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Department:
Education
PROVINCE OF KWAZULU-NATAL

ANNUAL PERFORMANCE PLAN 2016-2017

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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 social
issue...”** His Excellency Mr Jacob G. Zuma
The President of the Republic of South Africa



Honourable Mr E.S. Mchunu, MPL | Premier of the Province of KwaZulu Natal



KwaZulu-Natal Department of Education

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

Honourable **Mr E.S Mchunu, MPL**
Premier of the Province of KwaZulu Natal



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



KwaZulu-Natal Department of Education

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

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

**ANNUAL PERFORMANCE PLAN
2016-2017**



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



KwaZulu-Natal Department of Education

“Education is an important instrument in equalising individuals’ life changes...”

Nkosinathi, S.P. Sishi, PhD

Head of Department : Education KwaZulu-Natal



KwaZulu-Natal Department of Education

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ISBN: 978-0-621-44379-0
PR: 69/2016

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A. FOREWORD BY MEMBER OF THE EXECUTIVE COUNCIL (MEC)



Hon. Ms. N. P. Nkonyeni, MPL MEC: KZN Education

thoroughness and consistency. Unless curriculum implementation and management is strengthened, the Department will

continue to witness the failure of generations to come. In identifying policy initiatives, the department will focus on the following:

- Improving access to quality Early Childhood Development (ECD);
- Improve the professionalism of educators,
- Enhance teaching skills, subject knowledge and computer literacy of teachers;
- Ensure that all learners have access to the minimum set of textbooks and workbooks;
- Ensure that school principals have the requisite management and leadership skill to build strong, functional and high performance schools
- Improve the frequency and quality of the monitoring and support services provided to schools

The decline in the National Senior Certificate (NSC) results in 2015 resulted in the following actions:


- The KZN Speaker's programme for school functionality monitoring was conducted with more probing and vigilance to detail by Members of the Legislature, the Department of Basic Education (DBE), the National Select Committee on Education and the Education Portfolio Committee;
- Open and honest item analysis and profiling of key elements in the academic performance of the department were held; and
- A Stakeholders Education Indaba convened by the Provincial Executive Council to consult on the way forward.

The Department of Education in KwaZulu-Natal had previously identified six basic challenges which we continue to confront on a daily basis, namely: Inadequate curriculum management and development; Teacher supply and capacity building; Inadequate infrastructure; Condition of classroom equipment; ineffective management practices and financial constraints. The focus of the Department in the 2016-17 financial year will be on improving results and best performance by schools through a clear improvement plan for school. This will be implemented in spite of the challenges of teacher shortages in gateway subjects, lack of capacity of teachers; the high attrition rate among teachers, curbed travel mileage which limits the monitoring capacity of District officials, a reliance on manual systems within the Department, the migration patterns that result in the depopulation of some schools, lack of

The Department of Education take this opportunity to release the 2016/17 Annual Performance Plan. This is a plan which sets-out the Medium-Term Strategic focus for the Department. It does this by annually reviewing the current 5-year Strategic Plan, analysing the environment for opportunities and threats as well as the inward analysis of strengths and weaknesses. A careful balance between available resources and planned performance is ensured through a structured programme-based budget and performance framework.

This plan is a product of engagement and inputs of various role players within and outside the education system. Our gratitude goes out to all who made it possible to produce this Annual Performance Plan. It would be amiss to give an outline of the Annual Performance Plan without reflecting on the 2015 Academic Year. This year will go down as the most difficult and challenging period for both the National Senior Certificate (NSC) and the Annual National Assessments (ANA) in view of the decline by 9% in the 2015 NSC results from 69.7 in 2014 to 60.7% in 2015.

The National Development Plan's (NDP) vision for 2030 envisages a South Africa where access to training, high quality education and improved learning outcomes would be prevalent. Unless we pursue and attain this vision the stranglehold of poverty, lack of economic opportunities, unemployment, and inequalities will remain with us into perpetuity. In 2016 the focus of the department shifts to a call for a return to basics. We return to the basics because we realise that our approach had been an academic one without the necessary close monitoring of the management of curriculum delivery with the requisite



implemented in spite of the challenges of teacher shortages in gateway subjects, lack of capacity of teachers; the high attrition rate among teachers, curbed travel mileage which limits the monitoring capacity of District officials, a reliance on manual systems within the Department, the migration patterns that result in the depopulation of some schools, lack of funds to implement the Transformation of the Schooling System Programme and a lack of capacity to implement administrative management policies, as well as curriculum related policies.

The department's academic turn-around strategy rests on three critical tiers of curriculum management that synergizes with the annual Programme of Action (POA) of the department. There are approved provincial protocols, complete with curriculum monitoring tools that are documented in the Provincial Academic Improvement Plan (PAIP). The District Academic Improvement Plans (DAIP), which is the second tier, includes the provision of tools to support and monitor the school's teaching and learning processes. The third tier is the School Academic Improvement Plan (SAIP) that is an agreed upon school specific strategy to improve its academic performance from grade 8 to 12. There is a perspective that says the decline in our NSC results has been indicated by various diagnostic tools including the Annual National Assessment (ANA). The plans outlined herewith are also about key interventions aimed at improving results in the Annual National Assessment (ANA) grades 3, 6 and 9.

The Department aligns its goals and strategies to provincial priorities and policies like Provincial Growth Development Plan (PGDP). It embraces goal 2 of the PGDP, on Human Resource Development, and as such its objective is to improve ECD, primary and secondary education; enhance youth skills development and life-long learning; and support skills alignment.

In conclusion, we are convinced that the implementation of Section 58B of the South African Schools Act (Act 84) [as Amended] will assist us to leverage core professional values throughout the system. We need to strengthen accountability at all levels of management and performance especially within the operations of the districts and schools. Over and above that we are going to improve on performance management and consequence management. National School Nutritional Programme (NSNP) will continue serving nutritious meals to learners which will go a long way to improve learner retention. We are convinced that our turnaround strategy will yield the intended results.



Ms. N. P. Nkonyeni, MPL
MEC: KZN Education

Date: 30 March 2016

B. INTRODUCTION BY THE HEAD OF DEPARTMENT



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

The year 2015 has been epitomised by a decline in NSC results. Although this came as a blow to the Department, the Department can safely mention that it has introduced an Academic Improvement Long Term Plan in 2015 which was its inaugural year. The Department is confident and hopeful that since all systems and processes have been established, great improvement will be seen. The Department is planning to improve its NSC performance from 60% to 70% in 2016. It is critical that the Department reverses the situation following a particularly unflattering performance by the Department in 2014 and the concomitant implications of the decline for the sector as a whole.

The Department has noted that although it experienced a decline its NSC Results; it didn't perform badly on the targeted subjects that receive special attention like physical science and mathematics. A challenge that emerged was poor performance in Accounting that pulled the results to this level.

Despite the adoption of "business unusual" in the form of the "Operation Bounce Back" the NSC results of 2015 could not reverse the unimpressive NSC results of 2014; the number of passing learners contributed by the Department to the national passing learner population is almost 25%. As it is a well-known fact by now that our Department comprises over 25% of the entire sector, both in terms of learner-population and in the number of schools. When the 2014 NSC results did the unthinkable and

sharply halted our upward trajectory, it caused untold consternation not just to the province, but to the rest of the sector as well. From that point of view, it was clear that KwaZulu-Natal was inarguably a critical factor in the determination of the trajectory of learner-performance in the entire country.

The results also underline the serious strides we are making in terms of quality of passes as well as the solid nature of the foundational knowledge we continue to build at the levels beneath Matric itself. Mindful of the reality that matric results are not achieved in Grade 12 but in levels below, the Department continues to channel its energies and resources towards the General Education and Training (GET) Band. Results of this investment will be clearer as we continue on this path, but already those efforts have clearly begun to bear fruit. It is imperative therefore that views emanating from an analysis of these results have to consider the work being put in throughout the system, as opposed merely to reflecting on the matric scores. However, these matric results, we acknowledge, do present an opportunity critically to reflect on the well-being of our provincial education system.

KwaZulu-Natal now enjoys a lion's share in the total percentage of learners doing Core Mathematics (as opposed to Mathematical Literacy) in the country and this has a direct bearing on the overall quality of skills transferred to the learners of KwaZulu-Natal now enjoys a lion's share in the total percentage of learners doing Core Mathematics (as opposed to Mathematical Literacy) in the country and this has a direct bearing on the overall quality of skills transferred to the learners of KwaZulu-Natal - a contribution by the province to the country's skill deficit - but also it has a bearing on the quality of provincial results themselves and how we prepare our learners for their future.

The class of 2015 has, without a doubt, set a new benchmark for the KwaZulu-Natal Department of Education. Therefore, buoyed by this accomplishment and hence new course, the Department will continue on this path and roll-out even more high-end programmes and creative interventions to ensure improvement both in quality and quantity of learner outcomes from Grade R-12 in 2016 and

beyond. In particular, the year 2016 marks the beginning of an era where the province will leave nothing to chance towards occupying its rightful place in the hierarchy of provinces and towards ultimately stabilizing as a system in the true sense of the word.

This APP will refocus the Department to deliver on the MTSF Priorities which is the Minister's signed agreement. These are based on the NDP's key sector plans and critical activities which are focused on the following sub-outcomes:

- Improved quality of teaching and learning through development, supply and effective utilisation of teachers,
- 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, and
- Partnerships for education reform and improved quality.

The Department will invest all its resources to the classroom where teaching and learning takes place. The Department will also subscribe to International policies and resolutions.

UNESCO's Sustainable Development Goals (SDGs) prescribe for all member countries that by 2030 the following goals and outcomes with clear outputs should be achieved. In ensuring that the SDG for education which is; "Ensure inclusive and quality education for all and promote lifelong learning" is implemented, monitored and achieved; the Department has planned the following interventions:

International Indicators and Targets for Goal 4	Provincial Intervention
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes	Increase the number of learners benefitting from the "No-Fee" schooling
By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education	Increase the number of learners enrolled in ECD centres
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Increase the number of girl learners participating in maths, science, technical and vocational subjects
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Ensure that the vocational and technical elements of the Transformation of the Schooling System are implemented
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Implement "my Life My Future Campaign" in all districts
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Establish a Youth Directorate that will implement structured youth development programmes
Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	Implement the infrastructure plan to comply with the norms and standards for school infrastructure

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	Provide bursaries to deserving students who pursue a teaching qualification in prioritised subjects
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states	Provide the adequate number of teachers for all learning areas
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Collaboration with Kha Ri Gude to promote adult literacy programmes

All the Department's interview will be aligned with the ten pillars viz.:

- 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: Planning and Resourcing
- Pillar 6: Infrastructure Development and Maintenance
- Pillar 7: Information and Communication Technology
- Pillar 8: Social Cohesion and Integration of Schools
- Pillar 9: School Functionality and Community Involvement
- Pillar 10: Early Childhood Development

The Department will continue to deliver on these pillars until the achievement of the long term strategic plan in 2019. However, the whole strategy on learner attainment/ improvement will be elaborated under pillar 2: Curriculum and Assessment item in the next chapter.

Finally, as a Department, we once again extend our sincerest gratitude to all those who have contributed in this progressive forward move, however limited. In particular, we applaud our social partners: the Teacher Unions, Association of School Governing Bodies, Private Sector Organisations, NGO's and many others who have embraced our vision, supported our efforts and partnered with us in steering this ship in the right direction.

We want to commit that this year will be business unusual for all our employees. We will ensure that leadership and management is vigorous in giving support as well as in monitoring and implementing all our programmes and plans as we pledge our continued cooperation with all our stakeholders in our quest for an educated citizenry of KwaZulu-Natal.



Nkosinathi, S.P. Sishi, PhD

Head of Department: Education

Date: 30 March 2016

C. OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Education under the guidance of the Honourable MEC for Education, Ms. N. P. Nkonyeni
- Was prepared in line with the current Strategic Plan of the KwaZulu-Natal Department of Education
- Accurately reflects the performance targets which the KwaZulu-Natal Department of Education will endeavour to achieve given the resources made available in the budget for the 2016/17 budget year.

Advocate B.M. Masuku

Signature: 

Senior General Manager

Date: 30 March 2016

Head of Department

Accounting Officer

Nkosinathi, S.P. Sishi, PhD

Signature: 


Date: 30 March 2016

Approved by:

The Honourable

Ms. N.P. Nkonyeni, MPL

MEC for Education

Signature: 

Date: 30 March 2016

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GENERAL INFORMATION



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1. VISION

A well-educated, skilled and highly developed citizenry

2. MISSION

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

3. STRATEGIC GOALS AND OBJECTIVES

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 Goal 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.

4. 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 cause in the delivery of service and putting people first*
- (ii) **Empathy**
 - *Discharging our duties with kindness and generosity.*
 - *Being mindful of the circumstances of others, their needs, special requirements.*
 - *Sharing another's concerns, emotions and feelings.*
 - *Doing the right thing the first time around in discharging our duties with kindness and generosity.*
 - *Being mindful of the circumstances of other people, their needs and special requirements.*
 - *Vicarious identification with other employees' concerns, emotions and feelings through demonstrations of compassion, consideration and care.*
- (iii) **Professionalism**
 - *Producing the highest standard of work and demonstrating the highest standard of conduct in 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 common goals.*
 - *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 (employees, stakeholder and others) in a manner that is fair and just*
 - *The backbone to efficiency and upholding responsibility in a corrupt free environment*
- (v) **Openness and Transparency**
 - *Taking conscious steps to share information that is relevant to a particular level uniformly.*
 - *Treating all (employees, stakeholders and others) 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.*

5. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

There are no significant revisions to the legislative or other mandates since the Strategic Plan 2015/16 – 2019/20 was compiled.

6. ABOUT THIS DOCUMENT

The Annual Performance Plan is a plan which implements the strategic plan annually. It is the 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 forecast for the budgets and 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 provincial Department has a legal space for the coordination of planning in the Sector, despite concurrent constitutional policy competencies. All along, the Departments of Basic Education and National Treasury shared concurrent powers on planning, monitoring and evaluation. This meant that the frameworks for developing the strategic documents were regulated by them. Commencing in 2016, National Treasury is now taking a backseat as the Department of Performance Monitoring and Evaluation takes a leading role together with the Offices of the Premiers throughout the country in directing planning as well as monitoring and evaluation issues.

7. DATA GATHERING METHOD

The Department convened an initiation meeting to commence the processes of the Annual Performance Plan and the Programme of Action. A template for the Annual Performance Plan was developed with clear instructions and guidelines for each of the responsible officials to make inputs. An accompanying memo was circulated referring to the relevant section, page number and directing the official and later the Directorate to the input required to be made. The 1st Draft Annual Performance Plan was submitted on time to all relevant internal and oversight structures. The inputs made by the oversight structures were captured into the document. The 2nd Draft Annual Performance Plan was submitted on time to all relevant internal and oversight structures. The inputs made by the oversight structures were captured into the document. The 3rd Draft Annual Performance Plan was submitted on time to all relevant internal and oversight structures. The inputs made by the oversight structures were captured into the document. After the submission of inputs by all relevant internal and oversight structures, the 3rd Draft Annual Performance Plan was proofread and edited for errors, duplications and omissions. This 3rd Draft Annual Performance Plan was then elevated to the Final Draft Annual Performance Plan as there were no other inputs expected to be incorporated when the process of proofreading commenced. The Final Draft Annual Performance Plan was submitted to the Head of Department for final proofreading and approval and onward submission to the Office of the MEC for final proofreading and approval.

PLANNED POLICY INITIATIVES

7.1. ACTION PLAN TO 2019

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 2016 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.

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.
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.
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.
Goal 4	Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
Goal 5	Increase the number of Grade 12 learners who pass mathematics.
Goal 6	Increase the number of Grade 12 learners who pass physical science.
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 Grade 8 learners in mathematics.
Goal 10	Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
Goal 11 ★ ★ ★	Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
Goal 12	Improve the grade promotion of learners through Grades 1 to 9.
Goal 13	Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.

Goals 14 to 27 deal with the things we must do to achieve our 13 output goals. It is observed that Goal 24 is not included and a considered view that Goal 24 used during the previous strategic applies.

Goal 14	Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
Goal 15	Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Goal 16 ★ ★ ★	Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
Goal 17	Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
Goal 18	Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
Goal 19 ★ ★ ★	Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
Goal 20	Increase access amongst learners to a wide range of media, including computers, which enrich their education.

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.
Goal 22	Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
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.
Goal 25	Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
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.
Goal 26	Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
Goal 27 ★ ★ ★	Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

7.2. INTERVENTIONS IMPLEMENTING THE REVISED ACTION PLAN TO 2019

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17
<p>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.</p> <p>GOAL 1: Increase the number of learners in Grade 3 who, by the end of the year have mastered the minimum numeracy competencies for Grade 3</p> <p>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.</p> <p>Goal 2: Increase the number of learners in Grade 6 who, by the end of the year have mastered the minimum mathematics competencies for Grade 6.</p> <p>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.</p> <p>Goal 4: Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.</p>	<ul style="list-style-type: none"> ▪ Literacy and Numeracy Strategy ▪ Maths and science Strategy ▪ Teacher Development Strategy ▪ Matric Improvement plan ▪ SACMEQ, ▪ TIMMS, ▪ PILLIR , ▪ ANA , ▪ NSC analysis 	<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
	<p>Matric Improvement plan</p> <p>NSC analysis</p>	<ul style="list-style-type: none"> ▪ Provide subject support documents for teachers and learners that will enhance teaching, learning and assessment. ▪ Provide exemplar question papers and previous question papers to all grade 12 learners. ▪ Organise and conduct content and methodology workshops for teachers ▪ Strengthen School-based Assessment through : <ul style="list-style-type: none"> ✓ Capacitating teachers on setting questions at different cognitive level ✓ Memo discussion ✓ Monitoring SBA administration and management at all levels ▪ Provide extra tuition .eg. <ul style="list-style-type: none"> ✓ Organise boot camps for high- flyers ✓ Organise special winter and spring classes
<p>Goal 5: Increase the number of Grade 12 learners who pass mathematics</p>		<ul style="list-style-type: none"> ▪ Provide exemplar question papers and previous question papers to all grade 12 learners. ▪ Develop, print and distribute support material for both learners and teachers to improve the teaching and learning of Mathematics. ▪ Organise and conduct content and methodology workshops for teachers ▪ Collaboration with Sci-Bono on issues of good practices ▪ Provide extra tuition .eg. <ul style="list-style-type: none"> ✓ Organise boot camps for underperforming schools ✓ Organise special winter and spring classes

Goal 5: Increase the number of Grade 12 learners who pass mathematics		<ul style="list-style-type: none"> Provide exemplar question papers and previous question papers to all grade 12 learners. Develop, print and distribute support material for both learners and teachers to improve the teaching and learning of Mathematics. Organise and conduct content and methodology workshops for teachers Collaboration with Sci-Bono on issues of good practices Provide extra tuition .eg. <ul style="list-style-type: none"> Organise boot camps for underperforming schools Organise special winter and spring classes
Goal 6: Increase the number of Grade 12 learners who pass physical science.		<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 Develop, print and distribute support material for teachers learners that will improve the teaching and learning of Physical Science Organise and conduct content and methodology workshops for teachers Collaboration with Sci-Bono on issues of good practices Supply of equipment to schools offering Physical Sciences Provide extra tuition .e.g. <ul style="list-style-type: none"> Organise boot camps for under-performing schools Organise special winter and spring classes
Goal 7: Improve the average performance in <i>languages</i> of Grade 6 learners.		<ul style="list-style-type: none"> A comprehensive detailed plan is in the section of planned policy initiatives.
Goal 8: Improve the average performance in <i>mathematics</i> of Grade 6 learners.		<ul style="list-style-type: none"> A comprehensive detailed plan is in the section of planned policy initiatives. Provide guidance and onsite support on the development of School Academic Improvement Plans Monitor the provision of mobile libraries to rural schools 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 9: Improve the average performance in mathematics of Grade 8 learners.		<ul style="list-style-type: none"> Set and distribute Grade 8 exemplar tasks The interventions mentioned in Goals 1, 2 and 3 also apply for this Goal
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"> 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 to facilitate access to education for learners with barriers to learning
Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.	Implement the ECD strategy	<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 of 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

Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school		<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
Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.		<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. Provide career guidance
Goal 14: Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.	Effective recruitment of educators	<ul style="list-style-type: none"> 1700 unqualified and professionally unqualified teachers have been given bursaries to study at local universities leading to Post Graduate Certificate in Education (PGCE). About 1500 grade 12 learners (deep rural and rural) from quintiles 1 to 3 schools will be recruited through the Funza Lushaka District Based Recruitment Campaign into the B.Ed programme funded by Department of Basic Education. Recruit Grade 12 learners into the profession through the non-employee bursary programme
Goal 15: Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided		<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
Goal 16: Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.	Enhance professional quality and subject knowledge of educators	<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. Orientation and Sign-up of all PL1s educators workshop. Monitoring and support of implementation by 1st cohort (Principals and Deputy Principals) and 2nd cohort (Heads of Departments).
Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.		<ul style="list-style-type: none"> Create a good / conducive environment Give support required to the workforce Provide non-financial incentives for best performing employees Reduce suspensions and disciplinary cases 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 EAP/ER activities to improve labour peace
Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.	Curriculum coverage strategy	<ul style="list-style-type: none"> Ensure the curriculum coverage strategy is implemented and closely monitored to ensure all learners complete the curriculum Implement "Operation Bounce Back" to support curriculum delivery and improve learner attainment. <ul style="list-style-type: none"> 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 12Set, moderate and conduct quarterly common assessment tests for <ul style="list-style-type: none"> schools whose previous Grade 12 learners obtained (Below 69,7%) and common examinations in five subjects for the schools whose previous Grade 12 learners obtained below average in 2014. 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.
Goal 19: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national		<ul style="list-style-type: none"> Provide all schools with LTSM for the 2017 academic year before 30 November 2016 Provide all secondary schools offering a science stream with mobile science laboratories. Provide all secondary schools offering a science stream with science consumables for conducting experiments. Monitor delivery of workbooks to schools by DBE

Goal 20: Increase access amongst learners to a wide range of media which enrich their education.	<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 identified schools with encyclopedias as part of media resources. Partner/ Collaborate with relevant stakeholders to employ 110 library assistants as interns to manage the library and promote reading. Establish and promote effective utilization of all 45 Education Centres in order to offer services for expanded learning opportunities. Pilot the e-book project/ Digital Library in 2 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 500 targeted schools. Organize the School Library Excellence Awards for 200 schools in order to motivate and recognize best practice in school libraries. Supply projection technology and allied educational software to identified schools Set up 12 e-Learning facilities (with video-conferencing and VoIP) in all districts to be used for their professional development. Procure and supply MST and HIV/AIDS specific content to rural schools Establish and support a departmental incubator for the development of digital content by teachers
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.	<ul style="list-style-type: none"> Strengthen School Management and promote functional schools 	<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. Training of SMT on Planning, Curriculum Management, People Management, School Governance, Resource acquisition, resource management and financial management. Mentor and support female principals in the management of schools through the Principal Support Developmental Programme (FPSDP).
Goal 22: Improve parent and community participation in the governance of schools	<ul style="list-style-type: none"> National guideline for capacity building for SGB 	<ul style="list-style-type: none"> Capacitate SGBs to recommend competent managers to lead their schools Capacitate SGBs to support the school management and govern the affairs of their school effectively Quarterly meetings with stakeholders District meetings with District Forums including SGB Associations with the Executive Authority to advocate that education is a societal issue. Training of 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.
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		<ul style="list-style-type: none"> Develop and publish the Resource Targeting List of all public ordinary schools Apply approved procedures to assess the ranking of schools regarding technical accuracy
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.		<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 Provision of access to networking infrastructure Conversion of schools that offer Agricultural Science into agricultural centers of learning. Provide outdoor resources to schools with Grade R Classes

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>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</p> <p>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 social ills.</p> <p>SMT & SGB members trained in the development & implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills.</p> <p>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 psycho0social ills.</p> <p>Schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM.</p>
Goal 26: Increase the number of ordinary schools that offer specialist services for children with special needs.	▪	<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 ▪ Development and distribution (Printing) of brailled material for visually challenged learners
Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools	▪	<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 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 two schools per circuit per quarter.

7.3 . SECTOR PRIORITIES

As in the Strategic Plan, the Delivery Agreement is a negotiated charter which reflects the commitment of the key partners involved in the direct delivery process of working together to undertake activities effectively and on time to produce the mutually agreed upon outputs which in turn will contribute to achieving outcome 1, 'improved quality of basic education'. The Delivery Agreement is a priority of the Department of basic Education which provides detail to the outputs, targets, indicators and key activities to achieve outcome 1, identifies required inputs and clarifies the roles and responsibilities of the various delivery partners. It spells out who will do what, by when and with what resources. The areas of focus include outputs with corresponding sub-outputs from the Delivery Agreement as detailed below. These are:

No	Output	Sub-Outputs	Core Strategies
1.	Improve the quality of teaching and learning	Improve teacher capacity and practices	SACE-led teacher development programme and holistic human resources management approach
		Increase access to high quality learning materials	Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards
2.	Undertake regular assessment to check progress	Establish a world class system of standardised national assessments	Conduct ANA, reduce turnaround times from testing to reporting and monitor public acceptance of average scores
		Extract key lessons from on-going national assessments	Analyse the degree to which data from international assessments is used to plan for in-service teacher development
3.	Improve early childhood development	Universalise access to Grade R	All pre-Grade 1 children attend Grade R by 2019
		Improve the quality of early childhood development	Consolidate quality of Grade R and ECD, eliminate overcrowding in Grade R classes and provide workbooks to all children
4.	Ensure a credible outcomes focussed planning and accountability system	Strengthen school management and promote functional schools	Nurture respected principals with trusted leadership, develop a school valued by community, employ good time management and address all aspects of teacher accountability, use WSE and attend to oversized classrooms.
		Strengthen the capacity of district offices	Implement district policy, use e0Education, expand support to special needs education, produce and evaluate ANA district report and enhance delivery of services valued by schools

7.3.1. IMPROVE THE QUALITY OF TEACHING AND LEARNING

7.3.1.1. Improve teacher capacity and practices

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 practical experiments 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 is assessment in schools GET and FET bands 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.

7.3.1.2. Increase access to high quality learning materials

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

- i) Provide ANA exemplars to teachers for purpose of revision and familiarity with question types.
- ii) Provide exemplars for international studies.
- iii) Provide CDs containing frameworks and previous years ANA question papers.
- iv) Monitor availability of CAPS materials in schools.
- v) Support schools to implement CAPS in the Foundation, Intermediate and Senior Phases.
- vi) Provide parents of Grade 1 learners with a welcome packs.
- vii) 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.
- viii) Co-ordinate the Reading Mentors Programme.
- ix) Celebrate World Teachers' Day and recognise teacher excellence through National Teaching Awards (NTA).
- x) Conduct workshops for educators in the teaching of literacy and numeracy for Grade 1 - 9 educators.
- xi) Conduct curriculum management workshops for SMTs.
- xii) Monitor distribution of workbooks to all schools.
- xiii) Monitor the implementation of mental activities, written work, informal assessments and investigations in the mathematics curriculum.

- i) 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.
- ii) Implement the curriculum management and monitoring plan for the province, district and schools.
- iii) Establish subject committees and conduct Early Grade Reading Assessment (EGRA).
- iv) School Management Teams (SMT) - To facilitate the implementation of School Improvement Plans and School Development Plans (SDP).
- v) Provide evidence –based reports with clear findings.
- vi) Ward Managers, Subject Advisors and relevant directorates visit schools to provide support.

7.3.2. UNDERTAKE REGULAR ASSESSMENT TO CHECK PROGRESS

7.3.2.1. Establish a world class system of standardised national assessments

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 on-going 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

7.3.2.2. Extract key lessons from ongoing participation in international assessments Systemic Evaluation (SE)

Systemic evaluation processes have been replaced by Annual National Assessments

Trends in International Mathematics and Science Study (TIMSS)

South Africa's participation in TIMSS involved the testing of Grade 9 learners in mathematics and science in 2002 and again in 2011¹. The Department's 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 involved in the writing 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 world². In short, South African mathematics and science national average scores, although still low, has improved from 2002. The difference between the highest and lowest scores in 2002 to 2011 has decreased. The greatest improvements in scores is observed at the lowest end, from the lowest performing schools and provinces, and in schools formerly designated for Africans. The top end has not shown any major improvements and the former House of Assembly/ Model C and Independent schools perform at similar levels, but lower than the middle (Centre point) score.

¹ 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.

² DBE, 2013b: 14.

Progress in International Reading Literacy Study (PIRLS)

Overall Grade 4 performance is low and comparable to Botswana. 1/3 learners are at risk educationally as they cannot read at fundamental level needed, even in their home language. Significant language differences (100 points). Learners tested in English are the strongest readers. African learners at English LOLT schools 50 points more.

Overall Grade 5 performance in Afrikaans and English is still low internationally. Performance is comparable to some emerging economies (e.g. Indonesia). 74% of remote rural learners are at risk. No overall difference since 2006, however, more learners reaching international benchmarks. There is a concern that top achievers have dropped. There is biggest improvement amongst Afrikaans group.

Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ)

The Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) is an international study conducted by the fifteen school systems to check the quality of education in the Southern and Eastern Africa. The participating education systems have been able to make a scientific assessment of trends in the reading and mathematics achievement levels of Grade 6 pupils. The SACMEQ reading and mathematics tests were developed from a careful analysis of the official school curricula, syllabi and text books used in both South Africa and other SACMEQ school systems.

7.3.3. IMPROVE EARLY CHILDHOOD DEVELOPMENT

The target set by White Paper 5 of 2000 with respect to 5 year olds accessing Grade R by 2014 was 85%. The department is currently performing at 97% which is an overachievement, exceeded this Universal Access target by 12%. The Department is currently addressing the challenge of the quality of education that is offered.

In 2016/17 the Department will ensure that 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 LTSM material. In the Pre-Grade R sub-programme, provision made for the training of practitioners will be stepped up with in-depth training. The pilot programme run in 15 crèches in the districts of Umzinyathi, Uthukela and Amajuba, as the department investigated the concept of model crèches was successful and more such crèches will be built in other districts. The department will also provide training to the caregivers in the curriculum delivery for Grade R. The Grade R classes in public schools with inadequate furniture who did not benefit this previous financial year will be prioritised for the provision of additional equipment and furniture.

