. Annual curriculum coverage is monitored through a credible provincial sample. The Department will use ANA results to hold districts and schools accountable for performance. All schools supported to improve performance.

STRATEGIC GOAL 3	Develop organisational, human resource capacity and enhance skills
GOAL STATEMENT	Develop the Department's human resource capacity across all levels of employment – from institution-based staff (educators and school management) to office based officials (including managers at district and provincial level). Further, the goal will include the development of programmes that will enhance skills at all phases: Technical Skills, Maths, and Science & Technology. This goal is intended to focus the Department on the development of human resources to improve service delivery. It will further enhance scarce skills in learners and ensure that we provide relevant / skilled people for the Job Market. It will further ensure the provision of bursaries to educators who intend to do courses that will enhance skills in gateway subjects and other critical and top-up skills development programmes. In improving governance capacity amongst school managers, educator and non-educator components of governing bodies' developmental programmes will be implemented. The Department through the Teacher Training Institute will issue an annual content knowledge training schedule with quarterly training plans which implement teacher development programs adjusted based on identified needs with strategic interventions developed and implemented.

STRATEGIC GOAL 4	To develop schools as centres of community focus, care and support.
GOAL STATEMENT	Provide resources to develop educational institutions into centres of community development, particularly in rural areas and needy communities as a measure for improving access to education opportunities while also encouraging the utilisation of schools as centres that promote sustainable livelihoods for the benefit of wider communities. The pursuit of this goal will focus the department's interventions that are aimed at alleviating poverty and removing barriers of access for vulnerable children (including those living in rural areas, those that are orphaned and those living in abject poverty). The department's contribution towards rural development and to the creation of sustainable livelihoods for the communities surrounding education institutions.



STRATEGIC GOAL 5	Ensure good corporate governance, management and an efficient administration.
GOAL STATEMENT	<p>To ensure good corporate governance, foster accountability and transparency, while maintaining an efficient administration that deals decisively with fraud and corruption. This goal will ensure that there is focused monitoring into the efficient, effective and economical use of state resources. It will ensure the accomplishment of set goals through planning, directing, staffing, organising, provision of strategic leadership, monitoring & evaluation and motivating with the allocation of human, financial, and technological resources satisfying all relevant stakeholders.</p> <p>Revised frameworks and guidelines on:</p> <ul style="list-style-type: none"> ▪ Conditions of service and post provisioning norms ▪ Remuneration or pay structure of teachers; ▪ Appointment, transfer and absorption of educators ▪ Performance management of teachers ▪ Accountability of provinces to manage performance of teachers and principals ▪ Minimum competencies for district officials <p>Performance agreements for principals will be in place Functional education monitoring systems using improved administrative data</p>

STRATEGIC GOAL 6	To Promote National Identity and Social Cohesion.
GOAL STATEMENT	<p>To promote national identity and social cohesion through building cohesive, caring and sustainable communities and building values through education, promoting a shared value system in a nurturing environment incorporating values in education, promoting national heritage in the process of promoting diversity and indigenous knowledge. This goal will ensure that there is focused nurturing of cohesive, caring and sustainable communities. The values based on the foundations of democratic principles will be built through education, using instruments such as the National School Pledge, promoting a shared value system and a greater sense of community solidarity, it will support the development and strengthening of Community Organisations to organise and develop the cultural and recreational life of communities; and implement programmes to enhance the legitimacy of the state in the eyes of the citizens.</p>

7.

THE 10 PILLARS OF THE DEPARTMENT'S SERVICE DELIVERY IMPERATIVES

The KZNDoE focuses on the ten pillars as strategic drivers to take the Department from 2015 to 2019.

These pillars are:

- Pillar 1: Transformation of the schooling system;
- Pillar 2: Curriculum and Assessment;
- Pillar 3: Teacher Provisioning, Development and support;
- Pillar 4: Development of strong Leadership and Management;
- Pillar 5: Infrastructure Development and Maintenance;
- Pillar 6: Planning and Resourcing;
- Pillar 7: Information and Communication Technology;
- Pillar 8: Social Cohesion and Integration of Schools;
- Pillar 9: School Functionality and Community Involvement, and
- Pillar 10: Early Childhood Development

The government of South Africa has received an unequivocal mandate, which will be pursued by all spheres of government in the next five years. The Medium Term Strategic Framework (MTSF) provides a broad framework within which the programme of action for government departments will be located in the next five years. The KwaZulu-Natal Department of Education (KZN DoE) will take a cue from the electoral mandate. In line with the MTSF outlined overall objectives and the KZN DoE is committed to pursue the nine pillars for the next five years (2015/2016 – 2019/20). The pillars will be discussed in detail in the content of this document.

The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterized by significantly improved learning outcomes. Education then becomes an important instrument in equalizing individuals' life chances, ensuring economic mobility and success and advancing our key goals of economic growth, employment creation, poverty eradication and the reduction of inequality. Basic education, comprising Early Childhood Development (ECD) (for children age 0 to 4) and school education (starting with Grade R at age 5 up to Grade 12), forms the bedrock of the education system.

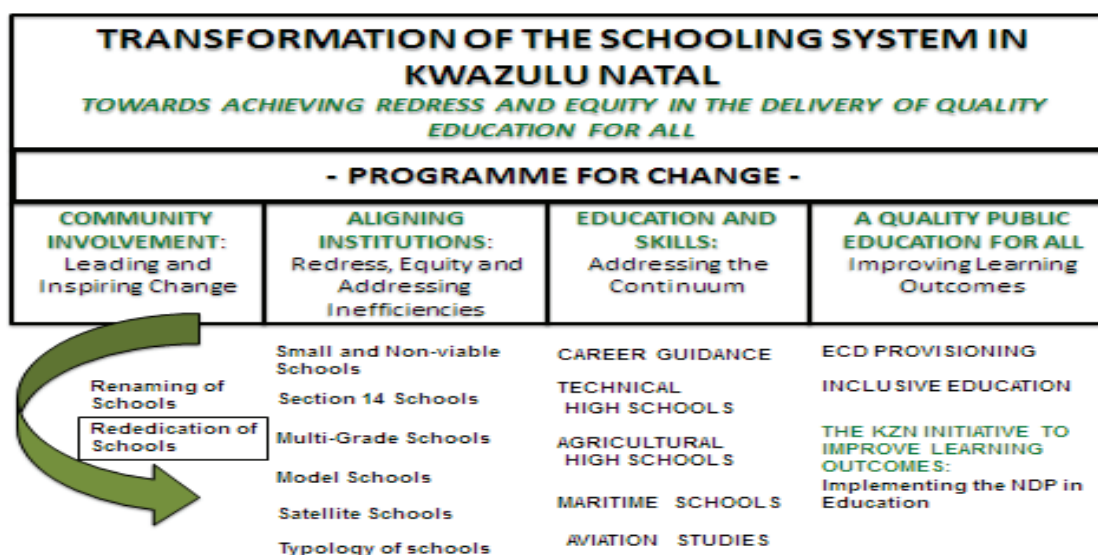
The Department has made considerable progress towards reaching universal coverage by enrolling almost 98% of learners between the ages of 5 to 15 (compulsory school age) by 2014. Whilst the expansion of Grade R has reached universal access in the province accessing nearly 240 000 learners, it is a cause for concern that almost a third (33%) of learners do not reach Grade 12 and 99% of the learners who do not reach Grade 12 in the 33% drop outs are African children³. Further, what is taking place in the classroom is another cause for concern. The diagnostic tests conducted through the Annual National Assessments (ANA) for grades 3, 6 and 9 as well as the National Senior Certificate (NSC) examination results reflect a need to improve the quality of teaching and learning in order to improve the quality of passes especially in the education of the African children. The exclusive reference to the African children is important because there are major inequalities in terms of the quality of education to which children have access.

The areas for development and review have been prioritised taking into account all strategic issues that affect the education system. The Department has identified the following key areas as priorities for this MTSF cycle.

³ Department of Basic Education (2013). The internal efficiency of the school system. Pretoria: DBE.



7.1. PILLAR 1: TRANSFORMATION OF THE SCHOOLING SYSTEM



The Transformation of the Schooling System launched on the 30th of November 2014 has achieved a number of milestones. The Department will continue to deliver in the following:

- a) Consolidation of small and non-viable schools;
- b) Consolidation of satellite schools;
- c) Renaming of Schools;
- d) Typology of Schools;
- e) Model Schools;
- f) Revitalization and Expansion of Technical High Schools;
- g) Expansion of Agricultural High Schools;
- h) Maritime Schools;
- i) La Mercy Maths and Science Academy; and
- j) Ndumo School of Excellence. (Inkululeko Project)

i) **Consolidation of small and non-viable schools:**

In instances where there is a need to provide learner transport, the projects were stalled because of financial constraints. However, we are planning to proceed with the projects. KZN DoT is currently finalizing the budget allocation for some of these schools. The Department aims to accelerate the implementation of projects in implementing the Transformation of the Schooling System. It is envisaged that a further total of 60 schools will be consolidated by end of 2019, adding to a total of 57 small and non-viable schools and satellites already consolidated. This initiative resulted in the decrease in the total number of schools from 5952 to 5913.

ii) **Learner Transport Services:**

In consolidating satellite schools there will be the provision of learner transport services where learners have to travel more than 3 kilometres to the host schools, will be implemented within financial constraints.

iii) **Renaming of Schools:**

The Department is working with communities to rename school names which may not inspire and are not linked to their communities, e.g. leaders like izinduna and amakhosi and others. The Department will proceed with the following:

- a) Working with communities to rename completely inappropriate and unacceptable, example, Nkawu, Shongololo, Mathangetshitshi, and Mgwazeni;
- b) Ensuring that the process of changing names will be a fully consultative one, involving all stakeholders; and
- c) Ensuring that the name of a school must generate a sense of ownership by the community but also convey the centrality of quality education in all that we do. Schools with belittling, gender insensitive and uninspiring names will be renamed. By the end of 2019, a total of 23 schools will be renamed adding to the 13 that have already been re-named.

iv) Typology of Schools:

The Department will align schools into primary or secondary schools in line with national policy. It is envisaged that 50 schools will be realigned in 2019, adding to the 67 schools that have been re-aligned into fully-fledged secondary and primary schools. Where there were pressing needs for additional classrooms an estimated cost of R10 million has been set aside to procure mobile classrooms.

v) Model Schools and Ndumo School of Excellence:

The Department has identified 198 schools to be designated model schools with a thorough needs analysis report for each. A total of 136 model schools have been allocated two security guards each during 2013 academic year and a further 62 schools will be allocated a security guard each during the 2015 – 2019 strategic cycle supported by EPWP funding. Assessments were conducted, and they reflect the resourcing of model schools requires around R475, 989,320.00. The Department will ensure that these funds are prioritised during the strategic cycle. The designs for Ndumo School of Excellence were completed and submitted to Plans Approval Committee of Public Works and approval has since been granted. The project was launched on the 30 October 2015. The implementation in terms of construction will proceed for the duration of 2014/15 with the target date for completion envisaged to be at the end of the financial year or at the latest on 30 April 2015. Soon after completion the school will be a model school that will see the initial implementation of quality basic education with gateway subjects prioritised and learner attainment monitored closely by all stakeholders as the department in collaboration with stakeholders move education forward towards increasing learner output in maths and science, as well as bachelor passes. The school is to provide quality education with an emphasis on Mathematics, Science, Technology (mechanical, electrical, and civil) as well as Tourism and Hospitality. The school is designed to accommodate 1600 learners and will have boarding facilities for 200 learners.

The creation of Model Schools at this point in time, seems to us to be the most practical way to go. The creation of these schools is merely a means to an end, a simple and practical way to make the system improve.

The department is taking its cue from good private schools, good former Model C public schools, good township schools as well as good rural schools in our province. Most of these schools are characterised by among other things, the following elements:

- a) Good and Complete Infrastructure
- b) Effective and Efficient School Management
- c) Highly Effective Principal
- d) Quality and Result-Driven School Management Team
- e) Dedicated Teachers
- f) Highly-disciplined Learners
- g) Supportive and Co-operative Parents
- h) Proactive Civil Society
- i) Progressive and Development-focused Department



vi) Revitalization and Expansion of Technical High Schools:

A total of 32 High Schools have been recapitalized. Six (6) of the schools have received additional workshops for all technical subjects, machinery for workshops and equipment. All thirty-two (32) schools will be repaired, and machinery and workshop equipment purchased from the Conditional Grant. Teacher training will take place at George Campbell during the academic year and the one hundred and sixty teachers of Mechanical Technology, EGD and Electrical will be trained at George Campbell whilst those for Civil Technology will receive further training at Meadowlands Technical High.

vii) Expansion of Agricultural High Schools:

In the whole Province there are 4 Agricultural High Schools. A total of 55 schools only offer one agricultural subject, Agricultural Science. Only 05 schools offer at least two agricultural subjects; Agricultural Science and Agriculture Management Practices and only three schools offer three agricultural science subjects. Shakaskraal High School has started operating as an Agricultural School. By 2019, the Department would have provided training to teachers in the 5 schools offering two agricultural science subjects so that a full agricultural science offering is done and the Department can have 9 full agricultural high schools.

The newly identified school at Ilembe to be turned into Agricultural School needs additional funding to address the purchase of animals, equipment, seeds etc and the allocation of non-teaching staff- for example Farm Managers. The long term goal is to have one Agricultural School per district.

viii) Maritime Schools:

There is also serious shortage of educators and subject advisors qualified to support learners on Maritime Studies. In enhancing the curriculum landscape of the schooling system in the province, the Department is transforming to cater for maritime subjects. Two Districts i.e. Umlazi and Pinetown have been identified to pilot the establishment of Maritime Studies in Sithengile Secondary and Acton Road Campus. Currently there are 49 learners in Grade 10 in schools that have been identified as satellites to the envisaged Acton Road Maritime School of Excellence: JG Zuma Sec in Pinetown District, New Forest Sec in Umlazi District and Sithengile Secondary in Pinetown District. In this regard, the Department's plan to convert Acton Road establishment into a Maritime School of Excellence by 2019, is at a preparatory stage for implementation where training of teachers and procurement of the tools of the trade is done. The Department will also look at schools with a potential to introduce the maritime curriculum without much infrastructure and human resource capital outlay for initiation of curriculum implementation in 2016.

ix) La Mercy Maths and Science Academy:

The Department identified a school in La Mercy to establish a Maths and Science Academy in order to address the Maths and Science teaching and learning deficiencies. This project will be implemented within the strategic cycle. The aim of this Academy is to prepare learners to enter specialised fields in maths and science nationally and internationally. The preparation of learners will be strengthened through quality teaching and learning and high performing teachers in maths and science.

x) Aviation, Chemical Engineering and Mining:

The Department has initiated a bold move to make a case study based on international educational practices to determine the feasibility of establishing aviation studies. By 2019 the Department would have undertaken a fact finding study on establishing a school syllabus aligned to CAPS on aviation studies in collaboration with other Departments and other state owned enterprises. The aim is to establish a core of trainers and ultimately make a curriculum aligned to CAPS and or NCV on aviation studies accessible to schools closer to places with aviation facilities. The Department will in partnership with DENEL, a state-owned enterprise to fund aviation studies.

xi) It has been noted with concern that the budgetary constraints put limitations on the implementation of the most critical pillars of the Transformation of the Schooling System. Full implementation of the Transformation of the Schooling System would lead to complete turnaround of the schooling system in KZN.

xii) Multigrade Teaching (MGT)

In 2015 the Multigrade Toolkit will be rolled out in all the MGT schools. The lesson plans and assessment tasks will be workshopped to teachers and Subject Advisors prior to rolling out. This is an important step for effective monitoring and support teachers and principals in schools practicing MGT. The schools targeted for MGT are the rural schools, and because of the preponderance of hugely 'disadvantaged' rural schools in the Province, the Department had to prioritise rural schools in extremely dire circumstances. Those include rural schools:

- a) which still practice multi-grade teaching
- b) without basic necessities e.g. electricity
- c) operating in farm schools
- d) with serious technological distress

Further, the multigrade programme will include the piloting of the Multigrade Teaching (MGT) Toolkit followed by the training of GET Subject Advisers supporting MGT schools, the roll-out of the Life Players to schools without electricity, the training of MGT teachers in collaboration with CPUT and DBE, the supply and monitoring of the use of the Kidsmart Computer Units, the Research Study on the teaching of Reading in Rural Schools as well as the piloting of the Alumni Project in previously disadvantaged communities. These programmes will be rolled out to all schools doing multigrade teaching.

The TSS initiative through the consolidation of schools programme for change has revealed an anomaly in schools built in densely populated communities who however had to be consolidated and closed because of the low number of learners enrolled. For instance, schools with 10 empty classrooms and has an enrolment of approximately 30 or 40 learners. It is clear from this scenario that the communities meant to be served by these schools, no longer see educational value in these schools, hence their preference to enrol their children in nearby schools. The resultant effect from the receiving schools is an increase in infrastructure needs. The implication for Department is that it will have to budget for additional infrastructure while incurring some loss in its infrastructure investment, at the school earmarked for closure. Further, the Department will diversify the curriculum to ensure that learners are empowered during their schooling. This will be done by focusing on Maritime schools, re-introduction of agricultural schools and contributing towards the initiating an action research aimed at the initiation of chemical engineering subjects, mining subjects, aviation subjects and other related subjects which open paths to scarce and critical career paths in technical and vocational education. The Department will also take programmes to improve NSC results through the Provincial Intervention Team (PIT), Operation Scaffold and other monitoring initiatives.

7.2. PILLAR 2: CURRICULUM AND ASSESSMENT FOR AN EMPOWERING CURRICULUM

The cornerstones of transforming the apartheid curriculum to align to the vision of building a democratic, non-racial, non-sexist and prosperous country were laid in 1994. The Department of Education assumed a role of leading in the reconstruction of the curriculum for schooling. The task of reconstructing the curriculum resulted in the Department identifying the key drivers of curriculum transformation to be in the following areas: (a) the aims and objectives of the education system; (b) effecting change in what is taught in schools: the underlying values, the selection of content, how it is arranged into subjects, programmes and syllabuses, and what skills and processes are included; (c) reviewal of strategies for teaching and learning and the relationships between teachers and learners; (d) reviewing the forms of assessment and evaluation; (e) reviewal of how the curriculum was serviced and resourced, including the organisation of learners, and of

time and space, and the materials and resources that are made available; (f) how the curriculum reflects the needs and interests of those it serves including learners, teachers, the community, the nation, the employers and the economy.

To this end, an interim core-curriculum was introduced, followed by Curriculum 2005. The recent review in the curriculum has consolidated and improved the curriculum by standardising what needs to be taught and how curriculum is delivered in the classroom.

What remain for the Department is to ensure that the capacity of districts to support schools is improved and strengthened. Also, critical is to continue to look for ways to diversify the subject offerings by schools such that our schools make an improved contribution to the socio-economic needs of the province. Areas for subject offerings diversification have been identified in Maritime Studies, Aviation, Mining, Agriculture, Tourism Studies and Technical Subjects.

The other defining features of an empowering curriculum are that all learners will be supported holistically to remain in school until they complete and also inspired to perform better. The Department aims to increase the performance of each learner to 70% in all subjects. The aspects of the envisaged empowering curriculum mentioned here-under will be delivered in collaboration with a holistic quality management support solution for each child identified to be at risk for non-completion, repetition and dropping-out.

- Monitoring that there is full curriculum coverage in schools
- Forging partnerships with education stakeholders aimed at exploring and fostering of innovative and creative ways to improve learning outcomes
- Improving the foundations for learning, namely reading, writing and counting

These aspects focus on improving learning and teaching through focusing on the quality of key inputs (teachers and Learner and Teaching Support Materials (LTSMs)) and strengthening the education accountability, planning and management system (focus both on improving learner assessment and feedback through ANA and on key school and district management systems). The expansion of access to Early Childhood Development is aimed at delivering on the human rights of children and improving results in the school system through increasing school readiness. An improved and empowering curriculum will be characterised by improved quality of teaching and learning through development, supply and effective utilisation of teachers. Based on this national trajectory, the Department will ensure that there is/are:

- Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM).
- Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Gr 3, 6 and 9 level and improving ANA over time to ensure appropriate feedback to learners and teachers and to benchmark performance over time.
- Expanded access to Early Childhood Development (covered in Outcome 13) and improvement of the quality of Grade R.
- Strengthening accountability and improving management at the school, community and district level.
- Partnerships for education reform and improved quality.

In terms of NDP, one of the enabling milestones is to increase the quality of education so that all children have at least two years of preschool education and all children in Grade 3 can read and write.

Throughout the current strategic cycle and in the 2015 State of the Nation Address, the President of the Republic of South Africa reiterated the centrality of education as located at the apex of his administration's five key priorities. To overcome poor quality schooling and creating decent opportunities for South Africa's children effective planning at the national and provincial level is required.

The Department is implementing the National Curriculum and Assessment Policy Statements (CAPS) in all the grades. CAPS is a single, comprehensive and concise policy which replaced subject and learning area statements, learning programme guidelines and subject assessment guidelines for all the subjects listed in the National Curriculum Statement Grade R – 12.

CAPS form part of the National Curriculum Statement Grades R 12 which represent a policy statement for learning and teaching in South African schools and comprise the following:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects;
- National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and
- National Protocol for Assessment Grades R – 12.

Curriculum Grade R - 12

The KZN Department of Education developed the Curriculum Management Strategy to standardise the teaching, learning and assessment approach and to promote uniformity in curriculum implementation and support in the province. The strategy has four strategic areas namely:

- Content planning for effective curriculum delivery;
- Methodology for curriculum delivery;
- Assessment of the effectiveness of delivery methodology; and
- The quality of curriculum delivery.

In implementing the broad strategic areas, the province has developed for instance the Literacy and Numeracy Strategy as well as Mathematics, Sciences and Technology Strategy.

Key Priorities of the Curriculum

The four strategic areas above seek to address the following key priorities of the curriculum as spelt out in *Action Plan 2019 Towards the Realization of Schooling 2030*:

- Increase the number of learners in grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3;
- Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6;
- Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9;
- Increase the number of Grade 12 learners who become eligible for a bachelors programme at a university;
- Increase the number of Grade 12 learners who pass mathematics;
- Increase the number of Grade 12 learners who pass physical sciences;
- Improve the average performance of Grade 6 learners in languages;
- Improve the average performance of Grade 6 learners in mathematics; and
- Improve the average performance in mathematics of Grade 8 learners.
- Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
- Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

Specific Areas for Improvement over 5 years

- 1) **Time on task**
Allocated time at school is mainly for teaching, learning and assessment. It is for this reason that the school must have a time table which is followed by all teachers at all times.
- 2) **Supervision by School Management Teams (SMT's)**
School management teams must monitor the implementation of curriculum policy at classroom level and to translate the importance of effective teaching and learning into classroom excellence.
- 3) **Synergy in curriculum management and policy implementation**
The system must successfully synergise all its activities to avoid duplication of activities and wasteful use of scarce resources.
- 4) **Common strategy to deal with the challenge of absenteeism**
The common strategy for managing curriculum must speak to the issue of absenteeism of both teachers and learners and its negative impact on curriculum delivery and learner performance.
- 5) **Job vacancies that impact on curriculum delivery**
The curriculum management strategy must refer to curriculum related job vacancies so that learners are not left without teachers and teachers are not left without subject advisors in the case of office based teaching work.
- 6) **Content knowledge among teachers**
The fact that some schools underperform in the Annual National Assessments and the National Senior Certificate and other international assessments is an indication that one of the challenges that teachers have is knowledge of content. The department is engaging in rigorous training of teachers in content.
- 7) **Teacher quality and qualifications**
The provincial curriculum management strategy includes an element of how the unqualified and under-qualified teachers are assisted in dealing with both teaching methodology and how their progress can be monitored.
- 8) **Diversified Curriculum**
Transformation of the schooling system in KwaZulu-Natal has as one of its salient aspects, the increase of the number of technical, agricultural and maritime high schools in the province. The KZN Department of Education is engaged in establishing, revitalizing and recapitalizing the maritime, agricultural and technical high schools.
- 9) **Assessment and Moderation**
Assessment is used to measure the achievement of learning outcomes. This is realized through:
 - Summative and formative assessment; and
 - Moderation.

The department will continually assess learners, evaluate the successes and failures and strategically designs working interventions as a way of closing the knowledge gaps.

The first aim is to use the summative assessment of the previous years as formative data for the following years in both Annual National Assessments (ANA) and National Senior Certificate (NSC) examinations. The province will always analyse the results quantitatively and qualitatively and identify errors and

misconceptions made by the learners and candidates in these two external assessments. A report on the areas of misconceptions and errors is sent to schools so that teachers pay attention to them as they deliver the curriculum in the classroom.

10) Improvement of Maths, Science and Technology

A strong partnership between the Department, ETDPSSETA, Science Centres and the Department of Science and Technology would ensure that we develop a rich, balanced, interesting and vibrant programme that would benefit FET schools (grade10-12) as well as grade 9 learners in the rural areas where there is limited access to science laboratories and equipment as well as shortage of Maths and Science teachers. This collaboration will provide Maths and Science tutors who will be stationed in the 45 Education Centres. It is a strategy that propagates a partnership between different stakeholders in order to address the Maths and Science scourge which leads to high failure rate in matric thus denying the matriculants entrance to universities and pursuance of science-related careers. This challenge of high failure rate in Maths and Science has been recurring for quite some time and it breeds mathematics anxiety, attitudinal problems, lack of understanding leading to low performance in Maths and Science. It further compounds itself to absolute scarcity of needed skills in the science fields. This proposal is based on the Curriculum Aims pertaining to Maths, Science and Technology as stipulated by the CAPS document i.e.

- Identify and solve problems and make decisions using critical and creative thinking;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others

[Department of Basic Education, 2012]

The proposed modus operandi is to work with the KZN Science Centres to reach manageable number schools in the peri-urban and rural areas. The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and practicals. The Department's understanding in the science centres is informed by the fact that:

- Science centres provide an opportunity to enhance learners' knowledge and experience of science subjects and offer subject-specific opportunities for learners to excel.
- Science centres are capable of developing "effective" outreach programmes, aimed at peri-urban and rural areas where they could offer "valuable services".
- Science centres are one of the most effective means available to help our youth reach their full potential in an informal learning environment.
- Science centres can also play a major role in encouraging the youth to follow careers in science and technology, and to know which career path would suit them best.
- Science centres offer professional development opportunities for teachers, through workshops, mentoring and coaching and teachers learn new ways to communicate scientific ideas.

[SA News, 2011]

Aims and objectives of the collaboration:

- To increase the number and interest of learners who choose Maths, Physical Science and Life Sciences in the FET phase.
- To improve the performance in Maths, Physical Science, Technology and Life Sciences.
- To overcome Mathematics Anxiety, which results to math avoidance and low achievement in the subject
- To increase the number of graduates in Maths and Science that are currently far below the required levels.
- To overcome the challenge of few science laboratories. This situation perpetuates the teaching of maths and science without practical experiments.
- To strengthen teacher content knowledge and methodology in the teaching of Maths and Science.

Areas for collaboration:

Utilisation of Education Centres as satellites for Science Centres

The Department has 45 Education Centres in all 12 districts which have science rooms that are underutilized because of lack of science equipment, exhibits and personnel. These ECs can serve as satellites for Science Centres to enable easy and more access to schools. The Education Centres have centre managers and support staff that is permanently employed by the Department. The centre manager will ensure co-ordination and effective implementation of the programme.

Learner Support and Development Programmes:

Learner support programmes will focus on matric intervention as well as Grade 9 based on the areas of poor performance as determined by the ANA and Grade 12 examiners' reports. These programmes will be conducted under the supervision of subject advisors. Facilitators for these programmes will be done by experienced teachers who have a proven track record of success.

The learner programmes will be:

- *Practical work demonstrations for Mathematics, Physical Sciences, Technology and Life Sciences as part of the ongoing intervention*
- *Re-enforcement programmes that ensure effective curriculum coverage.*
- *Science shows to increase number of learners interested in science.*

These programmes will be conducted on Saturdays and/or during school holidays. Concessions may be granted during the week only the intervention is part of curriculum coverage and it is pre-planned. Venues for these interventions will be determined by the logistics of minimal transport of learners.

Teacher Support and Development Programmes

Teacher professional development will take cognizance of the existing teacher development programmes in the province as well as planned teacher development programmes such as Grade 9 mathematics intervention, mathematics and science for technical schools (new) etc. The content of programmes should be informed by areas of poor performance as reported by NSC and ANA and should be developed together with subject advisors.

Practical work demonstrations for Physical Sciences and Life Sciences would form part of the teacher development interventions. Teacher development should be followed by on-site support at the schools, hence a need for wide consultation.

Targeted schools and grades – Project Scope:

Grade 9 – Science Shows

Grade 10-12 FET schools – learner camps, tutorials, workshops, revision, tests etc.

Science Centres will:

- *Provide practicals to enhance learners' knowledge and experience of science subjects and offer subject-specific opportunities for learners to excel.*
- *Develop "effective" outreach programmes, aimed at peri-urban and rural areas where they could offer "valuable services" such as science shows; mobile laboratories etc.*
- *Encourage the youth to follow careers in science and technology, and to know which career path would suit them best.*
- *Offer professional development opportunities for teachers, through workshops, mentoring and coaching and teachers learn new ways to communicate scientific ideas.*

These interventions are aimed at achieving the quality outcomes. To this end, 80% of each age cohort should receive either a National Senior Certificate or an alternative vocational or further education and training qualification. Quality targets for 2019 are that 75% of learners tested in Grades 3, 6, and 9 should achieve above 50% in both literacy and numeracy and that the number of matriculants who qualify to access university should have increased to 250 000 (from 172 000 in 2013) and there should be commensurate increases in the number passing Mathematics and Physical Science. The Department, through its improved levels of enrolment, enhanced learner retention, functional care and support in partnership with sister departments in (Sukuma Sakhe) and other local government initiatives, is on its way to provide an empowering curriculum to all its learners.

The second aim is to ensure that all schools from grade 1 to grade 12 apply the principle of continuous assessment. This means that schools are expected to teach learners, assess, analyse the performance of learners and identify areas of difficulty and misunderstanding. This is followed by remediation and reassessment of learners so that knowledge gaps are closed. The intention of this approach is to help learners to achieve learning outcomes.

The third aim is to assist underperforming schools at General Education and Training (GET) band and the Further Education and Training (FET) band to improve their performance. This is a provincial mandate to set common tests for all the schools that underperformed in previous years ANA assessments and NSC examinations. The province sets tests for underperforming schools in Mathematics and Language for grades 3, 6 and 9. The common tests are also set for schools which obtained less than 75% in grade 12 gateway subjects. In both these bands results are qualitatively and quantitatively analysed. The analysis is presented to subject advisors and district officials so that they address the knowledge gaps identified in the qualitative reports.

The fourth aim is to ensure that the quality of assessment in schools GET and FET bands is in line with curriculum policy especially in the area of subject content. The province conducts the moderation of School Based Assessment (SBA) in the two bands. Moderation takes place at school, district, provincial and national level. The offspring of this moderation exercise is a moderation report which informs schools in each subject about areas that need improvement in the compilation of Continuous Assessment (CASS) marks.

7.3. PILLAR 3: TEACHER PROVISIONING, DEVELOPMENT AND SUPPORT

The vision of the KwaZulu-Natal Department of Education's is that of "A well- educated, skilled and highly developed citizenry" and its mission is "To provide equitable access to quality education for the people of KwaZulu-Natal. The realization of the vision and mission of the Department is dependent on the recruitment and development of highly competent educators where supply meets the requirements of the Department.

Planning for teacher provision and development for the next 5 years will need to take cognisance of the specific provisions of the National Development Plan (NDP) 2030, Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 (ISPFTED) and Action Plan to 2019: Towards the Realisation of Schooling 2030 (DBE, 2014) (Goal 14: *Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.* and Goal 16: *Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.*)

The target for the next 5 years will be to increase and improve the provision of qualified and highly competent educators and developing them so that specific focus can be given to the following areas:

- Improving literacy, numeracy/mathematics and science outcomes;
- Increasing the number of learners eligible to study mathematics and science-based degrees at university;
- Improving performance in international comparative studies;
- Retaining more learners; and
- Career-long (continuing) professional learning and development.(NDP 2013 *Our Future – Make it Work-309*) and ISPFTED p1 and 11.



Educator Development Processes

The following are processes that are currently undertaken to develop teachers:

- i) Pre-service/Initial Teacher Education
 - Funza Lushaka Bursary Scheme
 - Provincial Bursaries for Initial Teacher Education
 - Self-Sponsored Student Teachers

- ii) Continuing Professional Development
 - Formal Upgrading Qualifications Programmes
 - Skills programmes/ short courses
 - Provision of Type 3 CPTD activities/programmes (These are training activities offered by Teacher Training Directorates, HEIs, NGOs, Teacher Unions and Service Providers, etc.)

Educator Workforce Profile in 2011 – 2014

The tables below depict statistics for the period 2011/12 to 2014/15 and they reflect the nature of appointment for the past 3 years.

Table 1: Permanent and Temporary Educators

YEAR	PERMANENT	TEMPORARY	TOTAL
2011/12	72768	13746	86514
2012/13	73364	15403	88767
2013/14	74177	13675	87852
2014/15	74177	13675	87852

Table 2 : Qualification Status of Temporary Educators

TEMPORARY EDUCATORS				
	2011	2012	2013	2014
Unqualified (REQV 10)	6527	6740	5352	5283
Under-Qualified (REQV 11-12)	171	187	186	274
Qualified (REQV 13 - 17)	7048	8476	8966	8118
TOTAL	13746	15403	14526	13675

Table 2 reflects the qualification (REQV level) of temporary educators over the last 3 years. It must be noted that educators with REQV 10, 11 and 12 qualifications are currently protected temps undergoing upgrading through departmental programmes

Table 3: Turnover-Rate/ Attrition Rate

EXIT TYPE	2011/12	2012/13	2013/14	2014/15
DEATH	374	327	288	307
RESIGNATION	1498	1482	1594	2594
RETIREMENT	690	834	918	1018
MISCONDUCT	70	77	64	64
ILL HEALTH	23	42	20	21
TRANSFER	62	71	0	0
TOTAL	2717	2833	3884	4004
% turnover rate	3.14	3.19	3.28	4.51

Table 3 reflects the attrition rate and causes thereof.

Table 4: Age Trends

AGE	2011	2012	2013	2014
20 – 29	8354	9285	16744	9102
30 – 39	21564	20267	31022	18153
40 – 49	37107	38186	32525	37453
50 – 59	18188	20171	7719	22117
60 – 65	1520	1846	1903	1873
Total	86734	89758	91523	88698

Table 4 reflects the age distribution of CS educators over the last three years

The above table should be read with the knowledge that teachers have the option to exit from age 50, be it with penalties. Even if exits are not taking place in large numbers in the 50 – 59 year category the retirement of 1873 educators is not met with an equal number of educators entering the system due to limited intake by HEIs.

Projected Teacher Supply and Demand

The demand of educators is determined by learner-enrolments, learner: educator ratios and teacher turn-over whereas supply is assessed by the number of students graduating from teacher preparation programmes, the proportion of those students who choose to enter teaching, the number of teachers qualified through alternative programmes and the number of teachers from the qualified educators database, including teachers wanting to return to the service. These numbers of potential teachers is also influenced by the desire of young people to pursue a teaching career including the capacity of HEIs to produce sufficient teacher graduates. Other factors affecting teacher supply include conditions of work, salaries and the cost of tuition fees as opposed to allocated funds per learner through bursary schemes.

The table below reflects the trend on the supply of newly qualified teacher graduates by the 3 KZN based HEIs and UNISA from 2010 to 2012.

Institution of Higher Learning	Actual 2011	Projection 2011	Actual 2012	Projection 2012	Projection 2013
Durban University of Technology	113	131	166	185	212
University of KwaZulu-Natal	804	652	1 103	697	739
University of South Africa	2 644	2 537	3 936	3 002	3 500
University of Zululand	722	566	1 445	830	1 460
TOTAL	4 293	3 320	5 205	3 884	5 911
TOTAL (excluding UNISA)	1 639	1 349	2 714	1 712	2 411

DHET, May 2014

The Department will have to make interventions through trend analysis and on the basis of these projections, the number of educators needed for the various learning areas/subjects/phases for the next five (5) years. Such an analysis will need to consider the following variables:

- The attrition rate which currently sits between 3.28% and 4% and would increase over the years based on the aging teacher corps;
- The learner enrolment rate which sits around 2.6 million learners;
- The budget allocation for compensation;
- The intake of learners at HEI level as well as the number of teacher graduates per year; and
- Number of Funza Lushaka bursaries allocated to the Province.

YEAR	2014/15	2015/16	2016/17	2017/18	2018/19
Attrition	2917	2802	2802	2802	2802
*Learner Enrolment	2 604 918	2 605 918	2 606 918	2 606 918	2 606 918
*No of Educators	88 957	88 957	88 957	88 957	88 957
**No of Funza Lushaka Graduates	700	700	700	700	700

*Vote 5 – Education Table 5.19

** Projected figures based on past trends

Meeting the Demand for Educators over the next 5 years ending in 2019

Uptake of 2011 graduates from KZN based Universities and UNISA. The table below reflects 2012 Initial Teacher Education graduates from each of the KZN based Universities graduates employed by KZN DoE as at November 2012. The implication of this table is that teachers produced by local Universities are employed by KZN DoE.

YEAR	EC	FS	GP	KZN	LP	MP	NW	NC	WC	NAT
DUT	-	-	3	101	-	1	-	-	-	-
UKZN	-	1	14	527	-	44	-	-	1	-
UNISA	40	31	167	262	21	43	14	6	28	1
UZ	1	1	3	562	-	37	-	-	-	-
TOTAL	41	33	187	1452	21	125	14	6	29	1

While much more research is needed on the trends in teacher supply, it is clear that the supply of educators is NOT meeting the Department's needs with regard to qualified teachers in the scarce skills subjects. Data on the placement of Funza Lushaka graduates in the 2014 shows that of the 1022 FL bursars that should have qualified in 2013 the following situation prevail:

- 715 placed
- 292 unplaced
- 8 did not complete
- 5 declined placements or are untraceable
- 2 moved out of the Province

Of the 292 that could not be placed the following was noted in respect of the phases/learning areas:

- 5 in the Foundation Phase
- 135 in the intermediate/senior phases
- 64 in GET level
- 42 in FET level

Subjects affected are CAT, Accounting, IsiXhosa, Economics, Mathematics Literacy and English.

Enhancement of Teacher Support at the Local Level (Provincial and District)

- Fast-tracking the establishment of the Provincial Teacher Development Institute (PTDI);
- Streamlining and beefing up of the existing Teacher Development Centres (TDCs) with a view to aligning them with the PTDI; and
- Fast-tracking the establishment of Professional Learning Communities (PLCs) to strengthen teacher professionalism.

Challenges to Meeting Teacher Supply over the next 5 years

The Department is competing both nationally and internationally for qualified and highly competent educators and in the absence of competitive remunerative packages the risk of losing employees to our competitors remains high.

With the closure of teacher training colleges the capacity of Higher Education Institutions to produce sufficient number of educators skilled in the critical subjects/gateway subjects/scare skills subjects

An aging profession resulting in an annual loss of approximately 3% of the educator corps. Our ability to replace these highly skilled, competent and experienced educators is lagging behind.

Budgetary constraints and the impact of the unfunded implementation of OSD mean that we are unable to improve the learner: educator ratio.

Unavailability of dedicated funds to the establishment of the PTDI as per the ISPFTED.