7.3.4. ENSURING A CREDIBLE OUTCOMES- FOCUSED PLANNING AND ACCOUNTIBILITY SYSTEM

7.3.4.1. Strengthen school management and promote functional schools

The main function of the school governing body unit is to support the principal and other employees in the performance of their official duties. The aim of the programme is to provide initial training as well as continued training to governing bodies of all public ordinary schools as well as representative councils of learners in approximately 2501 secondary schools on their roles and responsibilities. Approximately 91% of School Governing Bodies have been granted section 21 functions. Training on financial management will be conducted for school governing bodies to ensure compliance with legislative prescripts.

To ensure that schools provide a safe environment for effective teaching and learning to take place, School Governing Bodies in all public ordinary and special schools will empowered to strengthen their School Safety and Security Committees and implement the School Safety Plans. Participation of communities in School Safety Committees will be encouraged to enhance safety in public schools. School Governing Bodies will also review and align their codes of conduct for learners to ensure that they comply with the fair disciplinary procedures when dealing with learner discipline. Codes of conduct must incorporate the processes of search and seizure in order to minimize abuse of illegal substances in schools, and the carrying of dangerous objects to schools.

7.3.4.2. Strengthen the capacity of district offices

Education Districts play a critical role in ensuring a decentralized provision in quality education as they act as a catchment area from which schools receive support throughout the Department. In this regard, all education Districts have been aligned to the municipal districts in order to ensure inter-connectedness with respect to service delivery.

The department has not yet provided the required full staff complement for each district as required by the new organogram, due to funding constraints.

The strengthening of districts will be a priority for this strategic cycle. This will be done through focussed training on the efficient implementation of the devolved financial and human resource delegations. Now that this training on financial and human resource delegations have been done, the Department is monitoring to establish whether districts are strengthening and to establish further development training required. The Department will also emphasise on developing strong leadership and management that will ensure a strong monitoring and evaluation system in the continued implementation of delegations.

Further, the Department will also ensure that the Kigali Statement and the other recent international Declaration form the core of what the Department will be implementing going forward.

On the Kigali Declaration, the Department drawing from the assessments of achievements and challenges of the implementation of Education for All (EFA) and the African Union (AU) Second Decade of Education for Africa, and noting the uneven pace of progress across the continent; the Department is committed to the regional priorities as outlined in the statement. As such, the Department will ensure that it addresses the following post-2015:

Equitable and inclusive access for all

Recognizing the right to access inclusive, equitable and quality education, the Department reaffirms its commitment to ensure that every child, youth and adult, including minorities and the most disadvantaged groups, complete high-quality education from early childhood care and education (ECCE) to higher education with at least a minimum completion of free and compulsory basic education of 9 -10 years.

Inclusion, equity and gender equality

Exclusion and discrimination, disparities and inequalities, in access to and completion of education and learning cycles, processes and outcomes, remains an ongoing challenge for the Department. Therefore, the Department recommits to eliminating all forms of exclusion and inequality in and through education. To ensure inclusion and equity, the Department commits to prioritize the needs of the most vulnerable and disadvantaged groups in society and out-of-school children with specific policy action to ensure that all children; girls and boys, especially the poor at the bottom quintiles have access to and complete quality education to achieve their full potential. The Department further commits to explore providing flexible options for education for those populations that are in hard-to-reach locations and/or have disabilities.

The Department recognizes the importance of gender equality and women's empowerment for sustainable development, the issue of violence against boys, girls and women in educational institutions, the importance of literate mothers in girls' attendance to school, and the large number of illiterate women.

In order to enhance women empowerment, the Department commits to support gender sensitive policies and planning; mainstream gender issues in teachers' training; stop violence in education institutions, unwanted teenage pregnancies and early marriages; reduce sexual risk behaviour and HIV/AIDS through age-appropriate reproductive health education; address harmful cultural practices; ensure that girls stay in school and can have opportunities to participate up to tertiary level, supported by, among others, feeding and nutrition programs, sanitation, health, accessible secondary schools and provision of bursaries; link women's literacy programs with women's rights, leadership, health, nutrition, peace and security, entrepreneurship skills etc.; and ensure gender sensitive learning environments.

Teachers and teaching

Acknowledging the impact of the quality of teachers on equity and learning outcomes and noting the shortage of trained and qualified teachers, low status and motivation, and the often weak standards in training, support and qualification frameworks, the Department affirms the need for collaborative teacher training practices with institutions of higher learning with best performing schools, and call for concerted action to increase investments for the recruitment, training, deployment, management, evaluation and continued professional development and improved welfare of teachers across all levels of education, both formal and non-formal. The Department further encourages innovation in teacher education and pedagogical practice, including the use of new media and information and communication technologies (ICT) and distance education.

Educational quality and learning outcomes

The Department recognizes that achieving quality of education is a matter of urgency in the province. Noting that educational quality and learning are determined by inputs, processes and outcomes, the Department commits to putting in place policies, legal frameworks and strategies at the provincial and district levels to:

- a) provide sufficient resources including teaching and learning materials accessible to all;
- b) define standards and review approaches to curriculum delivery in order to ensure relevance to local context, values, culture and knowledge and gender responsiveness;
- c) promote the use of African languages and multilingualism across all levels using multiple learning pathways;
- d) develop appropriate mechanisms for assessing, and monitoring learning outcomes at all levels on a quarterly basis;
- e) explore innovative approach including use of ICTs; and
- f) further strengthen institutions, school leadership, and governance through greater involvement of communities, including young people in the management of schools, and
- g) ensure learning environments are safe, free from violence, inclusive and gender responsive.

Science, technology and skills development

Recognizing the importance of science, technology and skills development for innovation, creativity, entrepreneurship and employability, that are key to social, cultural and inclusive economic development, the Department affirms its commitment to strengthen policies and legal frameworks, programmes and structures to increase access to science, technology and skills development across all levels of education, with particular focus on girls and marginalized groups.

Education for sustainable development (ESD) and global citizenship education (GCED)

We recognize that we are living in an increasingly globalized and interconnected world, confronted by emerging human and environmental issues that create conditions and tensions, which require greater cooperation and harmony between humankind and nature. We further acknowledge the importance of GCED in promoting the development of values, attitudes and skills that are necessary for a more peaceful, just, inclusive, and harmonious world. We therefore resolve to institutionalize ESD-GCED through formal, non-formal and informal education by:

- a) promoting a humanistic approach to education (Ubuntu Spirit) that reinforces among others respect for self, others and the planet,
- b) involving all stakeholders in promoting the ESD-GCED agenda,
- c) using existing regional protocols and ongoing regional initiatives to promote the ESD-GCED agenda, and
- d) reviewing and integrating ESD-GCED components in curricula across all levels of education.

Youth and adult literacy, skills and competencies for life and work

We recognize the high percentage of youth as a potential asset to be harnessed for Africa's transformation. Noting the high adult and youth illiteracy levels, particularly of girls and women, and the huge numbers of out-of-school children and youth, the Department is determined to ensure that all youth and adults, especially women, have access to continuous lifelong learning and functional literacy, numeracy and requisite skills programmes for life and work. The Department commits to provide assistance to the Kha Ri Gude programme with offices to work from in their promotion and implementation of literacy programmes.

Sustainable Development Goals

Millennium Summit recognized a collective responsibility to work toward “a more peaceful, prosperous and just world” (UN, 2000). The Millennium Development Goals (MDGs) reaffirmed this vision and launched an ambitious global partnership for development, setting specific targets to be met by 2015 and using numerical indicators to measure progress. The MDGs recognized the stark reality of widespread human deprivation and environmental degradation, and galvanized support to reduce poverty, achieve basic education and health, and promote gender equality and environmental sustainability. The plan for the MDGs was that by 2015, the world will have met some of the MDGs’ key targets, such as halving the poverty rate, and will get close to completing primary education for all children; but achieving the health goals looks difficult and Africa lags behind, despite the substantial progress it has made since 2000. Overall, the MDGs have been remarkably successful in focusing attention and mobilizing resources to address the major gaps in human development.

For basic needs, the new goals which are the Sustainable Development Goals strive to do much more than tackling extreme poverty and hunger, and achieving basic education and health. The new goals seek to deliver better living standards through inclusive growth, for instance, by accelerating income growth and increasing employment, especially for the poorest 20 percent. The education goal moves beyond primary schooling towards universal literacy and numeracy and improved job skills and what is important about it is that it is no different to the current outcome number 1 of the country – “An improved quality of education” as it is Sustainable Goal number 4 which is **“Ensure inclusive and quality education for all and promote lifelong learning”**.

The new goals are universal and apply to all countries, whereas the MDGs were intended for action in developing countries only. A core feature of the SDGs has been the means of implementation – the mobilization of financial resources – as well as capacity-building and the transfer of environmentally sound technologies. Here below, are the 17 sustainable development goals.

SUSTAINABLE DEVELOPMENT GOALS



Of the 17 goals listed here above, Goal number 4 relates to education. In the table below the Department registers a plan for the implementation of the sustainable development goal relating to education.

SUSTAINABLE DEVELOPMENT GOAL FOR EDUCATION AND CORRESPONDING INDICATORS			
Indicator	International Indicators and Targets for Goal 4	Provincial Intervention	
1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes	Increase the number of learners benefitting from the "No-Fee" schooling	
2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education	Increase the number of learners enrolled in ECD centres	
3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	Increase the number of girl learners participating in maths, science, technical and vocational subjects	
4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Ensure that the vocational and technical elements of the Transformation of the Schooling System are implemented	
5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Implement "my Life My Future Campaign" in all districts	
6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Collaboration with Kha Ri Gude to promote adult literacy programmes	
7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Establish a Youth Directorate that will implement structured youth development programmes	
8	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all	Implement the infrastructure plan to comply with the norms and standards for school infrastructure	
9	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	Provide bursaries to deserving students who pursue a teaching qualification in prioritised subjects	
10	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states	Provide the adequate number of teachers for all learning areas	



PART A



STRATEGIC OVERVIEW

8. UPDATED SITUATIONAL ANALYSIS

The outline of the Department in terms of its economic standing has improved with the Department obtaining an unqualified audit opinion for the year ending 2014/16 which it is hoped will remain unchanged in 2015/16. However, the attitude of society towards the Department on its social, common, communal outlook has not been particularly good as the Department has had its fair share of challenges in 2015/16. These challenges include the poor performance in the NSC results, the continual negative reporting of violence in schools, the unfortunate and sad reports of accidents that take away the lives of our innocent children, the increase of learners who have fallen pregnant even at primary schools, the infighting among certain schools and the

continued negative reporting of ill-disciplined teachers who are found to have inappropriate relationships with learners who are in their 'loco parentis'.

Despite the Department's challenges captured as negative publicity here above, overall the department has performed very well and the year has been very smooth. However, the lack of active reporting by the Department in media has not provided society with the positive good stories done by the Department in 2015/16.

The Department has performed well in the year under review. Whilst the Annual National Assessments were not conducted, there has been very good progress with the delivery of basic services and access to primary services. In terms of management practices, the Department has improved its efficiencies in managing performance information, improved financial management, reduced teacher absenteeism, improved learner attendance, increased the number of learners benefitting from national school nutrition programme, increased number of learners benefitting from learner transport and performance information.

It is important to mention that inequality still exist between, among and within districts. The scarceness guide measures the comparative deprivation of populations across districts within the province and is derived from a set of demographic and socio-economic variables of the 2011 Census. A high value for the deprivation index denotes higher levels of deprivation and a low value for the deprivation index denotes lower levels of deprivation. This means that 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).

The Department has continued to provide free education to learners in about eighty per cent (80%) of all our schools in the province through the 'no fee' paying schools policy. This is a policy which gives all learners attending quintile 1 to 3 schools a right to attend a school without having to pay any school fees.

In implementing the "Schooling 2025" through Action Plan to 2019, the progress on the 27 goals is good. Whilst the baseline percentage for the NSC results in 2015 reflects a steep decline of 9% from 69,7% to 60,7%, the total contribution made by the Department to the national passes was an overall average output of around 100 000 NSC passes; a contribution of about 22% for the country. It is important to note that this is the highest contribution made by a province in the NSC results where other provinces contributed as little as 2% in the national pass rate.

It is a cause for concern that the diagnostic assessments which had reflected a good story in the last assessments of 2014 could not be reported on as there were challenges around their administration countrywide. However, the baselines of 71% in Grade 3 numeracy and literacy, 36,4% in Grade 6 mathematics, 77% in Grade 6 home language, 42,3% in Grade 6 First Additional Language and 36,4% in Grade 6 mathematics demonstrates a positive upward trajectory in pursuit of an improved quality of education and is consistent with an improving education system.

These baselines though a year old, are indicators confirming that the Department's interventions are making a positive difference and good progress towards an improved quality of education. These developments point to a schooling system that is succeeding in improving the quality of learning outcomes, sometimes in line with targets, sometimes below the target levels, depending on what indicator one looks at. This is an indication 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.

Be that as it may, it is important to note that in a complex 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 obvious in the poor attainments in Grade 9 maths. The Department has made its assessments and analysis of results and established clear approaches to improve learner attainment in maths for grade 9. The fact that CAPS is its second NSC year can only have good news for the Department in that this curriculum

implementation and management has entered an era of stability. With this in mind, the Department will take this as an opportunity to learn from previous results, consolidate effort, and make improvements especially in areas that depend on curriculum stability, such as teacher development for the improvement of mathematics and other poor results in grade 9 and in NSC.

The Department has made good progress in its infrastructure spend for the year under review. Whilst the annual spending on infrastructure has continued to increase nation-wide; there is a decrease in the infrastructure spend in the Department in order to cover the wage bill. Considering this situation, the Department is exploring alternative better ways of achieving planned targets

by nurturing a culture of accelerating the building of projects through close monitoring so that there is shortest possible period spent by contractors on a building site. In that way there will savings done by all in the value chain.

In 2015/16 the Department increase the number of schools offering grade R to 3953 as well as the number of learners enrolled in Grade R classes to more than 240 000.

It is noteworthy that the Department has trained and continues to train all newly appointed officials on leadership and management.

MILLENNIUM DEVELOPMENT GOALS

As a signatory to the Millennium Development Goals (MDGs) together with other 188 countries in year 2000, South Africa remained committed to "free all men, women and children from the abject and dehumanizing conditions of extreme poverty" by the year 2015. It is pleasing to report that as a country, we achieved par excellence in the achievement of universal access to primary education and have made an indelible contribution in the eradication of extreme poverty and hunger through the provision of national school nutrition programme to over 2,2 million learners, about 86% of learners in the province.

Now that these member countries have pursued the achievement of these goals for the agreed duration of 15 years till 2015, and the time has arrived for the review of the plans, South Africa has also been part of the review process. The results of the review process is the establishment of Sustainable Development Goals (SDGs) which have to be achieved by 2030, which fifteen years from now. It is pleasing that on the inaugural year of the SDGs the Department has made solid plans to be implemented towards their achievement.

8.1. PERFORMANCE DELIVERY ENVIRONMENT

The largest share of the Department's budget is for the provision of personnel expenditure. This is reflected in the 2015/16 MTEF budget allocation, whereby more than 80 per cent is allocated toward compensation of employees. The spending focus over the MTEF period will be on improving curriculum delivery, particularly through ensuring access to high quality LTSM.

The implementation of the Transformation of the Schooling System programme has assisted in ensuring that there is community involvement through the resuscitation of the Quality Learning and Teaching Campaign (QLTC). QLTC is comprised of committees constituted by various stakeholders at various levels, with a view of getting them actively involved in education.

The alignment of schools remains a focus for the Department in order to ensure that there are only primary and secondary schools. As such, the Department paid special focus to the consolidation of small and non-viable schools and the multi-grade schools through the introduction of the specially designed toolkit for these schools, through the rural academic support unit.

White Paper 5 of 2000 set specific targets with regard to five-year olds that were supposed to be in Grade R by 2014. The Department reached and exceeded this target, as 93 per cent of five-year olds were in Grade R classes by 2014 and 97% are in Grade R currently. Therefore, the target for access has been reached and the challenge is to improve the quality of education that is offered. Of significance, is the pilot programme that was implemented in 15 crèches in the districts of Umzinyathi, Uthukela and Amajuba, as the Department investigated the concept of model crèches. The Department trained the care-givers in the curriculum delivery and the Grade R classes in public schools benefitted through additional provision of equipment and furniture where this may be inadequate.

This programme has experienced the brunt of financial control measures in previous years. For this year, plans are commencing to ensure that service delivery is not affected. As such, all 156 community centres with Grade R classes, will 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 continued 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 care-givers 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. The Department developed an academic improvement plan to improve learner attainment also known as Operation Bounce Back focusing on the following 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 (monitoring tool to ensure educators are in class on time and teaching).
- Resource provisioning

With regards to assessment, the Department continued its comprehensive planning and vigorous monitoring of the various examinations that it administered. In the analysis of learner performance in the examinations, the Department prepared plans to mitigate poor curriculum delivery or content knowledge, as well as poor learner preparation or response to questions. Schools, through districts, were also encouraged to set, write and mark various tests that were to assist in the assessment of learner attainment at all levels.

Learner performance with regard to mathematics and science remain a concern to the Department. The maths and science strategy 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. It should be noted that this is still in the discussion and planning phase.

The strengthening of Education Management Information System (EMIS) in order to improve the credibility of data submitted by schools and to ensure minimum human intervention in the process, has assisted the department in having accurate data at any given point in time and in providing adequate statistics for analytic and budget purposes. The Department perceives ICT as a catalyst in terms of the quest for quality education. With the various ICT platforms introduced in the province a cyber-school technology solution is being investigated. If successful, this tool will be used to provide of quality educational services to enhance the online educational environment. This will be a one-stop site for development, e-learning and, communication solutions that work with experienced educators across the globe in designing and developing digital educational resources, portal and learning management systems.

At an administration level, the progressive upgrading of IT infrastructure has continued with the investigations into various administrative systems being pursued with a view to improve the efficiencies of the administration.

8.2. ORGANISATIONAL ENVIRONMENT

The organisational structure of the KZN Department of Education was approved by the erstwhile Honourable MEC in September 2011. The organisational structure essentially sought to give effect to 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 new organogram was aimed at restructuring the organisation of the Department to enhance service delivery through the devolution of essentially human resource and finance functions to the District Offices. Having regards thereto, the organisational structure is based on the premise that the districts are fully operational entities, rendering a qualitative service to schools.

The current organisational structure is being reviewed by the Organogram Task Team (OTT), a structure appointed by the MEC comprising Departmental Officials and Organised Labour. The overarching aim of the task team is to identify organisational gaps and variances and provide necessary resolutions so as to ameliorate the challenges currently hampering service delivery.

The business case for the review of the organizational structure was based on, the approved Five Year Strategic Plan of the Department 2015-2020, National Development Plan 2030, Provincial Growth and Development Strategy with their respective goals and objectives, the ten Pillars of the Departments Service Delivery Imperatives as well as the relocation of functions relating to Further Education and Training (FET) and Adult Education and Training (AET) to the Department of Higher Education and Training in April 2015. The National Policy Document on the organization, roles and responsibilities of Education Districts was also studied and analysed. However, given the current economic milieu, the norms as proposed in the aforementioned document cannot be implemented in its entirety. The work of the task team is in its final stages of completion and the draft report will be presented to the MEC in September 2015. The Department had developed and approved norms for the provision of support personnel at LSEN and Boarding Schools and the process of application is currently underway. The implementation of these norms will bring about equity in the provision of support personnel in these two sectors.

9. THE TEN PILLARS

9.1. Pillar 1: Transformation of the Schooling System

The KZN DoE will continue to deliver in the following programmes in the Transformation of the Schooling System:

- 1) Consolidation of small and non-viable schools;
- 2) Consolidation of satellite schools;
- 3) Renaming of Schools;
- 4) Typology of Schools;
- 5) Model Schools;
- 6) Revitalization and Expansion of Technical High Schools;
- 7) Expansion of Agricultural High Schools;
- 8) Maritime Schools;
- 9) La Mercy Maths and Science Academy; and
- 10) Ndumo School of Excellence. (Inkululeko Project)

1) Consolidation of small and non-viable schools:

The consolidation of small and non-viable schools within the TSS has revealed an anomaly in schools built in densely populated communities who had to be consolidated and closed because of the low number of learners enrolled. In some instances, schools will have 10 empty classrooms and have an enrolment of approximately 150 or 200 learners. In cases like these it is clear that the communities meant to be served by these schools no longer see educational value in them, hence their preference to enrol their children in schools further away from their place of residence. The resultant effect from the receiving schools is an increase in infrastructure needs and other educational resource requirements. The implication for Department is that it will have to budget for additional infrastructure, additional LTSM etc. while incurring a huge loss in its infrastructure investment at the school earmarked for closure.

This programme has been stalled by financial constraints during the 2015/16 financial year. In instances where there is a need to provide learner transport, the projects were stayed because of financial constraints. However, the Department is planning to proceed with the projects. In order for the Department of Education to implement this programme successfully, it must have full control of learner transport. To this end, the Departments of Education and Transport are currently finalizing discussions to implement the dedicated learner transport jointly and have it monitored more closely. Further, the discussions are at a very advanced stage for the possibility of transferring some of the functions back to the Department of Education for ease of implementation and reporting. In its aim to accelerate the consolidation of small and non-viable schools, the Department will consolidate a further 10 schools in 2016/17 out of the total target of 60 to be consolidated in this strategic cycle.

2) Consolidation of Satellite Schools and the provision of Learner Transport Services

Dedicated learner transport is an important element in the consolidation of non-viable schools. In all consolidated satellite schools during the 2016/17 financial year, learners travelling for 3 kilometres to the host school will be provided with learner transport. This initiative will increase the number of learners benefitting from the dedicated learners transport by at least 100 learners.

3) Renaming of Schools

The Department is working with stakeholders and communities (leaders like izinduna and amakhosi and others) to rename school with names which may not inspire and are not linked to their communities. The Department will proceed with involving all stakeholders; and ensuring that the name of a school generates a sense of ownership by the community and that it also conveys the centrality of quality education.

Schools with belittling, gender insensitive and uninspiring names will be renamed. By the end of 2016/17, a total of 5 schools out of the total of 23 identified schools will be renamed.

4) Typology of Schools

In 2016/17 the Department will continue to align schools into primary or secondary schools in line with national policy. It is envisaged that a further 10 schools out of the 50 identified schools for this strategic cycle will be realigned in 2016/17, adding to the 67 schools that have been re-aligned into fully-fledged secondary or primary schools. Where there are pressing needs for additional classrooms an estimated budget of R20 million has been set aside to procure mobile classrooms in 2016/17.

5) **Model Schools and Ndumo School of Excellence**

The Department has conducted a thorough needs analysis and identified 198 schools to be designated model schools. The Department has decided that these schools would be resourced in a special manner. In addition to the 136 model schools that have already been allocated two security guards each; the Department aims to provide security guards to 10 more schools in 2016/17 supported by the EPWP funding. In prioritising the infrastructure assessments required to change these schools into model schools, an amount of about R475, 989,320 is required by the Department and 20% from this projected costing will be utilised to resource the identified model schools in 2016/17. The Department will ensure that these funds are available as the strategic plan has prioritised this programme during this strategic cycle. Further, the completion and resourcing of Ndumo School of Excellence will be prioritised during the 2016/17 financial year. Soon after completion, the Ndumo School of Excellence will operate as a model school that will see the initial implementation of quality education; prioritising gateway subjects and monitoring learner attainment 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 Department is taking its cue from the recommendations of the “Schools that Work” in order to ensure that the model schools are adequately equipped to provide quality education. Among other things, these schools will be characterised by the elements that foster efficiency and effectiveness. These include:

- i) Good and Complete Infrastructure
- ii) Effective and Efficient School Management
- iii) Highly Effective Principal
- iv) Quality and Result-Driven School Management Team
- v) Dedicated Teachers
- vi) Highly-disciplined Learners
- vii) Supportive and Co-operative Parents
- viii) Proactive Civil Society
- ix) Progressive and Development-focused Department

6) **Revitalization and Expansion of Technical High Schools**

Of the 32 High Schools to be recapitalized and repaired during this strategic cycle; all will be repaired, provided with machinery and workshop equipment. In 2015/16, six (6) of these schools received additional workshops for all technical subjects, as well as machinery for workshops and equipment. In 2016/17 the Department will target repairing 7 more technical high schools out of the total of 32 identified schools and the teacher training, will continue to take place at George Campbell for all the identified schools in Mechanical Technology, EGD and Electrical whilst the training for educators in Civil Technology will continue to be done at Meadowlands Technical High during 2016/17.

7) **Expansion of Agricultural High Schools**

The Department has not been able to increase the number of Agricultural High Schools due to financial constraints. In the whole Province there are still 4 Agricultural High Schools. A total of 55 schools only offer one agricultural subject, Agricultural Science. Of the 55 schools, 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. In its journey to achieve fully fledged agricultural high schools, the Department will provide training of one other agricultural subject to teachers in the 4 schools that offer two agricultural subjects with a view that the teachers will ultimately be competent to offer the full agricultural science offering and the schools are complete agricultural high schools by 2019. However, for the other one school, the Department will provide a special focus to it with an aim that it is provided the full support, training and resourcing to be a fully-fledged agricultural high school. Therefore, in 2016/17 the Department plans to add one school from the identified ones as an agricultural high school.

8) **Maritime Schools**

The schools offering maritime studies do not have the adequate number of adequately qualified teachers to teach maritime studies in all grades. The Department does not have posts for subject advisors to provide support to teachers in schools offering maritime studies. In order to mitigate these challenges, qualified personnel in maritime studies from the Defense Force is

providing tuition to learners and providing guidance and support to teachers in JG Zuma Secondary, Sithengile Secondary and New Forest Secondary. This is a pilot project aimed at enhancing the capacity of teachers whilst ensuring that learners are afforded an opportunity to receive adequate tuition from adequately qualified practitioners in the field of maritime studies. The Department envisages that this support from the Department of Defense will continue in 2016/17 with a special focus in the next grade which is grade 9 so that by the end of the strategic cycle the teachers have been shown the ropes in all the grades. The plan to convert Acton Road into a Maritime School of Excellence is underway.

09) La Mercy Maths and Science Academy

The process of establishing a Maths and Science Academy in an identified La Mercy School has taken a step forward when the planning stage for the building of the Academy commenced. The Department aims to utilise this Academy in preparing learners to enter specialised fields in maths and science nationally and internationally. The Department will ensure this is done through recruiting dedicated high quality teachers to provide quality teaching and learning in order to achieve the purpose of the Academy; that of high performance in maths and science. In 2016/17 the Department will start the preparations for resourcing the Academy, commence the plans for the recruitment of the Academy staff, prepare admission criteria for learners into the Academy whilst the Academy is under construction.

10) Aviation, Chemical Engineering and Mining

The Department has completed a case study based on international educational practices to determine the feasibility of establishing aviation studies. The report of the study will be made available during 2016/17. In 2016/17 the Department will commence 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. Further, the Department will in partnership with DENEL, a state-owned enterprise, commence discussions in 2016/17 on the model to fund aviation studies.

11) Multi-grade Teaching (MGT)

The Department rolled out the Multi-grade Teaching (MGT) Toolkit in 2015 to all the Multi-grade schools. The lesson plans and assessment tasks were workshoped to teachers and Subject Advisors prior to the roll-out. This is an important step for effective monitoring and support for 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:

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

Further, the multi-grade programme will include the piloting of the Multi-grade 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 multi-grade teaching.

In conclusion, 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 (TSS). Full implementation of the Transformation of the Schooling System would lead to complete turnaround of the schooling system in KZN.

9.2. Pillar 2: Curriculum and Assessment

After the 2015 NSC results the Department engaged in a task of relooking at the approach for curriculum delivery. This resulted in the Department identifying the key drivers of curriculum delivery in the following areas:

- (a) 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;
- (b) reviewal of strategies for teaching and learning and the relationships between teachers and learners;

In implementing these key drivers, 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.

The other defining features of a reconstructed and empowering curriculum are that all learners will be supported holistically to remain in school until they complete grade 12 and also inspire them to perform better. Through these interventions, 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.

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

In its quest to improve learner attainment, the Department ensure that curriculum delivery and management is characterised by clear, pragmatic and measurable interventions focussing on all grades (Grade R to Grade 12). Over and above these initiatives for curriculum delivery aimed at the general increase of learner attainment, the Department will also continue with the focussed interventions for Grade 12 towards better NSC results which is called "Operation Bounce Back".

Curriculum Implementation for Grades R – 12:

Key Priorities of the Curriculum Implementation

KEY PRIORITIES TO BE IMPLEMENTED FOR GRADES: 1-9

- Monitoring the implementation of CAPS in Grades 1 – 3 to be used for lesson planning and teaching of Languages, Mathematics & Life Skills in the Foundation Phase.
- Monitoring the availability and use of CAPS documents in Grades 4-9 for lesson planning and teaching in all subjects.
- Monitoring the availability and daily use in class of Literacy and Numeracy workbooks in all schools in Grades 1–9 in conjunction with the CAPS.
- Ensuring that schools put aside a compulsory 30 minute daily reading programme in Grades 1 – 9 in all schools as per CAPS. (Work with ELITS).
- Monitoring the use of Literacy & Numeracy exemplar papers distributed by the Department to address content and skills deficits identified in ANA. (Work with Quality Assurance).
- Monitoring and supporting the implementation of English/IsiZulu FAL in the Foundation Phase. (Work with ELITS).
- Training Foundation Phase, Intermediate Phase & Senior Phase teachers in Mathematics, Natural Science & Languages (English FAL) in preparation for teaching in the classroom. (Work with TD, MST&ICT, ELITS, QA).
- Monitoring the implementation of English Across the Curriculum in Grades 4-9
- Ensuring that Life Orientation teachers expose Grade 9 learners on subject choices, subject packages and career choices for appropriate selection of subjects in Grade 10.
- Monitoring the administration and moderation of school based assessment to ensure quality assessment standards. (Work with QA).
- Supporting and monitoring formal revision programme in all schools.

Training Subject Advisors on content and methodology in various Subjects of the NCS in the GET band (TD, QA, Assessment)

SPECIFIC AREAS OF IMPROVEMENT FOR GRADES 1-9 DURING 2016/17:

- Curriculum coverage
- Teaching of English First Additional Language in all grades.
- English Across the Curriculum.
- Reading in all grades and assessment in early grades.
- Mathematics from grades 4-9 with special focus in grade 8 and 9.
- Utilization of workbooks by schools.

- Implementation of Incremental Introduction of African Languages in Grades 1-5 incrementally.
- Moderation in Language, Mathematics, Natural Science and History.

SPECIFIC AREAS OF IMPROVEMENT FOR NSC DURING 2016/17

The Department has identified the following seven areas as weaknesses to be improved, in order to make positive improvements in the NSC results for 2016:

Weakness 1: Failure rate in English and IsiZulu Home languages

Weakness 2: Increased number of subjects that dropped in performance in 2015

Weakness 3: Withdrawal of language compensation

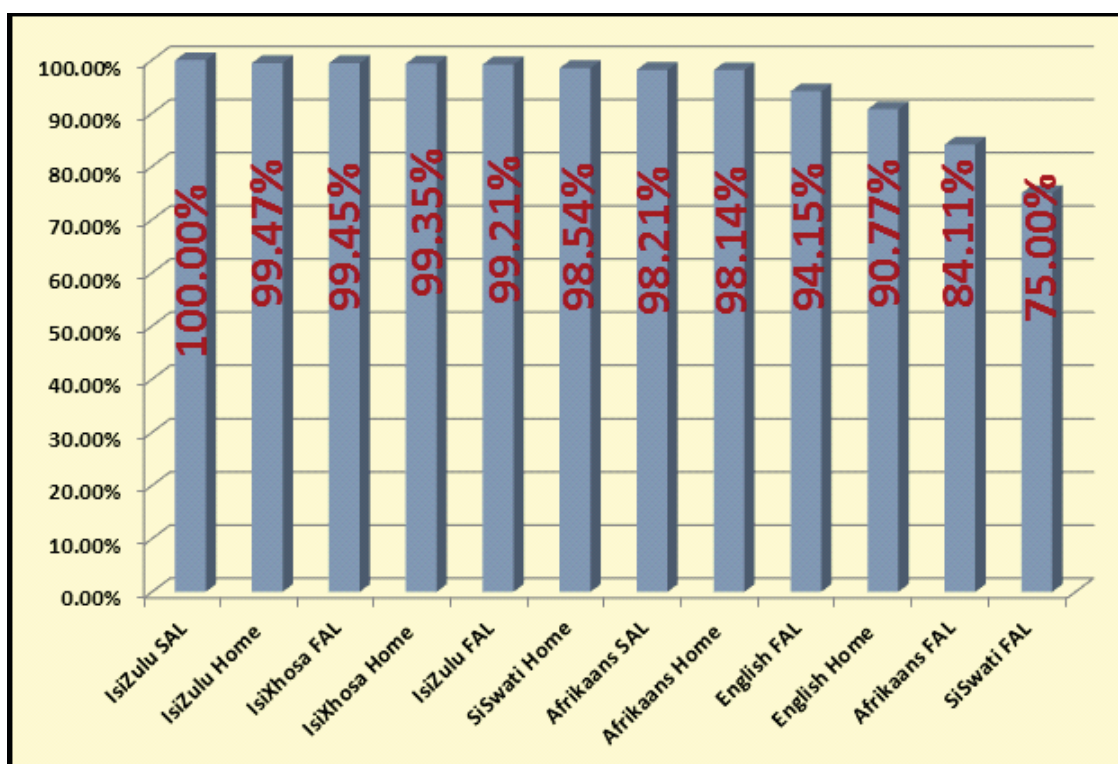
Weakness 4: Most of the 2015 NSC question papers were pitched at higher cognitive levels compared to the examination guidelines issued in 2013

Weakness 5: Weaknesses in the administration and monitoring of SBA

Weakness 6: An undifferentiated approach to school support and monitoring

Weakness 7: The subject combination that required Mathematics as a core subject

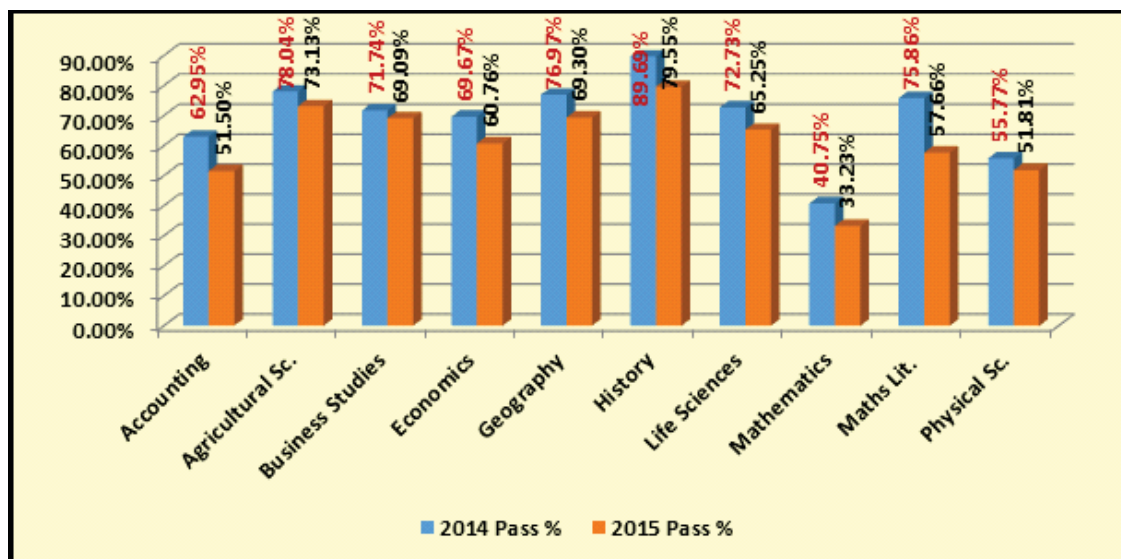
Weakness 1: Failure rate in English and IsiZulu Home languages



Mitigating Strategies

- a) Provision of textbooks/e-books in all the genres to ensure one textbook per learner by the end of the 1st quarter, especially in the Umkhanyakude, Sisonke, Ugu and Uthungulu Districts (Home Language (HL) speakers of IsiXhosa, ISiswati and XiTsonga in the Manguzi area which is near the Mozambican boarder in Umkhanyakude District.
- b) Implement the recommendations of the educator profiling exercise.
- c) Intensify the monitoring of the subjects as part of the monitoring programme
- d) Pursue the filling of subject advisor posts for IsiZulu HL and English HL
- e) Ensure that schools have support programmes for learners whose home language is not the same as the Home Language offered in the school. Similarly, for learners who had to change from FAL to Home Language should be given support.

Weakness 2: Increased number of subjects that dropped in performance in 2015



Mitigating Strategies

- a) Implementation of Just-In-Time programme. (Targeted subjects: Maths, Math Lit, Geography, Accounting, Life Sciences and Physical Sciences)
- b) Intensify the moderation of EMS, Social Sciences and Natural Sciences in GET
- c) Intensity monitoring and compliance with curriculum coverage at all levels (time on task)
- d) Audit the textbook coverage in these subjects with a view to topping up the LTSM and improve its access, retention and retrieval
- e) Subject advisors have been appointed in Maths from 18 in 2015 to 32 in 2016 and Sciences from 17 in 2015 to 24 in 2016. All newly appointed subject advisors will undergo an intensive training programme
- f) Focused learner camps to be extended across the province to target special and psychosocial education needs, high performers and progressed learners

Weakness 3: Withdrawal of language compensation

Mitigating Strategies

- a) Strengthening of English Across the Curriculum (EAC) through:
 - 1. Rigorous implementation and monitoring of the EAC strategy in all schools;
 - 2. Integration of EAC into SMT training
 - 3. Ensuring that all subjects have vocabulary/concept lists for all grades
 - 4. Intensifying EAC advocacy to all relevant stakeholders
 - 5. Intensifying reading campaigns in the GET and FET bands
- a) Implement the lessons learnt from the piloting districts in the provincial language strategy (Jika Imfundo)
- b) A comprehensive, targeted programme for 3rd and 4th English language speakers

Weakness 4: Most of the 2015 NSC question papers were pitched at higher cognitive levels compared to the examination guidelines issued in 2013

Mitigating Strategies

- a) Provide training on critical thinking skills to be utilised as part of everyday teaching.
- b) Capacitate common paper examiners and teachers to be able to provide assessment that is pitched at different levels of difficulty
- c) Increase the cognitive levels of common tests
- d) Increased focus on high order questions / tasks during classroom interactions across subjects

Weakness 5: Weaknesses in the administration and monitoring of SBA

Mitigating Strategies

- a) Intensify the moderation and compliance of SBAs at all levels
- b) Strengthening of district and provincial curriculum monitoring teams through the Provincial Intervention Teams (PIT)

Weakness 6: An undifferentiated approach to school support and monitoring

Mitigating Strategies

- a) Implementation of a differentiated approach in supporting and monitoring all schools.
- b) Intensify the monitoring of the use of a differentiated approach to teaching to cater a variety of learners' needs.

Weakness 7: The subjects' combination that required Mathematics as a core subject

Mitigating Strategies

- a) Just-In-Time – training programmes at the beginning of each term focussing on content, methodology and problematic concepts
- b) Utilise the nationally set examination papers for Grade 10 and 11
- c) Prepare Grade 8 and 9 teachers once in 2 weeks on topics to be delivered each week and create opportunities for teachers to share effective teaching strategies (1+9)
- d) Replicate the work done by science institutes to cover a broader scope of the school population
- e) Implement the lessons learnt from the piloting districts in the provincial Mathematics strategy (Jika Imfundo) to the rest of the Districts
- f) Intensify career guidance to ensure that Mathematics core is taken by learners who require same in their future careers.

PLAN TO DEAL WITH THE INCREASE OF THE COGNITIVE DEMANDS


- a) KwaZulu-Natal plans to convert the Provincial Training Institute (Dokkies) into a Teacher Development Centre to address issues of teacher capacity
- b) The centre will provide training on critical thinking skills to be utilised as part of everyday teaching, among other things
- c) It will capacitate provincial common paper examiners and teachers to be able to provide assessment that is pitched at required levels of difficulty.

PLANS TO IMPROVE LEARNER PERFORMANCE IN NSC AFRICAN LANGUAGES DURING 2016/17:

- a) Provision of textbooks/e-books in all the genres to ensure one textbook per learner by end of the 1st quarter
- b) Implement the recommendations of the educator profiling exercise
- c) Intensify the monitoring of the subject as part of the monitoring programme.
- d) Pursue the filling in of subject advisor posts for IsiZulu
- e) Ensuring that schools have support programmes for learners whose home language is not the same as the Home Language offered in the school. Similarly, for learners who had to change from FAL to Home Language should be given support

ENGLISH AND AFRIKAANS (AS Language of Learning and Teaching [LOLT] AND AS SUBJECTS)

- a) Provision of textbooks/e-books in all the genres to ensure one textbook per learner by end of the 1st quarter.

- 
- a) Ensuring that schools have support programmes for learners whose home language is not the same as the Home Language offered in the school. Similarly, for learners who had to change from FAL to Home Language should be given support.
 - b) Strengthening of EAC through:
 - 1. Rigorous implementation and monitoring of the EAC strategy in all schools;
 - 2. Integration of EAC into SMT training
 - 3. Ensuring that all subjects have vocabulary/concept lists for all grades
 - 4. Intensifying EAC advocacy to all relevant stakeholders
 - 5. Intensifying reading campaigns in the GET and FET bands

MST AND OTHER CONTENT SUBJECTS

- a) Conduct skills, content and methodology workshops at the beginning of each term to prepare for the term's work
- b) Implement Just-In –Time programme for all subjects
- c) Intensify the moderation of EMS, Social Sciences and Natural Sciences in GET
- d) Intensity monitoring and compliance with curriculum coverage at all levels (time on task)
- e) Audit the textbook coverage in these subject with a view to topping up the LTSM
- f) Pursue the possibility of filling vacant subject advisors posts.
- c) Focused learner camps to be extended across the province

PLANS TO INCREASE RESOURCES AND IMPROVE THE EFFECTIVENESS OF TEACHER DEVELOPMENT AND SUPPORT PROGRAMMES

Source	Programme	Target
Skills Development Budget	A differentiated approach to Curriculum Management: <ul style="list-style-type: none"> Planning Supervision 	School Management Teams (Principals & DPs)
	School Leadership: <ul style="list-style-type: none"> Learner and educator attendance Overall school administration 	School Management Teams
	Induction of newly appointed subject advisors and school-based educators: <ul style="list-style-type: none"> Enhance proper understanding of core duties and responsibilities in respect of curriculum delivery 	Subject advisors, School Management Teams & Post Level 1s
	English Across the Curriculum (EAC): <ul style="list-style-type: none"> To strengthen integration of English in the various subjects Training and coordination 	Heads of Departments
	Financial Management training: <ul style="list-style-type: none"> How to resource SDPs and SIPs 	Principals
	Training on Inclusive Education: <ul style="list-style-type: none"> Training of Institutional Support Teams (ILSTs) at district level Training on visual impairment Curriculum differentiation SIAS training 	SBST coordinators Teachers, SMTs, parents and learners in 2 schools for the blind and 4 with deaf units SMTs and PL1 educators SMTs and PL1s
ETDPSETA	Pivotal Programmes: B.Ed and Diploma for unqualified Grade R and foundation phase educators	Unqualified Grade R and foundation phase educators

Provision of Learner Teacher Support Material (LTSM)

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

Schools will continue to order their CAPS aligned textbooks from the approved national catalogues to top-up towards the universal textbook coverage. The Department will facilitate and monitor the procurement processes and ensure that schools receive all material before the end of the year in line with Basic Education Sector Plan for LTSM Provisioning. This will ensure that every school will have all necessary LTSM on the first school day of the 2017 school year.

In the process of providing for learners' fundamental rights to quality basic education, the Department has intentions of commencing the provision of every learner with the minimum set of textbooks required to implement the national curriculum in line with Action Plan 2019, Goal No. 19.

Textbook Catalogues will be provided to all schools to enable them to select approved textbooks that will enhance the quality of teaching and learning. Schools will be provided with guidelines on how schools may select textbooks and complete requisition forms for the 2017 academic year. Priority will be given to the procurement of new grade 12 literature for implementation in 2017.

In providing stationery to schools in line with the curriculum requirements, the Department will be guided by minimum school bag requirements from the Department of Basic Education (DBE). Over the years, the province provided, in addition to the minimum school bag requirements, other essential stationery items such as scientific calculators and mathematical instruments.

Workbooks

DBE Workbooks will be distributed to all schools. The use of workbooks at homes will be done and monitored through the implementation of homework policies. The workbook will play a central role in the Turnaround Strategies and Academic Performance Improvement Plan

Since workbooks are developed nationally and distributed directly to schools, the Department monitors closely the distribution programme in order to identify challenges immediately and provide solutions. The common challenges include shortages of copies and delivery of workbooks in wrong languages for certain schools. The provincial committee has been formed to monitor the delivery process and to provide solutions or report challenges immediately to the province and the DBE when necessary.

Assessment and Moderation

Assessment serves as a vital element in the process of teaching and learning. It is utilized to establish the level at which learning has taken place. It also serves as a diagnostic tool to identify areas that need improvement in teaching and learning. Informed strategies are developed based on the diagnostic results that have been obtained from assessment. It becomes important therefore that assessment is pitched at the correct level in terms of variety of aspects to be assessed as well as the level of difficulty.

Over the years, various international and regional (TIMSS, PIRLS and SACMEQ) departmental studies even the ANA have revealed that there is a gap between the school-based assessments (SBA) and the standardized assessments. The Department has therefore considered it critical that SBA is strengthened. Among other means of strengthening the (SBA) is the establishment of the provincial moderation of SBA in the GET band. This exercise serves as an improvement strategy to enhance learner performance in standardized assessments.

Provincial moderation is conducted twice a year covering terms 1 and 3 work. It is preceded by school based and district based moderation. A sample of schools offering grades 4-9 submit teachers' files and learners' evidence for moderation by subject advisors who are specialists in the relevant Language, Mathematics, Natural and Social Sciences. Moderation reports are generated indicating strengths, areas for development and recommendations. The reports are shared with relevant stakeholders and inform teacher development interventions.

Common tests are administered during the first and second terms for grades 3, 6, 7, 8 and 9 to track curriculum coverage, serve as models of balanced assessment tasks covering all cognitive levels and to determine if set targets will be realized. The results are analyzed and problematic concepts are identified to inform teaching and teacher development.

After the administration of ANA, the results are analysed and item analysis conducted to identify problematic concepts. Problematic concepts are shared with subject advisors who in turn develop material utilized for teacher development.

Improvement of Mathematics, Science and Technology

The first decade of freedom (1994 to 2004) achieved a single, but important, goal which was the realization of a single, democratic, non-racial, non-sexist education system. The democratization process included the opening up of the education system to include those citizens who had been excluded under apartheid; and the equitable extension of resources to the previously disenfranchised African majority.

In spite of all this, South African education is still characterised by poor learner performance. This is confirmed by the Annual National Assessment (ANA) and National Senior Certificate (NSC) results published in 2014. In KwaZulu-Natal, the NSC pass rate declined from 77.4% in 2013 to 69.7% in 2014. This 7.7% decline was 15.3% below the Province's 2014 target. Such a huge decline in performance cannot be discounted given that the KwaZulu-Natal Department of Education (KZN DoE) constitutes 25% of the South African learner population as KwaZulu-Natal's large learner numbers will determine the national pass rate.

2014 NSC results in the gateway subjects

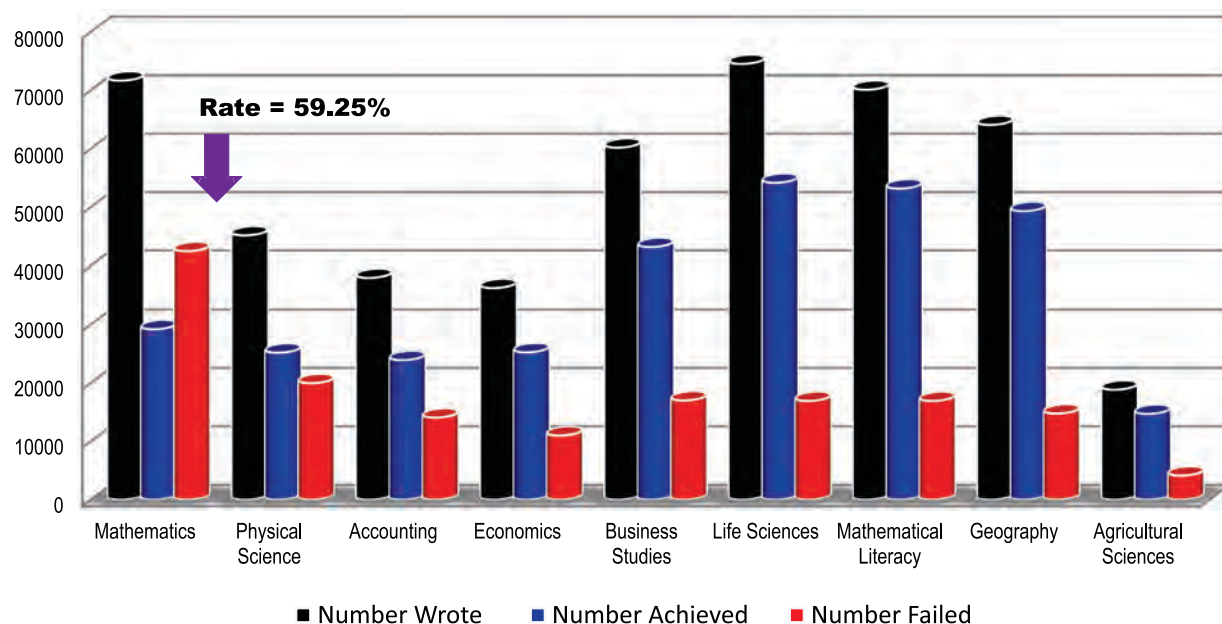


Figure 1 Learner attainment in gateway subjects in the 2014 National Senior Certificate

The Department's performance dropped from **80.5%** in 2013 to **69.7%** in 2014. Analysis of the results reveals that Mathematics (**59.25% failure rate**) was the biggest contributor to the province's poor performance, as shown in *Figure 1* above. The chart further reveals that numbers of candidates that failed gateway subjects, and large enrolment subjects, were very high with Mathematics having the largest number of candidates that failed in the 2014 NSC examination.

The Annual National Assessment 2014 report, presented an unflattering image of the state of *numeracy* and *literacy* levels of learners in the General Education and Training (GET) band.

Average performance in the ANA in Mathematics

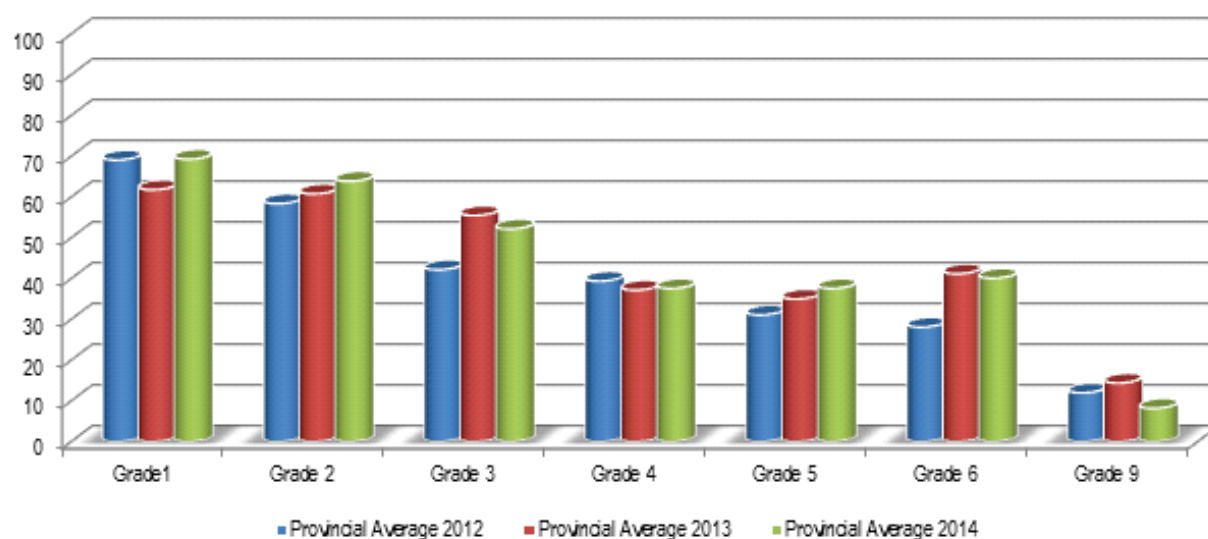


Figure 2: Provincial average percentage attainment in Mathematics by grade over three years

The chart above is a snapshot of the Department's learner performance, in Mathematics, in the Annual National Assessment from 2012 through to 2014.

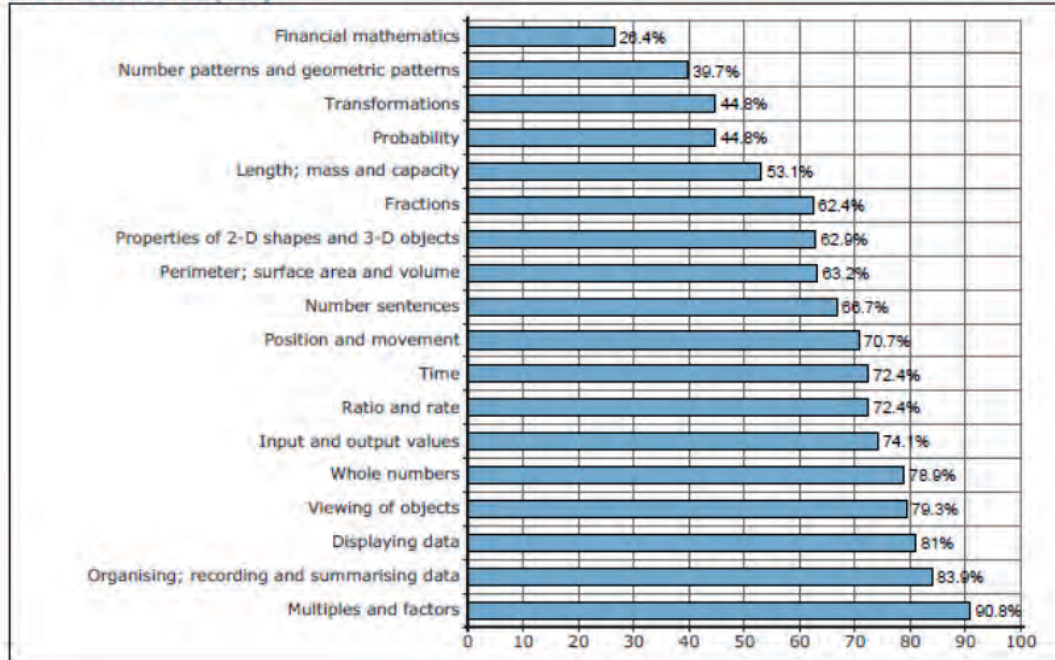
To ameliorate this situation, the Department has put in place a number of strategic intervention programmes. The Department has instituted an MST conditional grant to support Mathematics, Science and Technology (MST) in identified focus schools. The purpose of this project is to provide support for schools that are underperforming in Mathematics and Physical Science; as well as provide support to technical schools to deliver quality education. The conditional grant supports quintile 1 – 3 schools performing below **60%** in Mathematics, Science and Technology subjects, where at least 50% of the learners are taking Mathematics. In the province, the Department's focus schools include **88** secondary schools, **51** primary schools and **32** technical high schools.

Through the MST conditional grant, **12 000** learners have registered and participated in Mathematics, Science and Technology Olympiads/Fairs/Expos and other competitions. Twelve (**12**) subject advisors and three hundred (**300**) teachers have been trained in subject content and teaching methodologies on CAPS for technical subjects. Four hundred (**400**) teachers have attended targeted training in teaching methodologies and subject content for Mathematics, Physical, Life, Natural and Agricultural Sciences, Technology, Computer Applications Technology, Information Technology, Agricultural Management and Technology subjects. One hundred (**100**) teachers have been initiated into the 1+4 Intervention Model and seventy six (**76**) lead teachers have been trained in the integration of ICT with Education. Finally, the department is in the process of supplying each of the fifty one (**51**) primary focus schools with a data projector, thirty two (**32**) laptops and a printer, to be used for teaching and learning.

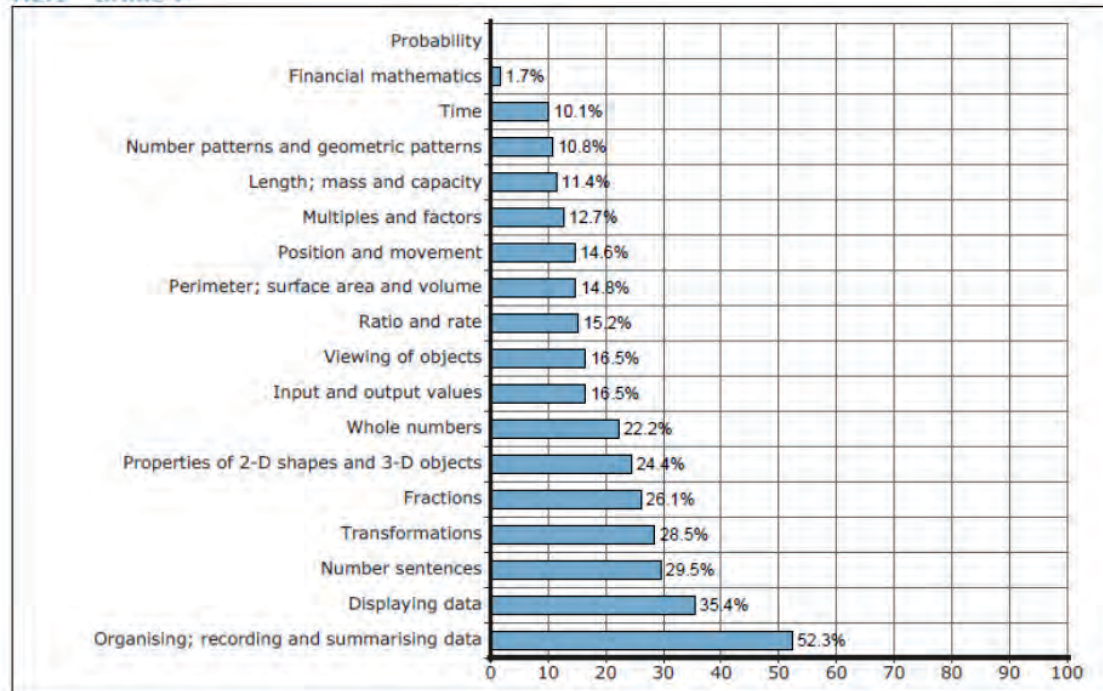
The three science centres in the province have provided training in Euclidean Geometry to all Mathematics teachers in the FET phase (grades 10, 11 and 12). The UniZulu Science Centre provided high-end training for all subject advisors of Mathematics. Further, all General Education and Training (GET) Mathematics, Natural Science and Technology subject advisors were trained using Siyavula Workbooks to support teachers in the Senior Phase. The subject advisors will, in turn, train heads of department and lead teachers in their respective districts. The heads of department and lead teachers will support teachers in their clusters during the implementation of the 1+4 Intervention Model. This intervention model provides for a day-long teacher preparation and training workshop on work the teacher will be teaching in the subsequent 4 days.

The Department collaborates with the private sector, higher education institutions, non-government organisations and social partners on a number of targeted research and development projects. An e-Learning Pilot is currently being undertaken in twelve (**12**) schools – two (**2**) in Pinetown and ten (**10**) in Umlazi – on improving the teaching and learning of Natural Science, Mathematics and English First Additional Language in grades 7 and 8. At the beginning of 2015 a pre-test was administered to all the learners in these grades to determine areas of weakness in certain concepts.

A2.4 - GRADE 7W(7W)



A2.1 - Grade 7



The above two charts present a view of the performance of learners (from two schools) according to the summary skills tested. The summary skills are skills that consist of a number of sub-skills. The scores in this report indicate the average performance level in a summary skill. The summary skills

with the highest score. This enables the teacher to target the skills with the lowest score for intervention. A post-test will be administered again in October to determine the impact of the intervention between March and September 2016. The objective is to use similar diagnostic tools to support the teaching and learning process.

Finally, the Head of Department (HoD) has approved the establishment of thirteen (13) Mathematics, Science and Technology (MST) Centres. The main centre (hub) will be based at the Provincial Teacher Development Institute (PTDI) in Umbilo, Durban. The nine satellites will be in an education centre in each of the twelve (12) districts. The hub at the PTDI will include a state-of the-art high definition digital recording and broadcasting studio. The studio will be able to broadcast live and recorded material to schools and education centres in the province. These MST Centres will be used to support the teaching and learning of Mathematics, Science and Technology, in particular, and other subjects, in general.