The role of SGBs in the appointment of educators has had a both positive and negative impact, positive in the sense that communities participate as critical stakeholders in the education of their children. The negative impact is evident in the many cases of unsuitable and incompetent appointments of educator staff especially at SMT level. In addition the prevalence of corruption and nepotism in the process of filling of posts impedes the process of appointing the most suitable candidate for the post.

The migration of learners from one school to another as well as inter-provincial migration on a yearly basis impacts on staff allocation and the resultant redeployment of surplus educators.

The improved pension benefits payments has resulted in an increase in the number of educators exiting the service to cash in their benefits only to make renewed applications for reappointment. This trend has a negative impact on both the educators' long term financial well-being as well as the provisioning of educators.

The reluctance of appropriately qualified teachers to take up vacant posts in rural and deep rural districts.

The Type 3 Training Activities/ programmes offered in the Province are not yet SACE endorsed and thus educators are unable to earn the CPD points as required by CPTD Management System.

The KZN DoE will continue to:

- Develop and implement a retention strategy aimed at improving the working conditions of educators especially at rural schools;
- Stabilise the educator corps in rural areas through the incentives programme and through amendment to the transfer policy. (5 years' service before a transfer can be requested);
- Develop partnerships with Higher Education Institutions, Private providers and ETDP SETA to increase the intake of prospective students pursuing teaching qualifications;
- Embark on an aggressive campaign to attract top performing learners from rural schools to pursue teaching as a career;

- Use clearly defined criteria for the awarding of bursaries needs to be reviewed to target learners from the rural areas;
- Introduce a portal on the website to market teaching as a career to young people;
- Advertise vacancies on the website and establish a web-based uploading of applications by unemployed qualified educators. This information will form part of the database of persons eligible for employment. Schools can visit such sites to recruit qualified persons for either substitute/temporary educators as well as for the appointment of educators to vacant posts;
- Identify schools within rural areas with high performing learners at grade 11 level targeting excellence in MST (or other relevant scarce subjects) for awarding of bursaries;
- Conduct regular review of scarce subjects to align the awarding of bursaries to address such needs;
- Ensure that districts monitor teacher workload and time allocation based on policy;
- Amend the PPN process from an annual exercise to a multi-term agreement to ensure stability;
- Have influence on the determination of curricular needs of teacher qualification programmes offered by HEIs so that these are aligned to the curriculum needs of the system;
- Strengthening the participation of KZN DoE in the selection processes for on line Funza Lushaka bursary awards by providing HEIs with the details of provincial priority needs;
- Prioritise incentivized school based posts in deep rural schools as opposed to rural allowance;

It is an ideal situation when the supply of suitably qualified educators is able to meet the demand of schools in KwaZulu-Natal. However, when examining the evidence as discussed herein, it becomes obvious that the situation in this Department is far from ideal.

A determined effort, by all stakeholders, needs to be made in an attempt to implement strategies that will restore balance to the supply and demand of educators in KwaZulu-Natal if we are to meet the strategic objective of providing high quality education to every learner.

Cognizance must be taken of the fact that the challenges confronting the Department, in the supply and demand of educators, are complicated and would involve the co-operation of a number of stakeholders. In order to take this process forward and to find adequate solutions, it would be advisable for the Department to urgently arrange a colloquium, at least by February 2015, with relevant role players from the Department of Basic Education, the Portfolio Committee, Department of Public Service and Administration, Department of Health, South African Universities involved in the training of educators, Educator Labour Relations Council (ELRC), Educator Unions, South African Council of Educators (SACE), the Human Sciences Research Council (HSRC), Association of Governing Bodies and other relevant role players.

The Department will develop in-service training strategies and support systems that will continually develop the skills of teachers, co-operate with professional bodies and teacher unions to enhance member expertise and commitment and ensure that good teachers are rewarded. To finalise the elements of quality in an effort to contribute meaningfully to an improved quality of teaching and learning through development, supply and effective utilisation of teachers; the Department will ensure that there is at least one teacher in each of its public ordinary schools provided with specialist training on inclusion.

The Department will further focus on building educators' confidence in subject content. It is envisaged that when educators are confident about the content they teach, there will be improvement in learner outcomes.

The Department will refurbish and rename the Durban College of Education in Glenwood in preparing for a fully-fledged and functional Teacher Development Institute. The Institute will provide in-service training to teachers at all phases across all subjects.

- Maths, Science and Technology will be prioritised with Maths, Physical science, life science for Grade 10 & 11 educators from schools including Dinaledi schools and lead teachers will be trained across districts
- Teachers will be trained in all districts to enhance classroom equipment
- 1200 Maths and Physical Science teachers will be supported in all 12 districts.
- The Department will collaborate with partners and support ETDP SETA, Vodacom, and SITFE Projects to train Grade 6 & 7 lead Teachers across Districts
- Grade 12 June and September vacations programmes for maths, science and life science conducted and schools will each receive a computer / i-box with maths and science content
- Department will install and conduct broadcasting and podcasting facilities in 12 education centres and 4 schools as a means of curriculum delivery and support
- Schools will be supported and provided with broadband connectivity and supply schools with (thin client) ICT laboratories

The department will embark on the following initiatives towards the attainment of improved performance in Grade 3, 6 and 9 annual national assessments:

- Provide ANA exemplars to teachers for purpose of revision and familiarity with question types.
- Provide exemplars for international studies.
- Provide CDs containing frameworks and previous years ANA question papers.
- Monitor availability of CAPS materials in schools.
- Support schools to implement CAPS in the Foundation, Intermediate and Senior Phases.
- Provide parents of Grade 1 learners with a welcome packs.
- Promote reading by instituting effective reading programs to schools, co-ordinating the Readers' Cup Competition at all levels, carrying out training on the Reading Promotion Strategies in targeted schools, formation of reading clubs and celebrating the International Literacy day and the World Book Day.
- Co-ordinate the Reading Mentors Programme.
- Celebrate World Teachers' Day and recognise teacher excellence through National Teaching Awards (NTA).
- Conduct workshops for educators in the teaching of literacy and numeracy for Grade 1 - 9 educators.
- Conduct curriculum management workshops for SMTs.
- Monitor distribution of workbooks to all schools.
- Monitor the implementation of mental activities, written work, informal assessments and investigations in the mathematics curriculum.
- Monitor the implementation of drop all and read, reading clubs, classroom libraries and reading corners, celebration of literacy days and events, listening and speaking as well as written work in the language curriculum.
- Implement the curriculum management and monitoring plan for the province, district and schools.
- Establish subject committees and conduct Early Grade Reading Assessment (EGRA).
- School Management Teams (SMT) - To facilitate the implementation of School Improvement Plans and School Development Plans (SDP).
- Provide evidence –based reports with clear findings.
- Ward Managers, Subject Advisors and relevant directorates visit schools to provide support.

Provincial Intervention Team (PIT) check whether there are any loopholes in the implementation of the curriculum
The curriculum will be strengthened to further empower by enhancing the capacity to deliver for early childhood development. To this end, the Department will:

- Open new Grade R classes in the Province and subsidize new Grade R practitioners
- Increase the number of Grade R learners
- Facilitate the allocations through Resource Planning and Finance Divisions for Norms and standards to Grade R classes in public schools
- Train Grade R Practitioners through upgrading by HEI (University) to acquire NPDE and B.ED Levels.
- Co – ordinate the EPWP skills- development projects for age 0 - 4 year-olds.

- Conduct in-service training sessions for the Grade R practitioners
- Implement assessment system for Grade R, to ensure the quality of learners ready to start Grade 1

Satisfied and supported teacher implementing an effective curriculum

Curriculum and Assessment Policy Statements: The 2014 grade 12 class was the first group to write the CAPS aligned examination. As mentioned, the results indicated a decline compared to the previous year. It is for this reason that the department has developed the Provincial Academic Improvement Plan (Operation Bounce Back) which details the plans around the following focus areas:

- Enhanced accountability at all levels of the system.
- Greater focus on basic functionality of schools. Protecting time for teaching and learning.
- Improved support for teaching and learning.
- Increased efforts on time on task.
- Resource provisioning.

Examinations and assessments

The department will continue with its comprehensive planning and vigorous monitoring of the various examinations that it administers, including the NSC examinations, common assessments and ANA. The department will continue to analyse the learner performance in these examinations to assist it to prepare a response plan to either poor curriculum delivery or content knowledge, or poor learner preparation or response to questions. Schools, through districts, will be encouraged to set, write and mark various tests that will assist to assess the learner attainment at all levels.

Curriculum Coverage Monitoring Tool:

This tool, developed in 2012/13, has proven to be effective in directing the department to schools that require intervention. It has also indicated that, while some schools might have indicated that they have covered the scope of the curriculum, the low attainment by learners could be an indication that there is a problem, thus allowing a focused intervention at all levels.

Mathematics, Science and Technology strategy:

Learner performance with regard to these subjects remains a concern to the department. The strategy that was developed will continue to be implemented, monitored and evaluated, covering a wider base of schools, educators and needs. In this regard, plans are underway to establish a Mathematics and Science Academy in La Mercy through donor funding to foster the culture of strengthening the teaching of mathematics and sciences in the province.

Literacy and Numeracy strategy:

The 2013/14 ANA results have shown a steady increase in learner performance in Grades 1- 6. Literacy and numeracy skills will continue to be a focus, particularly at the Grade 9 level as it is at this level that the performance, particularly in mathematics did not improve. The academic improvement plan provides details of how this is going to be attained as part of the overall curriculum strategy as mentioned above.

Teacher provision, development and support

Teacher Supply: Funding is set aside in 2015/16 with a view to funding non-employees who meet the necessary criteria and wish to pursue a qualification in the teaching profession. However, the bursaries are no longer being funded from the skills levy but from a separate allocation. The ability to award bursaries in the future will have to be looked into. The allocation for the current MTEF is provided for the current commitments. Support to educators will be provided as part of the overall subject advisory services and in-service training. The graduates from *Funza Lushaka*, which is a nationally administered bursary programme, will continue to assist with lowering the shortage of educators in schools.

7.4. PILLAR 4: DEVELOPMENT OF STRONG LEADERSHIP AND MANAGEMENT

The KwaZulu-Natal Department of Education promotes sound leadership and management capacity and practice at all management and operational levels with service delivery centres (schools, circuits and districts) being the critical areas where organisational inputs and performance are directly exhibited and measured through their direct impact on quality teaching and learning.

Areas of focus to improve Leadership and Management

- Recruitment process: To recruit employees whose exposure has equipped them with requisite skills at relevant levels;
- Induction and mentoring: This process must ensure that managers, prior to their assuming duty; have developed a detailed understanding of the requirements of the managerial level within the parameters of the organisation;
- Co-Ordination of Information: In an organisation of the scale of the KZN DoE it is important that all communications to the system (viz. from Head Office) be generated and authorised at appropriate level, be verified for compliance with legislative requirements and strategic direction. The need for cross-Branch and intra-Branch co-ordination is key to the organisation achieving strong directional signals to its managers at all delivery points;
- In-service training and personal development: The managerial and leadership capacity of the managerial cadre (from PL2 Head of Department upwards) needs to be upgraded and refined on an on-going basis through self-development and in the instance of school-based managers; through appropriate on-the-job training during school holidays;
- Maintaining the Management Pool: all funded managerial vacancies (PL2 HoD upwards) should be filled immediately to avoid developing a drain of management and leadership capacity within the organisation; to prevent the tsunami of vacancies which would arise across the school-based system when a large number of vacancies are simultaneously filled and to minimise the unrealistic expectations that emanate from personnel acting over long periods;
- Disciplinary procedures and appeals: Managers must expect to be capable of attending to emergent issues at point at which they begin to emerge to prevent these from escalating to issues which require disciplinary procedures through which to implement corrective action. Where such managerial processes are unsuccessful or are not applied; managers must be equipped with the means whereby they will have the ability to implement relevant disciplinary procedures without the expectation that these will be escalated to a supervisory level;
- Revitalizing the School Management Teams (SMTs): Because of the greater number of school sites (as compared to office sites) this presents as the most significant area of focus. The issue is not only that of the number of school sites and the number of SMT members at schools; but is very much that of professionals who have entered the early rungs of the management system and who are made vulnerable by:
 - The duality of their role teaching and managing;
 - Their lack of exposure to management and leadership;
 - The deficit of structured managerial training; and
 - Their being at the front line of management in situations which often require on-the-spot decision taking.



- The training needs of this cadre of managers can in part be met through in-house training and workshops conducted over the school holidays but realistically also needs to be reinforced through structured and accredited short courses whereby school based managers can work towards recognised qualifications as professional managers within the education system. The outcome of such an approach would be a marked decline in in-house generated incidents requiring intervention, in improved school functionality and improved school outcomes, in improved quality of education delivery and overall, in improved levels of learner attainment. Expressed in other terms; this concept could create the equivalent of a Service and Maintenance Plan for the system.

Strategies to strengthen Leadership and Management in the Education System

- Review of manuals which detail the recruitment procedures for school-based and office-based promotion posts, in consultation with relevant stakeholders. The objective is to ensure that the Department is able to attract incumbents who possess the relevant leadership and management skills and experience.
- Construct in consultation with social partners and stakeholders a five-day structured induction programme for newly appointed managers. The Provincial Teacher Development Institute (PTDI) would be utilized to implement the programme. The SMT Handbook for school-based managers provides an existing framework for this programme.
- Development of a communication protocol which will map out the mode of communication between different levels of management in the Department. This will ensure that communication within the system is prompt and precise, for example, circulars, incident reports and upload of information on SA SAMS and LURITS is efficient. Also, the Department will explore the utilization of technology (gmail, yahoo, etc.) for effective communication within the system. This would include school based managers for optimal effect.
- The Performance Management System for all levels of management, for example, IQMS, PMDS, EPMS, and SMS afford managers an opportunity to identify personal development needs which are translated into the workplace skills plans. This needs to be developed and operated at a level beyond that of present (passive to non-existent). In-service training and personal development programmes need to be implemented at varying levels and in different ways (e.g. including Higher Education Institutions) using the 1% skills levy. The Provincial Training Institute should be utilized to roll-out the in-service programmes. Further, the implementation of the Continuing Professional Teacher Development (CPTD) for managers holds the potential, through the first phase of implementation to target an increasing number of school-based managers.
- Bulletins advertising all funded management posts will be released on a quarterly basis to avoid delays in appointment of suitable managers and should be structured so as not to create gaps in the classroom by appointing PL1 and PL2 personnel to managerial positions during the course of the school year. This has particular impact in the second half of the school year.
- The turn-around time in cases of disciplinary matters must be reduced so as to expedite the conclusion thereof and to provide feedback to relevant offices. All line-managers will be trained to promptly address issues of discipline at their levels.
- Workshops for SMTs will be conducted to intensify responsibility and accountability at school level. The focus of these workshops will be on the following areas of development for quality teaching and learning:
 - Curriculum Management;

- o Management of relationships between structures within the school, for example, the broader community structures (CPF, Road Transport Forum, Operation Sukuma Sakhe, etc.); SGB, RCL, and Teacher Unions;
- o Mentoring and coaching to ensure that all teachers receive the required support in curriculum implementation; and
- o General policies of the Department in keeping with the provisions of Section 16A of the South African Schools Act 84 of 1996

The country's strategic focus is in building the capacity of the state in order to intervene and support quality education. The essence in managing and governing well; is the implementation of a strategy to strengthen school management, provide effective instructional leadership, capacitate school governing bodies to recommend appropriate school leadership and the Department to place appropriate school leadership and implement a district monitoring strategy.

One of the key approaches to the restructuring of the education system and of promoting social change has been school-level decentralisation. While centralised decision-making has the advantage of pushing through major reforms, broad-based participation in schools is essential in democratising schools. The South African Schools Act of 1996 devolves significant powers to School Governing Bodies (SGBs). These powers include: the development and adoption a constitution and mission statement for the school; determining the admissions policy of the school; administering and controlling the school's property, buildings and grounds, recommending to the Department the appointment of school managers and non-teaching staff; develop a budget for the school, which could include schools fees, for approval at a meeting of the parents.

The Department counts the democratisation of the schooling governance system as one of the most significant achievements for the democratic administration. As a significant departure from the apartheid education system, this means that the Department has been able to change the way in which decisions are made about how schools are run, and making sure that all the main affected groups are able to play a role in making those decisions.

The arena of school management in the country has undergone fundamental changes since 1994. A variety of education policies have been introduced, some directed towards dismantling apartheid practices and others towards building a new system. This has effectively reconfigured the work of school leadership and management. Principals assumed new responsibilities and more authority in areas of finance, staffing and curriculum.

There is an increasing belief that the ability of some schools to convert school resources into acceptable education outcomes could be linked school management, especially dysfunctional management structures. Furthermore, remarkable differentials in performance among schools in formerly disadvantaged communities suggest that results are highly dependent on effective school management.

The department has identified a number strategic intervention key to improving education governance and management in schools. These include: (a) education management capacitation and resourcing initiatives. (b) improving the school management's capacity to mediate the curriculum; (c) Ensuring that principals role as curriculum and instructional leaders is asserted; (d) ensuring that principals play a prominent role in the regulation of teaching time, (e) school management engages in monitoring and support for planning and delivery in relation to curriculum coverage (f) school management play a more prominent role in the procurement and management of books and stationery as well as the quality assurance of tests and the monitoring of results.

An important lever to govern and manage schools well is the devolvement of power to local management structures. The devolvement of power to District Directors is a critical gap in the delegation of authority by the Department. The gap is in the provision of minimum powers to districts aimed at:



Reducing bureaucratic delays in service delivery by allowing efficient decision making processes closer to operations
 Enhancing measures of enforcing policy compliance by making more officials accountable. Strengthening districts to be able to support schools more efficiently and effectively. The Department must devolve these minimum delegations of authority to all districts in support of Notice 300 of 2013 in Gazette Number 36324 which amends the National Education Policy Act 27 of 1996 by the inclusion of the “Policy on the organisation, roles and responsibilities of education districts”.

Such devolvement will improve the provision of Curriculum Support, Management Support, Employee Relations Support, Extra Curricular Support, Infrastructure Maintenance Support, capacity building programmes for officials, proper performance management system in districts and schools, proper school visit protocols to school as well as adequate asset management.

In order to ensure that all children remain effectively enrolled in school up to the year in which they turn 15, the Department will amongst other things:

- Enforce learners and teacher attendance and maximum utilization of the contact time for each period and each term.
- Monitor school attendance and the functionality of schools at the beginning of the first and third terms
- Enforcement of the National Policy on Learner attendance
- SNES will facilitate access to education for learners with barriers to learning

7.5. PILLAR 5: INFRASTRUCTURE DEVELOPMENT AND MAINTENANCE

The determination of demand forecasting in KwaZulu-Natal Province is extremely difficult as the dynamics around macro- and micro-migration continues to constantly changes at a rapid rate, particularly rural to urban migration in the quest for employment opportunities. This makes long and even medium-term forecasting problematic, when deciding on the placing of permanent infrastructure facilities.

Growth trends within the specific community/settlement/township/suburb are brought into focus when determining sustained need for specific facilities. With the urbanization process, driven by the need of industry for both a skilled and unskilled workforce, it is anticipated that demand will continue to change at an accelerated rate. The KZN DoE has set goals in terms of achieving the long-term vision of quality education in schools by 2030. School infrastructure provision is informed by the planning process undertaken in terms of the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure.

The Department is currently working towards achieving the first level of provision as prescribed in the Regulations, viz., to address, within 3 years all schools built entirely of inappropriate material, as well as addressing all those schools that do not have access to any form of power supply, water supply or sanitation facilities.

Whilst the Department’s outputs need to be focused on the abovementioned interventions, all other interventions addressed in other programmes, need to be compliant with the requirements of the subsequent seven, ten and fifteen year timeframes and outputs and universal access to all new schools and to additions and alterations to existing schools.

The other focused interventions include the provision of Early Childhood Development (ECD) facilities at primary schools and specialist classrooms (laboratories, media centres and computer rooms) at secondary schools. Running parallel to these focused interventions is the elimination of overcrowding through the Upgrade and Addition programme or the New School programme. In each of these programmes the identified school is provided with all facilities required in terms of the regulations which includes all necessary teaching spaces – including requisite laboratories, media centres and computer rooms, administrative space, school nutrition programme kitchens, support spaces, sports fields and adequate ablution facilities

The KZN DoE has developed standard plans, in conjunction with Subject Advisory Services, to provide functional and versatile spaces to support the delivery of the curriculum.

Infrastructure Planning and Delivery Management

The Department continues to create learning spaces that will enhance teaching and learning and make education an inspirational process. Through the infrastructure unit, many of the new initiatives that seek to transform the schooling system are being accommodated. These include the recapitalization and extension of technical and agricultural schools and institutionalizing the model schools. Infrastructure has also positioned itself to support the rationalization of non-viable schools by creating spaces in the neighbouring schools to accommodate the additional learners.

Commitments to the transformation process are taking place in the context of limited resources and increasing backlogs. In monetary terms, the cost of addressing backlogs has increased because of rising building costs and additional commitments. For example, the decision to provide sports fields in all schools has a financial implication. The annual budget of ±R2.6 billion is inadequate to respond to the identified needs. However, despite the backlog and challenges within the built environment, the department has continued to provide facilities to all districts in the province.

Infrastructure Achievements

The Department of Education has noted significant achievements since 2009, the most notable being its ability to have fully spent the entire infrastructure budget on the delivery of facilities for the past 6 years. In the context thereof, these achievements can be summarised as follows (excluding the current financial year whose outputs are yet to be audited).

	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	TOTALS
New Schools	2	6	19	10	14	5	56
Standard Classrooms	341	1515	1831	1227	1350	209	6473
Grade R Classrooms	0	154	98	123	392	119	886
Laboratories	12	35	108	49	81	9	294
Multi-purpose Classrooms	42	35	81	180	213	8	559
Computer Rooms	13	17	37	75	82	6	230
Media Centres	15	27		73	59	11	208
Mobile Classrooms	20	211	51	42	82	0	406
Administration Blocks	33	71	94	65	100	9	372
Kitchens / Nutrition Blocks	4			65	126	285	480
Toilets Seats	3111	3029	3443	3779	3211	1142	17715
Water Tanks	711	610	439	411	609	96	2876
Boreholes	42				48	90	180
Fencing	201	232	25	32	135	23	648
Schools Rehabilitated		227	341	692	407	313	1980
Total projects completed p/a	4547	6169	6567	6823	6909	2325	33363

INFRASTRUCTURE PROGRAMMES

The above-mentioned achievements take place within various Programmes and Sub-Programmes, described below.

New Schools (This programme includes replacement schools)

A number of schools as detailed in the infrastructure plan are at different levels of construction. Almost half of these schools are earmarked for completion in the 2015/16 financial year. An additional 39 schools are in the different levels of designs and due for construction in the 2016/17, 2017/18 and 2018/19 MTEF.

The rapid urbanization has exerted pressure on the Department to respond by providing learning space on an increasing basis while it ensures that rural communities are not neglected.



The KwaZulu-Natal Department of Education School infrastructure provision is informed by the planning process undertaken in terms of the Regulations Relating to the Minimum Uniform Norms and Standards for Public School Infrastructure.

These norms and standards require that the Department achieve certain levels of infrastructure provisioning within a specified timeframe. Currently, the Department is currently working towards achieving the first level of provision as prescribed in the Regulations, viz., to address, within 3 years all schools built entirely of inappropriate material, as well as addressing all those schools that do not have access to any form of power supply, water supply or sanitation facilities.

The other focused interventions include the provision of New Schools, Early Childhood Development (ECD) facilities at primary schools, specialist classrooms (laboratories, media centres and computer rooms) at secondary schools and infrastructure needs at special schools. Running parallel to these focused interventions is the elimination of overcrowding through the Upgrade and Addition programme, attending to emergency infrastructure programmes of storm damaged schools. In each of these programmes the identified school is provided with all facilities required in terms of the regulations which includes all necessary teaching spaces – including requisite laboratories, media centres, computer rooms, administrative space, school nutrition programme kitchens, support spaces, sports fields and adequate ablution facilities.

In addressing the infrastructure needs in identified schools, the Department has developed standard plans, in conjunction with Subject Advisory Services, to provide administrative spaces, functional and versatile spaces in order to support the delivery of the curriculum.

Administrative Spaces:

A conducive environment is continually created through the provision solid and secure administrative spaces to all schools which include offices for the principal and the School Management Team as well as a spacious staff room with a modern kitchenette. The Department will strive to add around 372 administration blocks by the end of 2019.

New Schools:

The Department continues to create learning spaces that will enhance teaching and learning and make education an inspirational process. The rapid urbanization accelerated by rapid in-migrations has exerted pressure on the Department to respond by providing learning space on an increasing basis while it ensures that rural communities are not neglected. To this end the Department has eradicated all inappropriate structures used as schools, replaced them with adequate new decent schools and continues to provide new schools. These have a fully-fledged Grade R facility where it is a primary school, with separate ablution facilities, a jungle gym and further learning spaces and specialist rooms for other grades. The construction usually takes place on virgin land identified by the community which is leveled, constructed on and landscaped. The Department is determined to provide more than 50 new schools by the end of 2019 accounting for around a total of 1400 classrooms, and around 400 specialist rooms accommodating around 56 000 learners.

The positive developments in infrastructure planning and delivery have been counterbalanced by natural disasters, migration of the population to some urban centres and unpredictable movements of learners between schools and residential areas. For example, many small schools in rural areas, particularly those located on farms have experience drop in learner numbers. Learner migration to qualitatively better schools is also a cause of some classroom shortages. Some of the backlogs that are facing the Department are as a result of years of poor planning by the erstwhile apartheid departments, for instance schools were built in areas where population was declining or where there was not really a demand for more schools in the first place. The Department will continue its involvement in the Inkululeko Regeneration Programme where its main focus is Ndumo Model School which is part of the Inkululeko Regeneration Programme and is the flagship project of the KwaZulu-Natal Department of Education.

Over and above the Model School, the Department is also upgrading three feeder primary schools in the area, viz., St Philips, Thelamama and Maphindela Primary Schools. Further, the Department will provide 300 Grade R Mobile/brick and mortar classes /alternative structures. Schools will be provided with water, sanitation, electricity, fencing and other maintenance programmes. All new schools and upgrades built will be using the regulations governing the new Norms and Standards for School Infrastructure. The Department is committed to building model schools, agricultural schools, and technical schools and sports fields.

Early Childhood Development:

Whilst the Department has reached universal access to Grade R, the Department is engaged in an aggressive programme to provide Grade R facilities in order to provide a solid foundation in education for children. Over and above the schools identified by Districts to receive Grade R facilities, the Department ensures that there is the inclusion of ECD facilities with all the new primary schools and also upgrades to existing primary schools to include Grade R learning spaces. The infrastructure facilities provided for Grade R, are:

- 75m² classrooms, inclusive of a 12m² storeroom
- Covered play area
- Outdoor play equipment – Jungle gym and swings
- Pediatric toilet facilities

All these facilities are contained within a dedicated, secured area separated from the rest of the school by a 1,2m fence. If the fence forms part of the perimeter fence, that portion is 1,8m high. The Department is committed to providing around 880 Grade R facilities by the end of 2019.

Education for Learners with Special Education Needs (LSEN) and Full Service Schools (FSS):

A dedicated programme totalling 142 schools (61 LSEN and 81 FSS) has 64 projects at various stages of planning and 68 under construction. Eight (8) LSEN school projects are large in nature with the provision of hostel accommodation and dining halls in addition to the specialist and general infrastructure accommodation requirements for LSEN schools. The balance of the LSEN schools projects are smaller and involve upgrades and additions and/or renovations. The Full Service School projects include the building of support centres, addressing accessibility ramps, and general repairs and renovations. Khulani Special School is one of the many inspiring stories of providing learners with special needs with a decent, modern state-of-the-art school with all the necessary requirements for learners with special educational needs. As you can see, learners were accommodated in a four-roomed house as a hostel and prefabricated containers were used as classrooms.

Upgrades and Additions:

Upgrades and Additions refer to improvements undertaken at existing institutions, and in its broadest sense involve providing all necessary infrastructures for a school of a specific capacity, in line with Minimum Norms and Standards. It is in this programme where the bulk of the Department's interventions take place.

Within the Upgrades and Addition Programme a number of focused interventions will take place that are aimed at achieving a specific outcome. For instance, the changing curriculum has placed a huge responsibility on the Department to provide laboratories, computer rooms, workshops and media centres. The Curriculum Redress sub-programme is used to respond to this responsibility and is central in the improvement of the Mathematics and Science teaching in high schools. The Department is planning to decrease the distance travelled by learners without a laboratory to the nearest school with a laboratory until all schools have laboratories.

Emergency Response / Storm Damaged Schools:

Unpredictable weather patterns continue to disrupt the normal rollout of programmes and have had an adverse impact on the schools in the province. The cost of these repairs has had to be borne by the Department as the disaster fund only allocates a minimal amount to the rehabilitation of these schools. The consequence of this has been that the other equally important programmes had to be sacrificed in order to deal with the emergency situation



of storm damaged schools. Normally, the repairs focus on the damaged part, usually the roof and windows. However, sometimes it happens that the wall structure is too weak or inadequate to carry the roof especially in schools that were built by the communities and a new structure has to be commissioned from scratch as in the case of the classrooms and toilets in this presentation.

Sports Fields and Chess Boards:

Although not a standalone programme, all New Schools, and Upgrade and Addition projects include the provision of sporting facilities where the site is large enough and the topography is suitable. The facilities consist of large sports field to accommodate a soccer pitch and netball courts. A very recent development is the provision of garden chess boards in paved areas of schools.

Sanitation:

The issue of sanitation continues to be a challenge. The ageing toilets and resultant collapse of many pit latrines that were counted as adequate in the nine years ago in the National Education Information Education Management System (NEIMS) survey, has neutralized the department's pursuit of reaching zero levels of schools without adequate sanitation. In the next five years the Department plans to build more than seventeen thousand toilets seats which will replace the temporary chemical toilets and the collapsed pit latrines. Emangadini Primary School depicts the collapsed pit latrines, the temporary chemical toilet used whilst the toilets are under construction and the completely new and rehabilitated toilets.

Water:

Whilst all school do have some form of water supply, be it rainwater, boreholes or municipal water; the issue of water continues to be a challenge where rainwater and boreholes are the sole source. The ageing boreholes, collapsed water harvesting tanks many that were counted as adequate in the nine years ago in the National Education Information Education Management System (NEIMS) survey, has neutralized the department's pursuit of reaching zero levels of schools without running water. In mitigating these challenges and drought, the Department will ensure a periodic steady supply of water during non-raining season/ months to deserving schools through mobile water tankers. Also, the Department will ensure that all schools are provided with galvanized suspended water reservoirs which are the source of running water to the entire school. These water reservoirs normally carry the school for a month or more and will be periodically filled by mobile water tankers during a non-rainy month. Further, in the next five years the Department plans to provide more than two thousand eight hundred (2800) water harvesting tanks to almost 350 schools affected by ageing boreholes and collapsed water harvesting tanks.

Power Supply/ Electrification:

The current reports indicate that there are 540 schools without electricity in the province. The fact that the other 5373 public ordinary schools and 74 special schools have electricity is a testimony to the department's commitment to improving the quality of the education. The electrification programme continues to be rolled-out. Provision and maintenance of solar electrical systems by the department is receiving attention. However the rampant vandalism of the panels and battery storage is an area of concern that requires consolidated input of all role players.

National School Nutrition Programme (NSNP):

The National School Nutrition Programme aims to foster better quality education by:

- enhancing children's active learning capacity;
- alleviating short-term hunger;
- providing an incentive for children to attend school regularly and punctually;
- addressing certain micro-nutrient deficiencies in children.

Through NSNP; children's active learning ability will be improved, deficiencies in certain essential micro-nutrients in growth are avoided, starvation during school-time will be lessened and children will attend school regularly thus making a considerable contribution to improved quality of education. Hygiene is an integral part in achieving the aims

of the programme. Therefore, the place where food is prepared is equally important and it is for this reason that the Department will build an additional 480 NSNP kitchens by 2019. These NSNP kitchens have a secure storage place for raw food stuffs, a veranda where children queue for dishing meals and sit around during the time they eat, since there are dining facilities.

Recapitalisation of Technical and Agricultural Schools:

The Department has completed 15 workshops in 6 technical high schools in its attempt to recapitalize the technical schools and give credence to its commitments to transforming the schooling system. More technical schools are planned for construction and/or recapitalization.

There are three Agricultural schools that are being revitalised. The ultimate plan is to have at least one Agricultural high school per district.

Public Private Partnership:

The department has also started the process of realizing Private Public Partnerships (PPP) to expedite the delivery of infrastructure. A Steering Committee has been formally constituted and 4 possible nodes/ packages identified for consideration. Transaction Advisors have been appointed and are working on the finer details as prescribed by National Treasury.

Future Innovations in the wake of Infrastructure Budget cuts:

It is evident that the KwaZulu-Natal schools' landscape is far different to that of other provinces. The rural and urban divide, the socio-economic disparities, coupled with high levels of unemployment, poverty and the scourge of the HIV Aids pandemic, make the challenges facing the province of greater magnitude. However, despite the challenges, the Province is making gigantic strides in addressing the issues of school infrastructure delivery. In the wake of budget cuts in the infrastructure budget, the Department is in a process of finalising a formal relationship with the Development Bank of Southern Africa (DBSA) with a view to be assisted with reducing the school infrastructure backlog by fast-tracking the delivery of all approved projects which have been stayed as a result of the non-availability of funds.

Infrastructure is critical in the Department's pursuit of accessible quality education yet the provisioning of infrastructure in our province still remains a challenge. While there have been significant improvements in the overall state of infrastructure provisioning in KZN schools, many of the improvements were developed from a low base of infrastructure provisioning. Therefore, many poor and rural districts still find themselves at the lowest end of infrastructure provisioning in spite of dramatic positive changes.

A disappointing feature of our province is the fact that the quality of school building stock in KZN schools has declined considerably due to vandalism, theft and delapidation. This has introduced tension between the need to construct new buildings and the need to maintain existing building stock. The department will come up with creative infrastructure strategies to ease this tension.

The Department has now become an active participant in the infrastructure development improvement programme of the province. It aims to institutionalise forward planning and adoption of best practices espoused by the Construction Industry Development Board (CIDB).

The Department will accelerate provisioning of water, electricity, sanitation and telephones. The Programme of Action outlines key priority areas that are being addressed in the current strategic cycle. In this regard, we are determined to close the gap in infrastructure backlogs by reducing the number of schools without clean water, adequate number of toilets and appropriate classrooms. The Department will also explore models of partnerships that will help us achieve this important milestone.



Adequate Resources of high quality:

School infrastructure is important in supporting education and to create an atmosphere for learning. Both hard (e.g. school buildings, desks, sanitation) and soft (e.g. books, computers) infrastructure are important in providing enabling conditions for learning. Reading material is essential for increasing learning directly; especially quality reading material if used effectively can enhance the effectiveness of teachers in the classroom along with effective ICT infrastructure.

The need for more and better school buildings, water, electricity and other Learner Teacher Support Materials (LTSM) is an on-going concern and priority for the Department. The Department has put much emphasis on achieving the optimal usage of existing school facilities and the systematic rehabilitation of schools and institutions which have been damaged by vandalism and neglect. The Department periodically conducts infrastructure audits from the School Register of Needs surveys of 1996 and 2000, the 2006 National Education Infrastructure Management System (NEIMS) study as well as School and other Surveys. While these audits and surveys do not provide real-time data, they have assisted the department in trend analysis and improving forecast on infrastructure development plans and budgets. This has led to an increase in the number of schools supplied with water, electricity and sanitation, science laboratories, libraries, sports fields and access to ICT.

7.6. PILLAR 6: PLANNING AND RESOURCING

This section sets out an overarching framework that explains the links between planning, budgeting and reporting for the Department and the plans for the department in the next five years. These will be elaborated in the detailed plans that the Department will develop namely, the master strategic plan, annual performance plan, programme of action, annual operational plan, service delivery improvement plans and individual work plans contained in individual's work-plans.

Planning and Resourcing Framework:

The focus of the Department will be ensure that the strategic planning is synchronised with the entire planning, budgeting, monitoring and reporting framework that the PFMA seeks to put in place. Another focus will be to ensure that the Department's plans are formulated within the top-down frameworks set by overarching national and sectoral plans, the Department own position statements or plans, as well as the bottom-up information coming from district offices, and the Integrated Development Plans (IDPs) developed by local government.

Translation of Government Priorities:

To facilitate the translation of the governing party's priorities into national/ provincial government policy and plans the strategic planning process within government is synchronised with the electoral cycle. Such a link enables government over the next five years to implement the policies and plans necessary to give effect to the electoral mandate.

Overarching national planning frameworks

The Medium Term Strategic Framework (MTSF) aimed at translating the election manifesto into a programme of action for the government's term of office. Progress with implementing the MTSF is reviewed each year, and the President uses the 'State of the Nation Address' at the beginning of each year to articulate new priorities and policies emerging from such reviews.

Another very important set of national planning frameworks are those relating to the Budget, namely the Medium Term Expenditure Framework (MTEF) and the Annual Fiscal Framework that informs budget decisions in the current year. While it is acknowledged that planning needs to inform the allocation of budgets, the plans themselves are developed taking the overall availability of resources into account. There is thus a necessary interaction between strategic planning and budgeting.

The Department of Education Five Year Strategic Focus from the National Development Plan (NDP), Education Sector Plan (Action Plan to 2030) and the Provincial Growth Development Plan (PGDP):

As per the Strategic Plan, this plan has 27 goals. Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments. Goals 14 to 27 deal with how the outputs are to be achieved. Five priority goals are indicated by three stars (***). These priority goals reflect the priorities established through the 2010 Delivery Agreement, a negotiated charter signed by, amongst others, the Minister of Basic Education and the President. The Department implements a national plan, Schooling 2030, aimed at enhancing the quality of education in schools with the support of Head offices and districts in provinces. It forms a consolidation of existing public commitments and should not be viewed as a layer on top of existing priorities but as a plan which flags priorities and key measurable areas of performance for all levels including schools.

In implementing the national plan and the provincial imperatives the department will launch the Programme of Action each year up to 2019 which is aimed at elaborating and simplifying the Annual Performance Plan. In this overview, the department presents an aligned Schooling 2030 goals to all the initiatives and intervention programmes to the Programme of Action. The prioritised goals for 2015 – 2019 are:

- Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
- Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

The prioritized goals will be the focus of the Department during this strategic cycle. The Department has elevated them to form the nucleus of the Department's approach to implementing all the pillars. As such the Head Office will oversee the leadership and management of the entire interacting cluster of systems working together so that schools can operate maximally. The prioritization will also resource and capacitate schools adequately in order to enhance the delivery of quality teaching and learning. The Department will ensure that the officials who are providing support and coordination are well resourced and capacitated to perform their role on time and effectively, those who are providing monitoring and auditing are well resourced and capacitated to perform their role on time and effectively, those who are responsible for scanning the environment and look for threats and opportunities as well as analyse internal weaknesses from quarterly results and then provide guidance for adaptation, [a collaborative relationship and constant liaison is maintained with the districts so as to ensure effective implementation of the programmes emanating from the various strategic objectives] and to complete the synergistic logic by applying established policies and ground rules impartially.

In this regard, the Department's workforce competencies, expertise and skills will be drawn from a host of resources that would merge academic, administrative and managerial portfolios providing strategic leadership and management to ensure an efficient and effective delivery of quality education at all learning sites in the realization of the common purpose espoused in the policy statement by the Executive Authority.

In implementing policy initiatives that seek to respond to the prioritized goals, the Department will focus on the envisaged internal outcomes after the implementation of interventions specific to these prioritized goals in mitigation of educational issues reflected in various researched findings as well as challenges experienced by learners and employees. The approach therefore is that the interventions aimed at achieving the desired outcomes through these prioritized goals take into account all strategic issues that affect operations in schools, especially learners and teachers. The Department has identified the following key areas as desired internal outcomes for this strategic cycle.