9.3. Pillar 3: Teacher Provisioning, Development and Support

South Africa, like many other countries, has education reform as its top priority. However, despite massive increases in spending and ambitious plans at ensuring that education reform is efficient and simple, the performance of many schools has barely improved in many years yet the performance of others has remained the very best despite changes. These wide variations in the quality of education among schools appear surprising, but many studies show that something can be learnt on why is it that some schools consistently perform better and improve faster than others.

The studies show that three things matter most in the top performing schools irrespective of culture and resources and these are:

- a) getting the right people to become teachers,
- b) developing them into effective instructors and,
- c) ensuring that the system is able to deliver the best possible instruction for every child.

The best achieving schools demonstrate that the best practices for achieving these three things work irrespective of the culture in which they are applied. They demonstrate that substantial improvement in outcomes is possible in a short period of time and that applying these best practices universally could have enormous impact in improving failing schools, wherever they might be located.

Therefore, 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. This statement is supported by research that the quality of a school system rests on the quality of its teachers. This further suggests that the quality of an education system cannot exceed the quality of its teachers.

Planning for teacher provision and development for the next 5 years will need to take cognisance the implications of such researches and 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 yea.* 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:

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

Induction of Newly- appointed Educators

Induction of Office-based Educators

68 Out of 78 newly- appointed subject advisors were capacitated through a 2-day provincial induction programme.

62 Out of 66 Circuit Managers, both Chief Education Specialists (CES) and Deputy Chief Education Specialists (DCES) were capacitated through a 2-day provincial induction programme.

Induction of School-based Educators

School Management Teams (SMTs)

Two-day induction workshops for 2034 SMTs will be completed in 2016. Reporting will be done after these induction workshops have been finalized.

Educator Development Processes

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

1. Pre-service/Initial Teacher Education

Funza Lushaka (FL) Bursary Scheme:

370 Learners were recruited through the District- Based Funza Lushaka Bursary Programme in 2015 from 12 districts to register for a B.Ed Degree in the FET Phase (Grade 10-12) in 2016. 145 Students have been successfully registered with three local Universities, viz. DUT, UKZN and UNIZULU.

2. Provincial Bursaries for Initial Teacher Education

120 Candidates were recruited from 12 districts. 100 of them are ETDP-SETA funded and 20 are funded through the Skills Development Fund. 70 of the 100 candidates funded by ETDP-SETA have registered for a B.Ed Foundation Phase Degree with UNISA, and 30 have been earmarked for a Diploma in Grade R Teaching.

3. 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.)

4. Provision of Type 3 CPTD activities/programmes

All the teacher development programmes that have been conducted in the first term by Head Office, Districts and Circuits are categorized as type 3 activities. Educators who are signed-up for the CPTD System who participated in the programmes, will earn Professional Development (PD) Points once uploading has been done.

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

- 1) The attrition rate which currently sits between 3.28% and 4% and would increase over the years based on the aging teacher corps;
- 2) The learner enrolment rate which sits around 2.6 million learners;
- 3) The budget allocation for compensation;
- 4) The intake of learners at HEI level as well as the number of teacher graduates per year; and
- 5) 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 in the 2016/17

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:

- a) 715 placed
- b) 292 unplaced
- c) 8 did not complete
- d) 5 declined placements or are untraceable
- e) 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)

The Provincial Teacher Development Institute (PTDI) is a priority of the Department. In order to make the Institute functional, in 2016/17 the Department has set aside R56 million for the refurbishment and renovation of 174 rooms with en-suites (the Olivier residence), 6 lecture rooms and 2 laboratories in the ex-Ikhwezi Institute as part of Phase One in the roll out of the project. During the second phase, the main building currently used by the Provincial Public Service Training Academy (PPSTA) will be renovated. The third phase will be the renovation of the second hostel (JV Smit) where there will ultimately be 130 rooms with en-suites.

According to the project plan, the commencement date of the repairs and renovations for Phase 1 is September 2016. However, in the last PTDI project meeting held on 25 February 2016, the professional project management team (VNA Consultants) indicated that, if the alternate construction project management route is approved by the Department of Public Works, the commencement date could be brought closer to July 2016.

Of the 45 existing Teacher Development Centres (DTDCs) in the Province, four (4) have been identified as having inadequate space and are to be relocated by 2016. Capacity building workshops have been planned for centre managers and support staff in this financial year 2015/2016. The ELITS directorate which is responsible for DTDCs is planning to have laboratory assistants trained and mentored to manage the science laboratories in the centres.

9.4. Pillar 4: Development of strong Leadership and Management

In 2016/17 the Department will continue to promote sound leadership and management capacity and practices at all management and operational levels.

Areas of focus to improve Leadership and Management in 2016/17

- 1) Recruitment process: To recruit adequately qualified and experienced employees;
- 2) Induction and mentoring: The induction of newly appointed employees will continue to be done soon after their appointments into new positions;
- 3) Co-ordination of Information: The Department will continue to issue information through circulars and increase the number of school contacted electronically for purposes of enhancing efficient and effective communication at all levels.
- 4) In-service training and personal development: The workplace skills plan will be implemented to ensure that the managerial and leadership capacity of the managerial cadre is enhanced.

- 5) Maintaining the Management Pool and enhancing the capacity of School Management Teams (SMTs): The Department will endeavour to fill all school-based management posts to avoid developing a drain of management and leadership capacity within the organisation and the Department will develop and implement a clear succession plan in cases where promotions affect employees in the management levels. The Department will also focus on the professionals who have entered the early rungs of the management system and who are made vulnerable by:
 1. The duality of their role teaching and managing;
 2. Their lack of exposure to management and leadership;
 3. The deficit of structured managerial training; and
 4. Their being at the front line of management in situations which often require on-the-spot decision taking.
- 6) Disciplinary procedures and appeals: The Department will attend 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. The Department will also ensure that it implements consequence management. Where such managerial processes are unsuccessful or are not applied; there will be consequences

Strategies to strengthen Leadership and Management in the Education System

- 1) Develop training manuals for leadership and management
- 2) Conduct a three-day structured induction programme for newly appointed managers.
- 3) Strengthen communication protocols at all levels.
- 4) Align developmental programmes with developmental needs identified through the full implementation of the Performance Management System at all levels of management.
- 5) Advertise all vacant school-based funded posts in bulletins quarterly.
- 6) Improve the turn-around time in cases of disciplinary matters to expedite the conclusion, provide feedback to relevant offices. And restore functionality.
- 7) Inculcate responsibility and accountability at school level, through internal school-based capacity based programmes to deal with all WSE criteria.

The key strategic interventions to improve education, governance and management in schools include:

- a) education management capacitation and resourcing initiative
- 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 has devolved 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

In conclusion, the plans on developing strong leadership are premised on the recognition that leaders' impact on student outcomes will depend on the particular leadership practices in which they engage. Therefore, the Department's focus on various prioritised practices indicates that some leadership practices have stronger impacts on student outcomes than others. Therefore the plan directs that by increasing the frequency and distribution of these practices that make larger positive differences to student outcomes, the schools will perform better.

In addition to the prioritised activities, the following practices also part of the special ingredients for a high performing school which are the core of any successful leader's routine.

1. Establishing goals and expectations

Goals deliver a sense of purpose and priority in an environment where a host of tasks can seem equally essential and overpowering. Clear goals concentrate attention and effort as well as enable individuals, groups, and organizations to use feedback to adjust their performance. The Department's top-most goal is improved learner achievement, which should also be the top-most goal for each school in the province.

2. Resourcing strategically

The word "strategic" indicates that the leadership action is about securing resources that are aligned with instructional purposes, rather than leadership skill in securing resources per se.

3. Planning, coordinating, and evaluating teaching and the curriculum

In a school setting, central to the school plan is learner achievement. Greater emphasis in all schools should be on systematically monitoring student progress and that test results are used for the purpose of learner improvement and therefore school improvement.

4. Promoting and participating in teacher learning and development

The most important practice is for school leaders to be actively involved with their teachers as the "leading learners" of their school.

5. Ensuring an orderly and supportive environment

The leader in any school has an obligation to ensure that the school is orderly. In an orderly setting, half the battle is won on each day. Keeping an orderly, secure and supportive environment is an ongoing and daily practice. An orderly and supportive environment is also one in which staff conflict is quickly and effectively addressed.

9.5 Pillar 5: Infrastructure Planning and Delivery Management

Infrastructure Planning and Delivery Management

The Department has continued to make considerable strides in proving learning spaces that will continue to enhance teaching and learning. 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 consolidation of small and non-viable schools by creating spaces in the neighbouring schools to accommodate the additional learners.

Core to infrastructure delivery are the following planned programmes which will be briefly mentioned hereunder:

New schools, administrative spaces, early childhood development classrooms, LSEN specialised classrooms, Full Service Schools specialised classrooms, upgrades and additions, emergency response and school damaged schools, sports fields and chess gardens, sanitation facilities, water provision, electrification, NSNP kitchens, and recapitalisation of technical and agricultural schools.

Infrastructure Programmes for 2016/17

In 2016/17 the Department will continue to implement the various Programmes and Sub-Programmes, described below.

New Schools (This programme includes replacement schools):

In 2016/17 the Department is determined to provide 1 new schools.

Administrative Spaces:

In 2016/17 the Department is determined to add exponentially around 75 more administrative spaces in order to reach 372 administration blocks are attained by the end of 2019.

Early Childhood Development:

The Department will provide around 150 Grade R facilities in 2016/17 in its quest to deliver 880 Grade R facilities by the end of 2019.

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

In 2016/17 the Department will implement about 28 projects which account for 20% of the specified projects within the LSEN and FSS programme in order to increase the inspiring stories of Khulani Special School; 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.

Upgrades and Additions:

In 2016/17 the Department will implement the upgrades and additions programme through the building of laboratories, specialist rooms, computer rooms, workshops and media centres.

Emergency Response / Storm Damaged Schools:

The Department will continue to prioritise emergency response programmes which are as a result of unpredictable weather patterns which continue to disrupt the normal rollout of programmes and have had an adverse impact on schools in the province. In 2016/17 the Department will ensure that the programme for the storm damaged schools is commenced. The Department is engaging the Development Bank of Southern Africa (DBSA) to establish a working relationship on infrastructure programmes.

Sports Fields and Chess Boards:

In 2016/17 all new schools will include chess boards and a sports field where the space is enough and the topography is suitable.

Sanitation:

The Department will be engaged in a large scale rehabilitation programme of all pit latrine toilets and septic tanks in a desludging programme. This programme is envisaged to rehabilitate toilets in more than one thousand schools in rural areas. In 2016/17 the Department will continue to build new toilets, provide chemical toilets as temporary measure to schools where toilets have collapsed or are in a state of disrepair, provide a desludging service to schools that have their latrines filled with the sludge. The plan to build about 200 sanitation facilities in 2016/17 and the implementation of the various sanitation interventions are in line with the Department's aim to pursue zero levels of schools without adequate sanitation.

Water:

The Department will ensure that identified schools are provided with galvanized suspended water reservoirs which are the source of running water to the entire school. In order to mitigate the collapsed water harvesting tanks, the Department will provide about 500 of these water harvesting tanks to about 70 schools in 2016/17. In the realisation of the ageing boreholes and the drought in the province, in 2016/17 the Department will also be engaged in a programme to provide a borehole to each school. This programme will ensure that the targeted 425 schools to be provided with water in 2016/17 is achieved.

Power Supply/ Electrification:

In 2016/17 the Department aims to provide 75 more schools with electricity.

National School Nutrition Programme (NSNP) Kitchens:

In 2016/17 the Department will build about 75 more NSNP kitchens.

Recapitalisation of Technical and Agricultural Schools

The Department will add one school from the identified ones as an agricultural high school in 2016/17.

9.6. 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.

Planning and Resourcing Framework

The critical challenge facing Department is to ensure that strategic planning is developed and synchronised with the entire planning, budgeting, monitoring and reporting framework that the PFMA seeks to put in place. Another challenge is 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.

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 role of Head Office is a crucial and critical one that of providing synergy with little control as possible. Synergistic behaviour derives from the recognition of mutual support between the operational elements. It is intended to lead to a higher pay-off for the total system than the sum of independently acting elements. Head Office should operate as an Orchestra conductor.

In essence the Head Office must oversee the leadership and management of the entire interacting cluster of systems working together for schools to operate maximally is adequately resourced and capacitated to enhance the delivery of quality teaching and learning. Head Office has to 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 creating 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. Further, the Head Office also looks at the power structure and other synergies, and finds a way to involve them in ensuring the whole is greater than the sum of its parts.

In this regard, the constituent competencies, expertise and skills must 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 purposed espoused in the policy statement by the Executive Authority.

In identifying policy initiatives, the focus is on researched findings as well as challenges experienced by learners and employees. The areas for development and review have been prioritised taking into account all strategic issues that affect operations in schools, especially learners and teachers. The Department has identified the following key areas as priorities for this MTSF cycle

9.7. Pillar 7: Information and Communication Technology (ICT)

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 praxis. 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. If South Africans are to participate in the knowledge economy every effort must be made to prevent digital exclusion. A global revolution is currently taking place in education and training. This revolution is driven by the changing nature of work, the realities of the information age, new global partnerships and an awareness of the need for equal distribution of educational opportunities. The building of South Africa's institutional and infrastructural capacity to support **learners, teachers and administrators** in the education sector, is fundamental to both the country's human resource development strategy and its socio-economic development.

In 2016/17 the Department will implement phase 3 of IT Corporate Governance in order to continuously improve corporate governance and management. This will include the development of the disaster recovery policy and procedure, systems in support of Departmental IT functions, train officials in ITIL, COBIT, PMBOK and TOGAF as well as the strengthening of EMIS.

Critical to the attainment of the National Development Plan's (NDP) goals is the implementation of Action Plan to 2019: Towards the Realisation of Schooling 2030. This means improving literacy, numeracy and outcomes in mathematics and science outcomes; increasing the number of learners eligible to study mathematics and science-based degrees at

university; retaining learners in school and enabling the use of information and communication technology (ICT) resources and infrastructure in teaching and learning. The 2030 vision of the NDP is to eradicate poverty by growing the economy at an average of 5.4%, and cutting the unemployment rate by 6%. The attainment of these goals hinges on education, training and innovation and affirms the reason why education is an apex priority to achieve the goals of the National Development Plan.

Among the challenges in South African education is the lack of skilled teachers, specifically for subjects such as mathematics and science, especially in rural areas. There is also inadequate learning and teaching material; and in the absence of skilled teachers, additional resources are necessary for learners to acquire content and supplementary information. Learners do not have sufficient support structures to assist them after school to continue the learning process and South Africa's rural schools, in particular, are poorly equipped and have crumbling infrastructure. The deployment of ICT resources and services in schools and communities extends the learning experience beyond the confines of the walls of the classroom and makes it possible for learning to take place outside school hours.

The KwaZulu-Natal Department of Education is mindful of the fact that ICT has been used to accelerate service delivery and improve peoples' lives. The Department has embarked on a number of ICT in Education initiatives to support teaching and learning and improve learner attainment. These initiatives include the provision of ICT resources and infrastructure to schools; the development, curation and distribution of apposite and interactive digital content to learners and teachers; the use of ICT platforms to ease the administrative burden; the professional development of educators (school and office-based) on the use of ICT to deliver, manage and support curriculum.

9.8. Pillar 8: Social Cohesion and Integration of Schools

The Department is implementing various programmes in order to monitor the involvement of all racial groups in the planning, coordinating, implementation and monitoring of the co-curricular programme. It has planned to preserve the talent identified at Provincial SASCE competitions through workshops and academy with the help of stakeholders. 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.

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 of 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 Le 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:

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

9.9. Pillar 9: School Functionality and Community Involvement

A functional school environment and an active participation by stakeholders and the community are important elements for a high performing school. Therefore, the Department pays special attention to the national priority areas as well as local priority interventions aimed at achieving a stable learning environment for an improved quality of education. Schooling 2030, implemented through Action Plan to 2019 prioritise a functional school environment in Goal 21 which states, "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".

In order to establish lasting functionality and active community involvement the schools should strive to achieve the following characteristics:

- Well governed and well managed
- Active community participation

Well governed and managed schools

In line with the Strategic Plan, the country's strategic focus is in building the capacity of the state in order to intervene and support quality education. The department has identified a number strategic intervention key to improving education governance and management in schools towards an improved quality of education. 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.

Active Community Participation in Education

The statutory objective of ensuring that democracy is institutionalised such that it becomes a way of life drives the Department's objective to embrace active community participation in education. In ensuring the active participation of various interest groups, in particular teachers, parents, workers, students, employers, and the broader community so as to contribute to improved school administration; it is important that schools maintain their status as preparatory institutions for a successful professional career.

As the Department continues to ensure that the interests of all stakeholders are aligned to support the overriding goal of achieving good educational outcomes that are responsive to community needs and economic development; the Department will prioritise that schools provide meaningful information to parents on their children's performance in order to hold schools accountable. The Department believes when parents are actively involved and take an interest in the affairs of their children's education, such cooperation can lead to improved performance. Further, 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. In joining hands to improve learner attainment and the quality of education in general, the Department will further strengthen and monitor the established 'social contract' between government, teacher unions, teacher training institutions, parent and SGB organizations, business and civil society organizations.

One of the central pillars of the National Development Plan (NDP) is making education a societal issue. In order for this to take place; an organic pledge must be nurtured between the Department, and its stakeholders i.e. the communities, parents and teachers. This pledge 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.

In implementing the initiatives explained above, the Department together with stakeholders 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 Department will continue to improve school functionality by monitoring that each school is focusing on the core business of teaching and learning. Quality teaching and learning will thrive in a school where the following is prioritized above all:

- 1) Filling of all vacant posts in all schools in line with the curriculum of the school
- 2) Teaching and learning is prioritized at all costs;
- 3) Teachers and learners come on time;
- 4) Effective leadership, management and governance;
- 5) All structures e.g. school governing bodies, School Management Teams, RCLs and sub-committees are fully functional;

The School Functionality Monitoring Programme initiated in 2006, continues to provide an important monitoring intervention towards achieving functional schools throughout the province. In 2016/17 the programme will continue to provide valuable inputs and guidance to the department's management on strategies to deal with various challenges that make schools dysfunctional and work as barometers indicating policy implementation failures or successes and the end of the examination results.

One of the most important indicators of school functionality is School Safety. The violence experienced in communities, which at times spill over to schools are a cause for great concern as they compromise school functionality.

The Department will implement a school safety programme which is aimed at training school safety committees and liaise with South African Police Services (SAPS) Station Commanders to fight against theft and vandalism in schools.

The Department is also implementing the Quality Learning and Teaching Campaign (QLTC) in order to assist schools to get support from communities in the areas where they are located.

As it is clear that School Functionality greatly influences the pass rate of any school, the Department has made school functionality one of the priority areas or important pillars. To this end, the Department is implementing the strategy to improve learner outcome which focuses on school management and the delivery of the curriculum. This programme is currently piloted in the two districts of uThungulu and Pinetown and aims to empower, strengthen district management and also improve the learner outcomes from primary to secondary schools.

The other elements of school functionality are good coordination and support. 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 continue to perform the following:

1. 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
2. Improve management and governance of schools
3. Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively
4. 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.
5. Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions
6. Broaden access to learners with disability and barriers to learning
7. Improve rapport and formalise engagements between circuit management and local community structures
8. Improve the frequency and quality of the monitoring and support services provided by district offices to schools

1. Develop, implement, monitor and evaluate District, Circuit and School Improvement Plans.
2. Monitor the **functionality** of school structures, viz.: SMT, Subject Committees, Phase Committees, Assessment Committees, SGBs, RCLs and IQMS structures
3. Monitor compliance with the non-negotiables: Teachers and learners in class, teachers teaching prepared lessons and time keeping by teachers and learners.
4. Monitor the implementation of Quarter-Specific activities by Circuit Management and other sub-directorates.
5. Strengthen the implementation of IQMS, PMDS and EPMDS
6. Develop Turn-Around strategies for under-performing schools and Academic Performance Improvement Plans.
7. Improve District, Circuit and school functionality
8. Improve schools' functionality and nurture the institutionalization of schools' functionality
9. Develop and implement a specific strategy for dealing with schools with persistent problems / instability
10. Deal effectively with late coming of learners and reduce it
11. Establish partnerships for District improvement of learner attainment and strengthen viable partnerships with District and Local Municipalities
12. Strengthen viable partnerships with sister departments through Operation Sukuma Sakhe.
13. Provide training and orientation programmes on psycho-social support services and roll out advocacy and awareness campaigns on psycho-social issues.
14. Provide learner support on career guidance and develop, print and distribute materials to support career pathing
15. Promote programs with regard to HIV/AIDS and life skills
16. Promote mass participation in co-curricular activities and support the curriculum with relevant programmes to enhance the holistic development of the learner
17. 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".
18. Identify, present and implement the Department's infrastructure needs in terms of its strategic objectives
19. Implement the School Infrastructure Norms and Standards
20. Contribute to social responsibility of upgrading of contractors in lower grades
21. Implement the Transformation of the Schooling System
22. Allocation funds to public ordinary schools, review contestations and compensate schools that implement fee exemptions policy
23. Conduct all prescribed SNAP and Annual Surveys
24. Implement the South African School Administration and Management System (SA-SAMS)
25. Facilitate the provision of Learner Transport in rural areas
26. Implement White Paper 6 on Inclusive Education
27. Compile and align District Action Plans with the Branch Programme of Action and report quarterly

Community involvement makes education a societal issue and improves school functionality. When the schools are functional, each one will have the following qualities of high performing schools:

- Committed teachers teaching an Empowering Curriculum
- Confident, Engaged and Healthy learners
- Quality education despite the inadequate resources
- Safe School defended and protected by its community
- Well governed and managed schools
- Active Community Participation in Education
- Adequate Resources of high quality

9.10. Pillar 10: Early Childhood Development

By 2030, the Department will ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education. The General Household Survey (GHS) points to 95% of all first-time Grade 1 learners in the province having received schooling in the previous year. 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.**

Whilst the Department has made significant strides in providing universal access to Early Childhood Development (ECD), the Department needs to continue to prioritise ECD and ensure that its budget grows annually. In a 2012 report, produced jointly by DBE and UNICEF titled; “*Public expenditure analysis for the basic education sector in South Africa*” the observation of ECD budget overall decrease by about 5% possibly prompted the report to recommend that the Department should take the cue from other provinces at Early Childhood Development (ECD) in order to make the ECD have the strongest budget growth¹. 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. 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*² 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 Framework³ 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:

1. Provide stipends for practitioners teaching Grade R in Community Centres
2. Provide LTSM for pre-Grade R learners
3. Provide training for practitioners to achieve NQF level 4
4. Provide core material for each practitioner
5. Provide curriculum training (kit/ core curriculum material) for care-givers in catering for 0-4 year olds curriculum
6. 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
7. The model crèches will be provided will all resource and the practitioners in the model crèches will be trained
8. The Department will provide furniture to Grade R classes in public ordinary schools
9. The Department will provide LTSM for all learners in Grade R, at public ordinary schools

THE LEAD BRANCH(ES) ON EACH OF THE PILLARS

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.

1 2012 report produced jointly by DBE and UNICEF titled *Public expenditure analysis for the basic education sector in South Africa*.1 Richter, 2012.

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



PART B



PROGRAMME AND SUB-PROGRAMME PLANS

10. OVERVIEW OF 2016/17 BUDGET AND MTEF ESTIMATES

The largest share of the department's budget allocation is for the provision of personnel. The department received an additional allocation from National Treasury in respect of the carry-through costs for the above-budget 2015 wage agreement in order to fully compensate the department for the wage differential. Despite this, the department still cannot afford 650, 1 181 and 1 712 posts over the three years of the MTEF, respectively, as a result of previously underfunded wage agreements.

The infrastructure budget continues to be pressurised due to the baseline reprioritisation which was undertaken in the 2015/16 MTEF in order to ease pressures against *Compensation of employees*. This is evident in the negative growth in the infrastructure budget over the 2016/17 MTEF which is outlined in detail in Section 4 and 5 of this report. Furthermore, budget cuts have been implemented against the Education Infrastructure grant over the MTEF. The department was successful in bidding for 2016/17 allocations due to its ability to spend on the infrastructure allocations and therefore receives additional funding of R100.673 million in 2016/17. The two outer years of the MTEF are lower than the 2016/17 allocation largely due to the R106.550 million and R1.643 million reduction for 2017/18 and 2018/19 respectively, as a result of budget cuts to lower the expenditure ceiling, as well as being influenced by the fact that the two outer years of the 2016/17 MTEF has not been allocated any incentive at this point in time.

It should be noted that the department was allocated additional funding from provincial cash resources, amounting R100 million in 2016/17 and R50 million in 2017/18 for the improvement of water and sanitation in schools. This will address the backlog of 453 schools out of a backlog of 1 206 schools in respect of the improvement of water and sanitation infrastructure, such as the Ventilated Improved Pit (VIP) technology which responds to the minimum norms and standards. The department will engage in a large scale rehabilitation programme of all pit latrine toilets and septic tanks in a desludging programme. This programme is envisaged to rehabilitate toilets and wash basins for both teachers and learners in various districts.

The spending focus over the MTEF period will be on improving curriculum delivery, particularly through ensuring access to high quality LTSM. In this regard, an estimated R2.143 billion is budgeted for norms and standards of which R1.285 billion is for LTSM for all public ordinary schools. An amount of R120 million is provided for transfers to ECD classes as well as procurement of LTSM for these schools. All learners in quintiles 1, 2 and 3 schools will continue to be fed through the NSNP grant. The grant framework includes the deworming programme, as well as allows for the inclusion of learners from quintile 4 and 5 primary schools who come from impoverished families, but are attending these schools.

Budget pressures

In 2016/17, the budget for *Compensation of employees* constitutes 83 per cent (R37.749 billion) of the aggregate budget (R45.464 billion) for the vote. However, the aggregate budget is inclusive of the conditional grant allocation which is specifically and exclusively appropriated, and thus cannot be used for other purposes and this amounts to R3.459 billion. This amount cannot be used for any other purposes than voted for. When the conditional grant allocation is excluded, *Compensation of employees* makes up 90 per cent of the department's equitable share funded budget, thus leaving only 10 per cent to fund transfers to schools, procure LTSM for schools, provide for the operational requirements of the department, contribute to the infrastructure budget for the department through the equitable share, as well as providing for system improvements in the provision of teaching and learning. The spending focus over the MTEF will be on improving curriculum delivery and management which is the focal point of the department.

10.1. EXPENDITURE ESTIMATES

BT001	PROVINCIAL EDUCATION SECTOR – Key trends										
		Audited/Actual Performance				Estimated Performance	Medium Term Targets				
		2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19			
		Actual	Actual	Actual							
REVENUE (thousand rands)											
Equitable Share		31,807,264	33,951,730	36,125,086	39,624,948	41,905,148	44,091,572	46,667,691			
Voted by legislature		0	0	0	0	0	0	0			
Conditional grants		2,670,487	2,615,744	2,796,382	3,395,026	3,459,225	3,386,987	3,581,387			
Donor funding		0	0	0	0	0	0	0			
Other Financing (Provincial cash resources and rollovers)		78,980	588,568	224,615	142,896	100,000	50,000	0			
Own Revenue		0	0	0	0	0	0	0			
TOTAL		34,556,731	37,156,042	39,146,083	43,162,870	45,464,373	47,528,559	50,249,078			
PAYMENTS BY PROGRAMME (thousand rands)											
1. Administration		1,236,880	1,444,983	1,452,318	1,689,968	1,833,037	1,833,503	1,940,826			
2. Public ordinary school education (see further split below)		28,296,228	30,682,509	32,736,587	35,914,963	37,899,641	40,160,658	42,505,760			
3. Independent school subsidies		65,573	77,701	70,967	77,817	81,941	86,038	91,028			
4. Public special school education		727,551	845,431	888,713	959,199	1,020,360	1,084,251	1,147,721			
5. Early Childhood Development		462,867	437,335	506,123	740,420	803,579	825,595	874,418			
6. Infrastructure Development		2,695,724	2,546,896	2,210,425	2,536,131	2,509,501	2,158,981	2,229,259			
7. Examinations and Education Related Services		1,071,908	1,121,187	1,280,950	1,244,372	1,316,314	1,379,533	1,460,066			
TOTAL		34,556,731	37,156,042	39,146,083	43,162,870	45,464,373	47,528,559	50,249,078			
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION											
2.1. Public primary schools		15,751,278	17,068,538	18,346,541	20,644,884	22,021,739	23,343,763	24,707,171			
2.2. Public secondary schools		11,306,413	12,200,791	12,950,763	13,701,170	14,200,790	15,090,015	15,971,551			
2.3. Human Resource Development		63,904	39,181	68,684	166,659	177,103	185,177	195,917			
2.4. In-School Sports, Culture and Media Services		38,194	33,850	33,773	49,574	52,201	54,811	57,990			
								1,163,747	1,071,908	1,121,187	1,249,217
										1,219,372	1,287,946
											1,349,127

2.4. In-School Sports, Culture and Media Services	38,194	33,850	33,773	49,574	52,201	54,811	57,990
2.5. National School Nutrition Programme	1,085,489	1,283,939	1,253,708	1,287,034	1,355,247	1,423,009	1,505,544
2.6. Technical Secondary Schools Recap Grant	32,976	39,030	53,651	0	0	0	0
2.7. Dinaledi Grant	17,079	15,840	21,959	0	0	0	0
2.8. EPWP Incentive Grant for Provinces	895	1,340	0	2,644	2,790	0	0
2.9. Social Sector EPWP Incentive Grant for Provinces	0	0	5,518	3,000	27,318	0	0
2.10. Maths Science and Technology Grant	0	0	0	59,998	62,453	63,883	67,587
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rande)							
Current payment	26,825,934	29,233,287	31,162,669	34,307,386	36,373,158	38,583,541	40,837,522
Compensation of employees	24,930,705	27,025,246	29,004,902	31,694,122	33,960,498	36,044,660	38,151,301
Teachers	19,944,564	21,620,197	23,203,922	25,355,298	27,168,398	28,835,728	30,521,041
Non-teachers	4,986,141	5,405,049	5,800,980	6,338,824	6,792,100	7,208,932	7,630,260
Goods and services	1,895,227	2,208,011	2,157,696	2,613,219	2,412,660	2,538,881	2,686,221
Interest and rent on land	2	30	71	45	0	0	0
Financial transactions in assets and liabilities	0	0	0	0	0	0	0
Transfers and subsidies	1,348,773	1,442,485	1,571,969	1,575,113	1,475,542	1,532,180	1,619,596
Payments for capital assets	121,521	6,737	1,949	28,464	50,941	44,937	48,642
TOTAL	28,296,228	30,682,509	32,736,587	35,914,963	37,899,641	40,160,658	42,505,760

0	895	1,340	2,937	2,644	0	0
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The department receives a provincial allocation in the form of an equitable share, and national conditional grant allocations. The equitable share for the department reflects an upward trend growing from R31.807 billion in 2012/13 to R46.668 billion in 2018/19, while the conditional grant allocation has increased from R2.670 billion to R3.581 billion in the same period.

As illustrated in the table above, in aggregate the conditional grant allocation shows a steady increase from 2012/13 to 2018/19 due to the introduction of the OSD for the Education Sector Therapists grant in 2014/15, as well as the increase in the Education Infrastructure grant (EIG), especially in 2015/16 in order to provide for general school infrastructure requirements, and the repair of infrastructure damaged by natural disasters.

The budget shows healthy growth over the 2016/17 MTEF, mainly due to additional funding to assist with carry-through costs of the above-budget 2015 wage agreement from National Treasury, with R1.024 billion allocated in 2016/17, R1.097 billion in 2017/18, and R1.179 billion in 2018/19. However, this allocation is not sufficient to meet the carry-through effect of this wage

agreement. Furthermore, the department receives an amount of R150 million from provincial cash resources for the improvement of water and sanitation in schools, allocated in 2016/17 and 2017/18.

BT 002 POST PROVISIONING TABLE	PROVINCIAL EDUCATION SECTOR – Re-sourcing effected via the Post Provisioning Norms (2016/17)				
Programmes / Purpose of posts	Posts PL1	Posts PL2	Posts PL3	Posts PL4	Total
Posts top-sliced before model is run (for substitutes)	3320	0	0	0	3320
Posts distributed by model	67140	11129	2416	6052	86737
2. Public ordinary school education					
2.1. Public Primary Schools					
Posts attached to schools	32972	5448	919	3806	43145
Posts not attached to schools	0	0	0	0	0
2.2. Public Secondary Phase					
Posts attached to schools	32781	5604	1491	2176	42052
Posts not attached to schools	0	0	0	0	0
TOTAL	65753	11052	2410	5982	85197
4. Public Special School Education					
TOTAL	1387	77	6	70	1540

10.2. Relating expenditure trends to strategic outcome oriented goals

Transformation of the schooling system

The programme will continue to be implemented in 2016/17 since planning was undertaken and some aspects could not be implemented in 2015/16.

Curriculum management and delivery

Curriculum and Assessment Policy Statements (CAPS): The Grade 12 class of 2015 was the second group to write the CAPS aligned examination, which had been incrementally implemented through all the Grades. In support of the implementation and to ensure readiness, educators were trained on CAPS delivery in the classroom. However, the National Senior Certificate (NSC) and the Annual National Assessment (ANA) 2014 results showed that further training was required. The provincial turn-around strategy called Operation Bounce Back was introduced in January 2015. The strategy was aimed at improving the NSC and ANA results in 2015. It also provided for the general training of educators in content and methodology. An amount of R50 million was made available for the implementation of the strategy. As a result, intensive training of educators was undertaken for areas identified in the diagnostic reports in subjects like Mathematics, Physical Science, Life Science, Accounting, Business Studies, Economics, and Languages. In order to accommodate the 9 000 progressed learners (pupils who failed Grade 11 twice and were promoted to Grade 12 without meeting the passing criteria) who were part of the 162 568 learners who wrote the NSC in 2015, winter and spring classes and camps for learners were held. Revision material was developed and sourced in those subjects that contributed to the decline in the 2014 NSC and ANA results. Lead teachers were utilised to teach on Saturdays, and during winter and spring classes, as well as camps.

The implementation of CAPS in Grade 9 proved to be a challenge to most educators, especially in respect of Mathematics. To support schools and teachers in the improvement of Mathematics results in Grade 8 and 9, a programme was implemented whereby Grade 9 teachers taught for four days a week and attended a workshop for one day a week (called 1 plus 4). The (1 plus 9) programme was also implemented whereby the subject advisors and lead teachers were trained over five days in order to go and train all 2 650 Grade 9 Mathematics educators at a cluster level. Science and Technology curriculum workbooks from Sasol Inzalo Foundation were printed and distributed to schools for both teachers and learners. However, the ANA was not marked for the year under review, and hence the effectiveness of this programme could not be determined.

Curriculum coverage monitoring tool: This strategy commenced in 2013 to ensure standardisation of managing teaching and learning in schools across the province. One of the components of the strategy was to monitor and measure curriculum coverage to ensure that all schools completed the syllabus before the end-of-year assessments. The strategy brought about strategic alignment of inputs toward curriculum delivery by the respective components, thereby ensuring that teaching and learning targets were met. Judging by the results of the 2015 NSC, a differentiated approach, in terms of classifying the various schools in terms of their performance, must be developed and implemented with regard to school monitoring and in-class curriculum coverage monitoring.

Technical secondary schools: The recapitalisation of Technical Secondary Schools programme, which was introduced in 2011, resulted in the renovation of infrastructure and resources in these schools. In 2013/14, there were only 17 schools in six districts that offered a full set of four technology subjects (i.e. Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design – EGD). In 2015, these schools increased to 255 with 36 schools offering EGD, 65 offering Mechanical Technology, 88 offering Civil Technology and 66 offering Electrical Technology. Natural Sciences resources worth R1.500 million were procured and distributed to four schools offering/piloting Natural Sciences. Maritime Economics resources worth R3 million were procured and distributed to schools offering the subject.

Mathematics, Science and Technology strategy: In order to enhance educator development and thus produce better learning outcomes with regard to Mathematics and Science, the department developed a Mathematics, Science and Technology strategy (MST). The strategy focuses on resourcing classrooms, provision of laboratories (mobile and fixed), provision of Science consumables, interactive digital content on MST, provision of dictionaries, as well as further development of educators. Through the MST grant, 1 301 educators from 88 FET focus schools received training in Mathematics, Physical Science, Life Science and Mathematical Literacy. The General Education and Training (GET) focus schools were also provided with laptops with pre-loaded educational software to enhance curriculum delivery in Mathematics, Sciences and other subject areas.

Literacy and numeracy strategy: In response to the outcomes of ANA results of prior years, the implementation of the Literacy and Numeracy strategy (Grades R-9) continued. The strategy was further supported by the implementation of CAPS and the use of literacy and numeracy workbooks in Grades R-9, with progress measured by assessment tools. Central to the strategy, was the investment in the establishment of reading corners in schools, the revitalisation of library spaces in schools, the implementation of a compulsory daily reading period in all schools and the launching of the reading mentors programme. Furthermore, an amount of R40 million was invested into the procurement of library books in order to enhance the implementation of the programme.

Examinations and assessments: The use of examinations and assessment tools as a measure for improvement of quality has received attention in recent years. The number of entrants for the 2015 NSC examination in KZN was 162 658 which is the highest number ever recorded. However, the department recorded a decline in the NSC examination from 69.7 per cent in 2014 to 60.7 per cent in 2015. These figures are not inclusive of the supplementary examination results.

Provision of classroom support resources and equipment

National School Nutrition Programme (NSNP): There was daily provision of nutritious meals to approximately two million learners in 5 258 schools. This constitutes just above 80 per cent of learners of compulsory school-going age. The programme employed the services of 1 754 service providers, who were either SMMEs or co-operatives that are contracted to supply meals to learners.

Learner Teacher Support Material: The provision and availability of LTSM on the first day of school at all schools is essential to the provision of quality education. As such, with regard to the schools that the department procures on behalf of, 99.8 per cent of textbooks requisitioned were delivered by the end of November 2015, with the remaining 0.2 per cent being finalised between 11 and 15 January 2016 and thus were available on the first day, while stationery deliveries to schools were finalised by 30 October 2015.

Tools of trade for administration purpose: An investment of R70 million was made towards the provision of tools of trade (procurement of vehicles, laptops, desktop computers, etc.), of which delivery is in progress. This investment will go a long way towards ensuring that employees are able to perform their functions.

Management at all levels

Effective and visible management at all levels of the department is the key catalyst which drives the implementation of all the department's programmes. With regard to management at the district level, an initiative known as the KZN Programme for the Improvement of Learning Outcomes (PILO), which was launched in 2014 as *Jika Imfundo*, was piloted in the districts of uThungulu and Pinetown. This programme focused on the management of five priority areas that need the focus of a district manager, these being:

- Data management, in respect of learner numbers, educator numbers, etc.
- Human resource management (in respect of the management of NSNP).
- Curriculum coverage (balanced multi-discipline groups).
- Governance and financial management.

The evaluation report on the effectiveness of this programme and the recommendations thereof will form part of the necessary intervention programmes for the department for the forthcoming years. Training on financial management was extended to principals and deputy principals, school governing body (SGB) chairpersons, treasurers, and finance officers at school level.

Financial management

Budget reprioritisation and cost-containment strategy: Personnel spending remained a critical challenge and, thus, the budget reconfiguration process that commenced in 2013/14 was carried through to the 2014/15 and 2015/16 MTEFs. This reprioritisation and configuration was conducted in order to fund, among others, the increase in stipends of ECD practitioners (R5 000 to R5 500 and from R5 500 to R6 000), increase in the hourly rate of Adult Education and Training (AET) practitioners (from R86.55 to R92.45 minimum per hour) upgrading of clerks' salary levels from level 4 to 5 in line with DPSA directives including PSCBC resolution 3 of 2009, OSD for education therapists, the higher than budgeted 2014 annual wage adjustment, as well as the upgrade of principals' salaries as per the various wage agreements. This reconfiguration enabled the department to fully fund the number of employees who were on the payroll at the end of 2014/15, as well as beginning of 2015/16 before the 2015 wage agreement came into effect.

The positive audit outcome for 2014/15, including the department's achievement of an unqualified audit report without any unauthorised expenditure, is seen as a significant step towards the attainment of a clean audit. The department is working on improving the audit outcome, or at least retaining the current outcome.

Infrastructure development and maintenance

Public Private Partnerships (PPP): Pursuant to the appointment of the Transaction Advisors (TAs) in 2013/14, a steering committee was formed and four possible nodes/packages for the provision of school infrastructure were identified for consideration. In the context of the lack of correlation 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 dependent on the availability of funding. The approach being adopted for this project is to develop specialist facilities such as Science laboratories, multi-purpose classrooms, computer rooms and media centres as new build "add-in centres" into existing secondary schools in the pilot nodes. The project has reached the completion of the feasibility study stage of its project cycle and is awaiting a decision to continue to the next stage in obtaining National Treasury approval.

School infrastructure: The department continues to demonstrate improvement in the application of the Infrastructure Delivery Improvement Programme (IDIP). Infrastructure planning and delivery continues to improve, as evidenced by the department's ability to spend its infrastructure allocation every year. The planning process has embraced the recently published infrastructure norms and standards in the provision of learning spaces. However, the reduction of the budget to fund rising *Compensation of employees* costs has had a negative impact on the roll-out of the infrastructure programme.

Unpredictable weather patterns continued to disrupt the normal roll-out of infrastructure programmes and had an adverse impact on schools. The costs of these repairs are mainly borne by the department, as the disaster funds received from national are minimal. The consequence of this was that other infrastructure programmes such as the construction of new schools, upgrades and additions, as well as maintenance had to be postponed in order to deal with emergency situations at the affected schools.

Special schools infrastructure: The scaling up of special schools infrastructure remained an important effort in terms of granting access to education for learners with special needs.

ECD infrastructure: As a consequence of White Paper 5 of 2001, where universal access to Grade R by 2014 was promulgated, the department was engaged in an aggressive programme to provide Grade R facilities to meet this target which was estimated at 200 classes

An amount of R194.500 million was set aside towards the realisation of the benefits of technology driven systems, with a multi-pronged strategy that will see the department's IT infrastructure upgraded at R65 million of the R194.500 million. This will largely ensure that the foundation is being laid from which the ICT vision of the department can be launched both in terms of administration requirements, as well as school curriculum integration.

11. PROGRAMME PLANS

11.1. PROGRAMME 1: ADMINISTRATION

Programme Purpose

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

ANALYSIS BY PROGRAMME

This programme has six sub-programmes analysed as follows:

- (i) **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
- (ii) **Corporate Services**
To provide management services which are not education specific for the education system
- (iii) **Education Management**
To provide education management services for the education system
- (iv) **Human Resource Development**
To provide human resource development for office-based staff
- (v) **Education Management Information System (EMIS)**
To provide education management information in accordance with the National Education Information Policy
- (vi) **Conditional Grants**
To provide for projects under programme 1 specified by the Department of Basic Education and funded by conditional grants.

11.1.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2016/17

Strategic Objective	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
To implement administrative, management systems and accounting procedures for effectiveness and efficiency	5,952	5,952	5,959	5,987	5,992	5,992	5,992

11.1.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 1

	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
<ul style="list-style-type: none"> PPM 101: Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system 	4,932	5,952	5,959	5,987	5,992	5,992	5,992
<ul style="list-style-type: none"> PPM 102: Number of public schools that can be contacted electronically (e-mail) 	1,553	6,026	3,096	1,835	2,035	2,235	2,435
<ul style="list-style-type: none"> PPM 103: Percentage of education current expenditure going towards non-personnel items. 	9,8%	8,67%	10,2%	9,45%	8,40%	8,07%	8,04 %
<ul style="list-style-type: none"> PPM 104: Number of schools visited by district officials for monitoring and support purposes. 	New	New	New	5,987	5,992	5,992	5,992

11.1.3. PROGRAMME 1: NON-CUSTOMISED INDICATORS

PROGRAMME 1: ADMINISTRATION – NON-CUSTOMISED INDICATORS						
Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2016/17 Target	2017/18 Target	2018/19 Target
Efficiency	To bring about effective management at all levels	Percentage of office-based women in Senior Management Service	38%	45%	50%	51%
Equity		Percentage of women school principals	40,40%	50%	51%	52%
		Percentage of women employees	67,80%	67%	67%	67%

11.1.4. PROGRAMME 1: QUARTERLY TARGETS FOR 2016/17

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 and management systems to electronically provide data to the national learner tracking system	2016/17	5,992	5,992	5,992	5,992	5,992
• PPM 102:	Number of public schools that can be contacted electronically (e-mail)	2016/17	2,035	2,035	2,035	2,035	2,035
• PPM 104	Number of schools visited by district officials for monitoring and support purposes.	2016/17	5,992	5,992	5,992	5,992	5,992

11.1.5. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

BT101	ADMINISTRATION - Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/2014	2014/2015	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
1.1. Office of the MEC	23,701	28,712	38,342	50,015	35,974	37,422	40,464
1.2. Corporate Services	659,506	779,164	772,244	806,534	781,342	733,715	778,660
1.3. Education Management	529,337	600,967	595,968	773,323	952,236	992,547	1,047,834
1.4. Human Resource Development	1,337	13,190	23,080	9,587	10,299	13,974	14,784
1.5. Education Management Information System (EMIS)	22,999	22,950	22,684	50,509	53,186	55,845	59,084
TOTAL	1,236,880	1,444,983	1,452,318	1,689,968	1,833,037	1,833,503	1,940,826
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	1,211,068	1,429,353	1,433,676	1,541,858	1,717,984	1,758,589	1,895,309
Compensation of employees	887,859	1,008,201	999,380	1,115,940	1,311,032	1,392,891	1,508,404
• Teachers	71,029	80,656	79,950	89,275	104,883	111,431	120,672
• Non-teachers	816,830	927,545	919,430	1,026,665	1,206,149	1,281,460	1,387,732
Goods and services	322,953	415,446	431,249	424,235	406,952	365,698	386,905
Interest and rent on land	256	5,706	3,047	1,683	0-	0-	0-
Financial Transactions in Assets and Liabilities	0 -	0 -	0 -	0 -	0 -	0 -	0
Transfers and subsidies	16,057	11,734	17,182	30,190	32,570	34,201	36,185
Payments for capital assets	9,755	3,896	1,460	86,028	50,591	8,820	9,332
Payments for financial assets	-	-	-	31,892	31,892	31,893	0-
TOTAL	1,236,880	1,444,983	1,452,318	1,689,968	1,833,037	1,833,503	1,940,826

EXPENDITURE BY ITEM BT102	Expenditure by item (2016/2017) R'000						
	1 Administration	2 P.O.S.	3 Independent	4 Special Schools	5 ECD	6 Infrastructure	7 Exams and Other
Current payments	1,717,984	36,373,158	-	881,960	753,314	277,898	1,219,057
Compensation of employees	1,311,032	33,960,498		875,050	634,777	26,600	960,437
CS teachers	104,883	31,243,658	-	612,535	634,777	-	192,087
Salaries and wages	86,004	24,057,617	-	490,028	520,517	-	159,433
Social contributions	18,879	7,186,041	-	122,507	114,260	-	32,655
Non-teachers	1,206,149	2,716,840	-	262,515	-	26,600	768,350
Salaries and wages	989,043	2,091,967	-	210,012	-	21,812	637,730
Social contributions	217,107	624,873	-	52,503	-	4,788	130,619
Unauthorised expenditure	-	-	-	-	-	-	-
Goods and services	406,952	2,412,660	-	6,910	118,537	251,298	258,620
Inventory	28,375	751,709	-	-	74,960	-	78,367
Learning support material	-	491,376			71,696		1,300
Stationery and printing	10,523	2,000			2,000		66,087
Other	17,852	258,333			1,264		10,980
Consultants, contractors and special services	22,416	1,271,755			3,731	10,772	6,765
Equipment less than R5,000	3,600	4,831			-		
Maintenance of buildings	46,873	29,123			-	220,526	21,000
Operating leases	3,500	3,020					7,000
Learner transport	162	-			1,100		7,380
Other goods and services	302,026	352,222	-	6,910	38,746	20,000	138,108
Interest and rent on land	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
Rent on land	-	-	-	-	-	-	-
Financial transactions in assets and liabilities	-	-	-	-	-	-	-
Unauthorised expenditure	-	-	-	-	-	-	-
Transfers and subsidies	32,570	1,475,542	81,941	138,400	50,265	-	97,257
Municipalities	1,158						
Departmental agencies and accounts							83,257
Non-profit institutions		1,429,549	81,941	136,757	50,265		14,000
Section 21 schools							

EXPENDITURE BY ITEM BT102	Expenditure by item (2016/2017) R'000						
	1 Administration	2 P.O.S.	3 Independent	4 Special Schools	5 ECD	6 Infrastructure	7 Exams and Other
LTSM							
Utilities							
Maintenance							
Service rendered							
Other educational institutions							
Households	31,412	45,993		1,643			
Payments for capital assets	50,591	50,941	-	-	-	2,231,603	-
Buildings and other fixed structures	-	-	-	-	-	2,231,603	-
Buildings						2,231,603	
Hostels							
New schools							
Additional classrooms							
Other additions							
Other							
Other fixed structures							
Machinery and equipment	50,591	46,941	-	-	-	-	-
Transport equipment	25,000	6,840					
Other machinery & equipment	25,591	40,101					
Software & other intangible assets		4,000					
Payments for financial assets	31,892						
Grand total	1,833,037	37,899,641	81,941	1,020,360	803,579	2,509,501	1,316,314

11.1.6. PROGRAMME 1: PERFORMANCE AND EXPENDITURE TRENDS:

Programme 1: Administration reflects strong growth over the period under review, from R1.237 billion in 2012/13 to R1.941 billion in 2018/19. The amount in 2012/13 is lower when compared to 2013/14 due to vigorous financial control and enforced savings implemented in that year. The upward trend in 2014/15 compared to 2013/14 is attributed to pressures in respect of higher than anticipated costs of external computer services such as SITA datalines which are centralised against this programme, as well as advertising costs related to radio broadcasts and newspaper advertisements for the various programmes undertaken by the department. The 2015/16 Estimated Performance caters for the above-budget 2015 wage agreement, of which funds were allocated from both National Treasury and provincial cash resources to assist the department with the pressures arising in this regard. Furthermore, the budget provides for *Machinery and equipment* for the procurement of tools of trade. The allocation over the 2016/17 MTEF reflects significant growth, with provision for the filling of vacancies that service schools directly, such as circuit managers, and subject advisors which have been vacant for more than five years due to budget pressures. However, the current the allocation for the 2015 Wage Agreement is not sufficient to implement this agreement thus rendering the current establishment under-funded.

The steady increase in the period under review can be ascribed to additional funding from provincial cash resources to assist the department with spending pressures related to *Compensation of employees* ascribed to various wage increases, as well as *Goods and services* in respect of departmental operational costs, such as logistics, cleaning and security, ICT for office management and communication, etc. The increase in the 2015/16 Adjusted Appropriation relates to funds which were moved to this programme for the replacement of tools of trade, as well as vehicles for the district offices for effective monitoring in schools. Also, it should be noted that additional funding was allocated in respect of the above-budget 2015 wage agreement, from both National Treasury and provincial cash resources. The increase over the MTEF is mainly in respect of the departmental operational costs such as computer services, property payments, travel and subsistence for subject advisors, etc., as well as carry-through of the above-budget 2015 wage agreement, which is not fully funded.

11.2. PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

Programme 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)

ANALYSIS BY SUB-PROGRAMME

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

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

11.2.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2016/17

Strategic Objective	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
To increase access to education and enhance retention in education from Grade R-12	69%	69,5%	70%	75%	80%	85%	90%

11.2.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 2

	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
▪ PPM 201: Number of full service schools servicing learners with learning barriers	50	101	101	113	101	125	130
▪ PPM 202: Number of primary schools with an overall pass rate in ANA of 50% and above	New	New	New	*NIL	2,344	2,406	2,471
▪ PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	New	New	New	*NIL	323	343	253
▪ PPM 204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	New	New	New	1,469	1,543	1,620	1,655
▪ 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)	New	New	New	65.0%	68.0%	71.0%	74.0%
▪ 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	52.0%	54.5%	56.5%	58.5%
▪ PPM 207: Number of schools provided with media resources	New	New	New	600	600	600	600
▪ PPM 208: Learner absenteeism rate	New	New	New	10.0%	5.0%	4.0%	3.0%
▪ PPM 209: Teacher absenteeism rate	New	New	New	8.0%	7.0%	6.0%	5.0%
▪ PPM 210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1,872,246	1,872,125	1,932,441	1,872,325	1,939,310	1,939,310	1,939,310
▪ PPM 211: Number of educators trained in Literacy/Language content and methodology	New	New	New	42,504	42,504	42,504	42,504
▪ PPM 212: Number of educators trained in Numeracy/Mathematics content and methodology	New	New	New	42,504	42,504	42,504	42,504

*PPMs 203 and 204 will not have baselines for 2015/16 since ANA was not written due to labour dispute. Therefore, the same targets for 2016/17 have been set for 2016/17 in the likely event of a resolution between Department and labour.

11.2.3. PROGRAMME 2: NON-CUSTOMISED INDICATORS

PROGRAMME 2: PUBLIC ORDINARY SCHOOLS – NON-CUSTOMISED INDICATORS

Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2016/17 Target	2017/18 Target	2018/19 Target
Access	To provide access in the public ordinary schooling system	Percentage of learners benefitting from school nutrition programme	87%	87%	87%	87%
		Number of learner days covered by nutrition programme	196	196	196	196
Adequacy	To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools	Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	5,987	5,992	5,992	5,992
Access	To increase and maintain the participation rate	Dropout rate in 12 years among the cohort completing Grade 12	40%	35%	30%	25%
		Dropout rate among Grade 12 enrolled for NSC examination	5%	4%	3%	2%

11.2.4. PROGRAMME 2: QUARTERLY TARGETS FOR 2016/17

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
				1 st	2 nd	3 rd	4 th
▪ PPM 208	Learner absenteeism rate	Quarterly	5.0%	5.0%	5.0%	5.0%	5.0%
▪ PPM 209	Teacher absenteeism rate	Quarterly	7.0%	7.0%	7.0%	7.0%	7.0%

Interest and rent on land	2	30	71	45	0 -	0 -	0 -
Financial transactions in assets and liabilities	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Transfers and subsidies	1,348,773	1,442,485	1,571,969	1,579,113	1,475,542	1,532,180	1,619,596
Payments for capital assets	121,521	6,737	1,949	28,464	50,941	44,937	48,642
TOTAL	28,296,228	30,682,509	32,736,587	35,914,963	37,899,641	40,160,658	42,505,760

BT202	SUB-PROGRAMME: PUBLIC PRIMARY SCHOOLS – Key trends
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	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/2015	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	14,018,637	15,190,999	16,330,201	18,373,947	19,599,348	20,775,949	21,989,382
Compensation of employees	11,214,910	12,152,799	13,064,161	14,699,157	15,679,478	16,620,759	17,591,506
· Teachers	10,317,717	11,180,575	12,019,028	13,523,225	14,425,120	15,291,099	16,184,185
· Non-teachers	897,193	972,224	1,045,133	1,175,933	1,254,358	1,329,661	1,407,320
Goods and services	2,803,727	3,038,200	3,266,040	3,674,789	3,919,870	4,155,190	4,397,876
Transfers and subsidies	945,077	1,024,112	1,100,912	1,238,693	1,321,304	1,400,626	1,482,430
Payments for capital assets	787,564	853,427	917,427	1,032,244	1,101,087	1,167,188	1,235,359
TOTAL	15,751,278	17,068,538	18,348,541	20,644,884	22,021,739	23,343,763	24,707,171

BT203	SUB-PROGRAMME: PUBLIC SECONDARY SCHOOLS – Key trends
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	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/2015	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	10,062,708	10,858,704	11,526,170	12,194,041	12,638,703	13,430,113	14,214,680
Compensation of employees	8,050,166	8,686,963	9,220,936	9,755,233	10,110,962	10,744,091	11,371,744
· Teachers	7,406,153	7,992,006	8,483,261	8,974,814	9,302,085	9,884,563	10,462,005
· Non-teachers	644,013	694,957	737,675	780,419	808,877	859,527	909,740
Goods and services	2,012,542	2,171,741	2,305,234	2,438,808	2,527,741	2,686,023	2,842,936
Transfers and subsidies	678,385	732,047	777,045	822,070	852,047	905,401	958,293
Payments for capital assets	565,321	610,040	647,538	685,059	710,040	754,501	798,578
TOTAL	11,306,413	12,200,791	12,950,753	13,701,170	14,200,790	15,090,015	15,971,551

RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

PUBLIC ORDINARY SCHOOLING - Key trends							
BT201							
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
2.1.Public primary schools	15,751,278	17,068,538	18,348,541	20,644,884	22,021,739	23,343,763	24,707,171
2.2.Public secondary schools	11,306,413	12,200,791	12,950,753	13,701,170	14,200,790	15,090,015	15,971,551
2.3.Professional services	0 -	0 -	0 -	0 -	0 -	0 -	0 -
2.4.Human Resource Development	63,904	39,181	68,684	166,659	177,103	185,177	195,917
2.5. School Sport, Culture and Media Services	38,194	33,850	33,773	49,574	52,201	54,811	57,990
2.6. National School Nutrition Programme	1,085,489	1,283,939	1,253,708	1,287,034	1,355,247	1,423,009	1,505,544
2.7. HIV and AIDS(Life-Skills Education) Grant	0 -	0 -	0 -	0 -	53,096	56,115	59,369
2.8. Technical Secondary Schools Recap Grant	32,976	39,030	53,651	0 -	0 -	0 -	0 -
2.9. EPWP Incentive Grant For Provinces Grant	895	1,340	0 -	2,644	2,790	0 -	0 -
2.10. Dinaledi Schools Grant	17,079	15,840	21,959	0 -	0 -	0 -	0 -
2.11. Social Sector EPWP Incentive Grant For Provinces Grant	-	-	5,518	3,000	27,318	0 -	0 -
2.12. Maths, Science And Technology Grant	0 -	0 -	0 -	59,998	62,453	63,883	67,587
TOTAL	28,296,228	30,682,509	32,736,587	35,914,963	37,899,641	40,160,658	42,505,760
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	26,825,934	29,233,287	31,162,669	34,307,386	36,373,158	38,583,541	40,837,522
Compensation of employees	24,930,705	27,025,246	29,004,902	31,694,122	33,960,498	36,044,660	38,151,301
· Teachers	19,944,564	21,620,197	23,203,922	25,355,298	27,168,398	28,835,728	30,521,041
· Non-teachers	4,986,141	5,405,049	5,800,980	6,338,824	6,792,100	7,208,932	7,630,260
Goods and services	1,895,227	2,208,011	2,157,696	2,613,219	2,412,660	2,538,881	2,686,221
Interest and rent on land	2	30	71	45	0 -	0 -	0 -
Financial transactions in assets and liabilities	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Transfers and subsidies	1,348,773	1,442,485	1,571,969	1,579,113	1,475,542	1,532,180	1,619,596
Payments for capital assets	121,521	6,737	1,949	28,464	50,941	44,937	48,642
TOTAL	28,296,228	30,682,509	32,736,587	35,914,963	37,899,641	40,160,658	42,505,760

BT202	SUB-PROGRAMME: PUBLIC PRIMARY SCHOOLS – Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/2015	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	14,018,637	15,190,999	16,330,201	18,373,947	19,599,348	20,775,949	21,989,382
Compensation of employees	11,214,910	12,152,799	13,064,161	14,699,157	15,679,478	16,620,759	17,591,506
• Teachers	10,317,717	11,180,575	12,019,028	13,523,225	14,425,120	15,291,099	16,184,185
• Non-teachers	897,193	972,224	1,045,133	1,175,933	1,254,358	1,329,661	1,407,320
Goods and services	2,803,727	3,038,200	3,266,040	3,674,789	3,919,870	4,155,190	4,397,876
Transfers and subsidies	945,077	1,024,112	1,100,912	1,238,693	1,321,304	1,400,626	1,482,430
Payments for capital assets	787,564	853,427	917,427	1,032,244	1,101,087	1,167,188	1,235,359
TOTAL	15,751,278	17,068,538	18,348,541	20,644,884	22,021,739	23,343,763	24,707,171

BT203	SUB-PROGRAMME: PUBLIC SECONDARY SCHOOLS – Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/2015	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	10,062,708	10,858,704	11,526,170	12,194,041	12,638,703	13,430,113	14,214,680
Compensation of employees	8,050,166	8,686,963	9,220,936	9,755,233	10,110,962	10,744,091	11,371,744
• Teachers	7,406,153	7,992,006	8,483,261	8,974,814	9,302,085	9,884,563	10,462,005
• Non-teachers	644,013	694,957	737,675	780,419	808,877	859,527	909,740
Goods and services	2,012,542	2,171,741	2,305,234	2,438,808	2,527,741	2,686,023	2,842,936
Transfers and subsidies	678,385	732,047	777,045	822,070	852,047	905,401	958,293
Payments for capital assets	565,321	610,040	647,538	685,059	710,040	754,501	798,578
TOTAL	11,306,413	12,200,791	12,950,753	13,701,170	14,200,790	15,090,015	15,971,551

BT 204	Public Ordinary School – Estimated Resourcing to be effected via the school funding norms (2016/17) – based on SNAP Data for 2016			
Poverty Quintiles	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner (R)
2.1. Public Primary Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	77	R 10,443,924	10,885	955
Quintile 2	47	R 13,469,964	14,100	955
Quintile 3	25	R 9,097,019	9,523	955
Quintile 4	12	R 3,180,714	5,882	522
Quintile 5 (least poor)	38	R 3,188,153	17,647	179
Total	199	R 39,379,774	58,037	
Section 21 Schools				
Quintile 1 (Poorest)	1,285	R 294,612,656	308,165	955
Quintile 2	1,075	R 328,043,832	343,467	955
Quintile 3	767	R 380,628,020	398,500	955
Quintile 4	269	R 90,182,675	170,254	522
Quintile 5 (least poor)	242	R 27,391,434	146,999	179
Total	3,638	R 1,120,858,617	1,367,385	
Total Primary	3,837	R 1,160,238,391	R 1,425,422	
2.2. Public Combined Schools				
Non Section 21 Schools				
Quintile 1 (poorest)	6	R 1,270,150	1,330	955
Quintile 2	10	R 2,517,380	2,636	955
Quintile 3	2	R 725,800	760	955
Quintile 4	1	R 131,022	251	522
Quintile 5	1	R 267,426	1,494	179
Total	20	R 4,911,778	6,471	
Section 21 Schools				
Quintile 1 (Poorest)	185	R 64,244,449	67,269	955
Quintile 2	148	R 63,552,385	66,547	955
Quintile 3	74	R 40,837,710	42,762	955
Quintile 4	31	R 12,324,355	22,915	522
Quintile 5 (least poor)	16	R 2,574,736	14,384	179
Total	454	R 183,533,635	213,877	
Total Combined	474	R 188,445,413	R 220,348	
2.3 Public Secondary Schools				
Non Section 21 Schools				

Quintile 1 (poorest)	24	R 4,783,595	5,009	955
Quintile 2	17	R 7,133,850	7,470	955
Quintile 3	19	R 12,061,650	12,630	955
Quintile 4	10	R 4,083,084	7,822	522
Quintile 5 (least poor)	19	R 2,546,454	14,226	179
Total	89	R 30,608,633	47,157	
Section 21 Schools				
Quintile 1 (Poorest)	432	R 175,436,365	183,703	955
Quintile 2	465	R 233,543,984	244,542	955
Quintile 3	352	R 266,192,880	278,736	955
Quintile 4	136	R 69,509,239	132,096	522
Quintile 5 (least poor)	115	R 18,562,241	100,815	179
Total	1500	R 763,244,709	939,892	
Total Secondary	1,589	R 793,853,342	987,049	
Total for Non Section 21 schools	308	R 74,900,185	106,688	
Total for Section 21 schools	5,592	R 2,067,636,961	2,521,154	
Total for Quintile 1	2,009	R 550,791,139	R 576,361	955
Total for Quintile 2	1,762	R 648,261,395	R 678,762	955
Total for Quintile 3	1,239	R 709,543,079	R 742,911	955
Total for Quintile 4	459	R 179,411,089	R 339,220	522
Total for Quintile 5	431	R 54,530,444	R 295,565	179
Grand total	5,900	R 2,142,537,146	2,632,819	
Note:				

11.2.6. PROGRAMME 2: PERFORMANCE AND EXPENDITURE TRENDS 2016/17

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 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 90 per cent of the programme budget over the seven-year period.