The detail of the intended internal outcomes forms the interventions for each of the prioritized Action Plan to 2019 Goal.

The plans for the prioritized goals are explained in Part A, wherein the diagrammatic representation captures the approach to implementing the 10 pillars. The Department will achieve specific internal outcomes through the implementation of interventions within these prioritised goals.

The following are outcomes to be achieved:

- Empowering curriculum
- Confident, Engaged and healthy learners within a safe schooling environment
- Well governed and managed schools
- Active Community Participation in education
- Adequate resources of high quality
- Quality Early Childhood Development
- Effective and responsive districts
- Satisfied and supported teachers.

7.7. PILLAR 7: INFORMATION AND COMMUNICATION TECHNOLOGY

International perspective:

Information and communication technologies (ICT) are central to the changes taking place worldwide. Digital media has revolutionised the way we do business and advances in technology have dramatically changed classroom practices. New learning opportunities have been provided through access to learning and teaching resources and knowledge repositories that exist beyond the confines of the walls of the physical classroom. The provision of telecommunications infrastructure as a platform for learning and teaching is increasing and many educational institutions, including schools, are exploiting these benefits to heighten the quality of learning and teaching.

South African context:

Government's White Paper on e-Education provides an unambiguous roadmap of introducing ICT resources and services to public schools to create new and exciting ways for learners and teachers to engage in the selection, gathering, sorting and analysis of information to create knowledge. Over and above this, ICT have the potential to enhance the management and administrative capacity of public schools. As provincial government, we therefore need to ensure that every public school has access to a variety of high-quality communication services and products which will benefit learners and teachers, as well as, the communities in which the schools are based. Such services and products are intended to enhance lifelong learning and further provide unlimited opportunities for personal growth and development for all our citizens. Also this will contribute towards the development of an information society whose members are digital natives.

We are mindful of the fact that this initiative will require significant investment. It is on this note that this e-Education Strategy should provide a framework that facilitates cost-effective and robust public-private partnerships such that government and the private sector cooperate to ensure that our children receive high quality education and none of our people are excluded from the knowledge economy. The agreed upon national strategy is to move away from aggregated data collection in survey form to the collection of unit record data from the source systems e.g. school record keeping systems.

Education Management Information System:

In order to work towards the new strategy, the following priority activities for EMIS improvement were identified and agreed upon:

The implementation of the South African School Administration and Management System (SA-SAMS) as a basic standard for all school data collection in order to improve and standardize data at the source level – this is the first

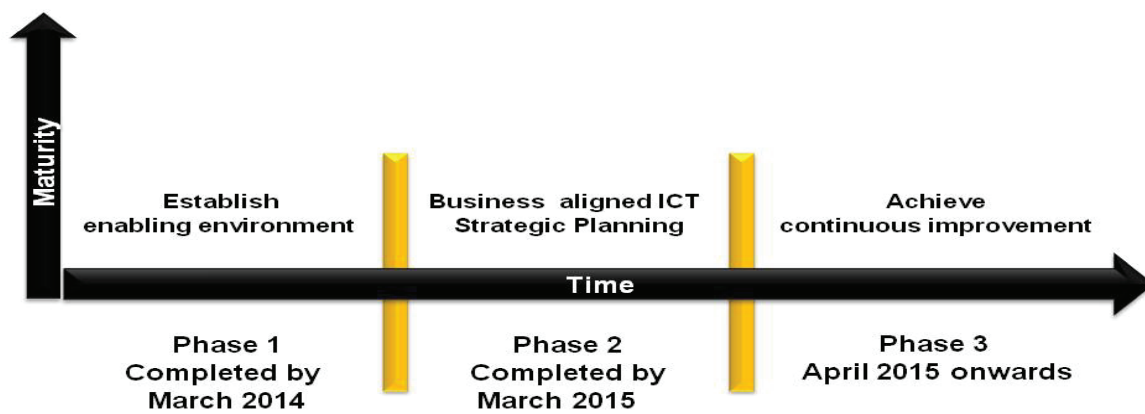
step in building a national unit record system. This requires that schools should have computers and have internet connectivity in order to transact with the Learner Unit Record Information and Tracking System (LURITS). The plan therefore is to make sure that all schools function in a networked computer environment for administration purposes. The following should take place to ensure success of SA-SAMS and LURITS:

- Each Circuit should have Technical Assistants to support schools on SA-SAMS and LURITS connectivity.
- The province should have a data warehouse that will store all school data. The data warehouse would require a server big enough to store this data from year to year.
- The Department should enhance the Geographic Information Systems (GIS) Unit in order to provide spatial analysis to the Department.
- The Business Intelligence (BI) tool should be developed and implemented for reporting purposes. These reports would be available online. The BI would extract data from the data warehouse, GIS and other systems.

In the next five years the KZN DoE would therefore need to improve capacity in the area of Data management, Data Reporting & Dissemination and Statistical & Spatial Analysis.

IT Governance (2015/16 and beyond):

DPSA issued the ICT policy framework in December 2012. All government departments had to adopt the DPSA framework to implement ICT Governance. The policy framework stipulates how government department should develop and implement ICT Governance using a three phase approach with specific timeframes. The phased approach is as follows:



1. **Phase 1:** Establish a Corporate Governance of and Governance of ICT environment;
2. **Phase 2:** Plan and implement business and ICT strategic alignment; and
3. **Phase 3:** Continuously improve Corporate Governance & Governance of ICT.

The completion date for Phase 1 was 31 March 2014. The following ICT Governance Framework documents have been developed and approved in line with the DPSA time-frames for implementation deliverables:

- Governance and Management of ICT Framework
- Corporate Governance of ICT Policy
- Corporate Governance of ICT Charter
- Corporate Governance and Governance of ICT Implementation and Maintenance Plan
- IT Strategy Implementation and Migration Plan



Phase 1:

The following Phase 1 implementation deliverables were achieved:

- Governance Champion appointed; and
- An audit of IT Strategic Plans undertaken by Treasury.

Phase 2:

Phase 2 is to be completed by 2015/16 and these are the deliverables:

- Approved ICT Strategic Plan;
- Approved first iteration of the Enterprise Architecture informing the ICT Architecture;
- Approved ICT Migration Plan with annual milestones linked to an enabling budget;
- Approved ICT Procurement Strategy for adhering to the ICT House of Value, taking into consideration the SITA Regulations of 2005; and
- Approved ICT Plan for 2015 to 2016 with a description of how it will be monitored.

Phase 3: 2016 onwards: Continuously improve Corporate Governance & Governance of ICT.

The development of the Disaster Recovery Policy and Procedure fall into this category, as do a number of other projects identified as critical by auditors.

The final work programme is Organisation Transformation. In this programme the goal is to provide the business and technological building blocks needed to radically transform the Department's service delivery. The concept of e-Governance is not a new one, however the KZN DoE needs to be fully transformed in order to realise this level of interactive service delivery with citizens. Additionally this programme revolves around providing the Department with the tools which are required to seamlessly implement future business transformational initiatives.

Further, the Department will develop systems in support of departmental IT functions which will see the Department operating fully with E-Procurement System (Transversal/Treasury), using the electronic garnishee System as well as the electronic leave management system. This initiative will also ensure that the Department has an updated and verifiable database of employed educators reflecting their qualifications as well as a database of qualified unemployed educators. The Department will also manage, develop and upgrade the new/existing operating systems and file servers in the department in order to enhance the performance of the servers throughout the Department. For optimum utilisation, the Department will train identified officials in the various specialised Information Technology (IT) fields to be implemented including the ITIL, COBIT, PMBOK and TOGAF. The entire implementation will be done with a view to manage IT governance and ensure audit compliance with appropriate Acts and regulations.

The Department views Learner Teacher Support Materials (LTSM) is one of the most critical areas to successful curriculum implementation. A significant progress has been made in the provision of textbooks to schools; a textbook is the most effective tool to ensure consistency, coverage, appropriate pacing and better quality instruction in implementing a curriculum. Coupled with the provision of textbooks is a significant improvement in the provision of Information and communication technologies (ICT) to schools.

To enhance the provision of adequate resources and accelerate an empowering curriculum, the Department will rollout ICT.

South African government has made huge investments in ICT in terms of research and resources. An assessment of ICT initiatives over years suggest that the education sector has moved at a snail pace in fully embracing the opportunities that ICT has to offer. This is notwithstanding a number of policy documents that have been produced on e-learning. There are about 18 research reports in the form of national acts, gazettes, policies and plans that extol the pivotal benefits of ICT in education.

On thorough investigation, the Department has seen that when ICT is properly harnessed; it has the potential to enrich learning and enhance teaching, stimulating classroom practice and enabling learners to progress in more personalized and self-directed ways.

The Department will shift the focus from technology provision to full integration into pedagogical practice in a transformational way. The Department aims for a rapid rollout of tablets with a wireless connectivity to first ensure permanent connectivity of all schools, and second to expand the gadgets to all learners in secondary schools and lastly to all learners for purposes of accessing latest subject specific content.

The Department is aware that the main barriers identified for teachers are lack of training, time constraints, teacher confidence and access to resources. However, all these barriers will be addressed during the rollout. It is envisaged that ICT will lead to greater teacher engagement, promotion of a steeper learning curve and improved chances of success. The view of the Department is confirmed by numerous studies that an investment on ICT is essential an essential ingredient towards a speedy realisation of an improved quality of education.

During the next strategic cycle, the Department will roll out ICT to all 5913 schools and to 5% (125 000) of its learners. To this end, in 2015/16 a budget of R70 million for the permanent connectivity of all 5913 schools and to 1% (25 000) of learners throughout the length and breadth of the province will be set aside.

To ensure the safety of the investment, the Department will commence stakeholder engagement on safety and security in schools among other issues. The ultimate aim will be to see the Department mobilizing all schools and school communities to make education a societal issue. Further, the Department will commence the assessment of the backlogs in an effort to determine the level of compliance to the minimum norms and standards for school infrastructure in all 5913 schools. Whilst conducting this assessment the Department will try to implement the new standards in the new schools with the available resources. When all schools are affiliated to an armed response unit, there will be more visibility of patrolling vehicles at all times and ICT investment will be protected.

The Department will implement measures to migrate from manual to automated electronic system. To achieve this, a variety of strategies will be discussed and employed with an aim of resourcing the most cost effective and viable option in annual plans to be developed and approved in due cause. Some ideas to be considered include the following:

- Schools may use their cell phones. Link them to the Dept. server.
- Make sure all principals have the 3 G cards. (EMIS to provide 3 G-cards to schools that lack connectivity thereafter roll out to all schools and funds will be sourced from EMIS funding)
- School norms and standards funds to be used for the maintenance of the facility
- SA SAMS/LURITS is another available option.
- Administration personnel need to be employed
- Vodacom and other players in the media and communication industry have an interest in supporting schools in KZN and the Department will collaborate with VODACOM and other players during this strategic cycle to enhance the delivery of ICT in schools.
- Electrification of schools is a priority by the end of 2016 but dependent on the relationship between Eskom and the Department

The migration is seen as an urgent matter as it will among other things:

- Improve communication across the sector,
- Decrease travelling costs for officials, and
- Decrease the need to purchase printing material.



Whilst the introduction of the ICT may be seen as ambitious, focussed planning in collaboration with stakeholders especially sister Departments and State Owned Enterprises will take the Department a step closer towards the realisation of full connectivity in all schools by the end of the strategic cycle.

Further, the EMIS (Education Management Information System) will be strengthened in order to improve the credibility of data submitted by schools and to ensure minimum human intervention in the process. This will assist the department in having accurate data at any given point in time and thus provide adequate statistics for analytic and budget purposes. The department has set funding aside to improve the ICT infrastructure on which the various ICT technologies may be based. In this regard, an investment will be made towards the acquisition of new servers and other ICT hardware, implementing the Systems Centre Configuration Manager and investigating the various business continuity programmes and or plans. On the schools front, ICT is seen as a catalyst in terms of continuing with the quest for quality education. As such an investment has been made towards the investigation towards the ICT curriculum integration. This is due to various ICT platforms having been introduced in the province and the department will strengthen these will have to implement some or a combination of these. These tools will be used as a premier provider of quality educational services to enhance the online educational environment.

7.8. PILLAR 8: SOCIAL COHESION AND INTEGRATION OF SCHOOLS

The South African society has experienced a divided past which prescribed how people were expected to live. Divisions existed in terms of races, religions, cultural practices, music, economic levels and physical disposition. These divisions have disintegrating tendencies which promote racial discrimination and xenophobia. The Department of Arts and Culture defines Social cohesion as the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities. Since the South African society has been divisive, social cohesion then looks at the extent to which the inequalities, exclusions and disparities based on ethnicity, gender, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/ eliminated in a planned and sustained manner.

The Constitution of South Africa has a direct bearing on social cohesion and nation-building. It sets, as one of its aims "to improve the quality of life of all citizens and free the potential of each person". Nation-building is the practical actualization of democracy in South Africa.

The first attempt of government to counteract divisive tendencies in the SA society was to amalgamate the Departments of Education. The former Departments of Education were promoting programmes that were meant to be different for different racial groups. It denied other racial groups access to services while promoting access to services to other racial groups.

Presently South Africa is a unitary and sovereign state based on democracy, the rule of law, pursuit of human rights, Non-racialism, non-sexism, and the equality of all persons. The Constitution of the republic of South Africa which was adopted in 1996 states that "South Africa belongs to all who live in it, Black and White, united in our diversity."

Our past was based on racial and ethnic divisions which was devised to systematically exclude the majority of South Africans and hindered participation in aspects of national life and left social cultural and economic divisions and inequalities in society. That was evident in School sport, Arts and Culture activities and Youth Development. Access to sports facilities and other amenities was based on race, affordability and did not accommodate people with disabilities.

The divisive nature of the society militated against human rights and human dignity of all South Africans. The task is to unite diverse peoples of South Africa to work together and to build caring and proud society. There separate for separate ethnic groups which perpetuated a divided society. This was further perpetuated by payment to participate in arts and sport activities.

Single national education system replaced the system of segregated, ethnic-based Bantu education. The various education departments had their own arts and sports programmes. The co-curricular programme in the KZN DoE consisted mainly of indigenous music and dance activities which were under Arts, Culture and Museum Services directorate. This unit went through metamorphosis, Arts and Culture, In-school Arts and Culture, Extra-curricular Services. Finally it became Co-Curricular which consisted of three legs- Sports, Youth Development and Arts and Culture sub-directorates. As the unit changed names, programmes were gradually modified. The arts and culture programme which consisted of music and dance, quiz, visual art exhibitions and choirs started to change its structure. The quiz programme then known as Zulu Heritage Quiz Competition was changed to Quiz Competition which now catered for all racial groups. There were now two categories of the competition, the Intermediate and the advanced categories and the two categories were later fused into one category.

In 2005, two new departments, Department of Arts and Culture and Department of Sport and Recreation, were formed to improve delivery of sports, and arts and culture programmes. The co-curricular programmes have over time changed to accommodate all population groups including racial groups and learners with disabilities. Learners of Indian origin are invited to perform at the competition without competing with other cultures. The Department will ensure that the exorbitant school fees which exclude children and the non-implementation of the no-fee school policy as well as the non-compliance to exemption policy which results in the non-integration are looked into and addressed for the benefit of all children.

What are we doing that talk to social cohesion?

The co-curricular programmes have been extended to all learners irrespective of gender race and disabilities. Programmes offered in Co-Curricular Services are meant for all schools. In sports, it is mainly evident in athletics where there is mass participation and integration. This is also evident in choral music which caters for a variety of cultures. Hence all racial groups irrespective of gender, disabilities, age and economic status do take part in the programme.

As a form of support to the country's programme of action to overcome the historical exclusion of some sectors of society, Co-Curricular developed a plan to ensure inclusivity. Our projects are capable of promoting social cohesion by way of bringing socially and culturally diverse people that were separated by the segregation policies in the past. Co-curricular programmes are all inclusive; be it schools' league, moot court, choral music multi-cultural cuisine, language festival indigenous music and dance. Districts also allow all forms of traditional music and dance to cater for various African cultures, like Xhosa, Bhaca, and Mpondo at Sisonke, Sotho at Umzinyathi and Thonga at Umkhanyakude.

The Department in collaboration with the Department of National Arts and Culture has installed flags in a number of schools. The National Anthem is sung in all schools on designated days once a week. In 2013 the National anthem was prescribed for the FET Band competitions to ensure it is sung correctly. The preamble to the Constitution is recited in schools once a week. A book consisting national symbols was distributed to all schools.

The Curricular programmes have opened up talent opportunities and dealt robustly with poverty alleviation. Through schools leagues learners have acquired Ministerial bursaries worth R100 000 [hundred thousand Rand] per learner per annum. The programmes have produced the likes of Siyabonga Nkosi in football, Pretty Yende in music, Chad De Clos in swimming, and others. The programmes also offer opportunities to small and big businesses and is also supported by various sponsors like Motsepe Foundation.

Some of the attributes of the co-curricular programmes are the combat of crime in communities, fight against social ills and teenage pregnancy. Co-curricular programmes have provided a conducive environment to deal with the issues of drug and alcohol abuse, crime and teenage pregnancy.



Challenges in terms of realizing social cohesion

Despite progress made in the delivery of co-curricular programmes, dealing with social cohesion, challenges still exists:

- A bigger number of schools participating in music; Motor competitions are from townships and participation by multi-racial schools is limited;
- The traditional codes for racial groups still exist, e.g. rugby is still white dominated while football is mainly Black dominated;
- Funding that allows the previously disadvantaged groups to participate in these programmes is limited;
- A clash of cultures in the delivery of programmes still exists;
- Facilities in schools remain a challenge; and
- Financial resources still pose a challenge

What are the mitigating strategies?

Amongst the strategies that the Directorate has implemented to mitigate the challenges are the following:

- Collaborations with other government departments to access funding;
- Promoting good working relations with municipalities in order to access facilities;
- Setting up working structures to strengthen participation;
- Provide previously disadvantaged schools with adequate resources;
- Engage business sector and other Departments to collaborate in addressing diversity in education.

Moving forward

All attempts must be made to closely involve all racial groups in the planning coordinating, implementation and monitoring of the Co-Curricular Programme. The Department has planned to preserve the talent identified at Provincial SASCE competitions through workshops and academy with the help of stakeholders such as the Clermont Community Foundation. The purpose is to provide the not so academically inclined learners with a pathway to success. To strengthen admiration of National symbols, all schools will have a National Flag. The installation should be completed by end of the year 2019. To ensure adherence to these principles that are designed to instil and strengthen patriotism, district officials will be deployed to schools to monitor the running of the sports programmes and the singing of the national anthem as prescribed. The African Union Anthem will be sung at least once a month in all our schools. These initiatives will bolster and promote Social-Cohesion.

7.9. PILLAR 9: SCHOOL FUNCTIONALITY AND COMMUNITY INVOLVEMENT

The Department will improve school functionality by making the environment conducive to the delivery of the core business which is teaching and learning. The core business will thrive in a school where the following is prioritized:

- Teaching and learning is prioritized at all costs;
- Conflicts are minimal;
- There is effective leadership, management and governance;
- Teachers and learners come on time;
- Curriculum management and monitoring of curriculum implementation is not compromised;
- The safety of learners and educators is prioritized;
- Learners are disciplined;
- All structures e.g. school governing bodies, School Management Teams, RCLs and sub-committees are fully functional;
- Provisioning of infrastructure or learning spaces is in line with the National Norms and Standards for the provision of Infrastructure in schools;
- Staffing is in line with the curriculum of the school;
- Parental involvement and community support are guaranteed; and
- Programme to deal with the social ills is in place.

The Department of Education initiated a School Functionality Monitoring Programme in 2006 which has been institutionalized. It is a two-pronged programme covering school functionality monitoring visits by the KZN Legislature members and school functionality monitoring by Top Management and district officials.

It focuses on different areas at different intervals. Gaps identified during the school functionality monitoring visits are attended to through intervention programmes designed by relevant chief directorates, directorates and sub-directorates.

Targets are set for district directors, circuit management and other district officials and reports generated after the school functionality monitoring visits work as barometers indicating policy implementation failures or successes and the end of the examination results.

School Safety is one of the indicators of school functionality. The Department's Branch Curriculum Branch sub-directorate dealing with school safety has a programme to train school safety committees and liaise with SAPS Station commanders to fight against theft and vandalism in schools. The Department will explore ways and means of providing hotspots schools with security guards that will work during the day and at night.

Community involvement or lack thereof impacts on school functionality. The Quality Learning and Teaching Campaign assists schools to get support from communities in the areas where they are located.

School Functionality greatly influences the pass rate of the school. The KZN Education has therefore made school functionality one of the priority areas or important pillars.

KZN DoE will ensure that all 12 districts are implementing the provincial initiative of improving learner academic performance through directed focus to school management teams instructional leadership skills.

The main objectives are to empower and strengthen district management and also improve the learner outcomes from primary to secondary schools.

The department provides co-ordination and support to all District offices in order to enhance good governance, management, school functionality, community involvement and to make school environment conducive to teaching and learning for the effective delivery of the core business of the Department.

In order to ensure that this coordination and support is done effectively, the Department will perform the following:

Ensure that the basic annual management processes occur across all schools in the province in a way that contributes towards a functional school environment and improve learner attainment

- Improve management and governance of schools
- Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively
- Broaden access to quality education by providing adequate school infrastructure which complies with minimum standards and norms in order to support effective teaching and learning.
- Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions
- Broaden access to learners with disability and barriers to learning
- Improve rapport and formalise engagements between circuit management and local community structures
- Improve the frequency and quality of the monitoring and support services provided by district offices to schools
- Develop, implement, monitor and evaluate District, Circuit and School Improvement Plans.
- Monitor the **functionality** of school structures, viz.: SMT, Subject Committees, Phase Committees, Assessment Committees, SGBs, RCLs and IQMS structures
- Monitor compliance with the non-negotiables: Teachers and learners in class, teachers teaching prepared lessons and time keeping by teachers and learners.

- Monitor the implementation of Quarter-Specific activities by Circuit Management and other sub-directorates.
- Strengthen the implementation of IQMS, PMDS and EPMS
- Develop Turn-Around strategies for under-performing schools and Academic Performance Improvement Plans.
- Improve District, Circuit and school functionality
- Improve schools' functionality and nurture the institutionalization of schools' functionality
- Develop and implement a specific strategy for dealing with schools with persistent problems / instability
- Deal effectively with late coming of learners and reduce it
- Establish partnerships for District improvement of learner attainment and strengthen viable partnerships with District and Local Municipalities
- Strengthen viable partnerships with sister departments through Operation Sukuma Sakhe.
- Provide training and orientation programmes on psycho-social support services and roll out advocacy and awareness campaigns on psycho-social issues.
- Provide learner support on career guidance and develop, print and distribute materials to support career pathing
- Promote programs with regard to HIV/AIDS and life skills
- Promote mass participation in co-curricular activities and support the curriculum with relevant programmes to enhance the holistic development of the learner
- Facilitate capacity building programmes for educators and learners to effectively deliver co-curricular activities and promote nation building programmes with a focus on building "unity in diversity".
- Identify, present and implement the Department's infrastructure needs in terms of its strategic objectives
- Implement the School Infrastructure Norms and Standards
- Contribute to social responsibility of upgrading of contractors in lower grades
- Implement the Transformation of the Schooling System
- Allocation funds to public ordinary schools, review contestations and compensate schools that implement fee exemptions policy
- Conduct all prescribed SNAP and Annual Surveys
- Implement the South African School Administration and Management System (SA-SAMS)
- Facilitate the provision of Learner Transport in rural areas
- Implement White Paper 6 on Inclusive Education
- Compile and align District Action Plans with the Branch Programme of Action and report quarterly

Schooling 2030 Action Plan to 2019 Goal 21: Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment

The interventions for this goal aim to achieve the following internal outcomes:

Well Governed and managed schools

As per Strategic Plan, the country's strategic focus is in building the capacity of the state in order to intervene and support quality education. The essence in managing and governing well; is the implementation of a strategy to strengthen school management, provide effective instructional leadership, capacitate school governing bodies to recommend appropriate school leadership and the Department to place appropriate school leadership and implement a district monitoring strategy.

One of the key approaches to the restructuring of the education system and of promoting social change has been school-level decentralisation. While centralised decision-making has the advantage of pushing through major reforms, broad-based participation in schools is essential in democratising schools. The South African Schools Act of 1996 devolves significant powers to School Governing Bodies (SGBs). These powers include: the development and adoption a constitution and mission statement for the school; determining the admissions policy of the school; administering and controlling the school's property, buildings and grounds, recommending to the Department the

appointment of school managers and non-teaching staff; develop a budget for the school, which could include schools fees, for approval at a meeting of the parents.

The Department counts the democratisation of the schooling governance system as one of the most significant achievements for the democratic administration. As a significant departure from the apartheid education system, this means that the Department has been able to change the way in which decisions are made about how schools are run, and making sure that all the main affected groups are able to play a role in making those decisions.

The arena of school management in the country has undergone fundamental changes since 1994. A variety of education policies have been introduced, some directed towards dismantling apartheid practices and others towards building a new system. This has effectively reconfigured the work of school leadership and management. Principals assumed new responsibilities and more authority in areas of finance, staffing and curriculum.

There is an increasing belief that the ability of some schools to convert school resources into acceptable education outcomes could be linked school management, especially dysfunctional management structures. Furthermore, remarkable differentials in performance among schools in formerly disadvantaged communities suggest that results are highly dependent on effective school management.

The department has identified a number strategic intervention key to improving education governance and management in schools. These include: (a) education management capacitation and resourcing initiatives. (b) improving the school management's capacity to mediate the curriculum; (c) Ensuring that principals role as curriculum and instructional leaders is asserted; (d) ensuring that principals play a prominent role in the regulation of teaching time, (e) school management engages in monitoring and support for planning and delivery in relation to curriculum coverage (f) school management play a more prominent role in the procurement and management of books and stationery as well as the quality assurance of tests and the monitoring of results.

An important lever to govern and manage schools well is the devolvement of power to local management structures. The devolvement of power to District Directors is a critical gap in the delegation of authority by the Department. The gap is in the provision of minimum powers to districts aimed at:

- Improve compliance by making officials more accountable and responsible
- Strengthening districts to be able to support schools more efficiently and effectively

The Department have devolve these minimum delegations of authority to all districts in support of Notice 300 of 2013 in Gazette Number 36324 which amends the National Education Policy Act 27 of 1996 by the inclusion of the "Policy on the organisation, roles and responsibilities of education districts".

Such devolvement will improve the provision of Curriculum Support, Management Support, Employee Relations Support, Extra Curricular Support, Infrastructure Maintenance Support, capacity building programmes for officials, proper performance management system in districts and schools, proper school visit protocols to school as well as adequate asset management.

In order to ensure that all children remain effectively enrolled in school up to the year in which they turn 15, the Department will amongst other things:

- Improve learners' and teachers' attendance and maximum utilization of the contact time for each period and each term.
- Monitor school attendance and the functionality of schools at the beginning of the first and third terms
- Enforcement of the National Policy on Learner attendance.
- Facilitate access to education for learners with barriers to learning

Active Community Participation in Education

The Constitutional imperative of ensuring that democracy is institutionalised such it becomes a way of life drives the Department embrace of active community participation in education. Ensuring the active participation of various interest groups, in particular teachers, parents, workers, students, employers, and the broader community contribute to improved school administration. It is also important that schools maintain their status as places for hope, especially for the young, to a successful professional career. School governing bodies also can play a vital role in achieving this objective and should be more directly involve in the issue of criminality, and ad hoc initiatives should be carried out in co-operation with the local community. Establishing better links and partnerships between education and the world of work is also one of the primary objectives of the Department.

The Department always ensures that the interests of all stakeholders are aligned with aligned to support the overriding goal of achieving good educational outcomes that are responsive to community needs and economic development. One of the key objectives of the Department is to ensure that schools provide meaningful information to parents on their children's performance to enable them to hold schools accountable. The Department believes when parents are actively involved and take an interest in the affairs this can lead to improved performance.

Making Education a Societal Issue is one of the central pillars of the National Development Plan (NDP). In order for this to take place an organic covenant must be nurtured between the Department and the communities, stakeholders, parents and teachers. This covenant must be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them. To this end the MEC will be convening stakeholder forums with communities, labour, teachers, parents, business etc throughout the 12 districts in the province. It is important to mention that these forums will be an important lever to intensify the campaign for full access to education for the 3% of learners, accounting for 100 000 of school-going age learners who are out of school (street kids, employed children, learners with barriers to learning etc.) This initiative will be further enhanced by the involvement of the District Task Teams which are part of Operation Sukuma Sakhe, the integrated initiative that demands all government departments to work co-operatively to achieve a common goal of service delivery which will be led from the Office of the MEC under Public Participation and Community Liaison (Special Projects).

The Department has realised that implementation of its programmes in silos is retrogressive. As such, the Executive Authority is initiating and nurtured the culture of teamwork and selflessness. The posture and work ethic the Executive Authority has brings to the Department is embraced and will soon be embraced by all. On acceptance, it will form an organisational ethos

Further, the Department is confident that there will be enhanced participation when the stakeholders are mobilised to support the learner retention strategy which will be developed for implementation commencing 2015. The Department will revive inter-departmental collaboration with Department of Social Development where the focus will be the provision of pre-Grade R beginning 2015.

The initiatives explained above seek to improve performance in the schooling system which is at the heart of building the skills base for economic growth and development and ensuring that the society is able to achieve equity and development goals. The President has made a call to the nation to join hands in improving the education system and make partnerships a priority to achieve this. The focus will be to strengthen and monitor the established 'social contract' between government, teacher unions, teacher training institutions, parent and SGB organizations, business and civil society organizations.

7.10. PILLAR 10: EARLY CHILDHOOD DEVELOPMENT

Quality Early Childhood Development

White Paper 5 of 2000 set a target of 85% with respect to 5 year olds that were supposed to be in Grade R by 2014. The department has exceeded this Universal Access target by more than 10%. The Department is currently addressing the challenge of the quality of education that is offered.

This programme has borne the brunt of financial control measures in previous years (delete). Further, plans are afoot to ensure that service delivery is not badly affected. The community centres with Grade R classes will continue to be assisted through the payment of stipends to the practitioners, as well as the provision of core material. In the Pre-Grade R sub-programme, provision has been made for the training of practitioners, and the provision of the core material. Of significance is the pilot programme that will be run in 15 crèches in the districts of Umzinyathi, Uthukela and Amajuba, as the department investigates the concept of model crèches. The department will train the caregivers in the curriculum delivery. The Grade R classes in public schools will benefit through the additional provision of equipment and furniture where this may be inadequate.

Though figures vary somewhat, it is clear that access to ECD below Grade 1 is improving. The General Household Survey (GHS) points to 95% of all first-time Grade 1 learners in 2013 having received schooling in the previous year. In 2009 this figure was below 85%⁴. The 2013 figure of 95% exceeded the target set in the 2011 Action Plan for Grade R coverage. For the province of KwaZulu-Natal the number of learners who attend grade 1 having attended Grade de R has increased to 98% in 2014. Even below Grade R, enrolment has been increasing, as indicated by the percentage of enrolled four year olds, which rose from 59% in 2009 to 82% in 2012 according to the GHS. The NDP indicates that this figure should reach 100% as a year of schooling below Grade R becomes universal.

Whilst improvements in the numbers are clearly a move in the right direction, in the NDP and elsewhere; concerns have been raised about how to monitor and improve the quality of ECD so that it truly strengthens schooling in the later grades. The Department of Performance Monitoring and Evaluation (DPME) of Presidency has completed an initial study which looks at the impact of the introduction of Grade R in a school on subsequent Annual National Assessments (ANA) results. The results are mixed. In some schools Grade R has contributed towards better learning, but in other schools it has not. Clearly one cannot take it for granted that Grade R is always quality Grade R.

Be that as it may, the important observation is that a number of interventions to improve the quality of ECD have been initiated, and a key challenge in the coming years will be to strengthen these. DBE continues to distribute Grade R resource packs to schools, which include workbooks for each learner and teacher resources such as teaching guides, posters and large story books to be shown and read to the whole class. The DBE will continue to distribute workbooks to all learners each year. Challenges include improving the resource packs on the basis of an extensive evaluation that was conducted annually. For the previous year, there is a 90% achievement in the number of schools receiving the packs in 2014, that on the whole teachers are very positive about the materials, of which around 70% of schools used the packs, but that certain improvements were necessary, for instance clearer teacher guides. Whilst according to General Household Survey about 95% of Grade 1 learners had received a year of Grade R education in the previous year by 2014, the Department has surpassed Universal access and reached almost 99% access to Grade R.

Several universities have started offering a National Diploma for pre-school teachers, partly in response to consultations with the DBE. **The professionalisation of pre-school teachers needs to continue.** The Department should take the cue from other provinces at Early Childhood Development (ECD) in order to make the ECD have the strongest budget growth⁵. The importance in this growth is based on the need to ensure that there is proper planning for the provision of quality and monitoring that all learners attending Grade R are ready to attend Grade 1.

⁴ DBE, 2013b: 6.

⁵ 2012 report produced jointly by DBE and UNICEF titled *Public expenditure analysis for the basic education sector in South Africa*.



The Department will put assessment and quality assurance systems to be implemented at all public ordinary schools offering Grade R and Grade R's in community centres. **Good planning will be needed to deal with the estimated 3% of public schools in 2015 to 2019 which were still not catered for in Grade R.**

Presidency's *Diagnostic review of early childhood development*⁶ provides a comprehensive outline of the range of ECD challenges, from stunting arising out of malnutrition, to the need for cognitive development. An important milestone was the release in 2013 of the National Curriculum Framework⁷ for children from birth to age four. **This document, produced in collaboration with UNICEF and drawing from international best practice, will form a basis for better monitoring of the quality of ECD at age four and below, and the design of interventions.**

The Department will continue to implement the following priorities:

- Provide stipends for practitioners teaching Grade R in Community Centres
- Provide LTSM for pre-Grade R learners
- Provide training for practitioners to achieve NQF level 4
- Provide core material for each practitioner
- Provide curriculum training (kit/ core curriculum material) for care-givers in catering for 0-4 year olds curriculum
- Pilot a concept for the implementation of the National Curriculum Framework for children from birth to age four through the establishment of 20 model crèches in four districts
- The model crèches will be provided with all resource and the practitioners in the model crèches will be trained
- The Department will provide furniture to Grade R classes in public ordinary schools
- The Department will provide LTSM for all learners in Grade R, at public ordinary schools

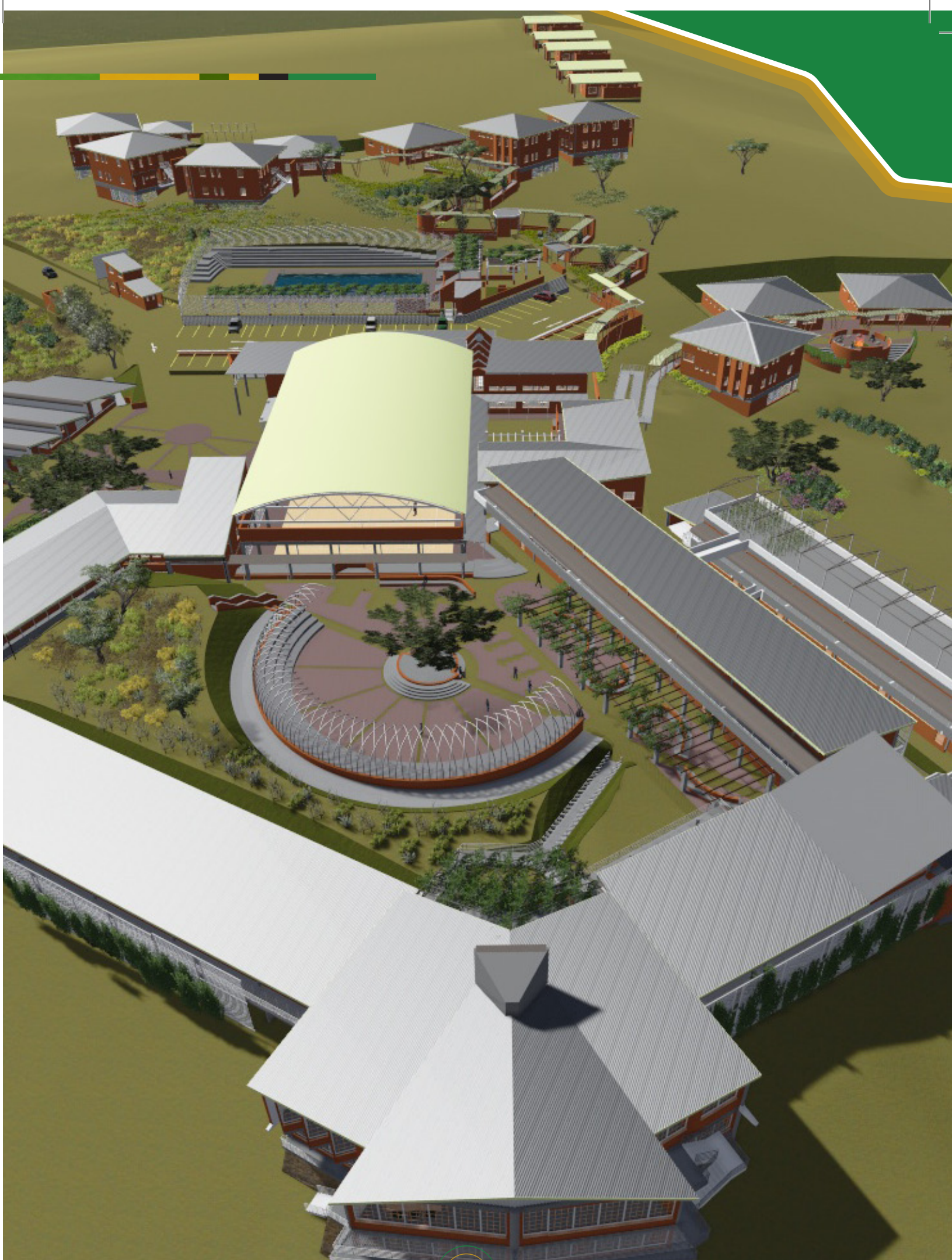
⁶ Richter, 2012.

⁷ *National early learning and development standards for children birth to four years (NELDS)*, produced by the DBE.

THE ALLOCATION OF PILLARS TO LEAD BRANCHES

No	Pillars	Branch Curriculum Delivery and Support	Branch Institutional Development Support	Branch Corporate Management	Branch Finance
1	Transformation of the schooling system	✓	✓	✓	✓
2	Curriculum and Assessment	✓			
3	Teacher Provisioning, Development and Support	✓		✓	
4	Development of strong Leadership and Management		✓	✓	✓
5	Planning and Resourcing	✓	✓	✓	✓
6	Infrastructure Development and Maintenance		✓		✓
7	Information and Communication Technology	✓			
8	Social Cohesion and Integration of Schools		✓	✓	
9	School Functionality and Community Involvement		✓		
10	Early Childhood Development	✓			

Delivery on all ten pillars will be based on an integrated approach where other branches will support lead branches.





PART B

STRATEGIC OBJECTIVES



8.