An upward trend is evident from 2013/14 mainly emanating from the ongoing spending pressures in *Compensation of employees* caused by the carry-through effects of the historical shortfall in funding for OSD for educators and various wage agreements. The 2015/16 Estimated Performance reflects an increase as a result of the additional amount of R757 million which was allocated from both National Treasury and provincial cash resources to assist the department with the pressures arising from the above-budget 2015 wage agreement. Also, an additional amount of R111 million was allocated against *Goods and services* to deal with the previously mentioned capital amount owed in terms of the Indiza LTSM litigation matter. The growth over the 2016/17 MTEF provides for the conditional grant increases which are commented on later, as well as carry-through costs of the 2015 wage agreement, though not sufficient to provide for the wage differential. This programme comprises, on average, at least 84 per cent of the department's allocation. Over the seven-year period, the budget grows significantly, while spending pressures are expected to remain over the MTEF. The significant increase in the sub-programmes: Public Primary Level and Public Secondary Level from 2012/13 onward can mainly be ascribed to the carry-through effects of the various wage agreements. The 2015/16 Estimated Performance. The growth over the MTEF is below inflation, and this might create further pressures, should future wage agreements be above the current estimates.

Compensation of employees reflects strong growth over the seven-year period. The influencing factors are largely the implementation of OSD for educators, rural incentives and the conversion of teacher assistants to teacher aids, as well as the above-budgeted 2014 wage agreement, which were not adequately funded. During 2014/15, budget reprioritisation of R860 million from *Buildings and other fixed structures* to *Compensation of employees* was conducted to fund various agreements that had not been adequately provided for. Due to the recurrent nature of *Compensation of employees*, the reprioritisation of the baseline was undertaken up to 2018/19. *Goods and services* reflects strong growth over the period under review, largely influenced by spending and additional funding received in respect of various priorities such as LTSM and NSNP. This partly explains the growth over the seven-year period. The managing agent for the procurement of LTSM was appointed by 2013/14, and thus the department procured LTSM for the schools, instead of transferring the budget to schools. However, the effect of financial control and enforced savings in order to offset the department's spending pressures contributed to the fluctuations over the period. The lower expenditure for 2014/15 was due to invoices that could not be paid during that year.

The high 2015/16 Estimated Performance is due to the in-year reprioritisation to cater for the books for libraries via the Education Library Information and Technology Services (ELITS) programme, management fees related to the procurement of LTSM on behalf of the schools who did not comply with the transfer requirements, as well as once-off additional funding allocated for the Indiza LTSM litigation matter, as previously mentioned. The 2016/17 MTEF allocation, at least for the first two years of the MTEF, is lower than the 2015/16 Estimated Performance due to budget limitations to reprioritise into this category, as well as the additional funding of R111 million which is a once-off allocation in 2015/16. The bulk of the 2016/17 MTEF budget is for NSNP and LTSM.

Transfers and subsidies to: Non-profit institutions mainly reflects payments in respect of norms and standards to all public ordinary schools, which is influenced by learner numbers. The lower 2015/16 Estimated Performance is due to non-compliant schools and consequently the funds would not be transferred to the schools but the department procures items on behalf of these schools. The national norms for school funding recommend that a learner in a no-fee school is R1 177 per learner. However, due to budgetary constraints, the department can only afford R955 per learner. This allocation per learner is what is affordable for the 2016/17 MTEF period and is calculated at R955 per learner. The lower 2016/17 budget compared to the 2015/16 Revised Estimate relates to the budget pressures within the vote resulting in limitations in respect of reprioritisation.

11.3. PROGRAMME 3: INDEPENDENT SCHOOLS SUBSIDIES:

Programme 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.

ANALYSIS BY SUB-PROGRAMME

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

- (i) Primary Phase
To support independent schools offering Grades 1 to 7
- (ii) Secondary Phase
- (iii) To support independent schools offering Grades 8 to 12

11.3.1. PROGRAMME 3: STRATEGIC OBJECTIVES ANNUAL TARGETS FOR 2016/17

Strategic objective	Audited/Actual performance			Estimated Performance 2015/16	Medium-term targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
To increase access to basic education and enhance retention in education from Grade R-12	28,623	31,224	31,790	29,314	29,314	29,314	29,314

11.3.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 3

	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
• PPM 301: Number of subsidised learners in registered independent schools	31,224	31,790	30,323	29,314	29,314	29,314	29,314
• PPM 302: Percentage of registered independent schools receiving subsidies	New	New	New	53.0%	53.0%	53.0%	53.0%
• PPM 303: Percentage of registered independent schools visited for monitoring and support	New	New	100%	100.0%	100.0%	100.0%	100.0%

11.3.3. PROGRAMME 3: NON-CUSTOMISED INDICATORS

PROGRAMME 3: INDEPENDENT SCHOOLS – NON-CUSTOMISED INDICATORS

Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2016/17 Target	2017/18 Target	2018/19 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	84%	85%	86%	87%

11.3.4. PROGRAMME 3: QUARTERLY TARGETS FOR 2016/17

Programme Performance Measure (PPM)		Reporting Period	Annual Target	Quarterly Targets			
				1 st	2 nd	3 rd	4 th
• PPM303:	Percentage of registered independent schools visited for monitoring and support	2016/17	100.0%	100.0%	100.0%	100.0%	100.0%

11.3.5. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

BT301	INDEPENDENT SCHOOL SUBSIDIES - Key trends						
	Audited/Actual Performance			Estimated Performance 2015/16	Medium Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
3.1. Primary phase	42,605	53,432	46,221	47,754	50,285	52,799	55,861
3.2. Secondary phase	22,968	24,269	24,746	30,063	31,656	33,239	35,167
TOTAL	65,573	77,701	70,967	77,817	81,941	86,038	91,028
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	0	5,302	0	0	0	0	0
Compensation of employees	0	0	0	0	0	0	0
Goods and services	0	5,302	0	0	0	0	0
Transfers and subsidies	65,573	72,399	70,967	77,817	81,941	86,038	91,028
Payments for capital assets	0	0	0	0	0	0	0
TOTAL	65,573	77,701	70,967	77,817	81,941	86,038	91,028

BT302(a) Primary INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2016/17)				
<i>Subsidy Level</i>	<i>Schools</i>	<i>Total expenditure (thousand rands)</i>	<i>Learners</i>	<i>Expenditure per learner</i>
60 % (poorest)	28	22 125 860	5 168	4 282
40%	51	16 947 103	5 937	2 854
25%	21	5 683 556	3 186	1 784
15%	27	2 997 481	2 800	1 070
0% (least poor)	0	0	0	0
TOTAL	127	47 754 000	17 244	9 991

BT302 (b) Secondary INDEPENDENT SCHOOL SUBSIDIES – Resourcing effected via the School Funding Norms (2016/17)				
<i>Subsidy Level</i>	<i>Schools</i>	<i>Total expenditure (thousand rands)</i>	<i>Learners</i>	<i>Expenditure per learner</i>
60 % (poorest)	26	5 796 887	1 287	4 504
40%	51	18 124 843	6 036	3 003
25%	23	2 796 349	1 490	1 877
15%	27	3 344 921	2 971	1 126
0% (least poor)	0	0	0	0
TOTAL	127	30 063 000	12 070	10 510

11.3.6. PROGRAMME 3: PERFORMANCE AND EXPENDITURE TRENDS:

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. However, any form of subsidy can only be paid out of the existing budget, and this is communicated in time to the affected schools and SGBs. The peak in 2013/14 relates mainly to the department losing a court case against the independent schools with regard to the reduction of subsidies in the previous years, as a result of budget pressures. The downward trend in 2014/15 is attributed to lower enrolment numbers in these schools at the beginning of the school year. The tranche for the fourth quarter is paid on submission of the enrolment numbers for the new school year, and this was lower than anticipated. 2016/17 MTEF allocation increases in line with inflationary adjustments. This programme is facing pressures due to the number of enrolments in independent schools. However, the allocation can only be made in relation to the available resources.

11.4. PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION

Programme 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

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

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

11.4.1. PROGRAMME 4: STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2016/17

Strategic objective	Audited/Actual performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
To increase access to basic and special education and enhance retention in education from Grade R-12	17 169	17 169	17 177	17 517	17 717	18 996	19 020

11.4.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 4							
	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
• PPM 401: Percentage of learners with special needs in special schools retained in school until age 16	New	New	New	100.0%	100.0%	100.0%	100.0%
• PPM 402: Percentage of special schools serving as Resource Centres	New	New	New	34.0%	35.0%	36.0%	37.0%

11.4.3. PROGRAMME 4: NON-CUSTOMISED INDICATORS

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION – NON-CUSTOMISED INDICATORS						
Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2016/17 Target	2017/18 Target	2018/19 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	118,000	128,000	138,000	148,000
Quality	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	1,500	1,550
Adequacy		Number of professional non-educator staff employed in public special schools	366	382	390	395
Access		Number of learners enrolled in public special schools	17,517	17,717	18,996	19,020

11.4.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

BT401	PUBLIC SPECIAL SCHOOL EDUCATION - Key trends						
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
4.1. Schools	727,551	845,431	847,132	939,638	1,013,450	1,076,320	1,139,330
4.2. Human Resource Development	0 -	0 -	0 -	6,482	6,910	7,931	8,391
4.3. OSD Conditional Grant for Therapists	0 -	0 -	41,581	13,079	0 -	0 -	0-
TOTAL	727,551	845,431	888,713	959,199	1,020,360	1,084,251	1,147,721
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	627,907	715,116	755,452	829,730	881,960	938,707	993,735
Compensation of employees	623,867	714,642	747,935	821,048	875,050	930,776	985,344
· Teachers	436,707	500,249	523,555	574,734	612,535	651,543	689,741
· Non-teachers	187,160	214,393	224,381	246,314	262,515	279,233	295,603
Goods and services	4,040	474	7,517	8,682	6,910	7,931	8,391
Transfers and subsidies	93,002	114,453	131,236	127,469	138,400	145,544	153,986
Payments for capital assets	6,642	15,862	2,025	2,000	0 -	0 -	0 -
TOTAL	727,551	845,431	888,713	959,199	1,020,360	1,084,251	1,147,721

11.4.5. PROGRAMME 4: PERFORMANCE AND EXPENDITURE TRENDS FOR 2016/17

Programme 4: Public Special School Education reflects strong growth over the period under review. The growth in 2013/14 compared to the prior year relates to pressure in respect of *Compensation of employees* which is ascribed to the carry-through effects of the historical shortfall in funding for the implementation of the OSD for educators and various wage agreements, as well as focus on expanding inclusive education. The increase in the 2015/16 Estimated Performance is in respect of the above-budget 2015 wage agreement. The high growth over the MTEF makes provision for the carry-through of this wage agreement. The OSD for Education Sector Therapists grant phases into the equitable share from 2016/17.

The sub-programme: Schools shows an upward trend over the period under review. The increase in 2013/14 compared to 2012/13 is attributed to over-expenditure on *Compensation of employees* ascribed to the carry-through effects of the historical shortfall in funding for the implementation of the OSD for educators and various wage agreements. The increase in the 2015/16 Estimated Performance is attributed to the additional allocation in respect of the above-budget 2015 wage agreement from both provincial cash resources, as well as National Treasury. The growth over the MTEF caters for the carry-through effect of the above-budget 2015 wage agreement.

Goods and services experienced fluctuations between 2012/13 to 2018/19. The Adjusted Appropriation shows an increase due to additional requirements for learner disability LTSM. The Revised Estimate is mainly due to continuous financial control and enforced savings in order to remain within budget. The gradual increase over the 2016/17 MTEF is due to the implementation of the continued implementation and support of the sign languages in these schools..

Transfers and subsidies to: Non-profit institutions reflects an upward trend over the period under review. The decrease in the Estimated Performance relates to the correct allocation of the budget to *Machinery and equipment* in order to purchase braille machines.

Transfers and subsidies to: Households relates to staff exit costs. The 2016/17 MTEF allocation is relatively low compared to the 2015/16 Estimated Performance, largely due to the unpredictable nature of staff exit costs.

Machinery and equipment fluctuates between 2012/13 and 2014/15. The high 2013/14 amount is attributed to the purchase of buses for special schools. The Estimated Performance caters for the purchases of sign language education requirements and the acquisition of braille production machinery for schools for the blind. There are no provisions over the 2016/17 MTEF due to budget constraints.

11.5. PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

Programme 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)

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

- (i) **Grade R in Public Schools**
To provide specific public ordinary schools with resources required for Grade R.
- (ii) **Pre-Grade R Training**
To provide training and payment of stipends of Pre-Grade R practitioners/ educators
- (iii) **Grade R in Grade R in early childhood development centres**
To support Grade R, at early childhood development centres.
- (iv) **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.

11.5.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2016/17

Strategic Objective	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
To increase access to basic and special education and enhance retention in education from Grade R-12	200 205	200 300	230 000	240 000	245 000	250 000	255 000

11.5.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 5

	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
? PPM 501: Number of public schools that offer Grade R	New	New	3,940	3,953	3,995	3,996	3,997
? PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	New	New	New	97.0%	97.1%	97.2%	97.3%
? PPM 503: Percentage of employed ECD Practitioners with NQF level 4 and above.	New	New	New	50.0%	55.0%	60.0%	65.0%

11.5.3. PROGRAMME 5: NON-CUSTOMISED INDICATORS

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT – NON-CUSTOMISED INDICATORS

Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2016/17 Target	2017/18 Target	2018/19 Target
Access	To provide publicly funded Grade R in accordance with policy	Number of subsidised community based centres offering Grade R	New	30	30	30

11.5.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

BT501 EARLY CHILDHOOD DEVELOPMENT - Key trends							
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
5.1. Grade R in Public Schools	276,244	265,316	426,251	651,375	701,480	731,461	774,824
5.2. Grade R in Early Childhood Development Centres	120,881	158,385	54,209	20,511	20,398	22,596	23,907
5.3. Pre Grade R Training	59,007	13,384	25,663	63,096	75,934	65,449	69,245
5.4. Human Resource Development	6,735	250	-	5,438	5,767	6,089	6,442
TOTAL	462,867	437,335	506,123	740,420	803,579	825,595	874,418
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current Payment	462,709	437,210	475,617	718,318	753,314	775,067	820,959
Compensation of Employees	405,284	429,027	471,467	583,766	634,777	674,100	714,137
Teachers	405,284	429,027	471,467	583,766	634,777	674,100	714,137
Non-Teachers	0-	0	0	0	0	0	0-
Goods and Services	57,425	8,183	4,150	134,552	118,537	100,967	106,822
Transfers and Subsidies	158	125	30,506	22,102	50,265	50,528	53,459
Payment for Capital Assets	0	0	0	0	0	0	0-
TOTAL	462,867	437,335	506,123	740,420	803,579	825,595	874,418

11.5.5. PROGRAMME 5: PERFORMANCE AND EXPENDITURE TRENDS FOR 2016/17

Programme 5: Early Childhood Development (ECD) reflects strong growth from 2012/13 to 2014/15, largely due to additional funding allocated toward the expansion of Grade R, which influences the significant growth in the programme's baseline over the remainder of the period. As reflected in the 2015/16 Estimated Performance, there is substantial growth which is attributed to the increase in the stipends payable to ECD practitioners. The 2015/16 Estimated Performance is higher due to the allocation for the 2015 Wage Agreement. The budget over the 2016/17 MTEF provides for the carry-through costs of the above-budget 2015 wage agreement, increase in stipend for Grade R practitioners from R5 500 to R6 000, training of practitioners, as well as LTSM for schools.

The sub-programme: Grade R in Public Schools increases steadily from 2012/13 to 2018/19, largely due to the various wage agreements and the implementation of the progressively increasing payments to ECD practitioners from R5 000 up to R6 000. The high 2015/16 Estimated Performance is attributed to additional funding from both provincial cash resources and National Treasury in respect of the above-budget 2015 wage agreement. The allocation over the 2016/17 MTEF caters for the carry-through costs of the above-budget 2015 wage agreement and the increase in stipends for ECD practitioners.

The Grade R in Early Childhood Development Centres sub-programme fluctuates over the seven-year period. The policy (White Paper 5 on ECD) allows for a maximum of 15 per cent of the budget to be allocated toward Grade R in community centres, and the department is within this threshold. The allocation for these centres is largely to provide for the stipends that are payable to the practitioners at a rate of R6 000. Funding has been allowed for the training requirements of these practitioners, as well as the fact that some of the crèches will be developed as model crèches, and hence will be supplied with the required equipment and materials.

The responsibility of the department, as far as the Pre-Grade R sub-programme is concerned, is to offer training (skills training to ECD management staff, and other personnel such as care-givers and support staff working in the crèches) and, as such, the budget that is provided in this regard is for that purpose. The allocation over the 2016/17 MTEF is in line with the objectives of this sub-programme in terms of providing bursaries to the practitioners and purchasing of the toolkit for training.

The Human Resource Development sub-programme's budget is allocated to priorities such as encouraging the uptake of bursaries with regard to employees that wish to focus on ECD, and thus counter the shortage of qualified educators in this area. The expenditure patterns from 2012/13 to 2014/15 fluctuate due to enforced savings that affected training and development, as previously explained. The allocation over the 2016/17 MTEF is in line with the Skills Development Act.

The increase in *Compensation of employees* over the seven-year period is influenced by the progressive increases that were made to monthly stipends for ECD practitioners from R5 000 up to R6 000. The significant increase in the 2015/16 Estimated Performance is influenced by additional funding for the above-budget 2015 wage agreement, as well as provision for the increase of the stipends for the practitioners to R6 000 per month. The 2016/17 MTEF reflects an increase due to additional funding for the carry-through costs of the 2015 wage agreement, as well as the payment of increased stipends to practitioners.

Goods and services fluctuates over the seven-year period. The department procured LTSM on behalf of schools in 2012/13, however, in 2013/14 minimum expenditure was incurred in respect of LTSM due to financial control measures in order to reduce the projected over-expenditure at the time. The 2015/16 Estimated Performance is higher due to the in-year reprioritisation from transfers in order to purchase LTSM on behalf of the schools via the managing agent, as well as the resultant management fee. The allocation over the 2016/17 MTEF is lower than the 2015/16 Estimated Performance due to the LTSM procurement modality for the 2016/17 MTEF not having been finalised. The allocation has been set aside for *Goods and services* to cater for the various training needs and to procure the necessary toolkits for all the sub-programmes within this programme, as well as to cater for the furniture and LTSM needs for Grade R classes.

The amounts against *Transfers and subsidies to: Non-profit institutions* in 2012/13 and 2013/14 relate to the fact that the department bought the resources on behalf of schools, hence the lower spending. The peak in 2014/15 relates to the transfers made to these schools. The 2015/16 Estimated Performance is due to the in-year shifting from this category to *Goods and services* in order to procure LTSM on behalf of the schools. The 2016/17 MTEF allocation is lower than the 2015/16 Estimated Performance as the modality to procure LTSM for Grade R schools has not yet been determined.

Transfers and subsidies to: Households was increased by R300 000 in the Adjusted Appropriation to offset spending pressures arising from staff exit costs and the payment of leave gratuities. The 2015/16 Estimated Performance is ascribed to staff exit costs, however, there is no allocation over the MTEF at this stage as this category is difficult to predict.

11.6. PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

Programme Purpose

To provide and maintain infrastructure facilities for the administration and schools

ANALYSIS BY SUB-PROGRAMME

This programme has four sub-programmes analysed as follows:

(i) **Administration**

To provide and maintain infrastructure facilities for administration

(ii) **Public Ordinary Schools**

To provide and maintain infrastructure facilities for public ordinary school

(iii) **Special Schools**

To provide and maintain infrastructure facilities for public special school

(iv) **Early Childhood Development**

To provide and maintain infrastructure facilities for early childhood development

11.6.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2016/17

Strategic Objective	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
To provide infrastructure, financial, human and technological resources.	04	18	19	10	14	19	19

For the purposes of this objective the Department focuses on the new schools built under Infrastructure Delivery.

11.6.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 6							
	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
? PPM 601: Number of public ordinary schools provided with water supply	25	5,050	290	100	425	400	400
? PPM 602: Number of public ordinary schools provided with electricity supply	22	50	8	50	75	150	150
? PPM 603: Number of public ordinary schools supplied with sanitation facilities	10	1,350	283	100	200	150	150
? PPM 604: Number of classrooms built in public ordinary schools	1,742	850	170	955	900	900	900
? PPM 605: Number of specialist rooms built in public ordinary schools	New	New	249	1,000	300	300	300
? PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	New	New	19	10	14	19	19
? PPM 607: Number of new schools under construction (includes replacement schools)	New	New	New	29	27	30	30
? PPM 608: Number of Grade R classrooms built	New	New	New	200	291	290	290
? PPM 609: Number of hostels built	New	New	New	1	4	10	10
? PPM 610: Number of schools undergoing scheduled maintenance	New	New	New	200	200	300	300
Note: All the PPMs (PPM 601 – PPM 610) in this programme are non-cumulative. Each year has a new target that adds on to the output or baseline.							

11.6.3. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

BT601 Infrastructure Development - Key trends							
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
6.1.Administration	110,765	74,357	161,774	121,049	118,628	93,060	98,457
6.2. Public Ordinary School Education	2,077,935	1,656,979	1,733,435	1,538,806	1,748,765	1,392,260	1,418,069
6.3. Public Special School Education	225,780	377,879	81,714	404,947	297,016	311,314	329,370
6.4. Early Childhood Development	281,244	437,681	233,502	471,329	345,092	362,347	383,363
TOTAL	2,695,724	2,546,896	2,210,425	2,536,131	2,509,501	2,158,981	2,229,259
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current Payment	253,554	194,530	194,504	191,398	277,898	273,276	269,916
Compensation of Employees	0	0	0	14,204	26,600	28,276	29,916
Teachers	0	0	0	0	0	0	0-
Non-Teachers	0	0	0	14,204	26,600	28,276	29,916
Goods and Services	253,554	194,530	194,504	177,194	251,298	245,000	240,000
Transfers and Subsidies	0	0	0-	0	0	0	0
Payment for Capital Assets	2,442,170	2,352,366	2,015,921	2,344,733	2,231,603	1,885,705	1,959,343
TOTAL	2,695,724	2,546,896	2,210,425	2,536,131	2,509,501	2,158,981	2,229,259

11.6.4 PROGRAMME 6: PERFORMANCE AND EXPENDITURE TRENDS FOR 2015/16

Programme 6: Infrastructure Development reflects steady growth over the period under review. The low spending in 2014/15 is reflective of the equitable share budget reprioritisation from this programme to fund Compensation of employees during the year. The 2016/17 MTEF allocation comprises largely of the EIG, which now makes up between 78 per cent to 87 per cent of this programme. This is due to the carry-through effect of the reprioritisation of R860 million which was undertaken in the 2014/15 Adjustments Estimate, and was carried through the baseline resulting in the reduction of the equitable share portion of (R1.107 billion in 2016/17, R1.370 billion in 2017/18 and R1.634 million in 2018/19) which was redirected to Compensation of employees. Included in the budget is an additional allocation of R100 million and R50 million in the first two years of the MTEF respectively, in order to deal decisively with the water and sanitation issues at schools. As previously mentioned, the additional allocation will address 453 schools out of 1 206 of which were identified for rehabilitation of water and sanitation infrastructure. The growth over the 2016/17 MTEF is largely influenced by the conditional grant allocation.

The sub-programme: Administration reflects a fluctuating trend from 2012/13 to 2018/19, largely due to the re-direction of the budget to Public Ordinary Schools, to address the spending pressures caused by the high demand for schools' rehabilitation. The effect of the equitable share portion of the budget being reprioritised to Compensation of employees can be observed with effect from the 2015/16 Estimated Performance, which is lower than the expenditure for 2014/15. The peak in 2014/15 relates to various refurbishments and upgrades to administration buildings, such as repair to ceilings, new electrical installation, etc. The downward trend is also apparent in the budget allocation for the 2016/17 MTEF period, especially for the two outer years of the MTEF due to the reduction in the equitable share portion to offset pressures against personnel.

The Public Ordinary Schools sub-programme consumes the largest portion of the infrastructure budget. This sub-programme has felt the effect of enforced savings, as an amount of R860 million was moved in 2014/15 in order to cater for the spending pressures that arose from Compensation of employees due to historical pressures, as well as the partial funding of the 1 per cent above-budget 2014 wage adjustment. The EIG is allocated wholly to this programme, hence there is no drastic reduction in the budget. The spending in 2014/15 grows related to the projects which were in progress, in respect of public schools.

The 2015/16 Estimated Performance reflects a budgetary decrease due to the erosion of the equitable share portion of the budget. The allocation over the 2016/17 MTEF fluctuates, due to the additional funding of R100 million and R50 million provided in 2016/17 and 2017/18, respectively from the provincial cash resources for the improvement of water and sanitation in schools, as well as EIG which was meant to supplement the existing infrastructure budget, however, now forms a major portion of the infrastructure budget due to reprioritisation to offset personnel pressures. The budget over the MTEF largely makes provision for Upgrades and additions: Capital, Refurbishment and rehabilitation: Capital, as well as the construction of new schools.

The Special School sub-programme reflects an increasing trend between 2012/13 and 2013/14, but the expenditure outcomes for 2014/15 are lower due to the focus being on the Public Ordinary Schools sub-programme. The 2015/16 Estimated Performance reflects a significant increase due to a higher allocation in order to cater for the completion of various special schools. The previously mentioned effect of the reduction in the equitable share portion of the budget can be observed in the negative budget growth over the 2016/17 MTEF. This allocation will be utilised for the construction of school facilities for learners with special needs.

The Early Childhood Development sub-programme fluctuates between 2012/13 and 2013/14 ascribed to the bulk of the budget focused on this sub-programme in order to ensure the expansion of access to Grade R. The expenditure outcome for 2014/15 was lower due to the focus being on the Public Ordinary Schools' sub-programme. The allocation for 2015/16 reflects a significant increase in order to cater for the construction and completion of Grade R classes. The effect of the equitable share

portion of the budget being reprioritised to Compensation of employees can be observed in the 2016/17 MTEF allocation being lower than the 2015/16 Estimated Performance.

Compensation of employees caters for the appointment of technical staff, since the grant framework allows for the utilisation of some grant funding for Compensation of employees in order to attract suitably qualified built-environment candidates. The decrease in the 2015/16 Estimated Performance relates to the challenges experienced with recruitment processes. Due to the recurrent nature of Compensation of employees, similar provision is made for the 2016/17 MTEF period, thus an amount of R26.600 million has been set aside in 2016/17, increasing gradually in the two outer years to R28.276 million and R29.916 million, respectively. This is additional to the equitable share amounts of R10.746 million, R11.283 million, and R11.937 million, mentioned previously.