OVERVIEW OF 2015/16 BUDGET AND MTEF ESTIMATES

8.1 EXPENDITURE ESTIMATES AND SECTOR BUDGET TABLES

BT001	PROVINCIAL EDUCATION SECTOR – Key trends									
	Audited/Actual Performance					Estimated Performance		Medium Term Targets		
	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16	2016/17	2017/18			
REVENUE (thousand rands)										
Equitable Share	29,780,581	31,807,264	33,951,730	36,125,086	38,747,329	40,881,648	42,994,530			
Voted by legislature										
Conditional grants	2,414,520	2,670,487	2,615,744	2,796,382	3,395,026	3,328,443	3,493,536			
Donor funding										
Other Financing (Provincial cash resources and rollovers)	614,602	78,980	588,568	171,273	0	0	0			
Own Revenue										
TOTAL	32,809,703	34,556,731	37,156,042	39,092,741	42,142,355	44,210,091	46,488,066			
PAYMENTS BY PROGRAMME (thousand rands)										
1. Administration	1,325,061	1,236,880	1,444,983	1,442,045	1,618,968	1,779,706	1,776,340			
2. Public ordinary school education (see further split below)	26,989,807	28,296,228	30,682,509	33,056,455	35,070,344	37,040,565	39,259,969			
3. Independent school subsidies	63,114	65,573	77,701	74,395	77,817	81,941	86,038			
4. Public special school education	725,607	727,551	845,431	885,676	931,199	988,588	1,050,196			
5. Early Childhood Development	345,625	462,867	437,335	522,604	695,420	752,517	780,865			
6. Infrastructure Development	2,196,742	2,695,724	2,546,896	1,862,349	2,529,235	2,278,828	2,185,531			
7. Examinations and education Related Services	1,163,747	1,071,908	1,121,187	1,249,217	1,219,372	1,287,946	1,349,127			
TOTAL	32,809,703	34,556,731	37,156,042	39,092,741	42,142,355	44,210,091	46,488,066			
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION										

2.1. Public primary schools	15,440,196	15,751,278	17,068,538	18,625,490	20,359,665	21,506,360	22,791,349
2.2. Public secondary schools	10,275,287	11,306,413	12,200,791	12,762,909	13,141,770	13,887,202	14,741,741
2.3. Human Resource Development	41,596	63,904	39,181	88,521	166,659	177,103	185,177
2.4. Financial Management and Quality Enhancement	0	0	0	0	0	0	0
2.5. In-School Sports and Culture	39,278	38,194	33,850	35,328	49,574	52,201	54,811
2.6. National School Nutrition Programme	1,144,368	1,085,489	1,283,939	1,462,576	1,287,034	1,355,247	1,423,009
2.7. HIV and Aids	0	0	0	0	0	0	0
Maths, Science and Technology Grant	0	0	0	0	59,998	62,452	63,882
2.9. Technical Secondary Schools Recap Grant	36,762	32,976	39,030	54,656	0	0	0
2.10. Dinaledi Grant	12,320	17,079	15,840	21,458	0	0	0
2.11. Social Sector EPWP Incentive Grant for Provinces	0	0	0	2,580	3,000	0	0
2.12. EPWP Incentive Grant	0	895	1,340	2,937	2,644	0	0
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	25,853,680	26,825,934	29,233,287	31,500,970	33,508,969	35,555,923	37,707,853
Compensation of employees	23,693,804	24,930,705	27,025,246	29,153,393	31,026,142	33,062,431	35,114,772
Teachers	18,955,043	19,944,564	21,620,197	23,322,714	24,820,914	26,449,945	28,091,818
Non-teachers	4,738,761	4,986,141	5,405,049	5,830,679	6,205,228	6,612,486	7,022,954
Goods and services	2,159,781	1,895,227	2,208,011	2,347,536	2,482,827	2,493,492	2,593,081
Interest and rent on land	95	2	30	41	0	0	0
Financial transactions in assets and liabilities	0	0	0	0	0	0	0
Transfers and subsidies	0	0	0	0	0	0	0
Payments for capital assets	1,116,788	1,348,773	1,442,485	1,528,097	1,520,917	1,440,542	1,507,180
TOTAL	19,339	121,521	6,737	27,388	40,458	44,100	44,936
	26,989,807	28,296,228	30,682,509	33,056,455	35,070,344	37,040,565	39,259,969



BT 002 POST PROVISIONING TABLE	PROVINCIAL EDUCATION SECTOR – Re-sourcing effected via the Post Provisioning Norms (2014/15)				
Programmes / Purpose of posts	Posts PL1	Posts PL2	Posts PL3	Posts PL4	Total
Posts top-sliced before model is run (for substitutes)	2420				2420
Posts distributed by model					0
2. Public ordinary school education					0
2.1. Public primary schools					0
Posts attached to schools	33013	5930	1021	3833	43,797
Posts not attached to schools					0
2.2. Public secondary phase					0
Posts attached to schools	32951	5758	1566	2121	42,396
Posts not attached to schools					0
TOTAL	68,384	11,688	2,587	5,954	88,613
4. Public Special School Education	1038	253	74	79	1,444
TOTAL	69,422	11,941	2,661	6,033	90,057

Notes: Posts that are top sliced before the model is run are posts allocated for offices, and special purposes e.g. poverty redress. The above figures exclude PL5 and PL6 posts, which are allocated for management purposes. All posts distributed by the model are attached to schools. The blank spaces in 2.1. and 2.2. are therefore appropriate.



9.

STRATEGIC OBJECTIVES / PROGRAMME PLANS

With the transfer of functions for AET and FET Colleges to the Department of Higher Education, the Education Sector agreed on the programmes to be implemented during this strategic cycle. The Department aims to implement the following seven (7) programmes:

PROGRAMME	SUB-PROGRAMME
• 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)
• Public Ordinary School Education	2.1. Public Primary Schools 2.2. Public Secondary Schools 2.3. Human Resource Development 2.4. School Sport, Culture and Media Services 2.5. Conditional Grants
• Independent School Subsidies	3.1. Primary Phase 3.2. Secondary Phase 3.3. Conditional Grants
• Public Special School Education	4.1. Schools 4.2. Human Resource Development 4.3. School Sport, Culture and Media Services
• Early Childhood Development	5.1. Grade R in Public Schools 5.2. Grade R in Community Centres 5.3. Pre-grade R Training 5.4. Human Resource Development 5.5. Conditional Grants
• Infrastructure Development	6.1. Administration 6.2. Public Ordinary Schools 6.3. Special Schools 6.4. Early Childhood Development
• Examination and other Education Related Services	7.1. Payments to SET 7.2. Professional Services 7.3. Special Projects 7.4. External Examinations

RELATING EXPENDITURE TRENDS TO STRATEGIC OUTCOME ORIENTED GOALS

The Department has taken steps to interrelate plans and budget to improve operational effectiveness. It is important for budget plans to link to strategic plans to ensure that key objectives and priorities are budgeted for and achieved.

PROGRAMME 1: ADMINISTRATION

The expenditure and budget over the period under review reflects healthy growth, as explained below.

Programme 1: Administration growth fluctuates, over the period under review with 2011/12 being higher compared to 2012/13 due to vigorous financial control and enforced savings implemented in the latter financial year. The 2014/15 Estimated Performance is higher due to the spending pressures against *Compensation of employees* and *Goods and services*. The programme's budget reflects strong growth over the MTEF period as a result of reprioritisation to ease pressures against *Compensation of employees* and *Goods and services* relating to the carry-through costs associated with the higher than budget 2014 annual wage adjustments, re-grading of posts for security guards. This programme has borne the brunt of cost containment measures over the years, as funds were moved from *Goods and services* to ease pressures against *Compensation of employees* in Programme 2 as a result the budget growth was low due to continuous reprioritisation to fund the core programmes. Provision has been made in this programme to fund tools of trade as well as the EMIS sub-programme.

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

Programme 2: Public Ordinary School Education reflects significant growth over the seven-year period, largely influenced by spending and additional funding that was made available for the various wage and OSD agreements, as well as funding of various national priorities such as LTSM, expansion of no fee schools, reduction of L:E ratio, etc. *Compensation of employees* remains the biggest cost driver of this programme, consuming about 89 per cent of the programme budget over the seven-year period. The 2014/15 Estimated Performance high due to pressures against *Compensation of employees*, as well as *Goods and services* including the accruals from 2013/14 as a result of the double issuing of orders on the NSNP grant which will be explained further against conditional grants. In order to mitigate pressures on the *Compensation of Employees* R860 million was moved to this programme. The nature of compensation of employees is recurrent and thus this has to be carried through to the 2015/16. This explains the 2015/16 budget grows the budget grows by an additional R3.714 billion over the MTEF, the biggest driver, being *Compensation of employees*. Through the reprioritisation process the department has endeavored to address the pressures against *Compensation of employees*, however, should the annual wage adjustments be higher than the estimates, further pressures will be experienced within this category and programme.

PROGRAMME 3: INDEPENDENT SCHOOL SUBSIDIES

Programme 3: Independent School Subsidies reflects steady growth over the seven-year period. This programme has previously experienced pressures due to the increase in the number of schools that require subsidies, whereas the subsidies are based on the available budget. The increase in 2013/14 is mainly due to the additional funding that was allocated to cater for the court order to repay independent schools with regard to the reduction of subsidies in previous years, as a result of budget pressures. It is anticipated that the department will fully spend the 2014/15 allocation. It should be noted that, due to budget constrains the growth over the 2015/16 MTEF is in respect of inflation.

PROGRAMME 4: INCLUSIVE EDUCATION PUBLIC SPECIAL SCHOOL EDUCATION

Programme 4: Public Special School Education reflects strong growth over the period under review. The growth in 2013/14, compared to the two prior years, is attributed to spending pressures against *Compensation of employees*

and focus on expanding inclusive education. The high 2014/15 Estimated Performance is due to the pressures against *Compensation of employees*. The high growth over the 2015/16 MTEF makes provision for inflationary increases, and reprioritisation from the infrastructure budget to deal with carry-through costs of previous wage agreements.

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

Programme 5: Early Childhood Development grows at a slightly higher rate from 2012/13 to 2013/14 compared to 2011/12, largely due to subsequent additional funding allocated toward the expansion of Grade R. There is significant growth in the programme's baseline over the seven-year period. The 2014/15 Estimated Performance is low mainly due to enforced savings in order to ease pressures in other programmes. The strong growth over the 2015/16 MTEF is inclusive of additional funding allocated in the 2012/13 and 2013/14 MTEF for the universalization of Grade R, as well as for the appointment of Grade R teachers.

PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

Programme 6: Infrastructure Development fluctuates over the period under review. The low 2014/15 Estimate Performance relates to the, previously mentioned enforced savings and rigorous reprioritisation that was conducted to ease spending pressure against *Compensation of employees*. The growth over the 2015/16 MTEF is attributed to the successful bid by the department for the 2015/16 allocations due to its ability to spend and best practices. Furthermore, the R860 million budget reductions which was implemented in the 2014/15 Adjustments Estimate against the capital budget allocation, including upgrades and additions and refurbishments and rehabilitation has been carried through over the 2015/16 MTEF (2015/16-R1.107 billion, 2016/17-R1.370 billion, 2017/18-R1.634 billion) thus the equitable share portion of the infrastructure budget has been redirected to *Compensation of employees*. The budget available from the equitable share is for maintenance purposes.

PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

Programme 7: Examination and Education Related Services fluctuates between 2011/12 and 2013/14 as the expenditure patterns are influenced largely by the number of learners writing matric, as well as ANA. The budget over the seven-year period grows in anticipation of the increased learner numbers as well as to strengthen the integrity of the marking processes. The 2014/15 Estimated Performance is inclusive of the two sub-programmes that moved to this programme from Programme 2, these being Professional Services and HIV and AIDS (Life-Skills Education) grant, due to the changes in the sector budget structure. Comparative figures were also amended accordingly for prior years. The growth over the 2015/16 MTEF takes into account budget structure changes and inflation.

9.1. PROGRAMME 1: ADMINISTRATION

9.1.1. Programme Purpose

The purpose of Programme 1: Administration is to provide for the overall management of the education system in accordance with the National Education Policy Act., the Public Finance Management Act, and other policies. Programme 1 includes publicly funded goods and services, in particular teachers, non-teachers and office items, utilised for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilised in the provincial head office and its subsidiary district and circuit offices.

9.1.2. ANALYSIS BY SUB-PROGRAMME

Sub-programmes

This programme has six sub-programmes analysed as follows:

- **Office of the MEC**
To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook.
- **Corporate Services**
To provide management services which 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 office-based staff
- **Education Management Information System (EMIS)**
To provide education management information in accordance with the National Education Information Policy
- **Conditional Grants**
To provide for projects under programme 1 specified by the Department of Basic Education and funded by conditional grants.

Performance Delivery Areas:

The arena of management within the Department as a system and school as a sub-system has undergone fundamental changes. A variety of education policies have been introduced, some directed towards dismantling old practices and others towards building a new system. This has effectively reconfigured the work of the Department as well that of school leadership and management.

The Department's as well as the schools' ability to convert the Department's limited resources and schools' limited resources on the other hand into acceptable education outcomes could be linked to Department's and schools' leadership and management or lack thereof. The MPAT and the DPSA reports clearly state that the Department has a challenge of leadership and management. Furthermore, remarkable differentials in performance among schools in formerly disadvantaged communities suggest that results are highly dependent on effective school management rather than on effective Department management. Nonetheless, the Department identifies key areas to be done by the Department and school management to enhance management systems, demanding application of accounting practices and focussed needs-based school support.

The Department always ensures that the interests of all stakeholders are aligned with aligned to support the overriding goal of achieving good educational outcomes that are responsive to community needs and economic development. One of the key objectives of the Department is to ensure that schools provide meaningful information to parents on their children's performance to enable them to hold schools accountable. The Department believes when parents are actively involved and take an interest in the affairs this can lead to improved performance.

Making Education a Societal Issue is one of the central pillars of the National Development Plan (NDP). In order for this to take place an organic covenant must be nurtured between the Department and the communities, stakeholders, parents and teachers. This covenant will be centred around addressing the issues of improving learner outcomes, making schools functional by addressing issues of bullying, violence, pregnancy, truancy, loitering in the streets in school uniform during school hours are chronic issues that all of us need to come together to address them. To this end the MEC will be convening stakeholder forums with communities, labour, teachers, parents, business etc throughout the 12 districts in the province. It is important to mention that these forums will be an important lever to intensify the campaign for full access to education for the 3% of learners, accounting for 100 000 of school-going age learners who are out of school (street kids, employed children, learners with barriers to learning etc.)

9.1.3. STRATEGIC OBJECTIVE AND ANNUAL TARGETS FOR 2015/16

Strategic Objective	Strategic Plan 5 year Target	Audited/Actual Performance			Estimated Performance 2014/15	Medium Term Targets		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
To implement administrative, management systems and accounting procedures for effectiveness and efficiency	5913 schools implementing South African School Administration and Management System SASAMS for administration and tracking of learners	5952	5952	5952	5952	5913	5913	5913

9.1.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT101	ADMINISTRATION - Key trends		Audited/Actual Performance		Estimated Performance	Medium Term Targets		
	2011/12 Actual	2012/13 Actual	2013/2014 Actual	2014/15		2015/16	2016/17	2017/18
PAYMENTS BY SUB-PROGRAMME (thousand rands)								
1.1. Office of the MEC	21,460	23,701	28,712	38,601	50,015	50,974	52,422	
1.2. Corporate services	730,837	659,506	779,164	745,953	665,826	741,342	688,715	
1.3. Education management	543,995	529,337	600,967	617,899	843,031	923,905	965,384	
1.4. Human resource development	7,106	1,337	13,190	17,210	9,587	10,299	13,974	
1.5. Education Management Information System (EMIS)	21,663	22,999	22,950	22,382	50,509	53,186	55,845	
TOTAL	1,325,061	1,236,880	1,444,983	1,442,045	1,618,968	1,779,706	1,776,340	
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)								
Current payment	1,311,895	1,211,068	1,429,353	1,407,505	1,529,795	1,664,653	1,701,426	
Compensation of employees	856,198	887,859	1,008,201	1,019,163	1,167,994	1,252,201	1,335,728	
Teachers	68,496	71,029	80,656	81,533	93,440	100,176	106,858	
Non-teachers	787,702	816,830	927,545	937,630	1,074,554	1,152,025	1,228,870	
Goods and services	455,325	322,953	415,446	386,700	361,801	412,452	365,698	
Interest and rent on land	372	256	5,706	1,642	0	0	0	
Financial Transactions in Assets and Liabilities	0	0	0	0	0	0	0	

Transfers and subsidies	12,272	16,057	11,734	33,171	30,931	32,570	34,201
Payments for capital assets	894	9,755	3,896	1,369	26,350	50,591	8,820
Payments for financial assets	0	0	0	0	31,892	31,892	31,893
TOTAL	1,325,061	1,236,880	1,444,983	1,442,045	1,630,968	1,779,705	1,776,341
PROGRAMME PERFORMANCE MEASURES FOR PROGRAMME 1							
▶ PPM 101: Number of public schools that use the school administration management systems (electronic) to provide data to the national learner tracking system	2,986	4932	5952	5952	5987	5987	5987
▶ PPM 102: Number of public schools that can be contacted electronically by (e-mail)	1194	1553	6026	6026	5987	5987	5987
▶ PPM 103: Percentage of education current expenditure going towards non-personnel items.	9%	9,8%	8,67%	9,2%	8,7%	8,7%	8,7%
▶ PPM 104: Number of schools visited by district officials for monitoring and support purposes.	New	New	New	5952	5987	5987	5987

9.1.5. PROGRAMME 1: QUARTERLY TARGETS FOR 2015/16

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
				1 st	2 nd	3 rd	4 th
▶ PPM 101	Number of public schools that use the school administration management systems (electronic) to provide data to the national learner tracking system	2015/16	5987	5987	5987	5987	5987
▶ PPM 102:	Number of public schools that can be contacted electronically by (e-mail)	2015/16	5987	5987	5987	5987	5987
▶ PPM 104	Number of schools visited by district officials for monitoring and support purposes.	2015/16	5987	5987	5987	5987	5987

9.1.6. PROGRAMME 1: NON-CUSTOMISED INDICATORS

PROGRAMME 1: ADMINISTRATION – NON-CUSTOMISED INDICATORS						
Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title	Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Efficiency	To bring about effective management at all levels	Percentage of office-based women in Senior Management Service	35.80%	40%	45%	50%
Equity		Percentage of women school principals	40.40%	45%	50%	55%
		Percentage of women employees	67.80%	67%	67%	67%

EXPENDITURE BY ITEM - BT102

Expenditure by item (2014/2015) R'000

	1 Admin.	2 POS	3 Indep.	4 Spec	5 ECD	6 Infra	7 Exams and Other
Current payments	1,407,505	31,500,970	0	754,862	491,014	137,221	1,216,595
Compensation of employees	1,019,163	29,153,393	0	752,242	466,183	0	808,520
CS teachers	81,533	26,821,122	0	526,569	466,183	0	161,704
Salaries and wages	66,857	20,652,264	0	421,256	382,270	0	134,214
Social contributions	14,676	6,168,858	0	105,314	83,913	0	27,490
Non-teachers	937,630	2,332,271	0	225,673	0	0	646,816
Salaries and wages	768,857	1,795,849	0	180,538	0	0	536,857
Social contributions	168,773	536,422	0	45,135	0	0	109,959
Unauthorised expenditure	0	0	0	0	0	0	0
Goods and services	385,058	2,347,495	0	2,620	24,831	137,221	408,075
Inventory	995	501,141	0	1,708	5,000	0	0
Learning support material	768	472,658	0	0	5,000	0	0
Stationery and printing	0	0	0	0	0	0	0
Other	227	28,483	0	1,708	0	0	0
Consultants, contractors and special services	22,969	1,520,683	0	0	0	0	0
Equipment less than R5,000	50	63,498	0	0	0	0	7,365
Maintenance of buildings	57,652	33,063	0	170	0	0	26
Operating leases	34,302	7,175	0	0	21	137,221	69,979
Learner transport	697	6,957	0	208	0	0	11,323
Other goods and services	268,393	214,978	0	534	19,802	0	26,605
Interest and rent on land	1,642	41	0	0	0	0	292,777
Interest	1,642	41	0	0	0	0	0
Rent on land	0	0	0	0	0	0	0
Financial transactions in assets and liabilities	0	0	0	0	0	0	0
Unauthorised expenditure	0	0	0	0	0	0	0
Transfers and subsidies	33,171	1,528,097	74,395	128,789	31,590	0	31,791
Municipalities	2,061	0	0	0	0	0	0
Departmental agencies and accounts	0	0	0	0	0	0	22,030
Non-profit institutions	0	1,434,929	74,395	126,605	31,499	0	6,955
Section 21 schools	0	0	0	0	0	0	2,806
LTSM	0	0	0	0	0	0	0
Utilities	0	0	0	0	0	0	0
Maintenance	0	0	0	0	0	0	0
Service rendered	0	0	0	0	0	0	0
Other educational institutions	0	0	0	0	0	0	0
Households	31,110	93,168	0	2,184	91	0	0
Payments for capital assets	1,369	27,388	0	2,025	0	1,725,128	831
Buildings and other fixed structures	0	577	0	0	0	1,725,128	0
Buildings	0	577	0	0	0	1,725,128	0
Hostels	0	0	0	0	0	0	0
New schools	0	0	0	0	0	0	0
Additional classrooms	0	0	0	0	0	0	0
Other additions	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Other fixed structures	0	0	0	0	0	0	0
Machinery and equipment	1,369	26,811	0	2,025	0	0	831
Transport equipment	0	0	0	0	0	0	0
Other machinery & equipment	1,369	26,811	0	2,025	0	0	831
Software & other intangible assets	0	0	0	0	0	0	0
Grand total	1,442,045	33,056,455	74,395	885,676	522,604	1,862,349	1,249,217

9.1.7. PROGRAMME 1: PERFORMANCE AND EXPENDITURE TRENDS

Administration growth fluctuates; over the period under review with 2011/12 being higher compared to 2012/13 due to vigorous financial control and enforced savings implemented in the latter financial year. The 2014/15 Adjusted Appropriation reflects an upward revision due to the in-year adjustments in order to curb the projected over-expenditure. This was mainly attributed to the implementation of the re-grading of posts for security guards from level 1, 2 to 3 as per PSCBC Resolution 3 of 2009. It should be noted that the province delayed the implementation of the post upgrades in the previous years, due to budget pressures against Compensation of employees. However, in order to avoid grievances by the security personnel, the department was forced to implement the resolution. The 2014/15 Revised Estimate is higher than the Adjusted Appropriation mainly attributed to the spending pressures against Compensation of employees and Goods and services. The programme's budget reflects strong growth over the MTEF period as a result of reprioritisation to ease pressures against Compensation of employees and Goods and services relating to the carry-through costs associated with the higher than budget 2014 annual wage adjustments, re-grading of posts for security guards. This programme has borne the brunt of cost containment measures over the years, as funds were moved from Goods and services to ease pressures against Compensation of employees in Programme 2 as a result the budget growth was low due to continuous reprioritisation to fund the core programmes. Provision has been made in this programme to fund tools of trade as well as the EMIS sub-programme. In order for the performance measures to have adequate resources for implementation, the Department has set aside the budget for the travelling costs of district officials who are required to conduct four visits per quarter for purposes of monitoring and support to schools. Further, the budget ensuring that the Department has easy accessibility of schools through other means than physical visits is in place for this financial year as well as the budget for filling critical posts.

9.2. PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

9.2.1 Purpose

To provide public ordinary education from Grade 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. (E-learning is also included)

9.2.2. ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes, analysed as follows:

- **Public Primary Schools**
To provide specific public primary ordinary schools (including inclusive education) with resources required for the Grade 1 to 7 level.
- **Public Secondary Schools**
To provide specific public secondary ordinary schools (including inclusive education) with resources required for the Grade 8 to 12 levels.
- **Human Resource Development**
To provide departmental services for the development of educators and non-educators in public ordinary schools (including inclusive education).
- **In-School Sport and Culture**
To provide additional and departmentally managed sporting, cultural and reading activities in public ordinary schools (including inclusive education).
- **Conditional Grant**
To provide for projects (including inclusive education) under programme 2 specified by the Department of Basic Education and funded by conditional grants.

Programme Objective:

To provide public ordinary education from Grade 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. (E-learning is also included)

Performance Delivery Areas

The Department views Learner Teacher Support Materials (LTSM) as one of the most critical areas to successful curriculum implementation. A significant progress has been made in the provision of textbooks to schools; a textbook is the most effective tool to ensure consistency, coverage, appropriate pacing and better quality instruction in implementing a curriculum. Coupled with the provision of textbooks is a significant improvement in the provision of Information and communication technologies (ICT) to schools.

To enhance the provision of adequate resources and accelerate an empowering curriculum, the Department will rollout ICT.

South African government has made huge investments in ICT in terms of research and resources. An assessment of ICT initiatives over years suggest that the education sector has moved at a snail pace in fully embracing the opportunities that ICT has to offer. This is notwithstanding a number of policy documents that have been produced on e-learning. There are about 18 research reports in the form of national acts, gazettes, policies and plans that extol the pivotal benefits of ICT in education.

On thorough investigation, the Department has seen that when ICT is properly harnessed; it has the potential to enrich learning and enhance teaching, stimulating classroom practice and enabling learners to progress in more personalized and self-directed ways.

The Department will shift the focus from technology provision to full integration into pedagogical practice in a transformational way. The Department aims for a rapid rollout of tablets with a wireless connectivity to first ensure permanent connectivity of all schools, and second to expand the gadgets to all learners in secondary schools and lastly to all learners for purposes of accessing latest subject specific content.

Further to these main initiatives, the Department will focus on the following areas:
 Improving performance in literacy, numeracy, languages, mathematics and science
 Learners repeating in all grades
 The quality of Grade 1

The Department will provide coordination of support services to be provided in schools
 Conditional grants will be ring-fenced for the purpose they are created to serve
 School Development and Improvement Plan template will be workshopped for implementation in all schools wherein schools will budget and set targets for the school's priorities and the Action Plan to 2019 indicators.
 Strengthen systems of book retrieval and other LSM management at all schools

The Department will implement measures to migrate from manual to automated electronic system. To achieve this noble cause, a variety of strategies will be discussed and employed with an aim of resourcing the most cost effective and viable option in annual plans to be developed and approved in due cause. Some ideas to be considered include the following:

- Schools may use their cell phones. Link them to the Dept. server.
- Make sure all principals have the 3 G cards. (EMIS to provide 3 G-cards to schools that lack connectivity thereafter roll out to all schools and funds will be sourced from EMIS funding)
- School norms and standards funds to be used for the maintenance of the facility
- SA SAMS/LURITS is another available option.
- Administration personnel need to be employed
- Vodacom and other players in the media and communication industry have an interest in supporting schools in KZN and the Department will collaborate with TELKOM, VODACOM and other players during this strategic cycle to enhance the delivery of ICT in schools.
- Electrification of schools is a priority by the end of 2016 but dependent on the relationship between Eskom and the Department

The migration is seen as an urgent matter as it will among other things:

- Improve communication across the sector,
- Decrease travelling costs for officials, and
- Decrease the need to purchase printing material.

3. PROGRAMME 2: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2015/16

Strategic Objective	Strategic Plan 5 Year Target	Audited/Actual Performance			Estimated Performance 2014/15	Medium-Term Targets		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
To increase access to education and enhance retention in education from Grade R-12 in public ordinary schools by 50 000	To increase the number of learners enrolled in public ordinary schools by 50 000	5 000	6 000	7 000	8 000	10 000	20 000	30 000

9.2.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT201	PUBLIC ORDINARY SCHOOLING - Key trends	Audited/Actual Performance			Estimated Performance 2014/15	Medium Term Targets		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
PAYMENTS BY SUB-PROGRAMME (thousand rands)								
2.1.Public primary schools	15,440,196	15,751,278	17,068,538	18,625,490	20,359,665	21,506,360	22,791,349	
2.2.Public secondary schools	10,275,287	11,306,413	12,200,791	12,762,909	13,141,770	13,887,202	14,741,741	
2.3.Professional services	0	0	0	0	0	0	0	
2.4.Human Resource Development	41,596	63,904	39,181	88,521	166,659	177,103	185,177	
2.5.Financial Management and Quality Enhancement	0	0	0	0	0	0	0	
2.6.School Sport, Culture and Media	39,278	38,194	33,850	35,328	49,574	52,201	54,811	
2.7.National School Nutrition Programme	1,144,368	1,085,489	1,263,939	1,462,576	1,287,034	1,355,247	1,423,009	
2.8.HIV and AIDS	0	0	0	0	0	0	0	
2.9.Maths, Science and Technology Grant	0	0	0	0	59,998	62,452	63,882	
2.10. Recapitalisation of Technical Secondary Schools	36,762	32,976	39,030	54,656	0	0	0	
2.11. Dinaledi Grant	12,320	17,079	15,840	21,458	0	0	0	
2.12. Social Sector EPWP Grant	0	0	0	2,580	3,000	0	0	
2.13.EPWP Incentive Grant for Provinces	0	895	1,340	2,937	2,644	0	0	
TOTAL	26,989,807	28,296,228	30,682,509	33,056,455	35,070,344	37,040,565	39,259,969	
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)								
Current payment	25,853,680	26,825,934	29,233,287	31,500,970	33,508,969	35,555,923	37,707,853	
Compensation of employees	23,693,804	24,930,705	27,025,246	29,153,393	31,026,142	33,062,431	35,114,772	

Teachers	18,955,043	19,944,564	21,620,197	23,322,714	24,820,914	26,449,945	28,091,818
Non-teachers	4,738,761	4,986,141	5,405,049	5,830,679	6,205,228	6,612,486	7,022,954
Goods and services	2,159,781	1,895,227	2,208,011	2,347,536	2,482,827	2,493,492	2,593,081
Interest and rent on land	95	2	30	41	0	0	0
Financial transactions in assets and liabilities	0	0	0	0	0	0	0
Transfers and subsidies	1,116,788	1,348,773	1,442,485	1,528,097	1,520,917	1,440,542	1,507,180
Payments for capital assets	19,339	121,521	6,737	27,388	40,458	44,100	44,936
TOTAL	26,989,807	28,296,228	30,682,509	33,056,455	35,070,344	37,040,565	39,259,969
PROGRAMME PERFORMANCE MEASURES							
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
▶ PPM 201: Number of full service schools servicing learners with learning barriers	50	50	50	101	113	125	137
▶ PPM 202: Number of primary schools with an overall pass rate in ANA of 50% and above	New	New	New	New	2 344	3 080	3 111
▶ PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	New	New	New	New	323	333	343
▶ PPM 204: Number of secondary schools with a matric pass rate of 60% and above	1 069	1 236	1 333	1 399	1 469	1 543	1 620
▶ PPM 205: The percentage of children who turned 9 in the preceding year and who are currently enrolled in Grade 4 (or a higher grade)	New	New	New	58%	65%	68%	71%
▶ PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	New	New	New	41%	52%	54.5%	56.5%
▶ PPM 207: Number of schools provided with media resources	New	New	New	New	600	600	600
▶ PPM 208: Learner absenteeism rate	New	New	New	New	10%	9%	8%
▶ PPM 209: Teacher absenteeism rate	New	New	New	New	8%	8%	8%
▶ PPM 210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1,797,952	1,872,246	1,872,125	1,872,225	1,872,325	1,872,425	1,872,525
▶ PPM 211: Number of educators trained on Literacy/Language teaching strategies	New	New	New	New	3000	3000	3000
▶ PPM 212: Number of educators trained on Numeracy/Mathematics teaching strategies	New	New	New	New	1000	1000	1000
Note: Where it is written "New" it means the PPM is new and there are no audited/ actual outputs.							

9.2.5. PROGRAMME 2: QUARTERLY TARGETS FOR 2015/16

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
Number	Description			1 st	2 nd	3 rd	4 th
▶ PPM 208	Learner absenteeism rate	Quarterly Reporting	2015/16 10%	10%	10%	10%	10%
▶ PPM 209	Teacher absenteeism rate	Quarterly	8%	8%	8%	8%	8%

9.2.6. PROGRAMME 2: NON-CUSTOMISED INDICATORS

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS – NON-CUSTOMISED INDICATORS						
Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title	Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Access	To provide access in the public ordinary schooling system	Percentage of learners benefiting from National School Nutrition Programme (NSNP)	87%	87%	87%	87%
Adequacy	To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools	Number of learner days covered by nutrition programme	196	196	196	196
		Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	5,952	5,913	5,913	5,913

BT202	SUB-PROGRAMME: PUBLIC PRIMARY SCHOOLS – Key trends						
	Audited/Actual Performance				Estimated Performance	Medium Term Targets	
	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/2015		2015/16	2016/17
	PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)						
Current payment	13,741,774	14,018,637	15,190,999	16,576,686	18,120,102	19,140,660	20,284,301
Compensation of employees	10,993,420	11,214,910	12,152,799	13,261,349	14,496,081	15,312,528	16,227,440
Teachers	10,113,946	10,317,717	11,180,575	12,200,441	13,336,395	14,087,526	14,929,245
Non-teachers	879,474	897,193	972,224	1,060,908	1,159,687	1,225,002	1,298,195
Goods and services	2,748,355	2,803,727	3,038,200	3,315,337	3,624,020	3,828,132	4,056,860
Transfers and subsidies	926,412	945,077	1,024,112	1,117,529	1,221,580	1,290,382	1,367,481
Payments for capital assets	772,010	787,564	853,427	931,275	1,017,983	1,075,318	1,139,567
TOTAL	15,440,196	15,751,278	17,068,538	18,625,490	20,359,665	21,506,360	22,791,349

BT203	SUB-PROGRAMME: PUBLIC SECONDARY SCHOOLS – Key trends						
	Audited/Actual Performance				Estimated Performance	Medium Term Targets	
	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/2015		2015/16	2016/17
	PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)						
Current payment	9,145,005	10,062,708	10,858,704	11,358,989	11,696,175	12,359,610	13,120,149
Compensation of employees	7,316,004	8,050,166	8,686,963	9,087,191	9,356,940	9,887,688	10,496,120
Teachers	6,730,724	7,406,153	7,992,006	8,360,216	8,608,385	9,096,673	9,656,430
Non-teachers	585,280	644,013	694,957	726,975	748,555	791,015	839,690
Goods and services	1,829,001	2,012,542	2,171,741	2,271,798	2,339,235	2,471,922	2,624,030
Transfers and subsidies	616,517	678,385	732,047	765,775	788,506	833,232	884,504
Payments for capital assets	513,764	565,321	610,040	638,145	657,089	694,360	737,087
TOTAL	10,275,287	11,306,413	12,200,791	12,762,909	13,141,770	13,887,202	14,741,741

BT 204	Public Ordinary School – Estimated Resourcing to be effected via the school funding norms (2015/16) – based on SNAP Data for 2015	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner (R)
Poverty Quintiles					
2.1 Public Primary Schools					
Non Section 21 Schools					
Quintile 1 (poorest)	75	R 10 136 938	10 546	R 955	R 955
Quintile 2	42	R 12 088 079	12 653	R 955	R 955
Quintile 3	27	R 9 700 912	10 184	R 955	R 955
Quintile 4	15	R 4 201 838	7 534	R 522	R 522
Quintile 5 (least poor)	38	R 3 244 003	17 574	R 179	R 179
Total	196	R 39 347 250	58 436		
Section 21 Schools					
Quintile 1 (Poorest)	1227	R 285 386 996	298 476	R 955	R 955
Quintile 2	1061	R 321 475 741	336 562	R 955	R 955
Quintile 3	764	R 371 227 093	388 701	R 955	R 955
Quintile 4	278	R 94 076 878	176 333	R 522	R 522
Quintile 5 (least poor)	238	R 26 614 916	14 425	R 179	R 179
Total	3568	R 1 098 781 624	1 344 330		
Total Primary	3765	R 1 138 153 394	1 402 822		
2.2. Public Combined Schools					
Non Section 21 Schools					
Quintile 1 (poorest)	10	R 2 095 270	2 194	R 955	R 955
Quintile 2	12	R 2 666 360	2 792	R 955	R 955
Quintile 3	4	R 1 174 650	1 230	R 955	R 955
Quintile 4	0	0	0		
Quintile 5 (least poor)	0	0	0		
Total	26	R 5 936 280	6 216		
Section 21 Schools					
Quintile 1 (Poorest)	238	R 73 531 846	76 962	R 955	R 955
Quintile 2	194	R 72 943 855	76 381	R 955	R 955
Quintile 3	79	R 46 498 950	48 690	R 955	R 955
Quintile 4	42	R 17 399 276	32 069	R 522	R 522

BT 204	Public Ordinary School – Estimated Resourcing to be effected via the school funding norms (2015/16) – based on SNAP Data for 2015	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner (R)
Poverty Quintiles					
Quintile 5 (least, poor)	26	R 3 894 148	20 231	R 179	
Total	579	R 214 268 075	254 333		
Total Combined	605	R 220 204 355	260 549		
Non Section 21 Schools					
Quintile 1 (poorest)	26	R 5 066 275	5 305	R 955	
Quintile 2	20	R 7 671 515	8 033	R 955	
Quintile 3	16	R 11 605 160	12 152	R 955	
Quintile 4	9	R 4 118 580	7 890	R 522	
Quintile 5 (least poor)	20	R 2 937 914	15 761	R 179	
Total	91	R 31 399 444	49 141		
Section 21 Schools					
Quintile 1 (Poorest)	415	R 16 868 2581	176 610	R 955	
Quintile 2	460	R 229 558 362	240 362	R 955	
Quintile 3	335	R 251 794 822	263 660	R 955	
Quintile 4	140	R 71 969 540	134 123	R 522	
Quintile 5 (least, poor)	119	R 19 609 350	105 323	R 179	
Total	1 469	R 741 614 656	920 078		
Total Secondary	1 560	R 773 014 099	969 219		
Total for Non Section 21 schools	314	R 76 707 493	113 848		
Total for Section 21 schools	6 616	R 2 054 664 355	2 518 741		
Total for Quintile 1	1 991	R 544 899 905	570 093		
Total for Quintile 2	1 789	R 646 403 912	676 783		
Total for Quintile 3	1 225	R 692 001 587	724 617		
Total for Quintile 4	484	R 191 766 111	357 950		
Total for Quintile 5	441	R 56 300 332	303 147		
Grand total	5 930	R 2 131 371 849	2 632 589		
<p>Note: The above data is based on the Final budget allocation for public ordinary schools for the 2015/16 financial year with enrolment figures based on the year 2015 SNAP Survey data. However 484 schools did not submit their 2015 SNAP survey data on time and 2014 enrolment was used to calculate their budget allocation.</p>					

9.2.7. PROGRAMME 2: PERFORMANCE AND EXPENDITURE TRENDS 2015/16

Public Ordinary School Education reflects significant growth over the seven-year period, largely influenced by spending and additional funding that was made available for the various wage and OSD agreements, as well as funding of various national priorities such as LTSM, expansion of no fee schools, reduction of L:E ratio, etc. *Compensation of employees* remains the biggest cost driver of this programme, consuming about 89 per cent of the programme budget over the seven-year period. The 2014/15 Adjusted Appropriation reflects a net increase of R405.203 million as a result of in-year reprioritisation from Programme 6 against the equitable share portion of the infrastructure budget. Furthermore, two sub-programmes, namely, Professional Services and HIV and AIDS (Life-Skills Education) grant were moved from this programme to Programme 7 with the comparative figures for prior years. However, the 2014/15 Revised Estimate is still higher than the Adjusted Appropriation due to pressures against *Compensation of employees*, as well as *Goods and services* including the accruals from 2013/14 as a result of the double issuing of orders on the NSNP grant which will be explained further against conditional grants. The 2014/15 in-year adjustments had to be carried through to the 2015/16 MTEF; hence the budget grows by an additional R3.714 billion over the MTEF, the biggest driver, being *Compensation of employees*. Through the reprioritisation process the department has endeavored to address the pressures against *Compensation of employees*, however, should the annual wage adjustments be higher than the estimates, further pressures will be experienced within this category and programme.

The Department has set aside the budget for ensuring that 125 full service schools are fully operational, the training of 4000 educator in content and methodology has been budgeted for, the implementation of curriculum strategies to increasing the number of schools achieving at 50% and above in the ANA, whilst the funding of schools in terms of norms and standards is below the national norm; it is expected that almost 71% learners in public ordinary schools benefit from the no-fee schools policy, 2,240,528 learners accounting for almost 84% of learners in public ordinary school benefit from the nutrition programme, of the more than 200 000 learners walking in excess of the kilometers accepted in terms of internal policy for learners to benefit from dedicated scholar transport only 26000 learners benefit in the earmarked budget of more than R160 million which is now with the Department of Transport vote and the necessary budget has been made available to ensure that 600 schools are provided with media resources and the full implementation of the Maths, Science and Technology Strategy for improving learner attainment through the Maths, Science and Technology Grant of R59.998 million in order to achieve:

- 74% of Grade 3 learners will achieve 50% and above in Numeracy in the Annual National Assessment (ANA)
- 39% of Grade 6 learners will achieve 50% and above in Mathematics in the Annual National Assessment
- 4% of Grade 9 learners will achieve 50% and above in Mathematics in the Annual National Assessment (ANA)
- 20% of Grade 12 learners achieving 50% and above in Mathematics,
- 24% of Grade 12 learners will achieving 50% and above in Physical Science

9.3. PROGRAMME 3: INDEPENDENT SCHOOLS

9.3.1 Purpose

The purpose of Programme 3 is to support independent schools in accordance with the South African Schools Act as enshrined in the Norms and Standards for School Funding Regulations.

9.3.2. ANALYSIS BY SUB-PROGRAMME

This programme has two sub-programmes, analysed as follows:

- **Primary Phase**
To support independent schools offering Grades 1 to 7
- **Secondary Phase**
To support independent schools offering Grades 8 to 12

Programme Objectives:

To support Independent Schools in accordance with the South African Schools Act.

Performance Delivery Areas

This programme seeks to support independent schools in accordance with the South African Schools Act, and in terms of the regulations as enshrined in the Norms and Standards for School Funding Regulations. This support includes:

- Scheduled school visits to monitor whether the adequate curriculum is taught
- Scheduled school visits to monitor whether school finances are managed adequately
- Scheduled school visits to monitor systemic assessments (ANA)

PROGRAMME 3: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2015/16

Strategic objective	Strategic Plan 5 Year Target	Audited/Actual performance			Estimated Performance 2014/15	Medium-term targets		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
To increase access to basic education and enhance retention in education from Grade R-12	28 696 Subsidised learners in independent schools	27 424	28 623	31,224	31,790	32,600	32,700	

INDEPENDENT SCHOOL SUBSIDIES - Key trends									
BT301	Audited/Actual Performance					Estimated Performance	Medium Term Targets		
	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/2015	2015/16		2016/17	2017/18	
PAYMENTS BY SUB-PROGRAMME (thousand rands)									
3.1. Primary phase	39,647	42,605	53,432	45,654	47,754	50,285	52,799		
3.2. Secondary phase	23,467	22,968	24,269	28,741	30,063	31,656	33,239		
TOTAL	63,114	65,573	77,701	74,395	77,817	81,941	86,038		
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)									
Current payment	0	0	5,302	0	0	0	0		
Compensation of employees	0	0	0	0	0	0	0		
Goods and services	0	0	5,302	0	0	0	0		
Transfers and subsidies	63,114	65,573	72,399	74,395	77,817	81,941	86,038		
Payments for capital assets	0	0	0	0	0	0	0		
TOTAL	63,114	65,573	77,701	74,395	77,817	81,941	86,038		
▶ PROGRAMME PERFORMANCE MEASURE									
▶ PPM301: Number of subsidised learners in independent	28,623	31,224	31,790	30 300	31 000	31 500	32 000		

schools									
► PPM302: Percentage of registered independent schools receiving subsidies	New	New	New	New	New	New	54%	54%	54%
► PPM303: Percentage of registered independent schools visited for monitoring and support	New	New	New	New	New	New	100%	100%	100%

Note: Where it is written "New" it means the PPM is new and there are no audited/ actual outputs.

INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2015/16)		Schoools		Total expenditure (thousand rands)		Learners		Expenditure per learner	
Subsidy Level									
60 % (poorest)	28		22 125 860		5 168	4 282			
40%	41		16 947 103		5 937	2 854			
25%	21		5 683 556		3 186	1 784			
15%	26		2 997 481		2 800	1 070			
0% (least poor)	0		0		0	0			
TOTAL	127		47 754 000		17 244	9 991			

INDEPENDENT SCHOOL SUBSIDIES – Resourcing effected via the School Funding Norms (2015/16)		Schoools		Total expenditure (thousand rands)		Learners		Expenditure per learner	
Subsidy Level									
60 % (poorest)	20		5 796 887		1 287	4 504			
40%	31		18 124 843		6 036	3 003			
25%	16		2 796 349		1 490	1 877			
15%	13		3 344 921		2 971	1 126			
0% (least poor)	0		0		0	0			
TOTAL	126		30 063 000		12 070	10 510			

9.3.5. PROGRAMME 3: QUARTERLY TARGETS FOR 2015/16

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
Number	Description			1 st	2 nd	3 rd	4 th
▶ PPM303:	Percentage of registered independent schools visited for monitoring and support	Quarterly	New	100%	100%	100%	100%

9.3.6. PROGRAMME 3: NON-CUSTOMISED INDICATORS

PROGRAMME 3: INDEPENDENT SCHOOLS – NON-CUSTOMISED INDICATORS						
Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title	Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Quality	To ensure that quality education occurs in independent schools.	Number of funded independent schools visited for monitoring purposes	127	127	127	127
Efficiency	To attain the highest possible educational outcomes amongst learners in independent schools and ensure that an adequate proportion of the population attains National Senior Certificate (NSC)	Percentage of schools achieving between 90% to 100% pass rate	83%	84%	85%	86%

9.3.7. PROGRAMME 3: PERFORMANCE AND EXPENDITURE TRENDS 2015/16

One of the main aims of this programme is to ensure timely and an orderly registration process of independent schools in terms of the South African Schools Act, as well as other applicable legislative frameworks. These schools are evaluated and monitored by the Department. The Department has a duty to support independent schools.

Independent schools provide education and training to learners in the same way as public schools do, but they are not governed by the same legislation as public schools. For quality and monitoring purposes, independent schools affiliate with the Association for Independent Schools, and their examining authorities for quality examinations bodies (NSC, IEB and others) and accredited by the Council for Quality Assurance in General and Further Education and Training (UMalusi).

Independent School Subsidies reflects steady growth over the seven-year period. This programme has previously experienced pressures due to the increase in the number of schools that require subsidies, whereas the subsidies are based on the available budget. The increase in 2013/14 is mainly due to the additional funding that was allocated to cater for the court order to repay independent schools with regard to the reduction of subsidies in previous years, as a result of budget pressures. It is anticipated that the department will fully spend the 2014/15 allocation. It should be noted that, due to budget constraints the growth over the 2015/16 MTEF is in respect of inflation. This growth valued at R77,817 million though inadequate to cater for the 32,500 learners who require subsidy in independent schools will go a long way in ensuring that all learner of school going age who attend independent school remain in schools for the period until they reach grade 9.

9.4. PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION

9.4.1 Purpose

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education. Including E-learning and inclusive education

9.4.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Schools**
To provide specific public special schools with resources (including E-learning and inclusive education)
- **Human Resource Development**
To provide departmental services for the development of educators and non-educators in public special schools (including inclusive education).
- **School sport, culture and media services**
To provide additional and departmentally managed sporting, cultural and reading activities in public special schools (including inclusive education).
- **Conditional Grants**
To provide for projects under programme 4 specified by the Department of Basic Education and funded by conditional grants (including inclusive education).

Programme Objectives:

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education including E-learning and inclusive education

Performance Delivery Areas

Monitor the establishment of special schools with boarding facility in rural areas

One additional Special Needs School with boarding facility established per district

Establish support centres to cater for therapy and provide career guidance

Establish 26 Special schools as Resource Centres

Upgrade 26 mainstream schools to be IE compliant

Increase access to education for high level / autism spectrum disorder learners

Provide identified schools with Assistive Devices and equipment and training on the use and maintenance thereof

Provide all Special Schools with subsidy funding for running costs, maintenance, hostels, and equipment and learner support materials

Development and distribution (Printing) of brailled material for visually challenged learners

9.4.3. PROGRAMME 4: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2015/16

Strategic objective	Strategic Plan 5 year Target	Audited/Actual performance			Estimated Performance 2014/15	Medium-term targets		
		2011/12	2012/13	2013/14		2015/16	2016/17	2017/18
To increase access to basic and special education and enhance retention in education from Grade R-12	19 400 learner with special needs enrolled	16 101	17 169	17 169	17 177	17 517	17 717	18 996

9.4.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT401	PUBLIC SCHOOL EDUCATION - Key trends						Estimated Performance	Medium Term Targets		
	Audited/Actual Performance			2014/15				2015/16	2016/17	2017/18
	2011/12 Actual	2012/13 Actual	2013/14 Actual							
PAYMENTS BY SUB-PROGRAMME (thousand rands)										
4.1 Schools	725,427	727,551	845,431	844,095	911,638	981,678	1,042,265			
4.2 Professional services	0	0	0	0	0	0	0			
4.3 Human resource development	180	0	0	0	6,482	6,910	7,931			
4.4 In-school sport and culture	0	0	0	0	0	0	0			
4.5 OSD Conditional Grant	0	0	0	41,581	13,079	0	0			
TOTAL	725,607	727,551	845,431	885,676	931,199	988,588	1,050,196			
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)										
Current payment	621,980	627,907	715,116	754,862	800,591	850,188	904,652			
Compensation of employees	612,671	623,867	714,642	752,242	794,109	843,278	896,721			
· Teachers	428,870	436,707	500,249	526,569	555,876	590,295	627,705			
· Non-teachers	183,801	187,160	214,393	225,673	238,233	252,983	269,016			
Goods and services	9,309	4,040	474	2,620	6,482	6,910	7,931			
Transfers and subsidies	100,603	93,002	114,453	128,789	130,608	138,400	145,544			
Payments for capital assets	3,024	6,642	15,862	2,025	0	0	0			
TOTAL	725,607	727,551	845,431	885,676	931,199	988,588	1,050,196			
PROGRAMME PERFORMANCE MEASURES										
▶ PPM401: Percentage of learners with special needs in special schools retained in school until age 16	New	New	New	New	100%	100%	100%			
▶ PPM402: Percentage of special schools serving as Resource Centres	New	New	New	New	34%	35%	36%			

9.4.5. PROGRAMME 4: NON-CUSTOMISED INDICATORS

PROGRAMME 4: INCLUSIVE EDUCATION / PUBLIC SPECIAL SCHOOLS EDUCATION – NON-CUSTOMISED INDICATORS						
Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title	Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Access	To provide access to mainstream schools, full service schools and special schools in accordance with policy and the principles of Inclusive Education	Number of learners accessing assessment, career guidance, remedial education, counseling and support programmes in mainstream, special and full service schools. (10% per year / annual) in line with the National Strategy of Screening, Identification, Assessment and Support (SIAS) Strategy	105,392	118,000	128,000	138,000
Quality Adequacy	To ensure that quality education occurs in mainstream, full service and special schools.	Number of educators employed in public special schools	1,468	1,468	1,468	1,600
		Number of professional non-educator staff employed in public special schools	323	366	382	382
Access		Number of learners enrolled in public special schools	17,177	17,517	17,717	18 996

9.4.6. PROGRAMME 4: PERFORMANCE AND EXPENDITURE TRENDS FOR 2015/16

The purpose of this programme is to provide compulsory public education and resources for learners experiencing barriers to learning in mainstream schools, full-service schools and special schools and special schools as resource centres in accordance with relevant Acts and policies, e.g. the constitution, SASA, White Paper 6 on Inclusive Education. Education White Paper 6 indicates how the current special education system should be transformed into an inclusive education and training system that will increase access to education by providing for learners experiencing barriers to learning within a 3 tier system: in mainstream schools, full-service schools and special schools as resource centres. This programme also facilitates the attainment of strategic goal 3 of an efficient, effective and development oriented public service and an empowered fair and inclusive citizenship.

Public Special School Education reflects strong growth over the period under review. The growth in 2013/14, compared to the two prior years, is attributed to spending pressures against *Compensation of employees* and focus on expanding inclusive education. The increase of R32 million in the 2014/15 Adjusted Appropriation relates to the in-year reprioritisation and enforced savings as well as financial control against *Buildings and other fixed structures* in Programme 6 to offset pressures against *Compensation of employees* due to higher than budgeted 2014 annual wage adjustments, as well as carry-through costs due to previous years' wage agreements including OSD. The high 2014/15 Revised Estimates is due to the pressures against *Compensation of employees* even after the adjustment were undertaken. The high growth over the 2015/16 MTEF makes provision for inflationary increases, and reprioritisation from the infrastructure budget to deal with carry-through costs of previous wage agreements. Further, the budget of R943,199 million for the 17 517 learners with special needs enrolled in special schools will ensure teachers, non-teaching staff and therapists are catered for.

9.5. PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

9.5.1. Purpose

To provide Early Childhood Education (ECD) at the Grade R and pre-grade R in accordance with White Paper 5 (E-learning is also included)

9.5.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Grade R in Public Schools**
To provide specific public ordinary schools with resources required for Grade R.
- **Pre-Grade R Training**
To provide training and payment of stipends of Pre-Grade R practitioners/ educators
- **Grade R in Grade R in early childhood development centres**
To support Grade R at early childhood development centres.
- **Human Resource Development**
To provide departmental services for the development of practitioners/ educators and non-educators in grade R at public schools and ECD centres.
- **Conditional Grant**
To provide for the Infrastructure for ECD

Programme objective:

To provide Early Childhood Education (ECD) at the Grade R and pre-grade R in accordance with White Paper 5 (E-learning is also included)

Performance Delivery Areas

Surpass the international target of universal access to Early Childhood Development

Provide norms and standards for ECD

Recruit ECD practitioners

Set the qualifications of Grade R practitioners to NQF level 6

Ensure each learner attends Grade R and has access to grade R LTSM

Implement Expanded Public Works Programme in ECD

Train Grade R Practitioners through upgrading by HEI (University) to acquire NPDE and B.ED Levels.

Co – ordinate the EPWP skills-development projects for age 0 - 4 year-olds.

Conduct in-service training sessions for the Grade R practitioners

9.5.3. PROGRAMME 5: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2015/16

Strategic objective	Strategic Plan 5 Year Target		Audited/Actual performance			Estimated Performance 2014/15	Medium term targets		
	2011/12	2012/13	2013/14	2013/14	2014/15		2015/16	2016/17	2017/18
To increase access to basic and special education and enhance retention in education from Grade R-12	199 249	200 205	200 300	200 300	230 000	240 000	245 000	250 000	

9.5.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT501	EARLY CHILDHOOD DEVELOPMENT - Key trends						Medium Term Targets			
	Audited/Actual Performance		Audited/Actual Performance		Estimated Performance		Medium Term Targets			
	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
PAYMENTS BY SUB-PROGRAMME (thousand rands)										
5.1. Grade R in Public Schools	254,704	276,244	265,316	416,118	606,375	650,418	686,731	606,375	650,418	686,731
5.2. Grade R in Community Sites (Independent Sites)	80,757	120,881	158,385	59,920	20,511	20,398	22,596	20,511	20,398	22,596
5.3. Pre Grade R	5,498	59,007	13,384	46,566	63,096	75,934	65,449	63,096	75,934	65,449
5.4. Professional Services	0	0	0	0	0	0	0	0	0	0
5.5. Human Resource Development (included in 5.1 and 5.2)	4,666	6,735	250	-	5,438	5,767	6,089	5,438	5,767	6,089
TOTAL	345,625	462,867	437,335	522,604	695,420	752,517	780,865	695,420	752,517	780,865
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)										
Current Payment	329,545	462,709	437,210	491,014	645,420	702,252	730,337	645,420	702,252	730,337
Compensation of Employees	315,368	405,284	429,027	466,183	533,884	583,715	619,370	533,884	583,715	619,370
Teachers	315,368	405,284	429,027	466,183	533,884	583,715	619,370	533,884	583,715	619,370
Non-Teachers	0	0	0	0	0	0	0	0	0	0
Goods and Services	14,177	57,425	8,183	24,831	111,536	118,537	110,967	111,536	118,537	110,967
Transfers and Subsidies	16,080	158	125	31,590	50,000	50,265	50,528	50,000	50,265	50,528

Payment for Capital Assets	0	0	0	0	0	0	0	0	0	0
TOTAL	345,625	462,867	437,335	522,604	695,420	752,517	780,865			
PROGRAMME PERFORMANCE MEASURES										
▶ PPM 501: Number of learners enrolled in Grade R in public schools	199,249	200 205	200 300	230 000	240 000	245 000	250 000			
▶ PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	New	New	New	New	80%	85%	90%			
▶ PPM 503: Percentage of employed ECD Practitioners with NQF level 4 and above	New	New	New	New	50%	55%	60%			
Note: Where it is written "New" it means the PPM is new and there are no audited/ actual outputs.										

9.5.5. PROGRAMME 5: NON-CUSTOMISED INDICATORS

PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT – NON-CUSTOMISED INDICATORS										
Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title			Baseline	2015/16 Target	2016/17 Target	2017/18 Target		
Access	To provide publicly funded Grade R in accordance with policy	Number of subsidised community based centres offering Grade R			50	30	10	8		
Access		Number of public schools that offer Grade R			3,948	3,953	3,995	3,995		
Adequacy		Number of Grade R practitioners employed in public ordinary schools			5,600	5,803	5,978	6,078		

9.5.6. PROGRAMME 5: PERFORMANCE AND EXPENDITURE TRENDS FOR 2015/16

The purpose of Programme 5 is to provide Early Childhood Education and Development at Grade R and earlier levels in accordance with White Paper 5 and other relevant legislations and policies. As KZN has met 2010 deadlines with more than 85% 5 year olds in Grade R classes, the focus presently is moving from access to quality education.

Early Childhood Development grows at a slightly higher rate from 2012/13 to 2013/14 compared to 2011/12, largely due to subsequent additional funding allocated toward the expansion of Grade R. There is significant growth in the programme's baseline over the seven-year period. As reflected in the Main Appropriation for 2014/15 there is a substantial growth mainly attributed to the increase in the stipends payable to ECD practitioners in 2013/14, which was carried through to 2014/15. The 2014/15 Revised Estimate is low mainly due to enforced savings in order to ease pressures in other programmes. The strong growth over the 2015/16 MTEF is inclusive of additional funding allocated in the 2012/13 and 2013/14 MTEF for the universalization of Grade R, as well as for the appointment of Grade R teachers. The budget of R695,420 million will cater for the needs of 240 000 learners in Grade R classes at public ordinary schools and salaries of more than 5 800 Grade R Practitioners and 1 280 permanent state paid posts in Grade R.

9.6. PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

9.6.1. Purpose

To provide and maintain infrastructure facilities for schools and non-schools

9.6.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Administration**
To provide and maintain infrastructure facilities for administration
- **Public Ordinary Schools**
To provide and maintain infrastructure facilities for public ordinary school
- **Special Schools**
To provide and maintain infrastructure facilities for public special school
- **Early Childhood Development**
To provide and maintain infrastructure facilities for early childhood development

Programme purpose:

To provide and maintain infrastructure facilities for schools and non-schools

Performance Delivery Areas

The need for more and better school buildings, adequate water supply, electricity supply to all schools and supply of other Learner Support Materials (LSM) is an on-going concern and priority for the Department. The Department has put much emphasis on achieving the optimal usage of existing school facilities and the systematic rehabilitation of schools and institutions which have been damaged by vandalism and neglect. In order to enhance infrastructure delivery, the Department will increase the facility requirements brought about by the Norms and Standards for school infrastructure, curriculum imperatives and policy decisions adding to the existing backlogs.

The areas of priority are:

- a) Grade R classrooms
- b) NSNP kitchens
- c) Sportsfields – (cost vary from R3m – R10m depending on terrain.)
- d) Staff Accommodation
- e) Maintenance of school and office infrastructure
- f) Poor day to day maintenance (use of school funding norms and standards allocation)
- g) Provision of water and sanitation facilities
- h) General buildings
- i) Determining District priorities and needs with poor information
- j) Enhance capacity to deliver according to policy imperatives
- k) IDMS proposes Department of Public Works be the implementing agent of choice

9.6.3. PROGRAMME 6: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2015/16

Strategic objective	Strategic Plan 5 Year Target		Audited/Actual performance			Estimated Performance 2014/15	Medium Term targets		
	2011/12	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	
To provide infrastructure, financial, human and technological resources.	08	04	18	19	10	20	14		

Note:

9.6.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF

BT601	Infrastructure Development - Key trends						Medium Term Targets		
	Audited/Actual Performance		2013/14 Actual		Estimated Performance 2014/15	2015/16	2016/17	2017/18	
PAYMENTS BY SUB-PROGRAMME (thousand rands)									
6.1. Administration	7,113	110,765	74,357	161,773	121,049	88,628	93,060		
6.2. Public Ordinary School Education	1,892,615	2,077,935	1,656,979	1,408,800	1,531,910	1,548,092	1,418,810		
6.3. Public Special School Education	154,216	225,780	377,879	80,846	404,947	297,016	311,314		
6.4. Further Education and Training	-	-	-	-	-	-	-		
6.5. Early Childhood Development	142,798	281,244	437,681	210,930	471,329	345,092	362,347		
TOTAL	2,196,742	2,695,724	2,546,896	1,862,349	2,529,235	2,278,828	2,185,531		
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)									
Current Payment	100,346	253,554	194,530	137,221	239,383	257,898	263,276		
Compensation of Employees	0	0	0	0	25,000	26,600	28,276		
Teachers	0	0	0	0	0	0	0		
Non-Teachers	0	0	0	0	25,000	26,600	28,276		
Goods and Services	100,346	253,554	194,530	137,221	214,383	231,298	235,000		
Transfers and Subsidies	0	0	0	0	0	0	0		
Payment for Capital Assets	2,096,396	2,442,170	2,352,366	1,725,128	2,289,852	2,020,930	1,922,255		
TOTAL	2,196,742	2,695,724	2,546,896	1,862,349	2,529,235	2,278,828	2,185,531		

▶ PROGRAMME PERFORMANCE MEASURES										
▶ PPM 601: Number of public ordinary schools to be provided with water supply.	137	25	50	325	100	425	400			
▶ PPM 602: Number of public ordinary schools to be provided with electricity.	34	22	50	100	100	200	150			
▶ PPM 603: Number of public ordinary schools to be supplied with sanitation facilities.	146	10	50	325	100	200	150			
▶ PPM 604: Number of classrooms to be built in public ordinary schools.	1 227	1742	1350	1400	1450	1500	2000			
▶ PPM 605: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms -INCLUDE: laboratories, stock rooms, sick bay, kitchen, etc).	1019	837	850	1000	1000	1200	1400			
▶ PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	New	New	New	New	0	0	0			
▶ PPM 607: Number of new schools under construction (includes replacement schools)	New	New	New	New	0	0	0			
▶ PPM 608: Number of Grade R classrooms to be built	New	New	New	New	338	252	291			
▶ PPM 609: Number of hostels built	New	New	New	New	1	2	4			
▶ PPM 610: Number of schools undergoing scheduled maintenance	New	New	New	New	200	250	250			

Note: Where it is written "New" it means the PPM is new and there are no audited/ actual outputs.

9.6.5. PROGRAMME 6: NON-CUSTOMISED INDICATORS

PROGRAMME 6: INFRASTRUCTURE DELIVERY – NON-CUSTOMISED INDICATORS							
Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title		Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Adequacy	To put the basic infrastructure for public ordinary schooling in place in accordance with policy.	Number of new schools to be built		19	10	20	14

9.6.6. PROGRAMME 6: PERFORMANCE AND EXPENDITURE TRENDS FOR 2015/16

Infrastructure Development fluctuates over the period under review. The low 2014/15 Adjusted Appropriation relates to the, previously mentioned enforced savings and rigorous reprioritisation that was conducted to ease spending pressure against *Compensation of employees*. The growth over the 2015/16 MTEF is attributed to the successful bid by the department for the 2015/16 allocations due to its ability to spend and best practices. Furthermore, the R860 million budget reductions which was implemented in the 2014/15 Adjustments Estimate against the capital budget allocation, including upgrades and additions and refurbishments and rehabilitation has been carried through over the 2015/16 MTEF (2015/16-R1.107 billion, 2016/17-R1.370 billion, 2017/18-R1.634 billion) thus the equitable share portion of the infrastructure budget has been redirected to *Compensation of employees*. The budget available from the equitable share is for maintenance purposes. The available Infrastructure Grant budget will ensure that:

- 100 public ordinary schools are provided with water supply.
- 100 public ordinary schools are provided with electricity.
- 100 public ordinary schools are supplied with sanitation facilities.
- 1450 classrooms are built in public ordinary schools.
- 1000 specialist rooms are built in public ordinary schools
- 10 new schools completed and ready for occupation
- 29 new schools under construction (includes replacement schools)
- 338 Grade R classrooms are built
- 1 hostel is built
- 100 schools will undergo scheduled maintenance

Further, in terms of the required infrastructure programmes, the delivery for ECD is located within Infrastructure Development with an allocation of around R471,3 million. The plans to build more than 200 ECD classrooms will materialise in many schools.

9.7. PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

9.7.1. Purpose

The purpose of Programme 7 is to provide specialist support services to Public Ordinary Schools, including examination support services and quality assurance.

9.7.2. ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- **Payments to SETA**
To provide human resource development for employees in accordance with the Skills Development Act
- **Conditional Grant Projects [Refer to Part C of this document]**
To provide for projects specified by the Department of Basic Education that is applicable to more than one programme and funded from conditional grants
- **Special Projects**
To provide for special projects commissioned by the MEC as interventions for service delivery
- **Examination**
To provide for departmentally managed examination services

Performance Delivery Areas

Organise the “Education Summit” for stakeholders and officials who are involved in the support of curriculum delivery.
Set, moderate and conduct quarterly common tests assessments for Grade 12 learners (Below 75% Schools) and common examinations in five subjects for the Grade 9 learners
Develop items for Grades 4 to Grade 9 learners as examples of the quality assessment standard.
Conduct formative and summative moderation to provide feedback on the quality of assessment per term.
Set and analyse quarterly common tests for Grade 10 and 11.

9.7.3. PROGRAMME 7: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2015/16

Strategic objective	Strategic Plan 5 Year Target				Audited/Actual Performance			Estimated Performance			Medium - Term targets			
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Increase learner attainment in all subjects and all grades.	New	New	New	New	New	New	New	New	5.3% pass rate increase in NSC results	8.3% pass rate increase in NSC results	11.3% pass rate increase in NSC results	5.3% pass rate increase in NSC results	8.3% pass rate increase in NSC results	11.3% pass rate increase in NSC results
	New	New	New	New	New	New	New	New	2% increase in overall pass rate in all subjects in all grades	4% increase in overall pass rate in all subjects in all grades	6% increase in overall pass rate in all subjects in all grades	2% increase in overall pass rate in all subjects in all grades	4% increase in overall pass rate in all subjects in all grades	6% increase in overall pass rate in all subjects in all grades

9.7.4. RECONCILING PERFORMANCE TARGETS THE WITH BUDGET AND MTEF

BT701	EXAMINATION AND EDUCATION RELATED SERVICES - Key trends													
	Audited/Actual Performance					Estimated Performance								
	2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		2017/18	
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
PAYMENTS BY SUB-PROGRAMME (thousand rands)														
7.1 Payments to SETA	18,944	19,891	22,358	22,030	78,139	83,257	88,762							
7.2 Conditional grant projects	539,932	527,361	550,623	536,612	528,042	561,140	606,417							
7.3 Special projects	559,757	474,702	528,858	609,028	562,603	590,453	597,833							
7.4 External examinations	45,114	49,954	19,348	81,547	50,588	53,096	56,115							
TOTAL	1,163,747	1,071,908	1,121,187	1,249,217	1,219,372	1,287,946	1,349,127							
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)														
Current Payment	1,124,803	1,041,965	1,095,745	1,216,595	1,130,433	1,193,889	1,244,365							
Compensation of Employees	729,082	710,027	753,181	808,520	824,731	909,669	984,903							

9.7.5. PROGRAMME 7: NON-CUSTOMISED INDICATORS

PROGRAMME 9: AUXILIARY SERVICES – NON-CUSTOMISED INDICATORS

Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title	Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Efficiency	To attain the highest possible educational outcomes amongst learners in public ordinary schools	NSC pass rate	69.7%	75.0%	78.0%	81%
		Number of schools with an NSC pass rate below 60%	300	200	100	100
		NSC pass rate of Quintile 1 schools [minimum school average of 60%]	70%	75%	80%	80%
		NSC pass rate of Quintile 5 schools [minimum school average of 60%]	96%	97%	98%	98%
		Percentage of learners passing NSC maths	40.75%	45.75%	50.75%	55.75%
		Percentage of learners passing NSC science	55.77%	60.77%	65.77%	70.77%
		Percentage of bachelor passes	25.7%	30.7%	35.7%	40.7%

EXAMINATION AND EDUCATION RELATED SERVICES - Key trends									
BT701	Audited/Actual Performance					Estimated Performance	Medium Term Targets		
	2011/12	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	
Teachers	583,266	568,022	602,545	646,816	659,785	727,735	787,922		
Non-Teachers	145,816	142,005	150,636	161,704	164,946	181,934	196,981		
Goods and Services	395,721	331,938	342,564	408,075	305,702	284,220	259,462		
Interest on rent on land	3	2	1	0	0	0	0		
Transfers and Subsidies	38,554	29,872	25,188	31,791	88,939	94,057	104,762		
Payment for Capital Assets	387	69	253	831	0	0	0		
TOTAL	1,163,747	1,071,908	1,121,187	1,249,217	1,219,372	1,287,946	1,349,127		
▶ PROGRAMME PERFORMANCE MEASURE									
▶ PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	68.0%	73.1%	77.4%	69.7%	75.0%	78.0%	81.0%		
▶ PPM 702: Percentage of Grade 12 learners who obtained bachelor passes in the NSC	22.4%	27.3%	32.5%	25.7%	30.0%	33.0%	36.0%		
▶ PPM 703: Percentage of Grade 12 learners achieving 50% and above in Mathematics	12.8%	17.7%	21.9%	14.4%	20.0%	24.0%	28.0%		
▶ PPM 704: Percentage of Grade 12 learners achieving 50% and above in Physical Science	12.2%	20.7%	24.1%	18.0%	24.0%	28.0%	32.0%		
▶ PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	59.2%	64.5%	71%	74%	77%	80%		
▶ PPM 706: Percentage of Grade 3 learners achieving 50% and above in Numeracy in the Annual National Assessment (ANA)	New	37.6%	64%	71%	74%	77%	80%		
▶ PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	28.4%	54%	60%	62%	64%	68%		
▶ PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	11.8%	30.4%	36.4%	39%	41%	43%		
▶ PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	New	28.4%	23%	33%	34%	35%	36%		
▶ PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	New	1.9%	3.4%	3%	50%	55%	65%		
Note: Where it is written "New" it means the PPM is new and there are no audited/ actual outputs.									

9.7.5. PROGRAMME 7: NON-CUSTOMISED INDICATORS

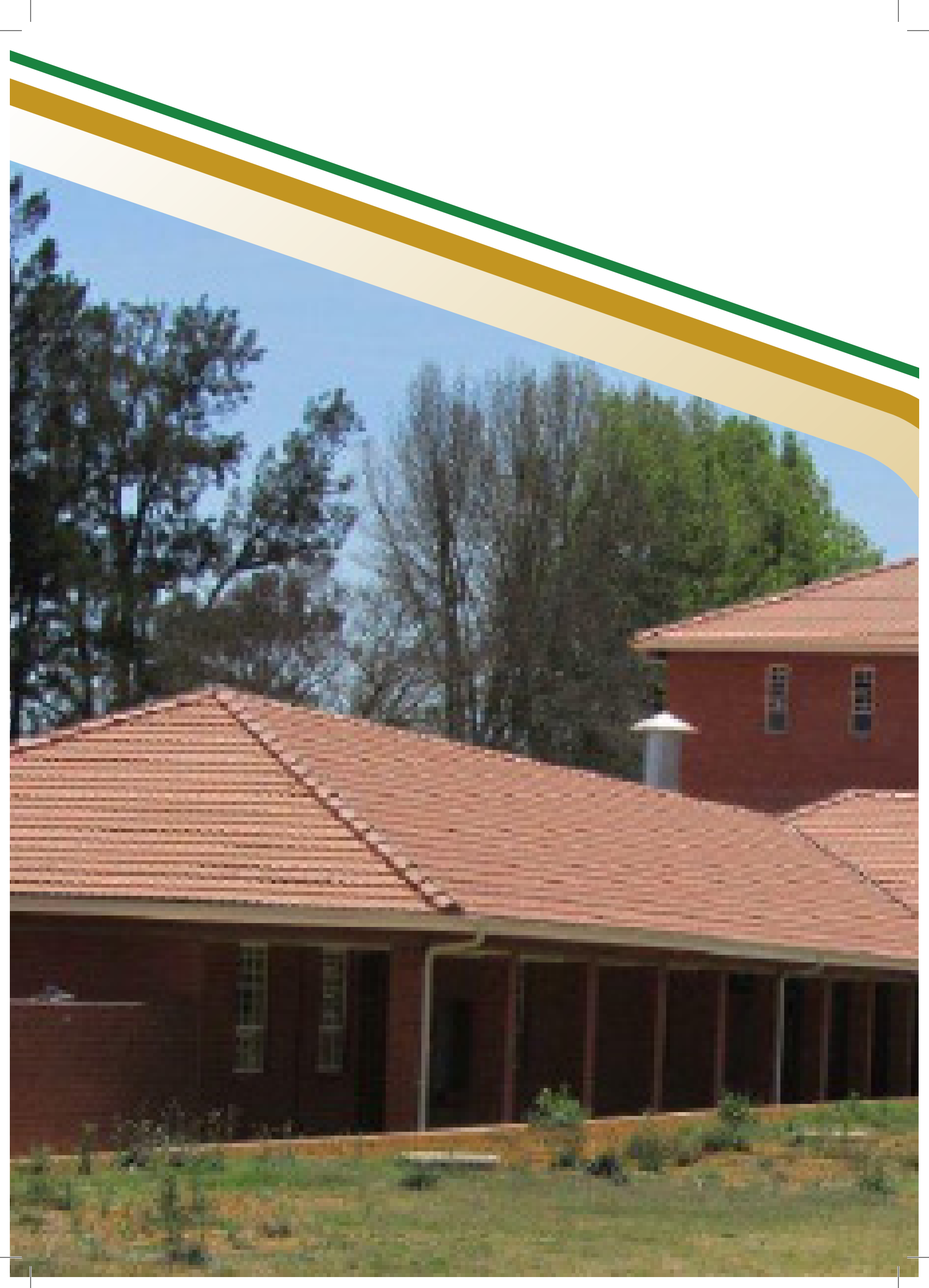
PROGRAMME 9: AUXILIARY SERVICES – NON-CUSTOMISED INDICATORS

Indicator Type	Strategic Focus / Purpose	Non-Customised Performance Indicator Title	Baseline	2015/16 Target	2016/17 Target	2017/18 Target
Efficiency	To attain the highest possible educational outcomes amongst learners in public ordinary schools	NSC pass rate	69.7%	75.0%	78.0%	81%
		Number of schools with an NSC pass rate below 60%	300	200	100	100
		NSC pass rate of Quintile 1 schools [minimum school average of 60%]	70%	75%	80%	80%
		NSC pass rate of Quintile 5 schools [minimum school average of 60%]	96%	97%	98%	98%
		Percentage of learners passing NSC maths	40.75%	45.75%	50.75%	55.75%
		Percentage of learners passing NSC science	55.77%	60.77%	65.77%	70.77%
		Percentage of bachelor passes	25.7%	30.7%	35.7%	40.7%

9.7.6. PROGRAMME 7: PERFORMANCE AND EXPENDITURE TRENDS FOR 2015/16

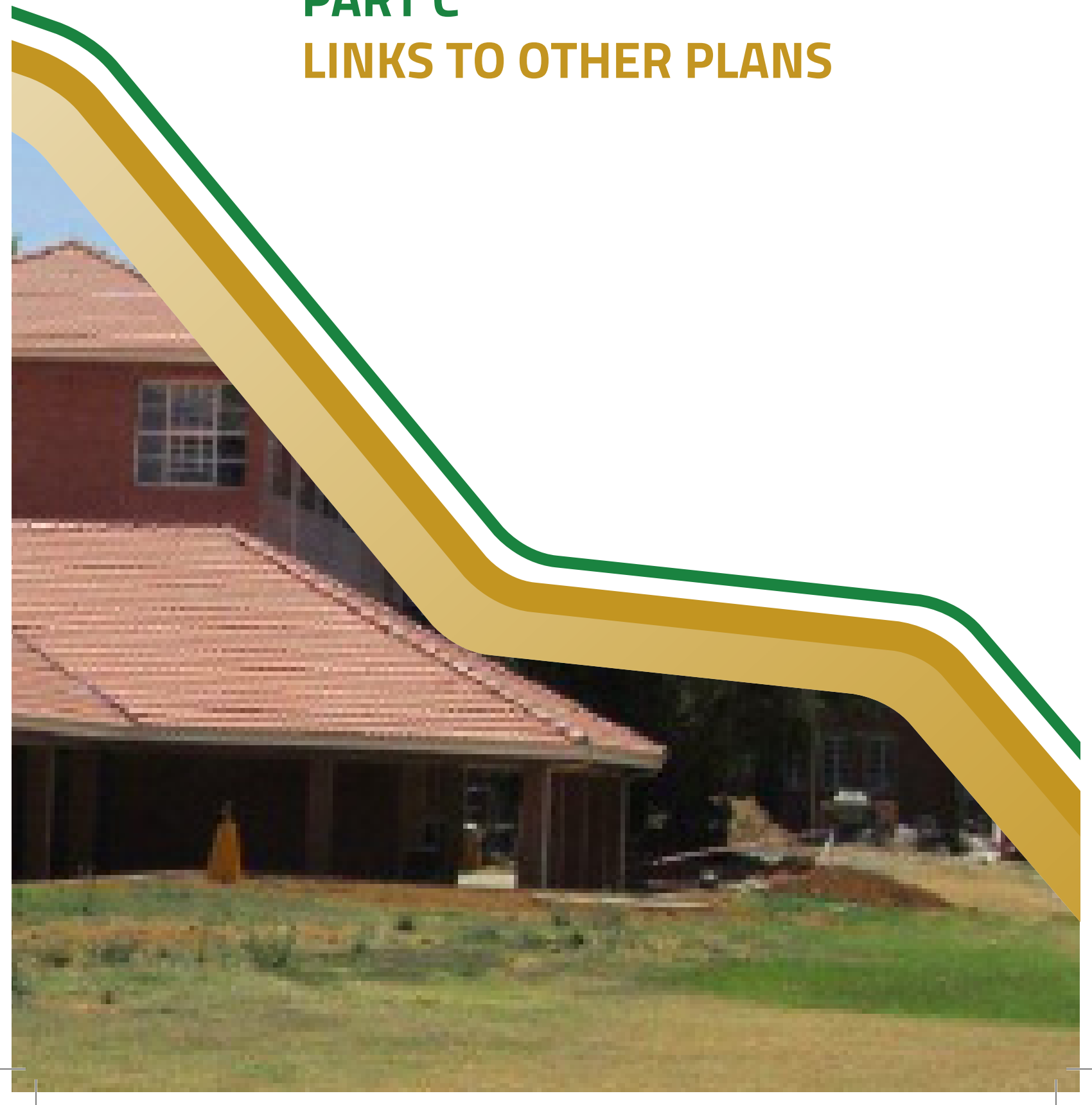
Examination and Education Related Services fluctuates between 2011/12 and 2013/14 as the expenditure patterns are influenced largely by the number of learners writing matric, as well as ANA. The budget over the seven-year period grows in anticipation of the increased learner numbers as well as to strengthen the integrity of the marking processes. The 2014/15 Adjusted Appropriation is inclusive of the two sub-programmes that moved to this programme from Programme 2, these being Professional Services and HIV and AIDS (Life-Skills Education) grant, due to the changes in the sector budget structure. This is accounted for by the growth of R448 million in the 2014/15 Adjusted Appropriation. Comparative figures were also amended accordingly for prior years. The growth over the 2015/16 MTEF takes into account budget structure changes and inflation. The allocated budget of R1,2 billion will ensure that:

- 75% of learners pass the National Senior Certificate (NSC)
- 30% of Grade 12 learners will obtain bachelor passes in the NSC
- 74% of Grade 3 learners will achieve 50% and above in Home Language in the Annual National Assessment
- 79% of Grade 6 learners will achieve 50% and above in Home Language in the Annual National Assessment
- 50% of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment
- 118 000 learners accessing assessment, career guidance, remedial education, counseling and support programmes in mainstream, special and full service schools.
- 650 schools selected and monitored for health screening by the Department of Health as part of the Integrated School Health Programme
- 250 officials trained to render Psycho-Social Support to learners
- 2000 schools provided with resource material for My Life - My Future Programme and ISHP
- 1468 educators employed in public special schools
- 366 professional non-educator staff employed in public special schools
- 17,517 learners enrolled in public special schools





PART C
LINKS TO OTHER PLANS



10.2. LINKS TO THE PROVINCIAL GROWTH DEVELOPMENT PLAN

10.2.1. IMPLEMENTING THE PGDP INTERVENTIONS

The Department of education has prioritised the implementation of the PGDP by adopting a set of indicators. The PGDP indicators are pivotal in providing a reliable, periodic snapshot of the condition of schooling and that can be used to track progress on plans and the impact of current policies. These indicators include:

- Gross enrolment rate (GER)
- Percentage of Grade 3, 6 and 9 learners performing at the required levels in Annual National Assessments (Literacy and Numeracy)
- Increase performance in SACMEQ
- Percentage National Senior Certificate (NSC) pass rate
- Numbers of students qualifying for Bachelors programme in the NSC
- Gross Enrolment Rate (GER) in FET Colleges
- FET NC (V) graduation rate
- Adult Literacy rate
- Enrolment of 305 year old children in educational institutions
- Percentage of Grade 1 learners who attended a Grade R class
- Retention rates: Grades 10012
- Grade 3 learners performing at the required levels in ANA
- Grade 6 learners performing at the required levels in ANA
- Grade 9 learners performing at the required levels in ANA
- Increase the number of learners qualifying in NSC for Bachelors programme, Diploma and Certificates
- Increase the number of NSC candidates taking Maths and Science.
- Participation in AET

10.2.2. Interventions necessary for the Provincial Growth Development Plan to become reality.

- **Ensure the delivery of professional management and relevant teacher development programmes**

This intervention is key leverage in improving the performance of schools. This intervention places high value on teacher development being more than just skills but designed and implemented in a way that conveys the concept of the professional identity of teachers and promotes pride in the profession. The key actions for this intervention are focussed on:

- Teacher in-service training, participation by stakeholders (unions) as providers of teacher development, teacher development on content knowledge, training in the structure and implementation of the curriculum and official assessment standards.
 - Ensuring that teachers are trained and updated with respect to national policies governing their rights and responsibilities.
 - Supporting research, such as the SACMEQ programme, where teachers themselves are tested in order to see where the gaps in subject knowledge and teaching skills are. Using information from ANA to direct teachers towards particular kinds of teacher development programmes.
- **Efficient data collection to track learner progress and enhance retention**
- The strength of this intervention is focussing the Department in standardising data collection systems to track learner progress and enhance retention. Nationally standardised data collection systems, such as the Annual Survey of Schools, Learner Unit Records Tracking System (LURITS) and the household surveys of Stats SA are used. The information and values contained in this

document where analysis of the schooling system is done is linked to the successful implementation of this intervention.