Goods and services caters for the maintenance and repairs allocation, including provision for the hiring of chemical toilets, as well as professional services for projects that are managed internally. The high amount in 2012/13 relates to the costs for property payments, whereas the downward trend in 2013/14 and 2014/15 relates to the conversion of some maintenance work to capital. The low 2015/16 Estimated Performance relates to the classification of some maintenance projects as capital, which will be offset the spending pressures for the projects of capital nature. The budget for 2017/18 and 2018/19 remains at the same rate and provides for maintenance projects for schools and non-school buildings.

Buildings and other fixed structures fluctuates over the period under review, largely due to funding in respect of the EIG. The 2015/16 Estimated Performance projects an over-expenditure due to the change in the nature of work done on some infrastructure projects, from maintenance to a capital nature due to the project scope, however, this will be offset by projected under-spending against maintenance projects. The allocation over the 2016/17 MTEF is largely based on the grant allocation, as well as additional funding related to the improvement of water and sanitation in schools, as previously mentioned.

11.7 PROGRAMME 7: EXAMINATION AND EDUCATION RELATED SERVICES

Programme Purpose

To provide the education institutions as a whole with examination and education related services.

ANALYSIS BY SUB-PROGRAMME

This programme has five sub-programmes analysed as follows:

(i) Payments to SETA

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

(i) Professional Services

To provide educators and learners in schools with departmentally managed support services.

(ii) Special Projects

To provide for special departmentally managed intervention projects in the education system as a whole.

(iii) Examination

To provide for departmentally managed examination services.

(iv) Conditional Grants

To provide for projects specified by the department that is applicable to more than one programme and funded with conditional grants

11.7.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2016/17

Strategic Objective	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
Increase learner attainment in all subjects and all grades.	New	New	New	9.0% decrease in NSC pass rate to 60%	10% pass rate increase in NSC results to 70%	5% pass rate increase in NSC results to 75%	5% pass rate increase in NSC results to 80%

11.7.2. PROGRAMME PRERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/17

CORE PERFORMANCE MEASURES FOR PROGRAMME 7							
	Audited/Actual Performance			Estimated Performance 2015/16	Medium-Term Targets		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	73,1%	77,4%	69,7	60.70%	70%	75%	80%
PPM 702: Percentage of Grade 12 learners passing at bachelor level	27,3%	32,5%	25,6	21.36%	24%	27%	30%
PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	17,7%	21,9%	14,4	11.98%	16%	19%	22%
PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	20,7%	24,1%	18,0	17.43%	18%	21%	24%
PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	59,2%	64,5%	64,5%	NIL	74.0%	77.36%	80.36%
PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	37,6%	64%	64%	NIL	74.0%	76.9%	79.9%
PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	28,4%	54%	54%	NIL	62.0%	82.5%	85.5%
PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	11,8%	30,4%	30,4%	NIL	39.0%	42.4%	45.4%
PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	28,4%	23%	23%	NIL	34.0%	54.87%	57.87%

11.7.3. PROGRAMME 4: NON-CUSTOMISED INDICATORS

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION – NON-CUSTOMISED INDICATORS						
Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2016/17 Target	2017/18 Target	2018/19 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	118,000	128,000	138,000	148,000
Quality	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	1,500	1,550
Adequacy		Number of professional non-educator staff employed in public special schools	366	382	390	395
Access		Number of learners enrolled in public special schools	17,517	17,717	18,996	19,020

11.7.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATES

BT401 PUBLIC SPECIAL SCHOOL EDUCATION - Key trends							
	Audited/Actual Performance			Estimated Performance	Medium Term Targets		
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
	Actual	Actual	Actual				
PAYMENTS BY SUB-PROGRAMME (thousand rands)							
4.1. Schools	727,551	845,431	847,132	939,638	1,013,450	1,076,320	1,139,330
4.2. Human Resource Development	0 -	0 -	0 -	6,482	6,910	7,931	8,391
4.3. OSD Conditional Grant for Therapists	0 -	0 -	41,581	13,079	0 -	0 -	0 -
TOTAL	727,551	845,431	888,713	959,199	1,020,360	1,084,251	1,147,721
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)							
Current payment	627,907	715,116	755,452	829,730	881,960	938,707	993,735
Compensation of employees	623,867	714,642	747,935	821,048	875,050	930,776	985,344
· Teachers	436,707	500,249	523,555	574,734	612,535	651,543	689,741
· Non-teachers	187,160	214,393	224,381	246,314	262,515	279,233	295,603
Goods and services	4,040	474	7,517	8,682	6,910	7,931	8,391
Transfers and subsidies	93,002	114,453	131,236	127,469	138,400	145,544	153,986
Payments for capital assets	6,642	15,862	2,025	2,000	0 -	0 -	0 -
TOTAL	727,551	845,431	888,713	959,199	1,020,360	1,084,251	1,147,721

11.7.5. PROGRAMME 7: PERFORMANCE AND EXPENDITURE TRENDS FOR 2016/17

Programme 7: Examination and Education Related Services shows a steady increase over the seven-year period. The expenditure for this programme is influenced largely by the number of learners writing matric, as well as ANA. The budget over the seven-year period grows in anticipation of increased learner numbers for public ordinary schools, as well as to strengthen the integrity of the marking processes, as can be seen in the growth in spending between 2012/13 and 2014/15. The increase in 2014/15 includes the two sub-programmes that moved to this programme, to align to the Education sector budget programme structure changes, namely Professional Services and the HIV and AIDS (Life-Skills Education) grant. The increase in the 2015/16 Estimated Performance is higher due to additional funding from both National Treasury and provincial cash resources for the above-budget 2015 wage agreement. The growth over the 2016/17 MTEF provides for the carry-through costs of the wage agreement, examination services, travelling to schools for professional or advisory services, as well as teacher assistants.

The Payments to SETA sub-programme reflects a steady increase over the period, as it is linked to the department's personnel budget. A directive was issued by the DPSA to the effect that 30 per cent of the skills levy should be allocated to the ETDP SETA, hence the gradual increase since 2015/16.

The Professional Services sub-programme fluctuates over the period under review, largely influenced by the increase in *Compensation of employees*. The 2015/16 Estimated Performance is higher due to the effects of the additional allocation in respect of the above-budget 2015 wage agreement. The 2016/17 MTEF allocation grows steadily over the period. The *Goods and services* allocation makes provision for visits to schools for support and monitoring.

The External Examinations sub-programme fluctuates over the period under review, indicative of the number of exams, due to the expansion in the range of courses offered to learners. This sub-programme also provides for the budget for the marking arrangements for the ANA, NSC and NCS examinations, including the payments for markers, the marking centres, as well as security arrangements linked thereto.

The HIV and AIDS (Life-Skills Education) grant grows steadily from 2012/13 to 2018/19. The low amount in 2013/14 is due to the previously mentioned allocation which was not utilised due to delays in the procurement of resources in respect of a new programme, namely the Integrated School Health Programme, introduced in 2013/14, that necessitated the purchase of new resources (such as medical scales, first aid kits, manuals, posters, etc.). The department requested to participate in the national tender to purchase the resources for schools as it was the most cost-effective route. The approval was then received in November 2013, leaving too little time for the procurement and delivery of resources. The 2016/17 MTEF makes provision for activities relating to this grant, including the payment of stipends to learner support agents to undertake on-site peer education and care support programmes in schools on a day-to-day basis, in order to monitor social ills programmes. These include focussing on keeping girls in school, training of educators and peer education, among others.



PART C

LINKS TO OTHER PLANS

1. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

This is the department's long term infrastructure plan which continues into the Medium Term Expenditure Framework.

No. Project name R thousand	Municipality/Region	Type of Infrastructure		Project duration		Source of funding	Budget programme name	EPWP budget for current financial year	Total project cost	Payments to date from previous years	Estimated Total Available		MTEF forward estimates		
		School - primary/ secondary/ specialised; admin	Units (i.e. number of classrooms)	Date: Start	Date: Finish						2014/15	2015/16	2016/17		
New and replacement assets 1. Nkombose H.S. 2. Anandakazulu (Blayton) P.S. 3. Intuthuko Lsen 4. New Ulundi Sect. D Area P.S. 5. New Makana P.S. 6. Gamahook P.S. 7. Kheithokhile P.S. 8. Kwazakokhile School For Handicapped 9. Mkhamba Gardens P.S. Other Various	The Big 5 False Bay Abaqulusi Umkhanyakude Ulundi Jozini Umntshezi Newcastle Imbabazane Ennaambithi/Ladysmith All	School - Secondary	15	27 Aug 2009	31 Mar 2016	Equitable share (ES)	Programme 2	-	31 628	24 111	582	-	582	-	
		School - Primary	21	04 Sep 2009	31 Mar 2016	ES	Programme 2	-	30 276	6 466	7 406	3 000	7 406	3 000	
		School - Specialised	8	04 Sep 2009	31 Mar 2016	ES	Programme 4	-	70 000	7 314	8 895	13 320	8 895	13 320	
		School - Primary	1	02 Feb 2011	31 Mar 2016	Infras.	Programme 2	-	30 000	-	10 000	5 000	10 000	5 000	
		School - Primary	10	01 Apr 2012	31 Mar 2016	grant	Programme 2	-	14 000	1 308	1 125	1 000	1 125	1 000	
		School - Primary	21	01 Apr 2012	31 Mar 2016	ES ES ES	Programme 2	-	32 000	1 520	3 000	6 000	3 000	6 000	
		School - Specialised	1	01 Apr 2012	31 Mar 2016	Edu.	Programme 4	-	7 000	5 257	272	-	272	-	
		School - Primary	1	01 Apr 2012	31 Mar 2016	Infras.	Programme 2	-	30 000	-	4 000	12 000	4 000	12 000	
		Various	Several	09 Mar 2011	31 Mar 2016	grant Edu.	All	-	1 361 446	329 277	717 587	982 969	1 226 359	982 969	
		Various	Several	16 Apr 2009	31 Mar 2016	grant Edu.	All	-	1 361 446	329 277	717 587	982 969	1 226 359	982 969	
Total New and replacement assets														1 028 289	1 266 637
Upgrades and additions 1. A.M.Moolla Spies Nova For C/P Children 2. Abaqulusi H.S. 3. Abaqulusi H.S. 4. Albert Falls P.S. 5. Alexandra H.S. 6. Alpha 7. Altona Senior P.S. 8. Altona Senior P.S. Other Various	eThekwin Zululand Zululand umkhawathi Msunduzi Zululand Zululand All	School - Specialised Sanitation/toilet buildings	1	01 Apr 2012	31 Mar 2014	ES	Programme 4	-	900	-	900	-	-	-	
		Mobile school	0	01 Apr 2012	31 Mar 2014	Edu. Infras. grant	Programme 4	-	1 306	-	474	-	-	-	
		School - Primary School - Secondary	1	01 Feb 2011	31 Mar 2014	Edu. Infras. grant	Programme 2	-	479	-	172	-	-	-	
		school School - Primary Various	7	01 Apr 2012	31 Mar 2016	Edu. Infras. grant	Programme 2	-	18 303	812	16 000	-	-	-	
		Various	1	01 Apr 2012	31 Mar 2014	Edu. Infras. grant	Programme 2	-	768	-	384	-	384	-	
		Various	2	01 Apr 2012	31 Mar 2014	Edu. Infras. grant	Programme 2	-	137	-	137	-	-	-	
		Various	1	01 Apr 2012	31 Mar 2016	Edu. Infras. grant	Programme 2	-	10 000	-	4 400	1 000	4 400	1 000	
		Various	38095	01 Apr 2012	31 Mar 2016	ES/Edu. Infras. grant	Programme 2	-	6 502 536	1 508 819	1 030 411	1 039 959	1 429 973	1 039 959	
		Various	38095	01 Apr 2010	31 Mar 2016	grant	Programme 2	-	6 502 536	1 508 819	1 030 411	1 039 959	1 429 973	1 039 959	
		Various	38095	01 Apr 2010	31 Mar 2016	grant	Programme 2	-	6 502 536	1 508 819	1 030 411	1 039 959	1 429 973	1 039 959	
Total Upgrades and additions														1 040 959	1 434 757
Rehabilitation, renovations and refurbishments 1. Altona P.S. 2. Altona P.S. 3. Altona Sps 4. Altona District Offices Other Various	uMgungundlovu UPhongolo Altona All	School - Primary	1	01 Apr 2012	31 Mar 2016	Edu. Infras. grant	Programme 2	-	13 500	251	4 100	3 900	4 100	-	
		Office accommodation	1	18 Jan 2011	31 Mar 2014	Edu. Infras. grant	Programme 2	-	1 409	718	691	-	-	-	
		Office accommodation	1	01 Apr 2012	31 Mar 2016	Edu. Infras. grant	Programme 2	-	4 000	-	900	2 200	900	2 200	
		Various	3047	01 Apr 2012	31 Mar 2016	ES/Edu. Infras. grant	Programme 2	-	4 106 574	882 434	503 684	543 948	688 638	543 948	
Total Rehabilitation, renovations and refurbishments														550 048	703 638
Maintenance and repairs Other Maintenance - Public School	Various	Maintenance of schools	Several	01 Apr 2010	various	ES	Programme 2	-	576 142	297 633	211 300	217 422	222 169	217 422	
Total Maintenance and repairs														217 422	222 169
Infrastructure transfers - current Infrastructure transfers - capital															
Total Infrastructure														2 836 718	3 627 201

2. LINKS TO THE PROVINCIAL GROWTH DEVELOPMENT PLAN

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:

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

15.LINKS TO NATIONAL DEVELOPMENT PLAN AND MEDIUM TERM STRATEGIC FRAMEWORK

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 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%
Standardise the guidelines, norms and standards for early childhood development	<ul style="list-style-type: none"> 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%
	<ul style="list-style-type: none"> 265 000 Grade 1 learners attend Grade R by 2019 		Percentage of Gr 1 entrants who attend Gr R that are school ready	95% (2013)	98%	98,5%
Universal access to two years of early childhood development	<ul style="list-style-type: none"> 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 		Policy, detailed plans & strategies developed by June 2018 & critical preparatory strategies launched for a second year of ECD prior to Grade R			
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. 		Percentage of Grade R practitioners with appropriate qualification.			
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 					
	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.	Goal 10: Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.	Percentage of 7 to 15 year olds attending education institutions.	98,9%	98%	98,1%
	<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.				
	<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%
	<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. Provide career guidance 		The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade).		41%	52%
Ensuring that all children with disabilities have access to quality education	<ul style="list-style-type: none"> Increase the number of learners with disabilities attending schools Access to sports facilities and other amenities was based on race, affordability and did not accommodate people with disabilities. 					

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
Provide inclusive education that enables everyone to participate effectively in a free society.	<ul style="list-style-type: none"> 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. 	Goal 26: Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.	Percentage of learners in schools with at least one educator with specialist training on inclusion	70%		
Encourage sports and physical education. They are an integral part of the holistic development of a learner.	<ul style="list-style-type: none"> Sports, Arts and Culture are important lever for social cohesion as well as in keeping learners occupied. 					
The department of Arts and Culture and the Department of Basic Education are developing plans to revitalise arts and culture in schools.	<ul style="list-style-type: none"> The Department will continue to strengthen School Sports, Arts and Culture in collaboration with the Department of Sports, Arts and Culture and other entities. 					
Learners' home language should be used as a medium of instruction for longer and English is introduced much earlier in the Foundation phase.	<ul style="list-style-type: none"> 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) Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA) 				74%	77%
					74%	77%
					79%	81%
Increase the number of enrolments in maths and science	<ul style="list-style-type: none"> Increase the number of NSC candidates taking Maths and Science 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 To strengthen teacher content knowledge and methodology in the teaching of Maths and Science Coordinate maths and science learners focus weeks La Mercy Maths and Science Academy 		Policy detailing the role of Universal and Verification ANA and analysis published			
Improve the school system, including increasing the number of students achieving above 50% in literacy and mathematics			Create item bank of high quality, valid, and reliable items.			
			Items used in Universal ANA are piloted a year before being used, on learners matching target population for the assessment.			
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			Learner and teacher instrument is developed and piloted to collect background information. Annual report on statistical equivalence of Universal and Verification ANA.			

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
	Ensure the curriculum coverage strategy is implemented and closely monitored to ensure all learners complete the curriculum 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	Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.	Percentage of learners who complete the whole curriculum	60%		
Externally administer and mark the ANA in one primary school grade			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	Literacy: 40% (2013); Numeracy: 50% (2013);	71%	74%
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 first additional language and home language and mathematics	Home Language (HL): 68% (2013) FAL (First Additional Language): 41% (2013) Maths: 27% (2013)	HL- 77% FAL- 42.3%	HL- 79% FAL - 44%
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 <i>language</i> in the SACMEQ assessment	Goal 7: Improve the average performance of Grade 6 learners in languages.	Average score obtained by Grade 6 learners in language in the SACMEQ assessment	495 language (2007)		
	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 ¹ . 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 ² .	Goal 8: Improve the average performance of Grade 6 learners in mathematics.	Average score obtained by Grade 8 learners in mathematics in the Trends in International Mathematics and Science Study (TIMSS)	520 mathematics (2007)	352	

¹ 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.

² DBE, 2013b: 14.

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
		Goal 9: Improve the average performance of Grade 8 learners in mathematics.				
	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)	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%
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%
	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%
	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%
	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%
	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%
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			

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
	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. Introduce performance contracts for principals and Deputy principals	Number of qualified teachers aged 30 and below, entering the public service as teachers for the first time	Goal 14: Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time, also for Grade R	7400	1 435	1 435
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		Percentage of schools where allocated teaching posts are all filled	90%	99%	99%
Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM).	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	Goal 19 ***: Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.	Percentage of target schools supplied with improved resource packs for Grade R		100%	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%	83%
	Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards 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		Percentage of learners having access to required workbooks per grade	61%	82%	83%

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
Eradicating inappropriate infrastructures and provide basic services All schools should meet the minimum infrastructure standards by 2016	Increase the percentage of learners who are in classes with no more than 45 learners.	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%	93%
			Number of ASIDI schools built and handed over against the target	140	0	0
			Percentage of schools complying with of minimum infrastructure norms and standards	74%		
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.	<ul style="list-style-type: none"> Set and analyse quarterly common tests for grade 10 and 11 Implement "Operation Bounce Back" to support curriculum delivery and improve learner attainment. Set, moderate and conduct quarterly common assessment tests for schools whose previous Grade 12 learners obtained (Below 69,7%) and common examinations in five subjects for the schools whose previous Grade 12 learners obtained below average in 2014. 	Goal 27***: Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.				
Appointment of principals will be based on competency assessments as in other senior management positions	<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. Training of SMT on Planning, Curriculum Management, People Management, School Governance, Resource acquisition, resource management and financial management. Mentor and support female principals in the management of schools through the Principal Support Developmental Programme (FPSDP). 	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.	Percentage of teachers absent from school on an average day Percentage of schools with full set of financial management responsibilities on the basis of assessment	8%	8%	8%
			Percentage of schools with full set of financial management responsibilities on the basis of assessment			
	Refine, improve and enhance the Integrated Quality Management System (IQMS) to be an efficient instrument for teacher assessment and development.		Number of teachers self-assessed using knowledge testing system			

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
			Percentage of teachers meeting required content knowledge levels after support	41%		
Introduce performance contract for principals in line with the Department of Basic Education policy	Capacitate SGBs to recommend competent managers to lead their schools	Goal 22: Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.	Proportion of principals appointed based on competency assessment processes			
Introduce an education accountability chain, with lines of responsibility from state to classroom.	Capacitate SGBs to support the school management and govern the affairs of their school effectively		Proportion of principals who have signed performance agreements			
	Capacitate SGBs to support the school management and govern the affairs of their school effectively and improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.		Percentage of schools visited at least twice a year by district officials (including subject advisers) for monitoring and support purposes	88%	100%	100%
School management for instructional leadership			Percentage of school principals rating the support services of districts as being satisfactory			
			Percentage of district managers whose competency has been assessed against criteria (developed)			
	<p>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).</p> <p>District Growth and Development Plan</p>		Clear roles and functions for district offices and minimum competencies for district officials			
Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families		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.	Percentage of learners in schools that are funded at a minimum level			

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
Produce more and better qualified teachers and Expand the Funza Lushaka Bursary Scheme	Absorb Funza Lushaka bursary holders into teaching posts where they have are relevant to the subjects they teach About 1500 grade 12 learners (deep rural and rural) from quintiles 1 to 3 schools will be recruited through the Funza Lushaka District Based Recruitment Campaign into the B.Ed programme funded by Department of Basic Education. 700 bursaries allocated for the Funza Lushaka Bursary Scheme 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		Number & percentage of Funza Lushaka bursary holders placed by June of the year after qualifying			
Replace incompetent principals who repeatedly fail to meet performance targets competence to deliver the curriculum	The Department will commence invoking Section 58 of the SASA to ensure accountability of performance amongst principals in schools is improved					
Keeping curriculum changes to a minimum will enable teachers to develop the core skills and competence to deliver the curriculum	The Department will implement CAPS in all phases and in all Grades					
Give additional support to School Governing Bodies	A guide on the roles, responsibilities and functions of governing bodies has been distributed to schools					
Compulsory education should be extended to successful completion of grade 12 in basic education or the equivalent level in the post schools sector						
Increasing learner retention rates	Roll out EAP/ER activities to improve labour peace	Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.				
	Training of SMT & SGB members in the development & implementation of My Life, My Future school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse Coordinate 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. Provide training and orientation programmes on psycho-social support services and roll out advocacy and awareness campaigns on psycho-social issues.	Goal 25 :Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture				
Expand learnerships and make training vouchers directly available to job Seekers A formalised graduate recruitment scheme for the public service to attract highly skilled people						

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
Partnerships for education reform and improved quality.	The Department will partner with Kha Ri Gude Mass Literacy Programme Provincial structures to ensure that people whose level of education is at learning to read and write as learner in Grade R and Grade 1 are monitored and inspired to complete the level 1 programme.		Number of costed and available innovations/ approaches identified for incorporating in broader school system on the basis of impact on school and district performance through the NECT activities	1	1	1
Promote constructive partnerships/draw support from civil society/establish a National Education Pact	KZN DoE is also implementing the KZN Programme to Improve Learner Outcomes (PILO). This focuses on school management and the delivery of the curriculum. This program is piloted in the two districts which are uThungulu and Pinetown. 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.			1	1	1
	Strengthen and implement policies and programmes on: Eradication of drug abuse and alcohol in use in schools Implement rights based comprehensive Sexuality education in schools. Improve access to Sexual and Reproductive Health Services and family planning for the youth Learner Pregnancy		Number of school safety programmes to be implemented to ensure learner wellbeing. Number of reported violent incidents, including abuse of learners, within and outside schools			
	Implement policies and programmes that are geared towards the protection and promotion of the rights of people with disabilities, including embarking on a campaign for the protection of the disabled in society with relevant stakeholders.		Number of children with disabilities having access to quality education			
	Continue to use school sport as the bedrock for sport development and excellence, this includes ensuring that sport becomes compulsory in schools We will continue to promote sports, arts, heritage and culture at our schools.		Number of sports and physical education codes encouraged as part of an integral part of the holistic development of a learner.			
	Ensure access to sport facilities by people with disabilities and that special attention must be paid to children with disabilities					
	Ensure the development and promotion of indigenous language, with a view to include the programme in the curriculum.		Number of schools implementing the phased-approach to the introduction of compulsory African languages in.			
	Develop an indigenous language policy which seeks to ensure that one African language should be compulsory in schools depending on the region by 2014.		Number of schools using one African language as a medium of instruction Number of schools introducing English as a medium of instruction much earlier in the Foundation phase.			
	Promote an e-literate society by making e-skills a compulsory subject in all public schools and connect all schools through broadband by 2020. The curriculum should focus on end-user-computing as well as encouraging young people to pursue careers in the ICT sector.		Number of schools connected through broadband			
	Profile all educators on the basis of their qualification and teaching experience.		Number of educators profiled			
	Establish a different and more stable system to avoid yearly movements of teachers, balanced providing teachers where they are needed most.					

National Development Plan (NDP) Education Priorities	Provincial Plans	Action Plan to 2019	MTSF 2014-2019 and Indicators	DBE Baseline	KZNDoe Baseline	2016/17 Target
	There are many cases of conflict of interest that relate to procurement involving public representatives and civil servants. Replace incompetent principals who repeatedly fail to meet performance targets		Number of public servants doing business with the state Number of incompetent principals replaced.			
	Multi grade schools must be phased out by 2020 Until such time as multi-grade schools are phased out, focused dedicated service and support must be provided to multi-grade schools with elaboration at all levels in the system starting from national to provincial, district and up to schools level.		Number of schools implementing multigrade teaching			
	We will continue to work towards the eradication of illiteracy through the Kha Ri Gude Mass Literacy programme		Number of Level 1 learners produced through Kha Ri Gude for participation in level 2 illiteracy programme			
	Post school options must be expanded; that is, collaboration between DBE and DHET must be strengthened to improve articulation between basic and post-school education in order to expand the effectiveness of credible post-school education and training options.					
	Expand learnerships and make training vouchers directly available to job seekers.		Job Creation Initiatives			
	A formalised graduate recruitment scheme for the public service to attract highly skilled people.					

4. MANAGEMENT OF ASSETS

The Department will continue to 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 will continue to be achieved through the implementation of an institutionalized asset management framework supported by established policies and procedures, as well as key management personnel.

5. 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 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	The grant funding is estimated at R1,9 billion in 2016/17. 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 participating in job creation programmes.
Continuation	The allocation is for the first year of the MTEF.
Motivation	The grant funding is estimated at R2,7 million in 2016/17. It assists in the creation of employment opportunities.

Name of Grant	SOCIAL SECTOR EPWP INCENTIVE GRANT FOR PROVINCES
Purpose	Delivery of EPWP Infrastructure Incentive programmes.
Performance indicator	Unemployed women and youth participating in job creation programmes.
Continuation	The allocation is for the first year of the MTEF.
Motivation	The grant funding is estimated at R 27,318 million in 2016/17. It assists in the creation of employment opportunities.

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 learners in Grade R in community centres and primary schools, learners in primary and secondary schools totaling to around 2,264,420 learners and an additional 225 000 learners to be added during this strategic cycle totaling 2,489,420 by 2019.
Continuation	The grant will cover the MTEF.
Motivation	The grant funding is estimated at R1,3 billion in 2016/17. 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. 3. The grant funding is estimated at R53,096 million in 2016/17. It assists in the fight against the HIV and AIDS pandemic.


Name of Grant	MATHS, SCIENCE AND TECHNOLOGY GRANT
Purpose	The purpose of the grant is to promote the teaching and learning and improve performance in mathematics and Physical Science in line with the Action 2019. 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. The grant will also fund specialised training of educators / subject advisor in the methodology and pedagogy of e-education; this specialised training will be an accredited course which will cater for ICT integration, assessment, moderation, classroom practice and methodology in an e-Education environment; the purpose of this accredited course is to prepare both educators and subject advisors to be able to operate in an e-Education environment.
Performance indicator	Implementation of Maths, Physical Science, and Technology Strategy for Grade 10, 11 & 12 educators from schools including Dinaledi schools Train lead teachers across districts Train teachers in 12 districts to enhance classroom management The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and science practicals 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 subjects 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 Establish and utilise 9 science centres throughout the province and 45 science rooms in Resource Centres as satellites for science centres 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. Supply schools with (thin client) ICT laboratories Funding Maritime Studies in 4 schools Funding and revitalizing Agricultural schools in four schools
Continuation	The grant will cover the MTEF.
Motivation	The grant should help improve MST resource levels, connectivity and e-resources as well as educator capacity in both primary and FET/Secondary schools. To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills. 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. The grant funding is estimated at R62,453 million in 2016/17

18. PUBLIC ENTITIES

The Department does not have entities.


19. PUBLIC PRIVATE PARTNERSHIPS

The Department does not have a public private partnership



PART D

ANNEXURES



ANNEXURE A: SUMMARY OF PROGRAMME PERFORMANCE MEASURES

Programme / Sub-programme / Performance Measures	Estimated Actual (2015/16)	Target for 2016/17 as per Annual Performance Plan (APP)	1st Quarter Target 2016/17	2nd Quarter Target 2016/17	3rd Quarter Target 2016/17	4th Quarter Target 2016/17
QUARTERLY OUTPUTS						
Programme 1: Administration						
-PPM 101: Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system	5,987	5,992	5,992	5,992	5,992	5,992
PPM 102: Number of public schools that can be contacted electronically (e-mail).	1,835	2,035	2,035	2,035	2,035	2,035
-PPM 104: Number of schools visited by district officials for monitoring and support purposes.	5,987	5,992	5,992	5,992	5,992	5,992
Programme 2: Public Ordinary Schools						
-PPM 208: Learner absenteeism rate	10.0%	5.0%	5.0%	5.0%	5.0%	5.0%
-PPM 209: Teacher absenteeism rate	8.0%	7.0%	7.0%	7.0%	7.0%	7.0%
Programme 3: Independent School Subsidies						
-PPM 303: Percentage of registered independent schools visited for monitoring and support	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
ANNUAL OUTPUTS						
Programme 1: Administration						
-PPM 103: Percentage of education current expenditure going towards non-personnel items.	9.45%	8.40%				
Programme 2: Public Ordinary School Education						
-PPM 201: Number of full service schools servicing learners with learning barriers	113	101				
-PPM 202: Number of primary schools with an overall pass rate in ANA of 50% and above	NIL	2,344				
-PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above	NIL	323				
-PPM 204: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1,469	1,543				
-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)	65.0%	68.0%				
-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)	52.0%	54.5%				
-PPM 207: Number of schools provided with media resources	600	600				
-PPM 210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy	1,872,325	1,939,310				
-PPM 211: Number of educators trained in Literacy/Language content and methodology	42,504	42,504				
-PPM 212: Number of educators trained in Numeracy/Mathematics content and methodology	42,504	42,504				
Programme 3: Independent Schools						
-PPM 301: Number of subsidised learners in registered independent schools.	29,314	29,314				
-PPM302: Percentage of registered independent schools receiving subsidies	53.0%	53.0%				
Programme 4: Public Special School Education						

Programme / Sub-programme / Performance Measures	Estimated Actual (2015/16)	Target for 2016/17 as per Annual Performance Plan (APP)	1st Quarter Target 2016/17	2nd Quarter Target 2016/17	3rd Quarter Target 2016/17	4th Quarter Target 2016/17
PPM401: Percentage of learners with special needs in special schools retained in school until age 16	100.0%	100.0%				
• PPM402: Percentage of special schools serving as Resource Centres	34.0%	35.0%				
Programme 5: Early Childhood Education						
• PPM 501: Number of public schools that offer Grade R	3,953	3,995				
• PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	97.0%	97.1%				
• PPM 503: Percentage of employed ECD Practitioners with NQF level 4 and above	50.0%	55.0%				
Programme 6: Infrastructure Development						
• PPM 601: Number of public ordinary schools provided with water supply.	100	425				
• PPM 602: Number of public ordinary schools provided with electricity supply.	50	75				
• PPM 603: Number of public ordinary schools supplied with sanitation facilities	100	200				
• PPM 604: Number of classrooms built in public ordinary schools	955	900				
• PPM 605: Number of specialist rooms built in public ordinary schools	1,000	300				
• PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	10	14				
• PPM 607: Number of new schools under construction (includes replacement schools)	29	27				
• PPM 608: Number of Grade R classrooms built	200	291				
• PPM 609: Number of hostels built	1	4				
• PPM 610: Number of schools undergoing scheduled maintenance	200	200				
Programme 7: Examination and Education Related Services						
• PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	60.70%	70%				
• PPM 702: Percentage of Grade 12 learners passing at bachelor level	21.36%	24%				
• PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	11.98%	16%				
• PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	17.43%	18%				
• PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	NIL	74.0%				
• PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	NIL	74.0%				
• PPM 707: Percentage of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	NIL	62.0%				
• PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	NIL	39.0%				
• PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)	NIL	34.0%				
• PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)	NIL	5.0%				

Note:

1.In cases where there is no Estimated Actual but a 'NIL'; it is because ANA was not written as a result of labour dispute and the targets for 2016/17 will be the same as those of 2015/16.