- **Promoting the use of new technologies and improving infrastructure**

The 2004 draft White Paper on e-Education refers to the potential role of digital information and communication technologies (ICTs) in education as revolutionary. Evidence from around the world does indeed point towards the ability of ICTs to enrich teaching and learning and to take educational outcomes to a new level. At the same time, ICTs present new risks for social cohesion. The White Paper makes reference to the 'digital divide' or the gap between those who enjoy access to these new technologies and those who do not. Ensuring that all learners gain access to ICTs as soon as possible is a priority of the Department, as well as reducing the dangers of an entrenched digital divide in future. Various initiatives to promote e-Education will be rolled-out by the Department, such as the provision of White Boards, e-readers and computers to schools.

- **Early Childhood Development (ECD)**

Quality early childhood development has the ability to improve learning outcomes throughout primary and secondary schooling. It is for this reason that the PGDP prioritise the expansion ECD. The 2009 MTSF envisages that, by 2014, the process of universalising access to Grade R should be complete. The Department will indeed surpass universal access to ECD in 2014/15 and further seek to provide norms and standards for ECD. This bold stride is taken with a view that when implemented it will ensure that all Grade R, even at community is of an acceptable quality.

- **Enhance Technical and vocational education**

Whilst vocational education is often associated with FET colleges, there are many vocational training opportunities offered by the FET school curriculum. The Department support a range of the FET school's curriculum, which includes a number of subjects with a vocational orientation.

- **Employment opportunities**

In 2015/16 the Department will implement EPWP projects using its allocated grants for the EPWP projects. The Department plans to increase the EPWP beneficiaries from 157 to 207 and also expand the number of districts to benefit from the EPWP.

The Department will also provide self-employment to more than 1730 individuals who are members of more than 348 co-operatives in the National school Nutrition Programme (NSNP).

- **Bursary programmes**

The 2009 MTSF reaffirms government's commitment to publicly funded bursaries for those youths wishing to become teachers. The Funza-Lushaka bursary scheme for those leaving school who want to train as teachers, was introduced in 2007 to encourage young South Africans to teach in public schools. Funza-Lushaka is funded through the Department of Basic Education budget, though its implementation involves close collaboration with the Department of Higher Education and Training.

- **Youth development: Guidance and Counselling**

The Education Sector is entrusted with the responsibility to provide better guidance to learners on what study opportunities exist outside school. This in particular applies to learners who do not wish to continue to Grade 12 and the NSC. Guidance provided include better information on the new opportunities available in FET colleges and how learners should plan the remainder of their secondary schooling. This extends to guidance on what FET school subjects to select upon entry into Grade 10. This intervention also places high importance for teachers and learners to experience personal contact with people from FET colleges, as well as employers, through activities such as presentations and career guidance fairs.



PGDS INFRASTRUCTURE CATALYTIC PROJECT

No	Name of the Project	Short description of the Project	Progress made with the implementation of the Project over the last six months	Located in which Municipal area
1.	Nkululeko Regeneration Development Project	<p>The Ndumo Model School is part of the Ndumo Regeneration Programme and is the flagship project of the KwaZulu-Natal Department of Education.</p> <p>The school is to provide quality education with an emphasis on Mathematics, Science, Technology (mechanical, electrical, and civil) as well as Tourism and Hospitality.</p> <p>The school is designed to accommodate 1600 learners and will have boarding facilities for 200 learners.</p> <p>Over and above the Model School The Department is also upgrading three feeder primary schools in the area, viz., St Philips, Thelamama and Maphindela Primary Schools.</p>	The project still appears to in the planning stages. Progress from six months ago seems to be minimal.	Umkhanyakude

Forecasting for infrastructure take into account the sizes of schools in urban and rural areas, the consolidation of non-viable schools, the renovation of hostels in boarding schools, the restoration of previously high performing boarding schools, the prospect of building new schools based on the new Norms and Standards, termination of leases on some section 14 schools, the eradication of temporary structures and the continuation of some temporary structures in community sites for housing Grade R sites.

The areas touched on are only a paragraph but they require detailed planning if it has to be implemented as within scheduled time frame.

The KZN Department of Education is determining a comprehensive needs analysis per district to cater for learners in need of Learner Transport. In line with rural development strategy the Department is developing Education Provisioning Plans where the needs of rural schools in particular will be aligned with the plans of Social Sector Cluster Programme of Action. This action is done with a view to provide quality public education to all learners of the Province of KwaZulu-Natal.

MANAGEMENT OF ASSETS

The Department will implement a strategy that will ensure accuracy, completeness and validity of information in the management of all its assets at all levels. Minimum reporting requirements in relation to providing a fixed asset register for movable assets are consistently achieved through the implementation of an institutionalized asset management framework supported by established policies and procedures, as well as key management personnel.

11.

CONDITIONAL GRANTS

There are six Conditional Grants are Education Infrastructure Grant, EPWP Integrated Grant for Provinces, Social Sector EPWP Incentive Grant for Province, National School Nutrition Programme Grant, HIV/AIDS Grant and Maths, Science and Technology Grant.

Name of Grant	EDUCATION INFRASTRUCTURE GRANT
Purpose	Ameliorate the challenges with regards to backlogs in infrastructure, in schools, laboratories, special classrooms, libraries and eradication of inappropriate structures.
Performance indicator	Provision of Grade R Mobile/brick and mortar classes /alternative structures added and Indoor schools provided with Water schools provided with Sanitation schools provided with Electricity schools fenced classrooms built specialist rooms to be built in public ordinary schools All new schools and upgrades built using the regulations governing the new Norms and Standards for School Infrastructure Model schools planned and constructed Agricultural schools planned and constructed Technical schools planned and constructed Sports fields constructed
Continuation	The grant will cover the MTEF.
Motivation	It assists in the delivery of infrastructure to address backlogs and inappropriate structures. This grant will also ensure that new schools are built. It will assist in the delivery of programmes as detailed in Strategic Objective 1.2.

Name of Grant	EPWP INTEGRATED GRANT FOR PROVINCES
Purpose	Delivery of EPWP Infrastructure Incentive programmes.
Performance indicator	Unemployed women and youth
Continuation	Continuation of the grant is for the MTEF.
Motivation	It assists in the delivery of infrastructure programmes

Name of Grant	SOCIAL SECTOR EPWP INCENTIVE GRANT FOR PROVINCES
Purpose	Delivery of EPWP Infrastructure Incentive programmes.
Performance indicator	SMME for youth and women cooperatives
Continuation	Continuation of the grant is for the MTEF.
Motivation	It assists in the delivery of infrastructure programmes



Name of Grant	NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) GRANT
Purpose	To provide nutritious meals to needy learners.
Performance indicator	Establish food production units in schools Selection and appointment of service providers within the programme Identify opportunities and develop strategies for the inclusion of primary and secondary coops in the programme 2,264,420 learners benefitting 225 000 will be added during this strategic cycle totaling 2,489,420
Continuation	The grant will cover the MTEF.
Motivation	The grant assists in enhancing learning capacity amongst disadvantaged learners. It contributes to the improvement of food security. The provision of meals contributes to the broadening of access to education through improved school attendance as well as improved knowledge and attitudes of school communities towards nutrition.

Name of Grant	HIV and AIDS GRANT
Purpose	To provide sexuality and reproductive health education as well as care and support services for learners, educators, school support staff and officials.
Performance indicator	school community members mobilised to support and participate in My Life My Future (MLMF) campaign focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills. SMT & SGB members trained in the development & implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills. educators trained in the implementation of MLMF school programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills. Learners trained as peer educators in implementation of MLMF through, life skills & SRH curricular & co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other social ills. learners benefiting from care and support school programmes aimed at mitigating the impact of HIV and AIDS schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM
Continuation	The grant will cover the MTEF.
Motivation	1. The KwaZulu-Natal Province is the epicentre of the pandemic. 2. The rate of infection in both teachers and learners as well as the prevalence of orphans and vulnerable children and child-headed households warrants a significant injection of Resources.

Name of Grant	MATHS, SCIENCE AND TECHNOLOGY GRANT
Purpose	<p>The purpose of the grant is to promote the teaching and learning of and improve performance in mathematics and Physical Science in line with the Action Plan to 2019.</p> <p>This will include revitalisation of Agricultural High Schools and introduction of Maritime Studies. The grant will also fund 51 primary schools. The Grant will also fund the Maths, Science and Technology Strategy for improving learner attainment in collaboration with other stakeholders. The grant will also assist in the establishment of science centres and provide Dinaledi schools with funding for one year.</p>
Performance indicator	<p>Implementation of Maths, Physical Science, and Technology Strategy for Grade 10, 11 & 12 educators from schools including Dinaledi schools</p> <p>Train lead teachers across districts</p> <p>Train teachers in 12 districts to enhance classroom management</p> <p>The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and science practicals</p> <p>To increase the number and interest of learners who choose Maths, Physical Science and Life Sciences in the FET phase.</p> <p>To improve the performance in Maths, Physical Science, Technology and Life Sciences.</p> <p>To overcome Mathematics Anxiety, which results to math avoidance and low achievement in the subjects</p> <p>To increase the number of graduates in Maths and Science that are currently far below the required levels.</p> <p>To overcome the challenge of few science laboratories. This situation perpetuates the teaching of maths and science without practical experiments.</p> <p>To strengthen teacher content knowledge and methodology in the teaching of Maths and Science</p> <p>Establish and utilise 9 science centres throughout the province and 45 science rooms in Resource Centres as satellites for science centres</p> <p>Employ 54 science tutors in collaboration with ETDP SETA to facilitate maths and science teaching in the identified science centres as well as provide onsite support to schools.</p> <p>Supply schools with (thin client) ICT laboratories</p> <p>Funding Maritime Studies in 4 schools</p> <p>Funding and revitalizing Agricultural schools in four schools</p>
Continuation	The grant will cover the MTEF.
Motivation	<p>The Dinaledi Grant and Secondary Schools Recapitalisation Grant have been merged. Project Initiative was started in 2001 by DBE giving effect to the National Strategy for Mathematics, Science and Technology Education (2001). In a ten-year reflection evidenced by among others the DBSA evaluation study, the ministry of education, through HEDCOM and CEM has approved its continuation. The overall purpose was and still is to improve participation and performance in mathematics and science.</p> <p>Hitherto, the project was largely funded by the provincial departments. As from this year, the Conditional Grant was approved for the next three years. In addition to the Dinaledi schools, their feeder primary schools have been incorporated. In KwaZulu-Natal we have 88 FET schools and feeder primary schools.</p> <p>The grant should help improve MST resource levels, connectivity and e-resources as well as educator capacity in both primary and FET/Secondary schools.</p> <p>To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills.</p> <p>In terms of the transformation of the schooling system, the recapitalisation of the technical high schools, revitalisation of the Agricultural High Schools as well as introduction of the Maritime Studies form core of the strategy.</p>



12.

PUBLIC-PRIVATE PARTNERSHIPS

Pursuant to the appointment of the transaction advisors in 2013/14, a steering committee was formed and four possible nodes/ packages were identified for consideration. The transaction advisors work on the finer details as prescribed by National Treasury. In the context of the disjuncture between the backlogs and the available budget, the realisation of the PPP would be to accelerate the speed with which the department achieves the outcomes of the minimum uniform norms and standards for public school infrastructure. However, this is all dependent on the availability of funding. The approach being adopted for this project is to develop specialist facilities i.e. science labs, multipurpose classrooms, computer rooms and media centers as new build “add in canter” into existing secondary schools in the pilot nodes. The project has reached the completion of the feasibility stage of its project cycle and is awaiting a decision to continue to the next stage in obtaining National Treasury Approval 1.

ANNEXURE 1: STRATEGIC GOALS DESCRIPTORS

STRATEGIC GOAL 1	Broaden access to education and provide resources.
GOAL STATEMENT	<p>Improve access to education for the people of this province, including physical access, access to resources as well as access to a diverse curriculum and school governance support programmes. The intention is to also provide and utilise resources to achieve redress and equity, and to eliminate conditions of degradation in schools. This goal will focus the Department’s effort towards ensuring that all learners have access to education institutions. It will provide a basis for the measurement of the Department’s progress in relation to the MDG and EFA Goals, as well as the measurement of the extent to which KZN is improving the general educational attainment levels amongst the people of the province. In the main the Department will increase access to quality Early Child Development (ECD) to more than 250 000 learners and ensure that they have access to Grade R LTSM, increase the qualifications of 25% of Grade R practitioners to NQF level 6, increase access in public ordinary schools by around 5000 learners and increase learners benefitting from inclusivity to around 2500.</p> <p>The Department will further ensure that:</p> <ul style="list-style-type: none"> ▪ Minimum standards for school infrastructure produced ▪ Percentage schools meeting minimum sanitation standards ▪ Percentage of schools meeting minimum standards for number of learners per classroom ▪ Percentage of schools meeting minimum standards for libraries

STRATEGIC GOAL 2	Improve schools' functionality and educational outcomes at all levels.
GOAL STATEMENT	To ensure that all schools are fully functional and all learners in education institutions achieve desired outcomes and an increased output rate. This goal will ensure the implementation of the non-negotiables i.e. learners and teachers are on time, in class teaching and learning, and managers are managing. This goal is intended to measure the performance of the provincial education system as measured through the achievement of learning outcomes by all learners. In enhancing improvements, the Department will develop a comprehensive content knowledge testing system for teachers in collaboration with stakeholders during the first year and pilot it during the second year in all a 2% of schools per district, the Department will introduce and implement a reward system for self-directed professional development starting during the 2 nd year of the plan. All schools monitored for adherence to norms and standard annually. Annual curriculum coverage is monitored through a credible provincial sample. The Department will use ANA results to hold districts and schools accountable for performance. All schools supported to improve performance.

STRATEGIC GOAL 3	Develop organisational, human resource capacity and enhance skills
GOAL STATEMENT	Develop the Department's human resource capacity across all levels of employment – from institution-based staff (educators and school management) to office based officials (including managers at district and provincial level). Further, the goal will include the development of programmes that will enhance skills at all phases: Technical Skills, Maths, and Science & Technology. This goal is intended to focus the Department on the development of human resources to improve service delivery. It will further enhance scarce skills in learners and ensure that we provide relevant / skilled people for the Job Market. It will further ensure the provision of bursaries to educators who intend to do courses that will enhance skills in gateway subjects and other critical and top-up skills development programmes. In improving governance capacity amongst school managers, educator and non-educator components of governing bodies' developmental programmes will be implemented. The Department through the Teacher Training Institute will issue an annual content knowledge training schedule with quarterly training plans which implement teacher development programs adjusted based on identified needs with strategic interventions developed and implemented.

STRATEGIC GOAL 4	To develop schools as centres of community focus, care and support.
GOAL STATEMENT	Provide resources to develop educational institutions into centres of community development, particularly in rural areas and needy communities as a measure for improving access to education opportunities while also encouraging the utilisation of schools as centres that promote sustainable livelihoods for the benefit of wider communities. The pursuit of this goal will focus the department's interventions that are aimed at alleviating poverty and removing barriers of access for vulnerable children (including those living in rural areas, those that are orphaned and those living in abject poverty). The department's contribution towards rural development and to the creation of sustainable livelihoods for the communities surrounding education institutions.



STRATEGIC GOAL 5	Ensure good corporate governance, management and an efficient administration.
GOAL STATEMENT	<p>To ensure good corporate governance, foster accountability and transparency, while maintaining an efficient administration that deals decisively with fraud and corruption. This goal will ensure that there is focused monitoring into the efficient, effective and economical use of state resources. It will ensure the accomplishment of set goals through planning, directing, staffing, organising, provision of strategic leadership, monitoring & evaluation and motivating with the allocation of human, financial, and technological resources satisfying all relevant stakeholders.</p> <p>Revised frameworks and guidelines on:</p> <ol style="list-style-type: none"> 4. Conditions of service and post provisioning norms 5. Remuneration or pay structure of teachers; 6. Appointment, transfer and absorption of educators 7. Performance management of teachers 8. Accountability of provinces to manage performance of teachers and principals 9. Minimum competencies for district officials <p>Performance agreements for principals will be in place Functional education monitoring systems using improved administrative data</p>
STRATEGIC GOAL 6	To Promote National Identity and Social Cohesion.
GOAL STATEMENT	<p>To promote national identity and social cohesion through building cohesive, caring and sustainable communities and building values through education, promoting a shared value system in a nurturing environment incorporating values in education, promoting national heritage in the process of promoting diversity and indigenous knowledge. This goal will ensure that there is focused nurturing of cohesive, caring and sustainable communities. The values based on the foundations of democratic principles will be built through education, using instruments such as the National School Pledge, promoting a shared value system and a greater sense of community solidarity, it will support the development and strengthening of Community Organisations to organise and develop the cultural and recreational life of communities; and implement programmes to enhance the legitimacy of the state in the eyes of the citizens.</p>



PART D
ANNEXURES



ANNEXURE 2: ACRONYMS

LIST OF ACRONYMS

ABET	Adult Basic Education and Training
AFET	Adult Further Education and Training
AFS	Annual Financial Statement
ASGI-SA	Accelerated and Shared Growth Initiative
CEM	Council of Education Ministers
CEO	Chief Executive Officer
CHE	Committee on Higher Education
CPF	Community Policing Forum
CLC	Community Learning Centre
DoE	National Department of Education
DTC	Departmental Training Committee
ECD	Early Childhood Development
EE	Employment Equity
EFA	Education for All
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
ETDP	Education, Training and Development Practices
EWP	Employee Wellness Programme
FETC	Further Education and Training Certificate
FETMIS	Further Education and Training Management Information System
FTE	Full-time Equivalent
GET	General Education and Training
GETC	General Education and Training Certificate
HDI	Historically Disadvantaged Individual
HEDCOM	Heads of Education Departments' Committee
HRD	Human Resource Development
HSRC	Human Resource Research Council
ICT	Information and Communication Technology
IDP	Integrated Development Programme
IQMS	Integrated Quality Management System
LSEN	Learners with Special Education Needs
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MDG	Millennium Development Goals
MEC	Member of the Executive Council
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Management
NCS	National Curriculum Statements

NDR	National Democratic Revolution
NEPA	National education Policy Act
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSNP	National School Nutrition Programme
NSSF	Norms and Standards for School Funding
PAJA	Promotion of Administrative Justice Act
PED	Provincial Department of Education
PIT	Provincial Intervention Team
PFMA	Public Finance Management Act
PPP	Public-Private Partnership
PSA	Public Service Act
QUIDS-UP	Quality Improvement, Development, Support and Upliftment Programme
RCL	Representative Council of Learners
RPL	Recognition for Prior Learning
SAQA	South African Qualifications Authority
SASA	South African Schools Act
SASAMS	South African School Administration and Management System
SCM	Supply Chain Management
SDIP	Service Delivery Improvement Plan
SGB	School Governing Body
SETA	Sector Education and training Authority
SITA	State Information Technology Agency
StatsSA	Statistics South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNLD	United Nations Literacy Decade

ANNEXURE 3: ALIGNMENT OF NATIONAL PRIORITIES TO PROVINCIAL PLANS

NDP	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2015/16 Target	5 year Target
Expanded access to Early Childhood Development and improvement of the quality of Grade R	<ul style="list-style-type: none"> Increase enrolment of Grade R children to 265 000 Pilot model crèches in four districts Deal with quality issues of ECD Implementation of the curriculum for 0-4 year olds in collaboration with the Department of Social Development Ensure each learner attends Grade R and has access to grade R LTSM Implement Expanded Public Works Programme in ECD 	Goal 11***: Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.	Percentage of Grade 1 learners who have received formal Grade R	95% (2013)	98%	98,5%	99,5%
Standardise the guidelines, norms and standards for early childhood development	<ul style="list-style-type: none"> 10. Consolidate quality of Grade R and ECD, eliminate overcrowding in Grade R classes and provide workbooks to 265 000 Grade R children 		Percentage of targeted Grade R learners supplied with workbooks	100%	100%	100%	100%
Universal access to two years of early childhood development	<ul style="list-style-type: none"> 11. 265 000 Grade 1 learners attend Grade R by 2019 Co – ordinate curriculum management and delivery workshops for practitioners teaching curriculum of 0 - 4 year-olds at crèches in community centres Implement the 0-4 year old curriculum 		Percentage of Gr 1 entrants who attend Gr R that are school ready	95% (2013)	98%	98,5%	99,5%
Improve state funding for early childhood development	<ul style="list-style-type: none"> Upgrade Grade R Practitioners to acquire NQF level 4 at HEI (University) to acquire NPDE and B.ED Levels. 		Policy, detailed plans & strategies developed by June 2018 & critical preparatory strategies launched for a second year of ECD prior to Grade R				
Invest in training early childhood development practitioners	<ul style="list-style-type: none"> Conduct in-service training sessions for the Grade R practitioners Set the qualifications of Grade R practitioners to NQF level 6 <p>The Department has made considerable progress towards reaching universal coverage by enrolling almost 98% of learners between the ages of 5 to 15 (compulsory school age) by 2014.</p>	Goal 10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.	Percentage of Grade R practitioners with appropriate qualification.				
	<ul style="list-style-type: none"> Literacy and Numeracy Strategy implemented Maths and science Strategy implemented Teacher Development Strategy implemented Matric Improvement plan implemented National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 	Goal 12: Improve the grade promotion of learners through Grades 1 to 9.	Percentage of 7 to 15 year olds attending education institutions.	98,9%	98%	98,1%	99%
	<ul style="list-style-type: none"> Improve teaching and learning in order to increase/ expand the promotion of learners at the end of the foundation phase 		The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).		58%	65%	77%
	<ul style="list-style-type: none"> Increase/ expand the provision of access to maritime and agricultural skills and investigate the possibility of providing aviation and mining curriculum. 		The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade		41%	52%	60,5%

<p>Ensuring that all children with disabilities have access to quality education</p> <p>Provide inclusive education that enables everyone to participate effectively in a free society.</p>	<p>▪ Provide career guidance</p> <p>a) Increase the number of learners with disabilities attending schools</p> <p>b) Access to sports facilities and other amenities was based on race, affordability and did not accommodate people with disabilities.</p> <p>c) To finalise the elements of quality in an effort to contribute meaningfully to an improved quality of teaching and learning through development, supply and effective utilisation of teachers; the Department will ensure that there is at least one teacher in each of its public ordinary schools provided with specialist training on inclusion.</p> <p>d) Sports, Arts and Culture are important lever for social cohesion as well as in keeping learners occupied.</p> <p>e) The Department will continue to strengthen School Sports, Arts and Culture in collaboration with the Department of Sports, Arts and Culture and other entities.</p> <p>f) Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)</p> <p>g) Percentage of Grade 3 learners achieving 50% and above in Numeracy in the Annual National Assessment (ANA)</p> <p>h) Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)</p>	<p>7 (or a higher grade).</p> <p>Percentage of learners in schools with at least one educator with specialist training on inclusion</p> <p>70%</p>				
<p>Encourage sports and physical education. They are an integral part of the holistic development of a learner.</p> <p>The department of Arts and Culture and the Department of Basic Education are developing plans to revitalise arts and culture in schools.</p> <p>Learners' home language should be used as a medium of instruction for longer and English is introduced much earlier in the Foundation phase.</p>	<p>• Increase the number of NSC candidates taking Maths and Science</p> <p>• Employ 54 science tutors in collaboration with ETDP SETA to facilitate maths and science teaching in the identified science centres as well as provide onsite support to schools</p> <p>• To strengthen teacher content knowledge and methodology in the teaching of Maths and Science</p> <p>• Coordinate maths and science learners focus weeks</p> <p>• La Mercy Maths and Science Academy</p>	<p>Policy detailing the role of Universal and Verification ANA and analysis published</p>				
<p>Improve the school system, including increasing the number of students achieving above 50% in literacy and mathematics</p> <p>90% of learners in grades 3, 6 and 9 must achieve 50% or more in the Annual National Assessment in literacy, numeracy/ mathematics and science</p>	<p>Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.</p>	<p>Create item bank of high quality, valid, and reliable items.</p> <p>Items used in Universal ANA are piloted a year before being used, on learners matching target population for the assessment.</p> <p>Learner and teacher instrument is developed and piloted to collect background information.</p> <p>Annual report on statistical equivalence of Universal and Verification ANA.</p>				
<p>Ensure the curriculum coverage strategy is implemented and closely monitored to ensure all learners complete the curriculum</p>	<p>Goal 18: Ensure that learners cover all the</p>	<p>Percentage of learners who complete the whole curriculum</p> <p>60%</p>				

Externally administer and mark the ANA in one primary school grade	Ensure completion of curriculum by August Write compulsory quarterly assessments and monitor results Write end of curriculum coverage assessments and do remedial work thereafter in August, September and October especially for Grade 12	topics and skills areas that they should cover within their current school year.	District ANA report produced for every district (by DBE) using Universal ANA						
	Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA) Percentage of Grade 3 learners achieving 50% and above in Numeracy in the Annual National Assessment (ANA)	Goal 1: Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.	Percentage of learners in grades 3 achieving at the required level in the annual national assessments in literacy and numeracy (2013); Literacy: 40% (2013); Numeracy: 50% (2013);	71%	74%	86%			
Improve our position in international education rankings	Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA) Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Goal 2: Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.	Percentage of grade 6 learners achieving at the required level in the annual national assessments in the first additional language and home language and mathematics (2013) Home Language (HL): 68% (2013) FAL (First Additional Language): 41% (2013) Maths: 27% (2013)	HL- 77% FAL- 42.3%	HL- 79% FAL- 44%	HL- 83% FAL- 48%			
2022 Target 600 in SACMEQ									
2030 Target is 500 points in TIMSS.	Supporting research, such as the SACMEQ programme, where teachers themselves are tested in order to see where the gaps in subject knowledge and teaching skills are Increase performance in SACMEQ Average score obtained in Grade 6 in language in the SACMEQ assessment Average Grade 8 mathematics score obtained in TIMSS. South Africa's participation in TIMSS involved the testing of Grade 9 learners in mathematics and science in 2002 and again in 2011 ⁹ . Our average in mathematics improved over this period from 285 to 352. A similar trend was seen in science. TIMSS scores are benchmarked in such a way that 500 represent the average across all countries in the 1995 run of TIMSS. The size of South Africa's improvement in the 2002 to 2011 period, around 7 points a year, is about as large as we could hope to achieve. This is the rate of change that has been seen amongst the fastest improvers in the world ¹⁰ .	Goal 7: Improve the average performance of Grade 6 learners in languages. Goal 8: Improve the average performance of Grade 6 learners in mathematics. Goal 9: Improve the average performance of	Average score obtained by Grade 6 learners in language in the SACMEQ assessment (2007) 495 language (2007)	352		500			

⁹ In 2002, South Africa tested learners in both grades 8 and 9, and in 2011 only in Grade 9. Details on the comparison between the two years can be found in Reddy, *et al* (2012). The international TIMSS reports (see for instance Mullis *et al.* 2012) refer to a run of TIMSS in 2003, but not 2002. The explanation here is that whilst most TIMSS countries did test learners in 2003, in South Africa testing occurred in the previous year.

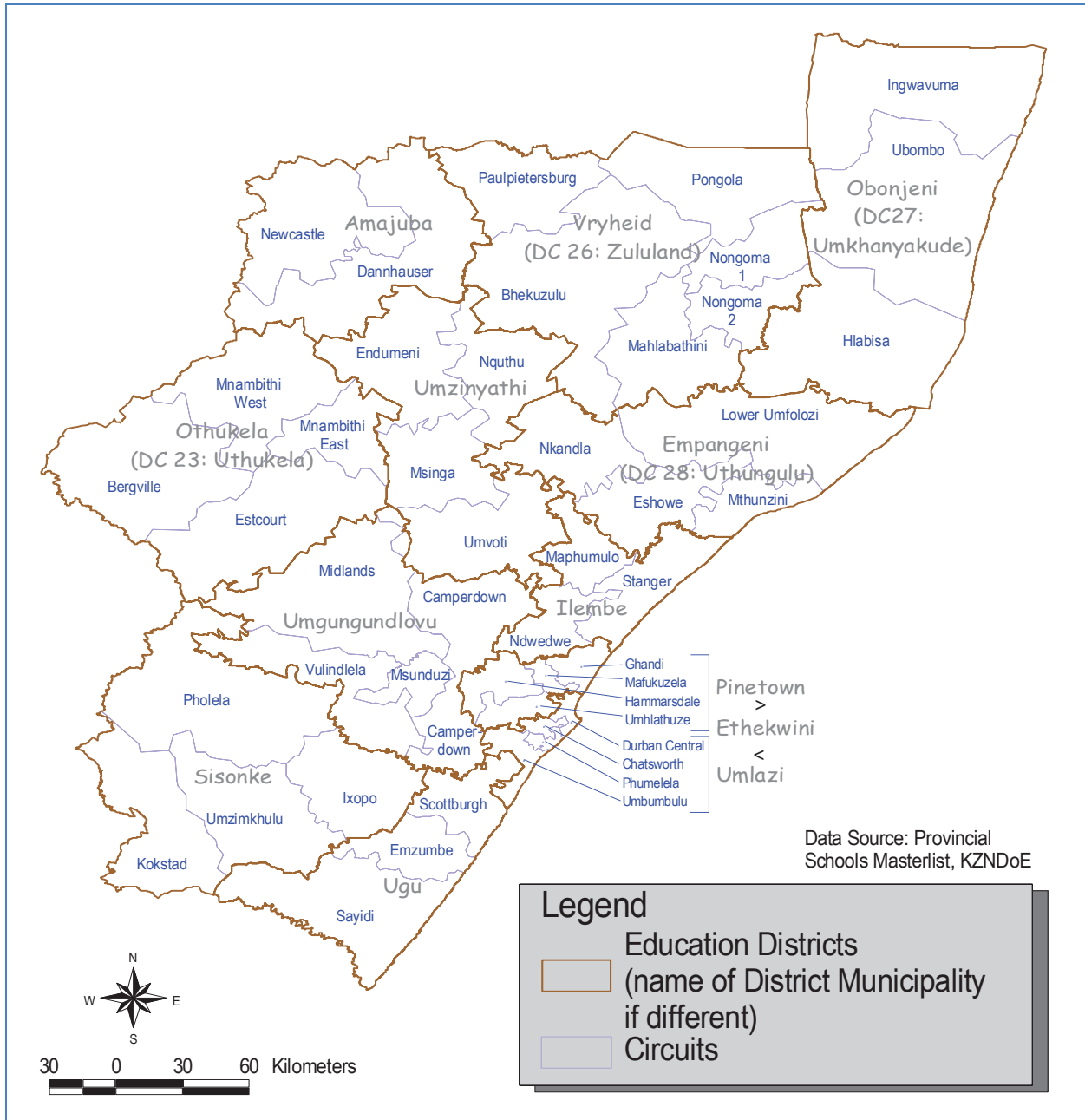
¹⁰ DBE, 2013b: 14.

	Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA) Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Grade 8 learners in mathematics. Goal 3: Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.	Percentage of grade 9 learners achieving at the level in the annual national assessments in Home and first additional language	HL: 37% (2013) FAL: 17% (2013) Maths: 2% (2013)	HL-49% FAL-16.1%	HL-50% FAL-17%	HL-54% FAL-21%
A target of 450 000 learners being eligible for a Bachelors programme with maths and science.	Increase the number of Grade 12 learners who become eligible for a bachelors programme at a university 30% of Grade 12 learners who obtained bachelor passes in the NSC	Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.	Percentage of Grade 12 learners passing at bachelor level	30.6% (or 172 000 in 2013)	25.7%	30.0%	42%
	Increase the percentage of Grade 12 learners achieving 50% and above in Mathematics	Goal 5: Increase the number of Grade 12 learners who pass mathematics.	Number and percentage of Grade 12 achieving 50% or more in Mathematics	22.6% (143 000 in 2013)	14.4%	20.0%	36%
	Increase the percentage of Grade 12 learners achieving 50% and above in Physical Science	Goal 6: Increase the number of Grade 12 learners who pass physical science.	Number and percentage of Grade 12 achieving 50% or more in Physical Science	22.6% (2012)	18.0%	24.0%	40%
	Increase the percentage of youths who obtain a National Senior Certificate from a school.		The percentage of youths who obtained a National Senior Certificate from a School	50% (2014)	36.4%	38%	46%
	Increase the percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	Goal 13: Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.	The percentage of youths who obtained any FET qualification	65% (2014)	HL: 49% FAL: 16.1%	HL: 50% FAL: 17%	HL: 54% FAL: 21%
Expose teachers to the use of technology in their own training and train them to use it in their teaching.	5913 schools implementing South African School Administration and Management System SASAMS for administration and tracking of learners	Goal 20: Increase access amongst learners to a wide range of media, including computers, which enrich their education.	Impact evaluation to assess the performance of the system (SASAMS) against intended goals and measure cost-effectiveness				
	Snapshot of schools providing information to LURITS		Implementation evaluation with clear recommendations on quality outputs and cost effectiveness for improvement in relation to tracking learner movement (LURITS), progress, performance and				

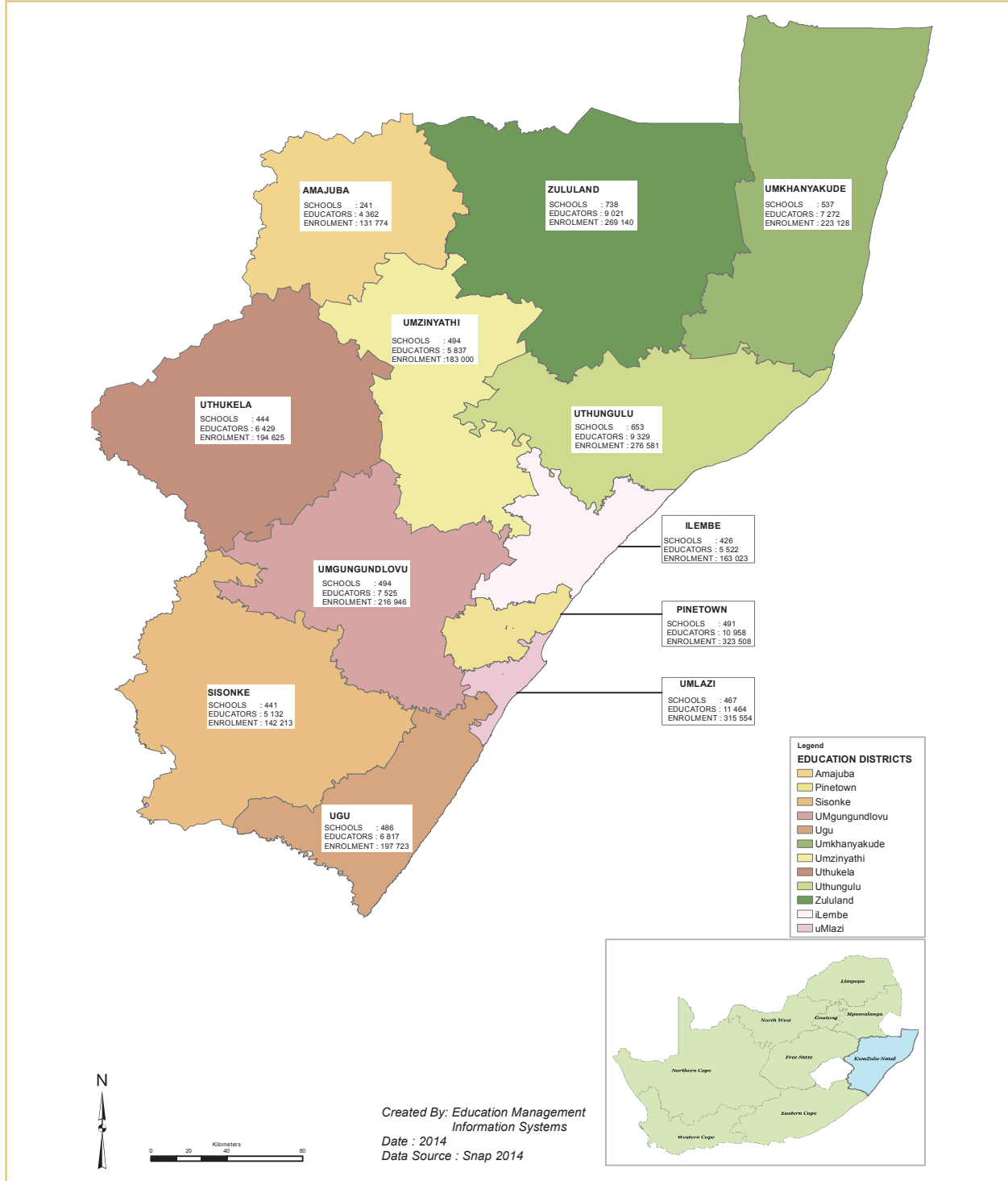
					completion				
The Department of Basic Education, Communications, Public Enterprises and INFRANCO must draw a joint plan to roll out broadband ICT infrastructure									
Change the pay structure of teachers. Teacher salaries need to be competitive in comparison to other parts of the public sector									
Improved quality of teaching and learning through development, supply and effective utilisation of teachers.	Number of qualified teachers aged 30 and below, entering the public service as teachers for the first time	7400	1 435	1 435	7 175	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time, also for Grade R			
Introduce performance contracts for principals and Deputy principals	Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.								
Addressing policy blockages that prevent the deployment of teachers to teach where they are most needed	The Department will strive to amend the PPN process from an annual exercise to a multi-term agreement to ensure stability;					Complete and consistent post-provisioning policy and regulations in place & proceed with implementation and monitoring.			
Ensure that Funza Lushaka graduates are immediately absorbed into schools	Percentage of schools where allocated teaching posts are all filled	90%	99%	99%	100%	Percentage of schools where allocated teaching posts are all filled			100%
Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (L-TSM).	Number of schools with Grade R receiving resource packs, which include workbooks for each learner and teacher resources such as teaching guides, posters and large story books to be shown and read to the whole class					Percentage of target schools supplied with improved resource packs for Grade R			100%
	82% of learners having access to the required textbooks and workbooks for the entire school year.					Percentage of learners having access to the required textbooks in all grades and in all subjects	61%	82%	86%
	Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards					Percentage of learners having access to required workbooks per grade	61%	82%	86%
	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.								
	Monitor distribution of workbooks to all schools								
	100% of learners having access to required workbooks per grade								
	Increase the percentage of learners who are in classes with no more than 45 learners.								
Eradicating inappropriate infrastructures and provide basic services	Goal 15: Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.					Percentage of learners who are in classes with no more than 45 learners	75%	92%	96%
All schools should meet the minimum infrastructure standards by 2016									

ANNEXURE 4: SPARTIAL REPRESENTATION

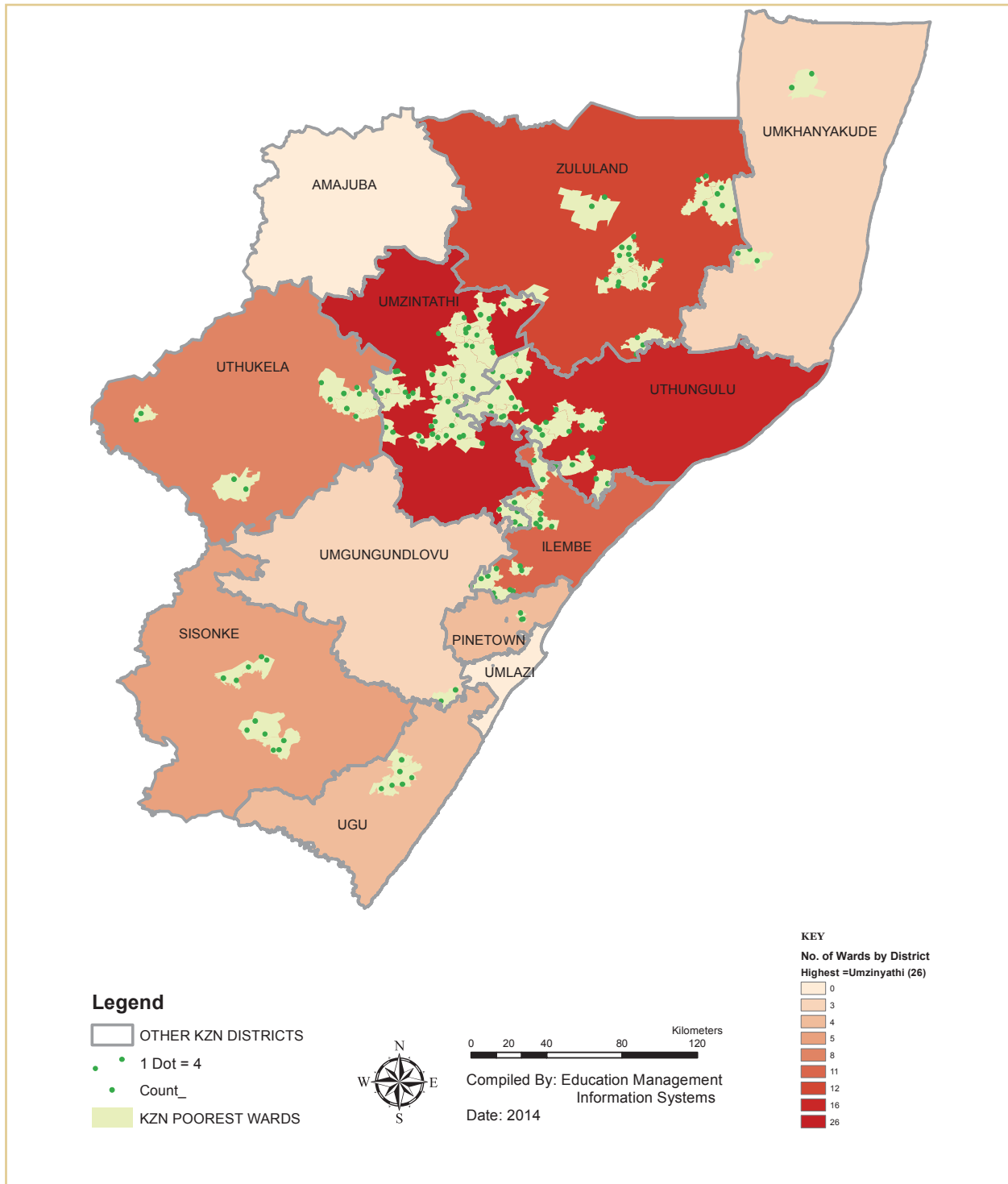
GEOGRAPHY OF EDUCATION DISTRICTS AND CIRCUITS IN KWAZULU-NATAL



**STATISTICS ON SCHOOLS EDUCATORS AND LEARNERS:
PUBLIC ORDINARY SCHOOLS 2014**



SCHOOLS WITHIN TOP POOREST WARDS



APPENDIX A: SUMMARY OF PROGRAMME PERFORMANCE MEASURES

Programme / Sub-programme / Performance Measures	Estimated Actual (2014/15)	Target for 2015 /16 as per Annual Performance Plan (APP)	1st Quarter Target 2015/16	2nd Quarter Target 2015/16	3rd Quarter Target 2015/16	4th Quarter Target 2015/16
QUARTERLY OUTPUTS						
Programme 1: Administration						
▶ PPM 101: Number of public schools that use the school administration management systems (electronic) to provide data to the national learner tracking system	5,952	5,987	5,987	5,987	5,987	5,987
▶ PPM 102: Number of public schools that can be contacted electronically (e-mail).	6,026	5,987	5,987	5,987	5,987	5,987
▶ PPM 104: Number of schools visited by district officials for monitoring and support purposes	5,952	5,987	5,987	5,987	5,987	5,987
Programme 2: Public Ordinary Schools						
▶ PPM 208: Learner absenteeism rate	New	10%	10%	10%	10%	10%
▶ PPM 209: Teacher absenteeism rate	New	8%	8%	8%	8%	8%
Programme 3: Independent School Subsidies						
▶ PPM 303: Percentage of registered independent schools visited for monitoring and support	New	100%	100%	100%	100%	100%
ANNUAL OUTPUTS						
Programme 1: Administration						
▶ PPM 103: Percentage of education current expenditure going towards non-personnel items.	9.2%	8.7%				
Programme 2: Public Ordinary School Education						

Programme / Sub-programme / Performance Measures	Estimated Actual (2014/15)	Target for 2015 /16 as per Annual Performance Plan (APP)	1st Quarter Target 2015/16	2nd Quarter Target 2015/16	3rd Quarter Target 2015/16	4th Quarter Target 2015/16
▶ PPM 201: Number of full service schools servicing learners with learning barriers	101	113				
▶ PPM 202: Number of primary schools with an overall pass rate in ANA of 50% and above	New	2 344				
▶ PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	New	323				
▶ PPM 204: Number of secondary schools with a matric pass rate of 60% and above	1 399	1 469				
▶ PPM 205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	58%	65%				
▶ PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	41%	52%				
▶ PPM 207: Number of schools provided with media resources	New	600				
▶ PPM 210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1,872,225	1,872,325				
▶ PPM 211: Number of educators trained on Literacy/Language teaching strategies	New	3000 / 1000				
▶ PPM 212: Number of educators trained on Numeracy/Mathematics teaching strategies	New	3000 / 1000				
Programme 3: Independent Schools						
▶ PPM 301: Number of subsidized learners in Independent schools.	30 300	31 000				

Programme / Sub-programme / Performance Measures	Estimated Actual (2014/15)	Target for 2015 /16 as per Annual Performance Plan (APP)	1st Quarter Target 2015/16	2nd Quarter Target 2015/16	3rd Quarter Target 2015/16	4th Quarter Target 2015/16
PPM302: Percentage of registered independent schools receiving subsidies	New	57%				
Programme 4: Public Special School Education						
PPM401: Percentage of learners with special needs in special schools retained in school until age 16	New	100%				
PPM402: Percentage of special schools serving as Resource Centres	New	34%				
Programme 5: Early Childhood Education						
PPM 501: Number of learners enrolled in Grade R in public schools.	230 000	240 000				
▲ PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	New	80%				
▲ PPM 503: Percentage of employed ECD Practitioners with NQF level 4 and above	New	50%				
Programme 6: Infrastructure Development						
▲ PPM 601: Number of public ordinary schools to be provided with water supply.	325	100				
PPM 602: Number of public ordinary schools to be provided with electricity.	100	100				
▲ PPM 603: Number of public ordinary schools to be supplied with sanitation facilities.	325	100				
▲ PPM 604: Number of classrooms to be built in public ordinary schools.	1400	1450				
PPM 605: Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms -INCLUDE: laboratories, stock rooms, sick bay, kitchen, etc).	1000	1000				

Programme / Sub-programme / Performance Measures	Estimated Actual (2014/15)	Target for 2015 /16 as per Annual Performance Plan (APP)	1st Quarter Target 2015/16	2nd Quarter Target 2015/16	3rd Quarter Target 2015/16	4th Quarter Target 2015/16
PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	New	0				
PPM 607: Number of new schools under construction (includes replacement schools)	New	0				
PPM 608: Number of Grade R classrooms to be built	New	338				
PPM 609: Number of hostels built	New	1				
PPM 610: Number of schools undergoing scheduled maintenance	New	200				
Programme 7: Examination and Education Related Services						
▶ PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	69.7%	75.0%				
▶ PPM 702: Percentage of Grade 12 learners who obtained bachelor passes in the NSC	25.7%	30.0%				
▶ PPM 703: Percentage of Grade 12 learners achieving 50% and above in Mathematics	14.4%	20.0%				
▶ PPM 704: Percentage of Grade 12 learners achieving 50% and above in Physical Science	18.0%	24.0%				
▶ PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	71%	74%				
▶ PPM 706: Percentage of Grade 3 learners achieving 50% and above in Numeracy in the Annual National Assessment (ANA)	71%	74%				
▶ PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language	60%	62%				



Programme / Sub-programme / Performance Measures	Estimated Actual (2014/15)	Target for 2015 /16 as per Annual Performance Plan (APP)	1st Quarter Target 2015/16	2nd Quarter Target 2015/16	3rd Quarter Target 2015/16	4th Quarter Target 2015/16
in the Annual National Assessment (ANA)						
▶ PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	36.4%	39%				
▶ PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	33%	34%				
▶ PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	3%	50%				

APPENDIX B: ACTION PLAN TO 2019 AND DELIVERY AGREEMENT INDICATORS (NATIONAL)

The national Department of Basic Education will provide provinces with information on this section. The provision of information on indicators 16.1. to 27.2 is dependent on the availability of findings from a school monitoring survey that will be conducted by the Department of Basic Education. The Department does not have a system in place to collect information on indicators 16.1 to 27.2 on an annual basis. The Department will update information on these indicators as information becomes available.

SCHOOLING 2030 IMPLEMENTED THROUGH ACTION PLAN TO 2019

Indicator number	Indicator title	Source of data	Provincial Performance in 2014/15 ¹⁷ (or most recent)	Target 2015/16
1.1	Percentage of Grade 3 learners performing at the required <i>literacy</i> level according to the country's Annual National Assessments.	ANA verification	71.4%	74%
1.2	Percentage of Grade 3 learners performing at the required <i>numeracy</i> level according to the country's Annual National Assessments.	ANA verification	70.9%	74%
2.1	Percentage of Grade 6 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	ANA verification	HL: 76.5% FAL: 42.5%	HL: 78% FAL: 45%
2.2	Percentage of Grade 6 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	ANA verification	36.4%	38%
3.1	Percentage of Grade 9 learners performing at the required <i>language</i> level according to the country's Annual National Assessments.	To be confirmed	HL: 49% FAL: 16.1%	HL: 50% FAL: 17%
3.2	Percentage of Grade 9 learners performing at the required <i>mathematics</i> level according to the country's Annual National Assessments.	To be confirmed	2.9%	4%
4	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	NSC database	40 392	40 492
5	Number of Grade 12 learners passing <i>mathematics</i> .	NSC database	43 108	43 208
6	Number of Grade 12 learners passing <i>physical science</i> .	NSC database	38 960	39 960
7	Average score obtained in Grade 6 in <i>language</i> in the SACMEQ assessment.	SACMEQ database	510	510
8	Average score obtained in Grade 6 in <i>mathematics</i> in the SACMEQ assessment.	SACMEQ database	510	510
9	Average Grade 8 mathematics score obtained in TIMSS.	TIMSS database	290	290
10	Percentage of 7 to 15 year olds attending education institutions.	GHS	99%	99.1%
11.1	The percentage of Grade 1 learners who have received formal Grade R.	ASS	96%	97%

SCHOOLING 2030 IMPLEMENTED THROUGH ACTION PLAN TO 2019				
Indicator number	Indicator title	Source of data	Provincial Performance in 2014/15 ¹⁷ (or most recent)	Target 2015/16
11.2	The enrolment ratio of children aged 3 to 5. (This is an indicator of concern to DBE and DSD.)	GHS	71.4%	74%
12.1	The percentage of children aged 9 at the start of the year who are in Grade 4 or above.	ASS/GHS	70.9%	74%
12.2	The percentage of children aged 12 at the start of the year who are in Grade 7 or above.	ASS/GHS	HL: 76.5% FAL: 42.5%	HL: 78% FAL: 45%
13.1	The percentage of youths who obtain a National Senior Certificate from a school.	GHS	36.4%	38%
13.2	The percentage of youths who obtain any FET qualification. (This is an indicator of concern to DBE and DHET.)	GHS	HL: 49% FAL: 16.1%	HL: 50% FAL: 17%
14	The number of qualified teachers aged 30 and below entering the public service as teachers for first time during the past year.	PERSAL	2.9%	4%
15.1	The percentage of learners who are in classes with no more than 45 learners.	ASS	91%	94%
15.2	The percentage of schools where allocated teaching posts are all filled.	School Monitoring Survey (SMS)	100%	100%
16.1	The average hours per year spent by teachers on professional development activities.	SMS	37	50
16.2	The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge.	School Monitoring Survey (SMS)	50%	55%
17	The percentage of teachers absent from school on an average day.	School Monitoring Survey (SMS)	5%	6%
18	The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.	School Monitoring Survey (SMS)	86%	87%
19	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	School Monitoring Survey (SMS)	81%	82%

APPENDIX C: SUMMARY OF NATIONALLY DETERMINED PROGRAMME PERFORMANCE MEASURES

This appendix lists the National Programme Performance Measures (PPMs) as agreed upon between the Department of Basic Education, Treasury and the KwaZulu-Natal Provincial Education Department. The Department of Basic Education is still to provide the descriptors for each of the PPMs

DRAFT PROVINCIAL PROGRAMME PERFORMANCE MEASURES (PPMS) FOR 2015/16		Status	MTSF link	Frequency of Reporting
A. PROGRAMME 1 (Administration)				
PPM101	Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system	Retained		Quarterly
PPM102:	Number of public schools that can be contacted electronically (e-mail)	Retained		Quarterly
PPM103	Percentage of education current expenditure going towards non-personnel items	Retained		Annual
PPM104	Number of schools visited by district officials for monitoring and support purposes.	Retained and Reworded	MTSF	Quarterly
B. PROGRAMME 2 (Public Ordinary Schools)				
PPM201	Number of full service schools servicing learners with learning barriers	New		Annual
PPM202	Number of primary schools with an overall pass rate in ANA of 50% and above	New		Annual
PPM203	Number of secondary schools with an overall pass rate in ANA of 40% and above	New		Annual
PPM204	Number of secondary schools with a matric pass rate of 60% and above	New		Annual
PPM205	The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	New	MTSF	Annual
PPM206	The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	New	MTSF	Annual
PPM207	Number of schools provided with media resources	New		Annual
PPM208	Learner absenteeism rate	New		Quarterly
PPM209	Teacher absenteeism rate	New		Quarterly
PPM210	Number of learners in public ordinary schools benefiting from the "No Fee School" policy	Retained		Annual
PPM2011	Number of educators trained on Literacy/Language teaching strategies	New		Annual
PPM2012	Number of educators trained on Numeracy/Mathematics teaching strategies	New		Annual
C. PROGRAMME 3 (Independent School Subsidies)				
PPM301	Number of subsidised learners in registered independent schools	Retained		Annual

DRAFT PROVINCIAL PROGRAMME PERFORMANCE MEASURES (PPMS) FOR 2015/16		Status	MTSF link	Frequency of Reporting
PPM302	Percentage of registered independent schools receiving subsidies	New		Annual
PPM303	Percentage of registered independent schools visited for monitoring and support	New		Quarterly
D. PROGRAMME 4 (Public Special School Education)				
PPM401	Percentage of learners with special needs in special schools retained in school until age 16	New		Annual
PPM402	Percentage of special schools serving as Resource Centres	New		Annual
E. PROGRAMME 5 (Early Childhood Development)				
PPM501	Number of public schools that offer Grade R	Retained		Annual
PPM502	Percentage of Grade 1 learners who have received formal Grade R education	New	MTSF	Annual
PPM503	Percentage of employed ECD Practitioners with NQF level 4 and above	New	MTSF	Annual
F. PROGRAMME 6 (Infrastructure Development)				
PPM601	Number of public ordinary schools provided with water supply	Retained		Annual
PPM602	Number of public ordinary schools provided with electricity supply	Retained		Annual
PPM603	Number of public ordinary schools supplied with sanitation facilities	Retained		Annual
PPM604	Number of classrooms built in public ordinary schools	Retained		Annual
PPM605	Number of specialist rooms built in public ordinary schools	Retained		Annual
PPM606	Number of new schools completed and ready for occupation (includes replacement schools)	New		Annual
PPM607	Number of new schools under construction (includes replacement schools)	New		Annual
PPM608	Number of Grade R classrooms to be built	New		Annual
PPM609	Number of hostels built	New		Annual
PPM610	Number of schools undergoing scheduled maintenance	New		Annual
G. PROGRAMME 7 (Examination and Education Related Services)				
PPM 701	Percentage of learners who passed National Senior Certificate (NSC)	Retained		Annual
PPM702	Percentage of Grade 12 learners who obtained bachelor passes in the NSC	Retained	MTSF	Annual
PPM 703	Percentage of Grade 12 learners achieving 50% and above in Mathematics	New	MTSF	Annual
PPM 704	Percentage of Grade 12 learners achieving 50% and above in Physical Science	New	MTSF	Annual
PPM 705	Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	Retained and Reworded	MTSF	Annual

DRAFT PROVINCIAL PROGRAMME PERFORMANCE MEASURES (PPMS) FOR 2015/16		Status	MTSF link	Frequency of Reporting
PPM 706	Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Retained and Reworded	MTSF	Annual
PPM 707	Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	Retained and Reworded	MTSF	Annual
PPM 708	Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Retained and Reworded	MTSF	Annual
PPM 709	Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	Retained and Reworded	MTSF	Annual
PPM 710	Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	Retained and Reworded	MTSF	Annual



THE NEW PPM DESCRIPTORS

A. PROGRAMME 1

Indicator title	PPM101: Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system
Short definition	The South African School Administration and Management System (SA-SAMS) was introduced to assist school in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system could include third party or other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. Public School: Refers to ordinary and special schools. It excludes independent schools
Purpose/importance	To measure improvement in the provision of data from schools.
Policy linked to	Education Information Policy Act
Source/collection of data	Provincial EMIS database
Means of verification	Snapshot of schools providing information to LURITS (<i>This should include EMIS no., District and name of school</i>).
Method of calculation	Total number of public schools that use school administration and management systems to provide data to learner tracking system.
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM102: Number of public schools that can be contacted electronically (e-mail)
Short definition	Number of public schools that can be contacted electronically particularly through emails. Public School: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	This indicator measures accessibility of schools by departments through other means than physical visits, This is useful for sending circulars, providing supplementary materials and getting information from schools speedily.
Policy linked to	Education Information Policy Act
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No, Name of a school and email address
Method of calculation	Record total number of public schools that can be contacted electronically
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools to be contactable through emails.
Indicator responsibility	EMIS directorate / IT Directorate (province may insert the more relevant Responsibility Manager)

Indicator title	PPM103: Percentage of education current expenditure going towards non-personnel items
Short definition	Total expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. Education Current Expenditure: Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget.
Purpose/importance	To measure education expenditure on non-personnel items.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Total education expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items.
Indicator responsibility	Responsible Manager (Finance Section) (province may insert the more relevant Responsibility Manager)
Indicator title	PPM104: Number of schools visited by district officials for monitoring and support purposes.
Short definition	Number of schools visited by Circuit Managers and Subject Advisors in a quarter for monitoring, support and liaison. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. Circuit Manager: this is a manager who oversees and supports a cluster/group of schools on behalf of the District manager. Therefore, district officials include all officials from education district office and circuits visiting schools for monitoring support purpose.
Purpose/importance	To measure support given to schools by the district officials including Circuit Managers and Subject Advisors
Policy linked to	SASA and MTSF
Source/collection of data	Circuit Managers and Subject Advisors signed school schedule and school visitor records or school visit form.
Means of verification	Quarterly reports (on the number of schools visited by district officials including the Circuit Managers and Subject advisers)
Method of calculation	Record total number of schools that were visited by circuit managers per quarter for support, monitoring and liaison.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by Circuit Managers for monitoring, support and liaison purposes.
Indicator responsibility	Institutional Support Management and Governance (province may insert the more relevant Responsibility Manager)



B. PROGRAMME 2

Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Short definition	Number of public ordinary schools that are full service schools. Full-service schools: are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting. These schools serve mainly learners with moderate learning barriers.
Purpose/importance	To measure access to public ordinary schools by learners with learning barriers
Policy linked to	White Paper 6
Source/collection of data	Inclusive Education schools database
Means of verification	List of public ordinary schools converted to full service schools or public school provided with assistive devices or appropriate infrastructure.
Method of calculation	Count the total number of full service schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all special needs learners have access to schooling and that selected public ordinary schools are able to accommodate these learners.
Indicator responsibility	Inclusive Education Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above
Short definition	Total number of primary schools that has achieved an average passes of 50% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department's in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally.
Purpose/importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	National Assessments, ANA database and ANA Technical Report
Means of verification	ANA database
Method of calculation	Record the number of primary schools with an average passes of 50% and above in the ANA examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All primary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA).

Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above
Short definition	Total number of secondary schools that has achieved an average passes of 40% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department's in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally.
Purpose/importance	This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	National Assessments, ANA database and ANA Technical Report
Means of verification	ANA database
Method of calculation	Record the number of secondary schools with an average passes of 40% and above in the ANA examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All secondary ordinary schools to perform at 40% and above in the Annual National Assessment (ANA).
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Short definition	Total number of secondary schools that has achieved an average passes of 60% and above in the National Senior Certificate (NSC).
Purpose/importance	This indicator measures the quality of NSC passes as the sector wants to ensure that more Grade 12 learners obtain a NSC qualification.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	National Examinations and Assessment Database
Means of verification	National Senior Certificate database
Method of calculation	Record the total number of schools with an average pass of 60% and above in the NSC examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All public ordinary school to perform at 60% and above in the NSC
Indicator responsibility	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)



Indicator title	PPM205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 4 is 10 year olds. Therefore number of learners who turned 9 in the previous year, are equal to the children aged 10 in the current year, who are currently enrolled in Grade 4 and higher expressed as percentage of the total number of 10 year old learners enrolled in schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS. Stats SA surveys such as the General Household Survey has started to collect information on grade enrolment from 2009.
Policy linked to	SASA and MTSF
Source/collection of data	EMIS Annual School Survey (ASS)
Means of verification	Snapshot of the EMIS Annual School Survey database
Method of calculation	Divide the number of 10 year old learners enrolled in Grade 4 and higher by the total number of 10 year old learners attending schools regardless of grade.
Data limitations	Lack of accurate date of birth
Type of indicator	Efficiency
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools
Indicator responsibility	EMIS Directorate (province may insert the more relevant Responsibility Manager)
Indicator title	PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
Short definition	The appropriate age for children enrolled in Grade 7 is 13 year old. Therefore number of learners who turned 12 in the previous year, are equal to the children aged 13 in the current year, who are currently enrolled in Grade 7 and higher expressed as percentage of the total number 13 year old learners enrolled in schools.
Purpose/importance	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS.
Policy linked to	SASA and MTSF
Source/collection of data	EMIS Annual School Survey (ASS)
Means of verification	Snapshot of the EMIS Annual School Survey database
Method of calculation	Divide the number of 10 year old learners enrolled in Grade 4 and higher by the total number of 10 year old learners attending schools regardless of grade.
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM207: Number of schools provided with media resources
Short definition	Learners need access to a wider range of materials such as books other than textbooks, and newspapers, materials which would typically be found in a library or multimedia centre. This is particularly important in poorer communities, where such materials are not readily available at home. Without access to, for instance, children's encyclopaedias, the learning experience becomes severely limited.
Purpose/importance	To measure the percentage of learners with access to media resources. Access to quality library resources are essential to developing lifelong reading habits, particularly in poor communities where children do not have access to private reading material.
Policy linked to	SASA and Library Information Service
Source/collection of data	Library Information Service database or NEIMS
Means of verification	List of school provide with media resources including proof of deliveries (PODs) or other means of proof as defined at a provincial level
Method of calculation	Record the total number of schools that received the media resources
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All schools to be provide with media resources
Indicator responsibility	Curriculum Branch (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM208: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
Purpose/importance	This indicator examines the systems to identify the extent of learner absenteeism and find systems that exist to monitor and reduce learner absenteeism.
Policy linked to	SASA
Source/collection of data	Database of learners absent from schools, according to the data capture method available in that province
Means of verification	Reportage from the school (summary of totals only)
Method of calculation	Record the total number of learners absent from school in a quarter
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of learners to attend schools regularly
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM209: Teacher absenteeism rate
Short definition	Absence may be due to authorised leave of absence due to sickness or family responsibility or it may be that the teacher is 'present' but not in the school because she may be undertaking official duties.
Purpose/importance	To measure the extent of teacher absenteeism in school in order to develop systems to reduce and monitor the phenomenon regularly.
Policy linked to	SASA

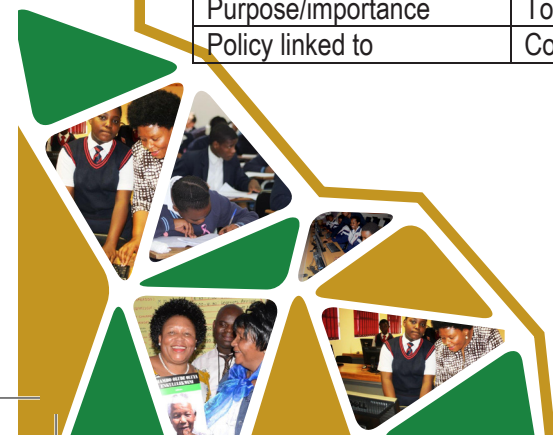


Source/collection of data	PERSAL and EMIS data systems
Means of verification	Database of educators recorded as absent from work (based on PERSAL leave forms submitted)
Method of calculation	Divide the total number of teachers absent from work by the total number of educators in the province (system). This to be expressed as a percentage based on the number of working days in the term.
Data limitations	Delay in the submission of leave forms and the updating of PERSAL
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of teacher to be on time and teaching at schools during school hours
Indicator responsibility	Human Resource Management and Provisioning ((provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM210: Number of learners in public ordinary schools benefiting from the “No Fee School” policy
Short definition	Number of learners attending public ordinary schools who are not paying any school fees in terms of “No fee school policy”. The government introduced the no-fee school policy to end the marginalisation of poor learners. This is in line with the country’s Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
Purpose/importance	To measure access to free education
Policy linked to	Constitution, SASA and No fee school Policy
Source/collection of data	Resource target and EMIS database
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Method of calculation	Record all learners that are not paying school fees in line with “No Fee School Policy”
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible learners to benefit from No Fee School Policy
Indicator responsibility	Budget Manager (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM211: Number of educators trained in Literacy/Language content and methodology
Short definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education.
Purpose/importance	Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher absenteeism and ensuring the full coverage of the curriculum.
Policy linked to	Strategic Planning Framework for Teacher Education and Development
Source/collection of data	Human Resource Development or other provincial Database

Means of verification	Registers of teacher trained in the province
Method of calculation	Record the total number of teachers formally trained in content and methodology in Literacy/Language
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases, notably Foundation and Intermediate to be trained in Literacy/Language content and methodology
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM2012: Number of educators trained in Numeracy/Mathematics content and methodology
Short definition	Teacher training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education.
Purpose/importance	Targets for teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher absenteeism and ensuring the full coverage of the curriculum.
Policy linked to	Strategic Planning Framework for Teacher Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Registers of teacher trained in the province
Method of calculation	Record the total number of teacher formally trained on content and methodology in Literacy/Language
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All teachers in all phases to be trained in Numeracy/Mathematics content and methodology
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

C. PROGRAMME 3 (INDEPENDENT SCHOOL)

Indicator title	PPM301: Number of subsidised learners in registered independent schools
Short definition	Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linked to	Compliance with school funding norms and standards for independent schools



Source/collection of data	School Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Count the total number of learners in independent schools that are subsidised
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager
Indicator title	PPM302: Percentage of registered independent schools receiving subsidies
Short definition	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. Independent Schools: schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools.
Purpose/importance	To improve access to education
Policy linked to	Compliance with school funding norms and standards for independent schools
Source/collection of data	School Funding Norms and standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation).
Method of calculation	Divide the total number of registered independent schools that are subsidised by the total number of registered independent schools.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager
Indicator title	PPM303: Percentage of registered independent schools visited for monitoring and support
Short definition	Number of registered independent schools visited by provincial education department officials for monitoring and support purposes expressed as a percentage of the total number of registered independent schools. These school visits by Circuit Mangers, Subject Advisors and any official from the Department for monitoring, support and liaison
Purpose/importance	To measure monitoring and oversight of independent schools by provincial education departments.

Policy linked to	SASA and MTSF
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisers signed school schedule and school visitor records or school visit form.
Means of verification	Provincial education departments reports on the number of independent schools visited
Method of calculation	Divide the number of registered independent schools visited by provincial education department officials for monitoring and support purposes by the total number of registered independent schools.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All registered independent schools to be visited by provincial education departments for oversight, monitoring, support and liaison purposes at least once a year.
Indicator responsibility	Institutional Support Management and Governance: Independent Schools or Independent Schools Programme Manager

D. PROGRAMME 4 (Special Schools)

Indicator title	PPM401: Percentage of learners with special needs in special schools retained in school until age 16
Short definition	According to the Constitution and SASA, Education in South Africa is mandatory between the ages of 7 and 15, this includes Grades 1 to 9 and the government aims to ensure that no child is denied this right.
Purpose/importance	To measure access to education for special needs children and retention of these learners in the schooling system.
Policy linked to	White Paper 6
Source/collection of data	EMIS database Annual School Survey for Special Schools
Means of verification	Signed-off of declaration by Principal and District manager (electronic or hardcopy)
Method of calculation	Divide the total number of 7 to 16 year old learners enrolled in public Special Schools by the 7 to 16 year old learners with disability in the population.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with disabilities of compulsory school going age to attend some form of educational institution.
Indicator responsibility	Inclusive Education Programme Manager (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM402: Percentage of special schools serving as Resource Centres

Short definition	Education White Paper 6 speaks of the “qualitative improvement of special schools for the learners that they serve and their phased conversion to special school resource centres that provided special support to neighboring schools and are integrated into district based support team”.
Purpose/importance	To measure support that the special schools resource centres offer to mainstream and full service schools as a lever in establishing an inclusive education system.
Policy linked to	White Paper 6 and Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres
Source/collection of data	Inclusive education database
Means of verification	List of Special school serving as resource centres
Method of calculation	Record all the number of special school serving as resource centres
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All special schools to serve as resource centres
Indicator responsibility	Inclusive Education Directorate (provinces may insert the more relevant Responsibility Manager)

E. PROGRAMME 5 (ECD)

Indicator title	PPM501: Number of public schools that offer Grade R
Short definition	Total number of public schools (ordinary and special) that offer Grade R.
Purpose/importance	To measure the expansion and provision of Grade R in public schools.
Policy linked to	White Paper 5
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal and District Manager (electronic or hardcopy)
Method of calculation	Record the number of public schools (ordinary and special) that offer Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public schools with Grade 1 to offer Grade R.
Indicator responsibility	EMIS Directorate

Indicator title	PPM502: Percentage of Grade 1 learners who have received formal Grade R education
Short definition	Number of Grade 1 learners who have attended Grade R expressed as a percentage of total number of learner enrolled in Grade 1 for the first time excluding learners who are repeating.
Purpose/importance	This indicator measures the readiness of learners entering the schooling system and assesses children who are exposed to Early Childhood Development stimuli.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	EMIS database

Means of verification	Signed-off declaration by Principal and District Manager(electronic or hardcopy)
Method of calculation	Divide the number of learners enrolled in public ordinary schools in Grade R by the total number of learners enrolled in Grade 1 for the first time excluding learners who are repeating.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible children to attend Grade R in a given year
Indicator responsibility	EMIS Directorate
Indicator title	PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above
Short definition	Number of ECD practitioners with NQF level 4 and above employed expressed as a total number of ECD practitioners employed in public schools. National Qualification Framework (NQF) level 4 is equivalent to the ECD practitioners with at least National Senior Certificate (NSC).
Purpose/importance	To measure some quality aspects of the provision of early childhood development education.
Policy linked to	MTSF and White Paper 5
Source/collection of data	ECD Programme Manager
Means of verification	Database of ECD practitioners and their qualifications
Method of calculation	Divide the number of ECD practitioners that have level 4 (NSC Certificate) and above by the total number of ECD practitioners employed in the public ECD Centres.
Data limitations	Some ECD practitioners are not in the PERSAL system
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All ECD practitioners to have NQF level 4 and above
Indicator responsibility	Early Childhood Development Programme Manager

F. PROGRAMME 6

Indicator title	PPM601: Number of public ordinary schools provided with water supply
Short definition	Total number of public ordinary schools provided with water. This includes water tanks or boreholes or tap water. This measure applies to existing schools and excludes new schools.
Purpose/importance	To measure the plan to provide access to water in the year concerned
Policy linked to	School Infrastructure Provision
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificates
Method of calculation	Record all public ordinary schools that do not have access to running water.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative <i>(this is a cumulative indicators but because it is reported annually it</i>

	<i>becomes non-cumulative)</i>
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to running water
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM602: Number of public ordinary schools provided with electricity supply
Short definition	Total number of public ordinary schools provided with electricity. This measure applies to existing schools and excludes new schools. Definition: School with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
Purpose/importance	To measure access to electricity
Policy linked to	School Infrastructure Provision
Source/collection of data	NEIMS/Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record all public ordinary schools that were provided with electricity.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to electricity.
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM603: Number of public ordinary schools supplied with sanitation facilities
Short definition	Total number of public ordinary schools provided with sanitation facilities. This measure applies to existing schools and excludes new schools. Sanitation facility: Refers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Municipal Flush, Enviro Loo, Pit-latrine and Chemical.
Purpose/importance	To measure access to sanitation facilities
Policy linked to	School Infrastructure Provision
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record all public ordinary schools provided with sanitation facilities
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to sanitation facilities.
Indicator responsibility	School Infrastructure Directorate/ Infrastructure Development Unit
Indicator title	PPM604: Number of classrooms built in public ordinary schools
Short definition	Number of classrooms expected built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools. Classrooms: Rooms where teaching and learning occurs, but which are not

	designed for special instructional activities. This indicator excludes specialist rooms.
Purpose/importance	To measure access to the appropriate learning environment and infrastructure in schools
Policy linked to	Guidelines on School Infrastructure (to be updated)
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion certificate
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate classrooms.
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM605: Number of specialist rooms built in public ordinary schools
Short definition	Total number of specialist rooms built in public ordinary schools. These include additional specialist rooms in the existing schools and new schools. Specialised room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 804) and includes rooms such as laboratories.
Purpose/importance	To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum.
Policy linked to	Guidelines on School Infrastructure (to be updated)
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Record the total number of specialist rooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have libraries, resource centre etc.
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM606: Number of new schools completed and ready for occupation (includes replacement schools)
Short definition	Total number of public ordinary schools built in a given year. These include both new and replacement schools built and completed through Accelerated School Infrastructure Development Initiative (ASIDI) programme.
Purpose/importance	To measure access to education through provision of appropriate school infrastructure.
Policy linked to	Guidelines on School Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Count the total number of new schools completed

Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
New indicator	Yes
Desired performance	All children to have access to public ordinary schools with basic services and appropriate infrastructure
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM607: Number of new schools under construction (includes replacement schools)
Short definition	Total number of public ordinary schools under construction includes replacement and schools and schools being built through Accelerated School Infrastructure Development Initiative (ASIDI) programme.
Purpose/importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching.
Policy linked to	Guidelines on School Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Supply Chain Management Documents/Procurement Documents
Method of calculation	Record the total number of schools under construction including replacement schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative (<i>this is a cumulative indicators but because it is reported annually it becomes non-cumulative</i>)
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM608: Number of Grade R classrooms built
Short definition	Total number of classrooms built to accommodate Grade R learners.
Purpose/importance	To measure expansion of the provision of early childhood development
Policy linked to	Guidelines on School Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Record the total number of Grade R classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools with Grade 1 to have a Grade R classroom(s).
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM609: Number of hostels built
Short definition	Number of hostels built in the public ordinary schools; these include refurbishment of the old hostels in public ordinary schools.

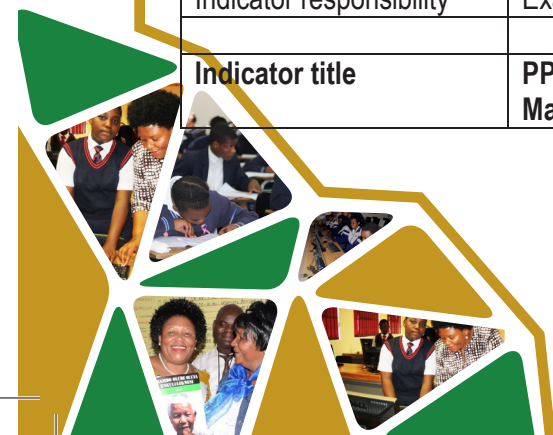
Purpose/importance	To measure access to education for learners who travel long distances
Policy linked to	Guidelines on School Infrastructure
Source/collection of data	NEIMS/ Infrastructure database
Means of verification	Completion Certificate
Method of calculation	Count the total number of hostels built in public ordinary schools
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All children to have access to education regardless of geographical location
Indicator responsibility	School Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM610: Number of schools undergoing scheduled maintenance
Short definition	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the school property and buildings and grounds occupied by the schools, including school hostels.
Purpose/importance	Routine maintenance of school facilities in our country is generally unacceptable, resulting in further deterioration over time. The ongoing neglect exposes learners to danger, de-motivates educators and cost the state more and more over time as buildings collapse.
Policy linked to	SASA
Source/collection of data	NEIMS/School Infrastructure
Means of verification	Database of schools undergoing scheduled maintenance
Method of calculation	Record total number of schools undergoing scheduled maintenance
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	NEIMS/ School Infrastructure Directorate / Infrastructure Development Unit

G. PROGRAMME 7

Indicator title	PPM 701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	Total number of NSC learners who passed in the National Senior Certificate (NSC) examination expressed as a total number of learners who wrote the National Senior Certificate.
Purpose/importance	To measure the efficiency of the schooling system
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database and technical reports
Means of verification	List of NSC learners
Method of calculation	Divide the number of learners who passed NSC examinations by the total number of learners who wrote the national Senior Certificate (NSC).
Data limitations	None

Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 12 learners that are passing the NSC examinations.
Indicator responsibility	Examinations and Assessments Directorate
Indicator title	PPM 702: Percentage of Grade 12 learners passing at bachelor level
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enroll for degree courses in universities expressed as a total number of learners who wrote NSC examinations.
Purpose/importance	To measure quality aspects of NSC passes
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC learners
Method of calculation	Divide the number of Grade 12 learners who achieved a Bachelor pass in the National Senior Certificate by the total number of Grade 12 learners who wrote NSC examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics
Short definition	Number of Grade 12 learners passing Mathematics with 50% or above in the NSC examinations expressed as a total number of learners who wrote Mathematics in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Mathematics as a key gateway subject.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC learners
Method of calculation	Divide number of Grade 12 learners who passed Mathematics in the National Senior Certificate with 50% and more by the total number of learners who wrote Mathematics in the NSC examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC learners who are passing Mathematics with 50% and above

Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science
Short definition	Number of Grade 12 learners passing Physical Science with 50% or more in the NSC examinations expressed as a total number of learners who wrote Physical Science in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Science as a key gateway subject.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	NSC database
Means of verification	List of NSC learners
Method of calculation	Divide number of Grade 12 learners who passed Physical Science in the National Senior Certificate with 50% and above by the total number of learners who wrote Physical Science in the NSC examinations.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of NSC learners who are passing Physical Science at 50% and above
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 3 learners who wrote ANA language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote ANA Language test.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 3 learners who are passing ANA Language examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)



Short definition	Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of total number of Grade 3 learners who wrote ANA Mathematics test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote ANA Mathematics test.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 3 learners who are passing ANA Maths examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the Annual National Assessments (ANAs) expressed as a percentage of total number of Grade 6 learners who wrote ANA Language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Language test.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 6 learners who are passing ANA Language examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of total number of Grade 6 learners who wrote ANA Mathematics test.

Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Mathematics test.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 6 learners who are passing ANA Mathematics examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a percentage of total number of Grade 9 learners who wrote ANA Language test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase
Policy linked to	MTSF and Examinations and Assessments
Means of verification	List of learners who passed ANA tests
Source/collection of data	ANA database
Method of calculation	Divide the number of Grade 9 learners who passed ANA Language examinations by the total number of Grade 9 learners who wrote ANA Language test.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 9 learners who are passing ANA Home Language examinations.
Indicator responsibility	Examinations and Assessment Directorate
Indicator title	PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)
Short definition	Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a percentage of total number of Grade 9 learners who wrote ANA Mathematics test.
Purpose/importance	To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase.
Policy linked to	MTSF and Examinations and Assessments



Source/collection of data	ANA database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 9 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 9 ANA Mathematics test.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To increase the number of Grade 9 learners who are passing ANA Mathematics examinations.
Indicator responsibility	Examinations and Assessment Directorate

APPENDIX D: INFORMATION TABLES RELEVANT FOR PLANNING IN THE EDUCATION SECTOR

This section will not be subjected to auditing. It provides useful information for planning. It assists planners with readily available information for reporting to the legislature, premier's office and other reporting requirements in the provinces.

Table 2: Statistical Information

		Public Ordinary schools						
	Number of Learners*	Number of Publicly employed educators**	Public Learner-Educator Ratio***	Privately employed educators**	Total number of educators	Effective Learner : Educator Ratio		
Public primary schools								
Quintile 1 (poorest)	316810	10075	1:31	150	11214	1:31		
Quintile 2	315300	9915	1:32	177	11301	1:32		
Quintile 3	280935	8588	1:33	151	10144	1:33		
Quintile 4	290710	8719	1:33	443	8006	1:33		
Quintile 5 (least poor)	184438	5725	1:32	1440	6838	1:32		
Public secondary schools								
Quintile 1 (poorest)	252764	8521	1:30	76	5955	1:30		
Quintile 2	291299	9789	1:30	80	7781	1:30		
Quintile 3	260802	8713	1:30	34	7260	1:30		
Quintile 4	244874	8233	1:30	226	6620	1:30		
Quintile 5 (least poor)	164587	5617	1:29	1030	5613	1:29		

Table 3: Age Specific Enrolment Rate (ASER)

Age	Provincial education sector – Age-Specific Enrolment Rates (2015)[1]									
	Number of learners in ordinary public schools	Total number of learners in independent schools	Total number of learners in special schools	FET colleges (head-count)	A(B)ET	ECD Centres	Population	Age-specific enrolment rate		
< Age 6	Public	Independent	Special							
< Age 6	103390	4251	69							
Age 6	195689	4403	211							
Age 7	206272	5152	489							
Age 8	208105	4976	651							
Age 9	206929	4667	835							
Age 10	194800	4279	1003							
Age 11	176375	3865	948							
Age 12	175184	3673	1067							
Age 13	174660	3844	1119							
Age 14	175362	4415	1303							
Age 15	175274	4241	1360							
Age 16	173803	4181	1301							
Age 17	173261	4226	1284							
Age 18	153149	3718	975							
> Age 18	264565	4599	1396							
Total	2756818	64490	14011							

APPENDIX E: GLOSSARY OF PLANNING TERMS

The definitions attached to particular terms *in this document* are provided below.

Programme Performance Measure [PPM]	Performance measures are national indicators linked to specific statistics. They are used to gauge performance in the education system. Each performance measure is linked to one measurable objective. Each performance measure takes the form of one provincial time series statistic.
Performance Target [PT]	A performance target is one numerical value for one future period in time with respect to a performance measure. Performance targets indicate in a precise manner the improvements that are envisaged in the education system.
Strategic Goal [SG]	Strategic goals are goals that determine the overall medium to long term direction of the pre-tertiary education system. They reside at the top of the hierarchy of planning elements.
Strategic Objective [SO]	Strategic objectives are one level below the strategic goals. Their focus is more specific than that of the strategic goals. Most strategic objectives are linked to one provincial budget programme, though some may be generic to the sector as a whole.
The baseline	The base line refers to the current level of performance that the institution aims to improve. The initial step in setting performance targets is to identify the baseline, which in most instances is the level of performance recorded in the year prior to the planning period.
Performance targets	It is a specific level of performance that the institution, programme or individual is aiming to achieve within a given time period.
Programme Performance Measure	Is a nationally determined indicator with specific numerical that tracks progress towards the achievement of a sector priority.
Performance standards	Express the minimum acceptable level of performance, or the level of performance that is generally expected.
Cost or Price indicators	Important in determining the economy and efficiency of service delivery.
Distribution indicators	Relate to the distribution of capacity to deliver services and are critical to assessing equity across geographical areas, urban/rural divides or demographic categories. Such information could be presented using geographic information systems
Quantity indicators	Relate to the number of inputs, activities or outputs. Quantity indicators should generally be time-bound; e.g. the number of inputs available at a specific point in time, or the number of outputs produced over a specific time period.
Quality indicators	Reflect the quality of that which is being measured against predetermined standards. Such standards should reflect the needs and expectations of affected parties while balancing economy and effectiveness. Standards could include legislated standards and industry codes.
Dates and time frame indicators	Reflect timeliness of service delivery. They include service frequency measures, waiting times, response time, turnaround times, time frames for service delivery and timeliness of service delivery.
Adequacy indicators	Reflect the quantity of input or output relative to the need or demand. They respond to the question: "Is enough being done to address the problem?".
Accessibility indicators	Reflect the extent to which the intended beneficiaries are able to access

	services or outputs. Such indicators could include distances to service points, traveling time, waiting time, affordability, language, accommodation of the physically challenged.
Economy indicators	Explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical.
Efficiency indicators	Explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input: Output ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets.
Effectiveness indicators	Explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals.
Equity indicators	Explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on.
Activities	The processes or actions that use a range of inputs to produce an output and ultimately an outcome.
Inputs	The resources that contribute to the production and delivery of an output.
Outputs	The goods and services produced by an institution for delivery.
Outcomes	The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs.
Performance Indicator	Identify specific numerical that tracks progress towards the achievement of a goal.
Baselines	The current performance levels that the institution aims to improve when setting performance targets

Table 4: Supplementary Indicators

NOTE: THE STATISTICAL INFORMATION FOR THIS TABLE IS PROVIDED BY DEPARTMENT OF BASIC EDUCATION

Table 4: Supplementary Indicators				
	1. Early Childhood Development (ECD)	2014/15	2015/16	Data sources
1.1.	Percentage of 5 year olds enrolled in an education institution	78.0%		Statistics South Africa, General Household Survey, 200602011, DBE own calculations
1.2	Gross Enrolment Rate (GER) (Grade R) in ordinary schools	73.7%		DBE, Education Statistics in South Africa and Mid0year population statistics supplied by Stats SA
1.3	Percentage of Grade 1 learners who have done Grade R	70.4%		Annual School Survey, 2009, 2011 and 2012
1.4	Percentage of schools (public and independent) that offer Grade R	95.7%		Annual School Survey, 2009, 2011 and 2012
1.5	Percentage of public schools that offer Grade R	96.2%		Annual School Survey, 2009, 2011 and 2012
	2. All ordinary schools (public and independent)			
2.1	Primary Adjusted Net Enrolment Rate (ANER)	99.0%		Statistics South Africa, General Household Survey, 200902011, DBE calculations
2.2	Secondary Adjusted Net Enrolment Rate (ANER)	90.6%		Statistics South Africa, General Household Survey, 200902011, DBE calculations
2.3	Percentage of qualified educators	90%		Source: PERSAL, August 2008 – 2012
2.4	Attrition Rate of Teachers	3288		Source: PERSAL, 2005/06 to 2011/12
2.5	% of schools with multi0grade classes	13.3%		Source: Annual School Survey, 2009, 2011 and 2012
2.6	% of learners that fell pregnant in the previous year	1.0%		Source: Annual School Survey, , 2009, 2011 and 2012
2.7	Learner educator Ration (LER)	30.3%		Source: Annual School Survey, 2009, 2011 and 2012
2.8	Learner educator Ration in ordinary public schools (LER)	31.2%		Source: Annual School Survey, 2009, 2011 and 2012
2.9	Learner educator Ration (LER) in ordinary independent schools	14.4%		Source: Annual School Survey, , 2009, 2011 and 2012
2.10	Overall results in Grade 1 Mathematics (Average percentage mark), 201202013	72%		Report on the Annual National Assessments, 201102012
2.11	Overall results in Grade 1 Language (Average percentage mark), 201202013	61%		Report on the Annual National Assessments, 201102012
2.12	Overall results in Grade 2 Mathematics (Average percentage mark), 201202013	61%		Report on the Annual National Assessments, 201102012
2.13	Overall results in Grade 2 Language (Average percentage mark), 201202013	61%		Report on the Annual National Assessments, 201102012



2.14	Overall results in Grade 3 Mathematics (Average percentage mark), 201202013	44%		Report on the Annual National Assessments, 201102012
2.15	Overall results in Grade 3 Language (Average percentage mark), 201202013	57%		Report on the Annual National Assessments, 201102012
2.16	Overall results in Grade 4 Mathematics (Average percentage mark), 201202013	41%		Report on the Annual National Assessments, 201102012
2.17	Overall results in Grade 4 Home Language (HL) and First Additional Language (FAL) (Average percentage mark), 201202013	38%		Report on the Annual National Assessments, 201102012
2.18	Overall results in Grade 5 Mathematics (Average percentage mark), 201202013	33%		Report on the Annual National Assessments, 201102012
2.19	Overall results in Grade 5 Home Language (HL) and First Additional Language (FAL) (Average percentage mark), 201102012	35%		Report on the Annual National Assessments, 201102012
2.20	Overall results in Grade 6 Mathematics (Average percentage mark), 201202013	29%		Report on the Annual National Assessments, 201102012
2.21	Overall results in Grade 6 Home Language (HL) and First Additional Language (FAL) (Average percentage mark), 201202013	40%		Report on the Annual National Assessments, 201102012
2.22	Overall results in Grade 9 Mathematics (Average percentage mark), 201202013	13%		Report on the Annual National Assessments, 2012
2.23	Overall results in Grade 9 Home Language (HL) and First Additional Language (FAL) (Average percentage mark), 201202013	37%		Report on the Annual National Assessments, 2012
2.24	National Senior Certificate (NSC) pass rate	80%		DBE, National Senior Certificate Technical Report, 2011 and 2012
2.25	% of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	48 392		DBE, National Senior Certificate Technical Report, 2011 and 2012
2.26	% of Grade 12 learners passing mathematics.	43 108		DBE, National Senior Certificate Technical Report, 2011 and 2012
2.27	% of Grade 12 learners passing physical science.	38 960		DBE, National Senior Certificate Technical Report, 2011 and 2012
3. Public: Independent Distribution Schools				
3.1	% of learners in independent schools	2.3%		SNAP Ordinary Schools 2009 – 2012
3.2	% of schools that are independent	3.6%		SNAP Ordinary Schools 2009 – 2012
4. Ordinary: Special Schools				
4.1	Number of schools classified as special schools	74		SNAP Ordinary Schools 2009 02011
4.2	Number of learners that are in special schools	17 177		SNAP Special Schools, 2009 and 2011
5. GENERAL				
5.1	Adult Literacy Rate	81.2%		Statistics South Africa, General Household Survey, 200902011, DBE calculations

Table 4: Supplementary Indicators

5.2	% of children that have experienced violence at school	33.5%	Statistics South Africa, General Household Survey, 2009/2011, DBE calculations
5.3	% of learners who were absent at school	6.1%	Statistics South Africa, General Household Survey, 2009/2011, DBE calculations
	% of 2024 years olds who have completed Grade 12		Statistics South Africa, General Household Survey, 2009/2011, DBE calculations
5.4	% of 24 years olds who have completed Grade 12	51.7%	Statistics South Africa, General Household Survey, 2009/2011, DBE calculations
6. FINANCE INDICATORS			Data sources
6.1	Percentage of public current expenditure on non-personnel items (schooling)	15.3%	Draft Report on Public Expenditure Analysis for the Basic Education Sector in South Africa; Overall National and Provincial Expenditure Trends By John Kruger/Georgina Rawle, June 2012
6.2	Per capita expenditure on Grade R	1 915	
6.3	Per capita expenditure for Grade R LTSM		
6.4	Per capita expenditure for schooling (all grades)	8076	
6.5	Expenditure on schooling as a percentage of total government expenditure	43.6%	
6.6	Capital as a percentage of non-capital expenditure	7.5%	

STATISTICAL INDICATORS	Baseline	2015/16	2016/17	2017/18	2018/19	2019/20
Programme 1: Administration						
Percentage of learners that are funded at a minimum level	0%	0%	0%	0%	0%	0%
Percentage of schools with full sets of financial management responsibilities on the basis of assessments	70%	70%	70%	70%	70%	70%
Percentage of women in SMS positions	35.8%	35.8%	35.8%	35.8%	35.8%	35.8%
Percentage of women in Principalship posts	40.4%	40.4%	40.4%	40.4%	40.4%	40.4%
Percentage of women employees	67.8%	67.8%	67.8%	67.8%	67.8%	67.8%
Number of schools compensated in terms of no-fee exemption policy	4,739	4,739	4,739	4,739	4,739	4,739
Programme 2: Public Ordinary Schools						
Number of learners enrolled in public ordinary schools	2,604,918	2,605,918	2,606,918	2,607,918	2,608,918	2,209,918
Number of educators employed in public ordinary schools	85,271	85,271	85,271	85,271	85,271	85,271
Number of non-educator staff employed in public ordinary schools	11,162	11,396	11,396	11,396	11,396	11,396
Number of learners with access to NSNP	2,264,420	2,309,420	2,354,420	2,399,420	2,444,420	2,489,420
Number of learners eligible to benefit from learner transport	26 319	35 500	35 800	36 100	36 400	36 700
Number of learners with special education needs identified in public ordinary schools	28 000	30 000	32 000	34 000	36 000	38 000
Number of qualified teachers aged 30 and below, entering the public service as teachers for the first time	1 435	1 435	1 435	1 435	1 435	1 435
Percentage of learners who are in classes with more than 45 learners	9%	8%	7%	6%	5%	4%
Percentage of youth who obtained a National Senior Certificate from a school	75%	76%	77%	78%	79%	80%
Percentage of learners in schools with at least one teacher with specialist training on inclusion						
Percentage of learners having access to workbooks per grade	100%	100%	100%	100%	100%	100%
Percentage of schools where allocated teaching posts are filled	100%	100%	100%	100%	100%	100%
Percentage of learners having access to required textbooks in all grades and in all subjects	81%	82%	83%	84%	85%	86%
Number of secondary schools with an overall pass rate for the school of 60 and above in ANA (excluding Grade 12)	1 399	1 469	1 509	1 539	1 559	1 569
Number of learners screened through Integrated School Health Programme	700	750	800	850	900	950

PROGRAMME 1: NON-CUSTOMISED INDICATORS

PROGRAMME 1							
Indicator title	Public non-personnel expenditure on learners in Quintile 1 schools as a percentage of public non-personnel expenditure on the learners in Quintile 5 schools						
Short definition	This is government's 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). The desired performance is achievement of the target set annually.						
Purpose/importance	To ensure that overall the poor are favoured in the public resourcing of education.						
Policy linked to	National Education Policy Act						
Source/collection of data	Budget Statement Allocation						
Means of verification	Approved SNAP Survey from EIMS used for the allocation of norms and standards						
Method of calculation	The following formula should be used to compute this PM. $Exp\%_{Q1/Q5} = \left(\frac{\sum_{Q1} CAPEX + NPNC + PERSONNEL}{N_{Q1}} \right) / \left(\frac{\sum_{Q5} CAPEX + NPNC + PERSONNEL}{N_{Q5}} \right)$ <p>Where: $Exp\%_{Q1/Q5}$ is the public expenditure on the poorest learners as a percentage of public expenditure on the least poor learners in the Province. $\sum_{Q1} CAPEX + NPNC + PERSONNEL$ is the total sum of education expenditure on quintile 1 schools in terms of Capital Expenditure, Non-Personnel, Non-Capital Expenditure, and Personnel Costs. N_{Q1} Is the total number of learners enrolled in public ordinary schools that fall in quintile 1. $\sum_{Q5} CAPEX + NPNC + PERSONNEL$ is the total sum of education expenditure on quintile 5 schools in terms of Capital Expenditure, Non-Personnel Non-Capital Expenditure, and Personnel Costs. N_{Q5} Is the total number of learners enrolled in public ordinary schools that fall in quintile 5.</p>						
Data limitations	None						
Type of indicator	Output						
Calculation type	Non-Cumulative						
Reporting cycle	Annually						
New indicator	No						
Desired performance	To increase government's expenditure on the poorest one-fifth of learners to more than 100%						
Indicator responsibility	FINANCE (CFO)						
Target	<table border="1"> <tr> <td>2015/16 Target</td> <td>2016/17 Target</td> <td>2017/18 Target</td> </tr> <tr> <td>50%</td> <td>50%</td> <td>50%</td> </tr> </table>	2015/16 Target	2016/17 Target	2017/18 Target	50%	50%	50%
2015/16 Target	2016/17 Target	2017/18 Target					
50%	50%	50%					

Indicator title	Percentage of office-based women in Senior Management Service	
Short definition	This measure attempts to check the redress in terms of employment equity according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service, that emphasises the need for suitable qualified women to be appointed in senior management positions. Therefore, for the purposes of trying to control measurability of this measure was confined to percentage of office-based women in senior management positions. The demographic profile of all Provincial Education Departments will differ according to race. Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. School principals are excluded from this PM.	
Purpose/importance	To bring about effective management at all levels	
Policy linked to	Employment Equity Act	
Source/collection of data	PERSAL	
Means of verification	Approved PERSAL Database	
Method of calculation	The following formula should be used to compute this PM. $W/SMS = \frac{N/WSM}{TSM} * 100$	
Data limitations	None	
Type of indicator	Output	
Calculation type	Non-Cumulative	
Reporting cycle	Annually	
New indicator	No	
Desired performance	The increase the percentage of office-based women in Senior Management Services to 50%	
Indicator responsibility	Corporate Branch Senior General Manager	
Target	2015/16 Target 30%	2016/17 Target 35%
		2017/18 Target 40%
Indicator title	Percentage of women school principals	
Short definition	This is the percentage of women in principal positions and is an equity indicator. Although employment equity covers a number of areas, women in principal positions are very important in highlighting progress towards employment equity in Provincial Education Departments.	
Purpose/importance	To bring about effective management at all levels	
Policy linked to	Employment Equity Act	
Source/collection of data	PERSAL	
Means of verification	PERSAL Database	
Method of calculation	The following formula should be used to compute this PM. $WSP = \frac{NWSP}{TSP} * 100$	
Data limitations	None	
Type of indicator	Output	
Calculation type	Non-Cumulative	
Reporting cycle	Annually	
New indicator	No	
Desired performance	The increase the percentage school principals to 50%	
Indicator responsibility	Corporate Branch Senior General Manager	
Target	2015/16 Target 48.62%	2016/17 Target 48.62%
		2017/18 Target 48.62%
Indicator title	Percentage of current expenditure going towards non-personnel items	

Short definition	This is the percentage of provincial education expenditure, excluding expenditure on personnel and physical infrastructure (Non Personnel, Non Capital), 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 do their jobs.						
Purpose/importance	To realise an optimal distribution of financial, physical and human resources across the system						
Policy linked to	South African Schools' Act						
Source/collection of data	Budget Statement Allocation and Annual Performance Plan						
Means of verification	Budget Transfers on BAS						
Method of calculation	The following formula should be used to compute this PM. $NonPE = \frac{Curr - PE}{Curr} * 100$ <p>Where: <i>NonPE</i> is the Percentage of current expenditure going towards non-personnel items <i>Curr</i> is Current Payments for a financial year <i>PE</i> is the compensation of employees (including salaries and other contributions for educators and non-educators)</p>						
Data limitations	None						
Type of indicator	Output						
Calculation type	Non-Cumulative						
Reporting cycle	Annually						
New indicator	No						
Desired performance	To ensure that all educators have the requisite tools available to do their jobs						
Indicator responsibility	FINANCE (CFO)						
Target	<table border="1"> <tr> <td>2015/16 Target</td> <td>8,7%</td> </tr> <tr> <td>2016/17 Target</td> <td>8,7%</td> </tr> <tr> <td>2017/18 Target</td> <td>8,7%</td> </tr> </table>	2015/16 Target	8,7%	2016/17 Target	8,7%	2017/18 Target	8,7%
2015/16 Target	8,7%						
2016/17 Target	8,7%						
2017/18 Target	8,7%						



PROGRAMME 2: NON-CUSTOMISED INDICATORS

Indicator title	Percentage of learners benefitting from school nutrition programme	2015/16 Target	2016/17 Target	2017/18 Target
Short definition	This is the number of learners benefitting from meals (lunches) provided at schools, through government's nutrition programme, divided by all the learners enrolled in public ordinary schools in a year. This percentage goes up when more learners are covered by the nutrition programme. The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels.			
Purpose/importance	To provide access in the public ordinary schooling system			
Policy linked to	South African Schools' Act			
Source/collection of data	Provincial Programme Manager			
Means of verification	Budget Transfers on BAS, Allocation Letters			
Method of calculation	The following formula should be used to compute this PM. Divide the number of learners benefitting from school nutrition programme by the total number of learners in public ordinary schools.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-Cumulative			
Reporting cycle	Annually			
New indicator	No			
Desired performance	To ensure that all learners affected by instances of poverty and hunger benefit from the nutrition programme.			
Indicator responsibility	Institutional Development Support			
Target	2015/16 Target	2016/17 Target	2017/18 Target	
	87%	88%	89%	
Indicator title	Number of learner days covered by nutrition programme			
Short definition	This is the number of school days per year during which meals (lunches) provided at schools, through government's national schools' nutrition programme.			
Purpose/importance	To provide access in the public ordinary schooling system			
Policy linked to	South African Schools' Act			
Source/collection of data	Provincial Programme Manager			
Means of verification	Budget Transfers on BAS, Allocation Letters			
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-Cumulative			
Reporting cycle	Annually			
New indicator	No			
Desired performance	To ensure that all learners affected by instances of poverty and hunger benefit from the nutrition programme for each school day throughout the academic year.			
Indicator responsibility	Institutional Development Support			
Target	2015/16 Target	2016/17 Target	2017/18 Target	
	196	196	196	
Indicator title	Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered			
Short definition	This is the number of public ordinary schools that have received Learning and Teaching Support Material (LTSM) they have ordered. Learning and Teaching Support Material (LTSM) is considered as one of the most important instruments for promoting equity, redress and quality learning for all in the public education system. For section 21 schools, which have function that include the management of their own, funds are transferred to the bank accounts of these schools and they buy their own textbooks and stationery. For section 20 schools funds are controlled by the Department on their behalf, the department tells the schools how much they will receive for the following year and they should start planning and preparing around this indicative budget. They are provided with requisition forms by the Province or by the district office, which they will then fill the requisition forms as per district directive and according to latest national catalogue and submit it to the District Office after completion. The province then place their orders with selected suppliers, the Province or District Office will then pay the suppliers after the schools have received their ordered materials.			
Purpose/importance	To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools			
Policy linked to	South African Schools' Act			
Source/collection of data	Provincial Programme Manager			
Means of verification	Budget Transfers on BAS			
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of schools per district confirming 100% LTSM delivery by day one of the school year.			
Data limitations	None			
Type of indicator	Output			

Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	100% of schools have the required LTSM on the first day of school.		
Indicator responsibility	Curriculum management and Delivery		
Target	2015/16 Target 5913	2016/17 Target 5913	2017/18 Target 5913
Indicator title	Dropout rate among Grade 12 learners		
Short definition			
Purpose/importance			
Policy linked to	South African Schools' Act		
Source/collection of data	Provincial Programme Manager		
Means of verification	Budget Transfers on BAS		
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	0% drop-out rate.		
Indicator responsibility	Institutional Development Support		
Target	2015/16 Target 0%	2016/17 Target 0%	2017/18 Target 0%
Indicator title	Dropout rate among Grade 12 enrolled for NSC examination		
Short definition			
Purpose/importance			
Policy linked to	South African Schools' Act		
Source/collection of data	Provincial Programme Manager		
Means of verification	Budget Transfers on BAS		
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	0% drop-out rate.		
Indicator responsibility	Institutional Development Support		
Target	2015/16 Target 0%	2016/17 Target 0%	2017/18 Target 0%

PROGRAMME 3: NON-CUSTOMISED INDICATORS

Number of funded independent schools visited for monitoring purposes	
Indicator title	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.
Short definition	Further specifications: This is the number of independent schools that, received at least one monitoring visit in a year from 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 school's 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 being delivered.
Purpose/importance	If public funds are used to subsidize these independent schools, PEDs have the responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to provinces when a subsidy is approved, but is something that the provinces should monitor on an ongoing basis.
Policy linked to	To ensure that quality education occurs in subsidized independent schools.
Source/collection of data	South African Schools' Act
Means of verification	Provincial Programme Manager
Method of calculation	Budget Transfers on BAS
Data limitations	The following formula should be used to compute this PM. A simple arithmetic count of subsidized independent schools.
Type of indicator	None
Calculation type	Output
Reporting cycle	Non-Cumulative
New indicator	Annually
Desired performance	No
Indicator responsibility	100% subsidized independent schools monitored.
Target	Institutional Development Support
	2015/16 Target 100%
	2016/17 Target 100%
	2017/18 Target 100%
Indicator title	Percentage of schools achieving between 90% to 100% pass rate
Short definition	These are the total number of subsidized independent schools obtaining between 90% to 100% passes from National Senior Certificate, Independent Examination Board and others, divided by the total number of subsidized schools offering and writing Grade 12 Examinations in a particular year. This performance measure allows the Department to see what proportion of subsidized independent schools offering and writing Grade 12 Examinations are preparing learners to attain the highest possible educational outcomes.
Purpose/importance	To attain the highest possible educational outcomes amongst learners in independent schools and ensure that an adequate proportion of the population attains National Senior Certificate (NSC)
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager
Means of verification	Provincial Programme Manager using data from Grade 12 Examination Data Source for NSC, IEB and others
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	100% subsidized independent schools achieve 100% results in NSC examinations.
Indicator responsibility	Institutional Development Support
Target	2015/16 Target 83%
	2016/17 Target 84%
	2017/18 Target 85%

PROGRAMME 4: NON-CUSTOMISED INDICATORS

Indicator title	Number of learners accessing assessment, career guidance, remedial education, counseling and support programmes in mainstream, special and full service schools.
Short definition	This is the number of learners accessing guidance and counseling services through Screening, Identification, Assessment and Support (SIAS) Strategy SIAS and is provided with support programmes.
Purpose/importance	To provide access to special schools in accordance with policy and the principles of Inclusive Education
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager
Means of verification	Provincial Programme Manager using data of all learners screened through SIAS by Districts
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of learners screened through SIAS in all districts in a particular year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	An increase of 10% among learners accessing support programmes.
Indicator responsibility	Curriculum Management and Delivery
Target	2015/16 Target 118,000 2016/17 Target 128,000 2017/18 Target 138,000
Indicator title	Number of schools selected and monitored for health screening by the Department of Health as part of the Integrated School Health Programme. (ISHP)
Short definition	These are schools in communities ravaged by diseases and high mortality rates and identified based on the provincial health and local municipality health statistics to form part of the Integrated School Health Programme (ISHP).
Purpose/importance	To ensure that quality education occurs in public special schools.
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager
Means of verification	Provincial Programme Manager using data of all learners screened through ISHP by Districts
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of learners screened through ISHP in all districts in a particular year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	An increase of 50 schools accessing the programme each year.
Indicator responsibility	Curriculum Management and Delivery
Target	2015/16 Target 650 2016/17 Target 700 2017/18 Target 750
Indicator title	Number of officials trained to render Psycho-Social Support to learners
Short definition	These are officials in all districts trained to provide Psycho-Social Support services to learners.
Purpose/importance	To ensure that quality education occurs in public special schools.
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager
Means of verification	Provincial Programme Manager using data of all learners screened through ISHP by Districts
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of officials trained to render Psycho-Social Support in a particular year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	An increase of 50 officials trained in the programme each year.
Indicator responsibility	Curriculum Management and Delivery
Target	2015/16 Target 2016/17 Target 2017/18 Target

Indicator title	250	300	350
Short definition	Number of schools provided with resource material for My Life, My Future Programme and ISHP		
Purpose/importance	These are schools provided with resource materials for My Life My Future Programme and Integrated School Health programme (ISHP).		
Policy linked to	To ensure that quality education occurs in public special schools.		
Source/collection of data	South African Schools' Act		
Means of verification	Provincial Programme Manager		
Method of calculation	Provincial Programme Manager using data of all learners screened through ISHP by Districts		
Data limitations	The following formula should be used to compute this PM. A simple arithmetic count of schools provided with My Life, My Future Programme and ISHP materials in a particular year.		
Type of indicator	None		
Calculation type	Output		
Reporting cycle	Non-Cumulative		
New indicator	Annually		
Desired performance	No		
Indicator responsibility	An increase of 50 schools provided with materials for My Life, My Future Programme.		
Target	2015/16 Target	2016/17 Target	2017/18 Target
	2000	2050	2100

PROGRAMME 5: NON-CUSTOMISED INDICATORS

Indicator title	Number of subsidised community based centres offering Grade R	2015/16 Target	2016/17 Target	2017/18 Target
Short definition	This is the total number of subsidised community based centres offering Grade R. This indicator assists the Department ascertain the participation rate of learners who are not in Grade R classes at public ordinary schools, subsidised independent schools and special schools.			
Purpose/importance	To provide publicly funded Grade R in accordance with policy.			
Policy linked to	South African Schools' Act			
Source/collection of data	Provincial Programme Manager			
Means of verification	Provincial Programme Manager using data of all learners screened through ISHP by Districts			
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of community based centres offering Grade R identified to be subsidized in a particular year.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-Cumulative			
Reporting cycle	Annually			
New indicator	No			
Desired performance	A decrease by 20 in subsidized Grade R community-based centres as all primary schools open Grade R classes.			
Indicator responsibility	Curriculum Management and Delivery			
Target	50	30	10	

PROGRAMME 6: NON-CUSTOMISED INDICATORS

Indicator title	Number of new schools to be built	2015/16 Target	2016/17 Target	2017/18 Target
Short definition	This is the number of new public ordinary schools that are planned to be built and have been included in the Infrastructure Plan and approved by Top Management, have implementation agreements signed with implementing agents and all other relevant structures and stakeholders that it will be implemented in the relevant financial or academic year.			
Purpose/importance	To put the basic infrastructure for public ordinary schooling in place in accordance with policy.			
Policy linked to	South African Schools' Act			
Source/collection of data	Provincial Programme Manager			
Means of verification	Provincial Programme Manager using provincial NEIMS data or the Provincial Infrastructure Programme Management Plan (IPMP)			
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of new schools to be built as captured in the Infrastructure Provincial Management Plan (IPMP) summary report in a particular year.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-Cumulative			
Reporting cycle	Annually			
New indicator	No			
Desired performance	A decrease by 15 in new infrastructure to be built due to budget cuts.			
Indicator responsibility	Institutional Development Support			
Target	19	04	04	

PROGRAMME 7: NON-CUSTOMISED INDICATORS

Indicator title	NSC pass rate
Short definition	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 indicator allows us to see what proportion of enrolled learners, is receiving National Senior Certificate. This indicator 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.
Purpose/importance	To attain the highest possible educational outcomes amongst learners in public ordinary schools.
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]
Means of verification	Provincial Examinations NSC Database
Method of calculation	The following formula applies to the calculation of this indicator: $PR = \frac{LP}{N} \times 100$ <p>Where: <i>PR</i> 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. <i>LP</i> is the total number of learners that passed the National Senior Certificate examinations in the Province in a given year. <i>N</i> is the total number of learners who wrote Grade 12 examinations in a Province in any specific year.</p>
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	81%
Indicator responsibility	Curriculum Management and Delivery
Target	2015/16 Target 75% 2016/17 Target 81% 2017/18 Target 85%
Indicator title	Number of schools with an NSC pass rate below 60%
Short definition	This is the total number of schools who pass in National Senior Certificate below 60% in a year. This indicator intends to track how many schools in the National Senior Certificate Examination as expressed in terms of the expected number of schools who should perform above the provincial planned target, do not make the expected standard.
Purpose/importance	To attain the highest possible educational outcomes amongst learners in public ordinary schools.
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]
Means of verification	Provincial Examinations NSC Database
Method of calculation	The following formula applies to the calculation of this indicator: A simple count from the NSC statistics of the number of schools obtaining a pass below 60%.
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	0
Indicator responsibility	Curriculum Management and Delivery
Target	2015/16 Target 300 2016/17 Target 200 2017/18 Target 100

Indicator title	NSC pass rate of Quintile 1 schools		
Short definition	This is the total number of Quintile 1 school passes for National Senior Certificate in a year, divided by the total number of learners who wrote Grade 12 National Examinations for Quintile 1 schools. This indicator allows us to see what proportion of enrolled learners in quintile 1 schools, is receiving National Senior Certificate. This indicator intends to track how many learners pass the National Senior Certificate examination in quintile 1 schools as expressed in terms of the number of learners who wrote Grade 12 examinations from quintile 1 schools. The indicator will help assess performance gap and whether curriculum interventions have impact.		
Purpose/importance	To attain the highest possible educational outcomes amongst learners in public ordinary schools.		
Policy linked to	South African Schools' Act		
Source/collection of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]		
Means of verification	Provincial Examinations NSC Database		
Method of calculation	The following formula applies to the calculation of this indicator. A simple count from the NSC statistics of the number of schools obtaining a pass below 60%.		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	100%		
Indicator responsibility	Curriculum Management and Delivery		
Target	2015/16 Target	2016/17 Target	2017/18 Target
	70%	75%	80%
Indicator title	NSC pass rate of Quintile 5 schools		
Short definition	This is the total number of Quintile 1 school passes for National Senior Certificate in a year, divided by the total number of learners who wrote Grade 12 National Examinations for Quintile 1 schools. This indicator allows us to see what proportion of enrolled learners in quintile 5 schools, is receiving National Senior Certificate. This indicator intends to track how many learners pass the National Senior Certificate examination in quintile 5 schools as expressed in terms of the number of learners who wrote Grade 12 examinations from quintile 5 schools. The indicator will help assess performance gap and whether curriculum interventions have impact.		
Purpose/importance	To attain the highest possible educational outcomes amongst learners in public ordinary schools.		
Policy linked to	South African Schools' Act		
Source/collection of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]		
Means of verification	Provincial Examinations NSC Database		
Method of calculation	The following formula applies to the calculation of this indicator: The total number of Quintile 5 school passes for National Senior Certificate in a year, divided by the total number of learners who wrote Grade 12 National Examinations for Quintile 5 schools multiplied by 100.		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	100%		
Indicator responsibility	Curriculum Management and Delivery		
Target	2015/16 Target	2016/17 Target	2017/18 Target
	96%	97%	98%