2.For PPM 102, the target includes a baseline.

ANNEXURE B: ACTION PLAN TO 2019 AND MTSF INDICATORS

SCHOOLING 2030 IMPLEMENTED THROUGH ACTION PLAN TO 2019				
Indicator number	Indicator title	Source of data	Provincial Performance in 2015/16 ¹ (or most recent)	Target 2016/17
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%	75%
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%	75%
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: 79% FAL: 46%
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%	39%
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: 51% FAL: 18%
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%	5%
4	Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations.	NSC database	40 392	41 492
5	Number of Grade 12 learners passing <i>mathematics</i> .	NSC database	43 108	44 208
6	Number of Grade 12 learners passing <i>physical science</i> .	NSC database	38 960	40 960
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%	99.2%
11.1	The percentage of Grade 1 learners who have received formal Grade R.	ASS	96%	97.5%
11.2	The enrolment ratio of children aged 3 to 5. (This is an indicator of concern to DBE and DSD.)	GHS	71.4%	75%
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%	75%
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: 79% FAL: 46%
13.1	The percentage of youths who obtain a National Senior Certificate from a school.	GHS	36.4%	39%
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: 51% FAL: 18%
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%	5%
15.1	The percentage of learners who are in classes with no more than 45 learners.	ASS	91%	95%
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	51
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%	56%
17	The percentage of teachers absent from school on an average day.	School Monitoring Survey (SMS)	5%	7%
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%	88%
19	The percentage of learners having access to the required textbooks and workbooks for the entire school year.	School Monitoring Survey (SMS)	81%	83%

¹ The province will provide this information.

PROGRAMME 1: Administration

Indicator title	PPM101: Number of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system
Short definition	The South African Schools Administration and Management System (SA-SAMS) was introduced to assist schools 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 Schools: Refers to ordinary and special schools. It excludes independent schools
Purpose/importance	To measure improvement in the provision of data from schools in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database Primary Evidence: Provincial EMIS database Database of the SA SAMS downloads onto LURITS Secondary Evidence: Database with the list of schools that use any school admin system to download onto LURITS
Means of verification	Snapshot of schools providing information to LURITS (This should include EMIS no., District and name of schools).
Method of calculation	Total number of public schools that use schools administration and management systems to provide data to learner tracking system.
Data limitations	Uploading of incomplete information
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically. On or above target.
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 or any other verifiable means e.g. Human Resource Management systems. Public Schools: 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 in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Provincial EMIS database
Means of verification	EMIS No, Name of a schools and email address e.g. HRMS user access reports.
Method of calculation	Record total number of public schools that can be contacted electronically
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools to be contactable through emails or any other verifiable means. On or above target.
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-personnel 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 in the current financial year.
Policy linked to	PFMA
Source/collection of data	Basic Account System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Divide the total education expenditure (budget) on non-personnel items by the total expenditure as at the end of the financial year in education and multiply by 100.
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. On or below target i.e. more funds spent on non-personnel items than anticipated.
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 or Subject Advisors in a quarter for monitoring, and support. 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. Subject Advisor is a district based official possessing knowledge, skills and values on a field who visits schools and support educators with the implementation of curriculum and assessment policies. Therefore, district officials include all officials from education district office and circuits visiting schools for monitoring and support purposes (this is not a social visit but focuses on issues relating to learning and teaching at school).
Purpose/importance	To measure support given to schools by the district officials including Circuit Managers and/or Subject Advisers in the current financial year.
Policy linked to	SASA and MTSF
Source/collection of data	Circuit Managers and/or Subject Advisers signed schools schedule and schools visitor records or schools visit form.
Means of verification	Quarterly reports (on the number of schools visited by district officials including the Circuit Managers and/or Subject advisers).
Method of calculation	Record total number of schools that were visited by district officials per quarter for support and monitoring.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All schools that need assistance to be visited per quarter by district officials for monitoring, support and liaison purposes. On or above target.
Indicator responsibility	Institutional Support Management and Governance (province may insert the more relevant Responsibility Manager)

ANNEXURE C: THE PPM DEFINITIONS AND DESCRIPTORS

Technical Indicator Descriptions

FOR PROGRAMME PERFORMANCE MEASURES (PPMs) for 2016/17 March 2016

PROGRAMME 2: Public Ordinary School Education	
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 in the current financial year.
Policy linked to	White Paper 6
Source/collection of data	Inclusive Education schools database Primary Evidence: Inclusive Education schools database Database of identified schools with progress against national criteria. Secondary Evidence: List of schools and progress with regard to the conversion of the schools based on the criteria stipulated in the Guidelines for Full Service Schools/Inclusive Schools, 2009.
Means of verification	List of public ordinary schools converted to full service schools or public schools 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 system and that selected public ordinary schools are able to accommodate these learners. On or above target.
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 public ordinary schools that have achieved an average pass rate 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 in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1- 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 in the current financial year.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	Primary Evidence: National Assessments, ANA database and ANA Technical Report Provincial database reconstructed to mirror national results. Secondary Evidence: ANA results as calculated by DBE in the ANA Report
Means of verification	ANA database
Method of calculation	Record the number of primary schools with an overall pass rate of 50% and above in the ANA examinations. To get the overall pass of 50% per school: Divide the number of learners who achieved 50% and above in Literacy/Home Language and Numeracy/Mathematics in the grades that the school has by the total number of learners who wrote the same subjects in ANA examinations in the same year. Primary school grades that write ANA examinations are from grades 1 to 6.
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- 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 mathematics skills in the current financial year.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	Primary Evidence: National Assessments, ANA database and ANA Technical Report Provincial database reconstructed to mirror national results. Secondary Evidence: ANA results as calculated by DBE in the ANA Report
Means of verification	ANA database

Means of verification	ANA database
Method of calculation	Record the number of secondary schools with an overall pass rate of 40% and above in the ANA examinations. To get the overall pass of 40% per school: Divide the number of learners who achieved 40% and above in Literacy/Home Language and Numeracy/Mathematics in the grades that the school has by the total number of learners who wrote the same subjects in ANA examinations in the same year. Only grade 9 learners in secondary schools write 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). On or above target.
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 have achieved a pass rate 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 an NSC qualification in the current financial year.
Policy linked to	Action Plan to 2019 and CAPS
Source/collection of data	Primary Evidence: National Senior Certificate database Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.
Means of verification	National Senior Certificate database
Method of calculation	Record the total number of schools with a pass rate of 60% and above in the NSC examinations. To get the overall pass per school: Divide the number of learners who achieved NSC per school by the total number of learners who wrote the NSC per school in the same year. This applies to grade 12 learners.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All public ordinary schools 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 years old. The 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 public ordinary 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 collected information on grade enrolment from 2009. The information from EMIS is in the current financial year and GHS has a one year gap.
Policy linked to	SASA and MTSF
Source/collection of data	Primary Evidence: EMIS Annual Schools Survey (ASS) or LURITS Actual survey forms completed by schools and accurately captured onto database. Secondary Evidence: Percentage reported from the EMIS Annual School Survey database.
Means of verification	Snapshot or screenshot of the EMIS Annual Schools Survey database
Method of calculation	Divide the number of 10 year old learners enrolled in Grade 4 and higher in public ordinary schools by the total number of 10 year old learners attending these schools regardless of grade and multiply by 100 as at source date.
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 years old. The number of learners who turned 12 in the previous year, is 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 public ordinary 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. The information from EMIS is in the current financial year and GHS has a one year gap.

Policy linked to	SASA and MTSF
Source/collection of data	Primary Evidence: EMIS Annual Schools Survey (ASS) or LURITS Actual survey forms completed by schools and accurately captured onto database. Secondary Evidence: Percentage reported from the EMIS Annual School Survey database.
Means of verification	Snapshot or screenshot of the EMIS Annual Schools Survey database
Method of calculation	Divide the number of 13 year old learners enrolled in Grade 7 and higher in public ordinary by the total number of 13 year old learners attending these schools regardless of grade and multiply by 100 as at source date.
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. On or above target.
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. Provinces to identify a service which is formally programmed and measurable. This could include an e-learning programme.
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 in the current financial year.
Policy linked to	SASA and Library Information Service
Source/collection of data	Primary Evidence: Library Information Service database Delivery notes kept at schools and district offices of media resources provided. Secondary Evidence: Database with list of schools and media resources provided.
Means of verification	List of schools provided 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 provided with media resources. On or above target.
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 schools for an entire day.
Purpose/importance	This indicator examines the systems to identify the extent of learner absenteeism and ensure that systems exist to monitor and reduce learner absenteeism. The aim is to measure the number of learning days lost within a quarter in the current financial year.
Policy linked to	SASA
Source/collection of data	Primary Evidence: Database of learners absent from schools, according to the data capture method available in that province Consolidated database indicating absenteeism rate per district/per school.
Means of verification	Reports from the schools (summary of totals only)
Method of calculation	Divide the total number of working days lost due to learners' absenteeism by the number of schools days in a quarter and multiply by 100. This is a provincial average or estimate.
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections. Inadequate record-keeping by schools.
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	High percentage of learners to attend schools regularly. On or below target i.e. fewer learners are absent than anticipated.
Indicator responsibility	EMIS Directorate (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM209: Teachers absenteeism rate
Short definition	Absence may be due to authorised leave of absence due to sickness or family responsibility.
Purpose/importance	To measure the extent of teachers absenteeism in schools in order to develop systems to reduce and monitor the phenomenon regularly. The aim is to count learner days lost due to educator absenteeism in the current financial year.
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 working days lost due to teachers absenteeism by the total number of possible working days in a quarter and multiply by 100. This is a provincial average or estimate.
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 teachers to be teaching at schools during schools hours. On or below target i.e. absenteeism to be less than anticipated
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 Schools" policy
Short definition	Number of learners attending public ordinary schools who are not paying any schools fees in terms of "No fee schools policy". The government introduced the no-fee schools 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 in the current financial year.
Policy linked to	Constitution, SASA and No fee schools 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 schools fees in line with "No Fee Schools 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 Schools Policy. Target met or exceeded.
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	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers 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. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content and assessment with a minimum duration of 5 days.
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's absenteeism and ensuring the full coverage of the curriculum in the current financial year.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Registers of teachers 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. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)
Indicator title	PPM212: Number of educators trained in Numeracy/Mathematics content and methodology
Short definition	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers 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. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content and assessment with a minimum duration of 5 days.
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 teachers' absenteeism and ensuring the full coverage of the curriculum in the current financial year.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Human Resource Development or other provincial Database
Means of verification	Registers of teachers trained in the province
Method of calculation	Record the total number of teachers formally trained on content and methodology in Literacy/Language
Data limitations	None. Depends on definition of "training" used and accurate completion and storage of registers.
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. Target for year to be met or exceeded.
Indicator responsibility	Curriculum and Human Resource Management Branches (provinces may insert the more relevant Responsibility Manager)

PROGRAMME 3 : Independent School Subsidies

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 in the current financial year.
Policy linked to	Compliance with schools funding norms and standards for independent schools
Source/collection of data	Schools 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. Target for year to be met or exceeded.
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 in the current financial year.
Policy linked to	Compliance with schools funding norms and standards for independent schools
Source/collection of data	Schools 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 and multiply by 100.
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. Target for year to be met or exceeded.
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 include schools visits by Circuit Managers, Subject Advisors and any official from the Department for monitoring and support.
Purpose/importance	To measure monitoring and oversight of independent schools by provincial education departments in the current financial year.
Policy linked to	SASA and MTSP
Source/collection of data	Provincial education department officials, Circuit Managers and Subject Advisers signed schools schedule and schools visitor records or schools 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 and multiply by 100.
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

PROGRAMME 4 : Public Special School Education

Indicator title	PPM401: Percentage of learners with special needs in special schools retained in schools 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 in the current financial year.
Policy linked to	White Paper 6
Source/collection of data	EMIS database Annual Schools Survey for Special Schools
Means of verification	Signed-off of declaration by Principal or 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 and multiply by 100 as at source date.
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 schools going age to attend some form of educational institution. Target for year to be met or exceeded.
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 schools 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 in the current financial year.
Policy linked to	White Paper 6 and Guidelines to Ensure Quality Education and Support in Special Schools and Special Schools Resource Centres
Source/collection of data	Inclusive education database
Means of verification	List of Special Schools serving as resource centres
Method of calculation	Divide the number of special schools serving as resource centres by the total number of special schools and multiply by 100.
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. Target for year to be met or exceeded.
Indicator responsibility	Inclusive Education Directorate (provinces may insert the more relevant Responsibility Manager)

PROGRAMME 5 : Early Childhood Development

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 in the current financial year.
Policy linked to	White Paper 5
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the Province.
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. Target for year to be met or exceeded.
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 in the current financial year.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal or 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 and multiply by 100.
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. Target for year to be met or exceeded.
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 percentage of the total number of ECD practitioners employed in public schools or public ECD Centres. 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 in the current financial year.
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 schools or public ECD Centres and multiply by 100.
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 practising ECD practitioners to have NQF level 4 and above. Target for year to be met or exceeded.
Indicator responsibility	Early Childhood Development Programme Manager

PROGRAMME 6: Infrastructure Development

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 in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion certificates
Method of calculation	Record all public ordinary schools that have been provided with water.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to water. Target for year to be met or exceeded.
Indicator responsibility	Schools 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: Schools 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 in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School 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
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to electricity. Target for year to be met or exceeded.
Indicator responsibility	Schools 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 in the current financial year.
Policy linked to	Schools Infrastructure Provision
Source/collection of data	NEIMS or School 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
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have access to sanitation facilities. Target for year to be met or exceeded.
Indicator responsibility	Schools Infrastructure Directorate/ Infrastructure Development Unit
Indicator title	PPM604: Number of classrooms built in public ordinary schools
Short definition	Number of classrooms 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 in the current financial year.
Policy linked to	Guidelines Relating to Planning for Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database Completion certificates of schools supplied with classrooms. List of schools indicating classrooms delivered per school
Means of verification	Completion certificate or practical completion certificate plus snag list
Method of calculation	Record the total number of classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have adequate numbers of classrooms. Target for year to be met or exceeded.

Indicator responsibility	Schools 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. Specialist 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 604) 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 in the current financial year.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database or Completion certificates of schools supplied with specialist rooms or List of schools indicating classrooms delivered per school.
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
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to have libraries, resource centre etc. Target for year to be met or exceeded.
Indicator responsibility	Schools 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 Schools Infrastructure Development Initiative (ASIDI) programme or through Education Infrastructure Grant (EIG) programme
Purpose/importance	To measure access to education through provision of appropriate schools infrastructure in the current financial year.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database
Means of verification	Completion Certificate or practical completion certificate plus snag list
Method of calculation	Count the total number of new schools completed
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All children to have access to public ordinary schools with basic services and appropriate infrastructure. Target for year to be met or exceeded.
Indicator responsibility	Schools 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 schools and schools being built through Accelerated Schools Infrastructure Development Initiative (ASIDI) programme or through Education Infrastructure Grant (EIG) programme. Under-construction means any kind of work started towards building a school such as laying of a building foundation.
Purpose/importance	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching in the current financial year.
Policy linked to	Guidelines Relating To Planning For Public School Infrastructure
Source/collection of data	NEIMS or School Infrastructure database or Completion certificates of new schools
Means of verification	Supply Chain Management Documents or 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
Reporting cycle	Annual
New indicator	No
Desired performance	Public ordinary schools to cater for learner numbers and meet required standards. In the year concerned the building targets should be met or exceeded so there are no lags in the provision of adequate accommodation.
Indicator responsibility	Schools 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 in the current financial year.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates of new schools
Means of verification	Completion Certificate or practical completion certificate plus snag list
Method of calculation	Record the total number of Grade R classrooms built
Data limitations	None
Type of indicator	Output
Calculation type	Non-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	Schools Infrastructure Directorate / Infrastructure Development Unit
Indicator title	PPM609: Number of hostels built
Short definition	Number of hostels built in the public ordinary schools.
Purpose/importance	To measure access to education for learners who travel long distances in the current financial year.
Policy linked to	Guidelines on Schools Infrastructure
Source/collection of data	NEIMS or Infrastructure database Completion certificates of new schools
Means of verification	Completion Certificate or practical completion certificate plus snag list
Method of calculation	Count the total number of hostels built in public ordinary schools
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All children to have access to education regardless of geographical location. Target for year to be met or exceeded.
Indicator responsibility	Schools 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, Schools Governing Body and Schools Principal) to maintain and improve the schools property and buildings and grounds occupied by the schools, including schools hostels.
Purpose/importance	Routine maintenance of schools 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. This information is reported in the current financial year.
Policy linked to	SASA
Source/collection of data	NEIMS or School Infrastructure database
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/ Schools Infrastructure Directorate / Infrastructure Development Unit

PROGRAMME 7: Examination and Education Related Services	
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 percentage of the total number of learners who wrote the National Senior Certificate.
Purpose/importance	To measure the efficiency of the schooling system in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate 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) and multiply by 100.
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 percentage of the total number of learners who wrote NSC examinations.
Purpose/importance	To measure quality aspects of NSC passes in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate 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 and multiply by 100.
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 percentage of the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate 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 and multiply by 100.
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 percentage of the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	National Senior Certificate database
Means of verification	List of National Senior Certificate 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 and multiply by 100.
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 percentage of the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 3 learners who passed ANA Home Language examinations at 50% and above by the total number of learners who wrote ANA Home Language test and multiply by 100.
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 the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment 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 and multiply by 100.
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 the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment database
Means of verification	List of learners who passed ANA tests
Method of calculation	Divide number of Grade 6 learners who passed ANA Home Language examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Home Language test and multiply by 100.
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 the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment 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 and multiply by 100.
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 the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Means of verification	List of learners who passed ANA tests
Source/collection of data	Annual National Assessment database

Method of calculation	Divide the number of Grade 9 learners who passed ANA Home Language examinations by the total number of Grade 9 learners who wrote ANA Home Language test and multiply by 100.
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 the 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 in the current financial year.
Policy linked to	MTSF and Examinations and Assessments
Source/collection of data	Annual National Assessment 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 and multiply by 100.
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

ANNEXURE 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)	352584	12036	29			
Quintile 2	380812	12173	31			
Quintile 3	436163	12173	34			
Quintile 4	184372	5376	34			
Quintile 5 (least poor)	167074	4843	34			
TOTAL	1521006	46601				
Public secondary schools						
Quintile 1 (poorest)	223777	7713	29			
Quintile 2	297950	10073	30			
Quintile 3	306748	10003	31			
Quintile 4	154848	5397	29			
Quintile 5 (least poor)	128491	4534	28			
TOTAL	1111814	37720				

Source PPN Distribution Model 2016

Table 3: Age Specific Enrolment Rate (ASER)

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	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					

ANNEXURE E: ACRONYMS AND GLOSSARY OF TERMS

ABET	Adult Basic Education and Training
AET:	Adult Basic Education and Training
ASER:	Age Specific Enrolment
AFS	Annual Financial Statement
BREPRCO	Budget Review Expenditure Performance and Risk Committee
CAPS	Curriculum Assessment Policy Statement
CASS	Continuous Assessment
CEM	Council of Education Ministers
CHE	Committee on Higher Education
CPF	Community Policing Forum
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
EE	Employment Equity
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
EFA	Education for All
ETDP	Education, Training and Development Practices
EWP	Employee Wellness Programme
FET	Further Education and Training
FETC	Further Education and Training Certificate
GET	General Education and Training
GETC	General Education and Training Certificate
HEDCOM	Heads of Education Departments' Committee
HEI	Higher Education Institution
HRD	Human Resource Development
HSRC	Human Sciences Research Council
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
KZN	KwaZulu-Natal
KZNDoe	KwaZulu-Natal Department of Education
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 Framework
MST	Mathematics, Science and Technology
NCS	National Curriculum Statements
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme

NSSF	Norms and Standards for School Funding
PAJA	Promotion of Administrative Justice Act
PED	Provincial Department of Education
PEDs	Provincial Education Departments
PFMA	Public Finance Management Act
PGDP	Provincial Growth Development Plan
PGDS	Provincial Growth Development Strategy
PPP	Public-Private Partnership
PSA	Public Service Act
RCL	Representative Council of Learners
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
RPL	Recognition for Prior Learning
SIAS	Screening, Identification, Assessment and Support (SIAS) Strategy
SASA	South African Schools Act
SASAMS	South African School Administration and Management System
SCM	Supply Chain Management
SDIP	Service Delivery Improvement Plan
SDP	School Development Plan
SGB	School Governing Body
SMME	Strategic Management, Monitoring and Evaluation
SMS	Senior Management Service
Stats-SA	Statistics South Africa
RCL	Representative Council of Learners
SASA:	South African Schools' Act
SASAMS:	School Administration and Management System
SMT:	School Management Team
WSE:	Whole-School Evaluation

ANNEXURE F: 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

ANNEXURE G: STATISTICAL INDICATORS

STATISTICAL INDICATORS	Baseline	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%
Percentage of schools with full sets of financial management responsibilities on the basis of assessments	70%	70%	70%	70%	70%
Percentage of women in SMS positions	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%
Percentage of women employees	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
Programme 2: Public Ordinary Schools					
Number of learners enrolled in public ordinary schools	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
Number of non-educator staff employed in public ordinary schools	11,396	11,396	11,396	11,396	11,396
Number of learners with access to NSNP	2,309,420	2,354,420	2,399,420	2,444,420	2,489,420
Number of learners eligible to benefit from learner transport	35 500	35 800	36 100	36 400	36 700
Number of learners with special education needs identified in public ordinary schools	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
Percentage of learners who are in classes with more than 45 learners	8%	7%	6%	5%	4%
Percentage of youth who obtained a National Senior Certificate from a school	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%
Percentage of schools where allocated teaching posts are filled	100%	100%	100%	100%	100%
Percentage of learners having access to required textbooks in all grades and in all subjects	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)	1 469	1 509	1 539	1 559	1 569
Number of learners screened through Integrated School Health Programme	750	800	850	900	950

ANNEXURE H: DEFINITIONS AND DESCRIPTIONS FOR NON-CUSTOMISED INDICATORS

PROGRAMME 1: NON-CUSTOMISED INDICATORS

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	<p>The following formula should be used to compute this PM.</p> $WSMS = \frac{NWSM}{TSM} * 100$ <p>Where:</p> <p><i>WSMS</i> is the percentage of Women in Senior Management Service in the Provincial Education Department</p> <p><i>NWSM</i> is the number of women who hold Director posts and above in the Provincial Education Department</p> <p><i>TSM</i> is the total number of all employees in senior management positions in the Provincial Education Department</p>		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	45%	50%	51%
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	<p>The following formula should be used to compute this PM.</p> $WSP = \frac{NWSP}{TSP} * 100$ <p>Where:</p> <p><i>WSP</i> is the percentage of Women holding School Principal positions in the Provincial Education Department</p> <p><i>NWSP</i> is the number of women who hold School principal positions in the Provincial Education Department</p> <p><i>TSP</i> is the total number of all school principals in the Provincial Education Department</p>		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	50%	51%	52%
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	<p>The following formula should be used to compute this PM.</p> $NonPE = \frac{Curr - PE}{Curr} * 100$ <p>Where:</p> <p><i>NonPE</i> is the Percentage of current expenditure going towards non-personnel items</p> <p><i>Curr</i> is Current Payments for a financial year</p> <p><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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	8.40%	8.07%	8.04 %

Indicator title	Percentage of women employees		
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 emphasizes 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	<p>The following formula should be used to compute this PM.</p> $WSMS = \frac{NWSM}{TSM} * 100$ <p>Where:</p> <p><i>WSMS</i> is the percentage of Women employees in the Provincial Education Department</p> <p><i>NWSM</i> is the number of women who are employed in the Provincial Education Department</p> <p><i>TSM</i> is the total number of all employees in the Provincial Education Department</p>		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	The maintain the percentage of women employees to 67%		
Indicator responsibility	Corporate Branch Senior General Manager		

PROGRAMME 2: NON-CUSTOMISED INDICATORS

Indicator title	Percentage of learners benefitting from school nutrition programme		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	87%	87%	87%
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	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	<p>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.</p> <p>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.</p>		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	5992	5992	5992
Indicator title	Dropout rate in 12 years among the cohort completing Grade 12		
Short definition	Dropout rate by grade (DR) is defined as the proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year (UNESCO Institute of Statistics, 2009). The dropout rate is derived by analysing data on enrolment and repeaters by grade for two consecutive years.		
Purpose/importance	The purpose of this indicator is to measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.		
Policy linked to	South African Schools' Act		
Source/collection of data	Provincial Programme Manager		
Means of verification	Examination NSC database		
Method of calculation	The following formula should be used to compute this PM. Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (UNESCO Institute of Statistics , 2009).		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	35%	30%	25%
Indicator title	Dropout rate among Grade 12 enrolled for NSC examination		
Short definition	Dropout rate by grade (DR) is defined as the proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year (UNESCO Institute of Statistics, 2009). The dropout rate is derived by analysing data on enrolment and repeaters by grade for two consecutive years.		
Purpose/importance	The purpose of this indicator is to measure the phenomenon of pupils from a cohort leaving school without completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the educational cycle.		
Policy linked to	South African Schools' Act		
Source/collection of data	Provincial Programme Manager		
Means of verification	Examination NSC database		
Method of calculation	The following formula should be used to compute this PM. Dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year. For cumulative dropout rate in primary education, it is calculated by subtracting the survival rate from 100 at a given grade (UNESCO Institute of Statistics , 2009).		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	4%	3%	2%

PROGRAMME 3: NON-CUSTOMISED INDICATORS

Indicator title	Number of funded independent schools visited for monitoring purposes		
Short definition	<p>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.</p> <p>Further specifications:</p> <p>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.</p> <p>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 on-going basis.</p>		
Purpose/importance	To ensure that quality education occurs in subsidized independent 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 subsidised independent schools.		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	100% subsidized independent schools monitored.		
Indicator responsibility	Institutional Development Support		
Target	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	127	127	127
Indicator title	Percentage of schools achieving between 90% to 100% pass rate		
Short definition	<p>These are the total number of subsidised independent schools obtaining between 90% to 100% passes from National Senior Certificate, Independent Examination Board and others, divided by the total number of subsidised schools offering and writing Grade 12 Examinations in a particular year. This performance measure allows the Department to see what proportion of subsidised independent schools offering and writing Grade 12 Examinations are preparing learners attain the highest possible educational outcomes.</p>		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	85%	86%	87%

PROGRAMME 4: NON-CUSTOMISED INDICATORS

Indicator title	Number of learners accessing assessment, career guidance, remedial education, counselling 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		
Short definition	This is the number of learners accessing guidance and counselling 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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	128,000	138,000	148,000
Indicator title	Number of educators employed in public special schools		
Short definition	These are educators employed in public special schools.		
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 educators employed in public special schools.		
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of educators employed in public special schools.		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	An increase of about 50 educators annually.		
Indicator responsibility	Curriculum Management and Delivery		
Target	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	1,468	1,500	1,550
Indicator title	Number of professional non-educator staff employed in public special schools		
Short definition	These are the professional non-educator staff employed in public special schools.		
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 non-educator staff employed in public special schools.		
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of non-educator staff employed in public special schools.		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	An increase of about 5 non-educator staff annually.		
Indicator responsibility	Curriculum Management and Delivery		
Target	2016/17 Target	2017/18 Target	2018/19 Target

Actual achieved 2015/16:	382	390	395
Indicator title	Number of learners enrolled in public special schools		
Short definition	These are learners with barriers to learning enrolled in public special schools		
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 and enrolled in public special schools.		
Method of calculation	The following formula should be used to compute this PM. A simple arithmetic count of all learners with barriers to learning and enrolled in public special schools		
Data limitations	None		
Type of indicator	Output		
Calculation type	Non-Cumulative		
Reporting cycle	Annually		
New indicator	No		
Desired performance	An annual increase of about 1000 learners with barriers to learning enrolled in public special schools.		
Indicator responsibility	Curriculum Management and Delivery		
Target	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	17,717	18,996	19,020

PROGRAMME 5: NON-CUSTOMISED INDICATORS

Indicator title	Number of subsidised community based centres offering Grade R		
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	To maintain the current total number of Grade R community-based centres.		
Indicator responsibility	Curriculum Management and Delivery		
Target	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	30	30	30

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	<p>The following formula applies to the calculation of this indicator:</p> $PR = \frac{LP}{N} * 100$ <p>Where:</p> <p><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.</p> <p><i>LP</i> is the total number of learners that passed the National Senior Certificate examinations in the Province in a given year.</p> <p><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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	70%	75%	80%
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	A decrease in the number of schools performing below 60%.		
Indicator responsibility	Curriculum Management and Delivery		
Target	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	606	576	546

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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	75%	80%	85%
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	90%	93%	96%

Indicator title	Percentage of learners passing NSC maths		
Short definition	This is the total number of learners passing mathematics after writing the National Senior Certificate. The indicator will help assess performance gap and whether curriculum interventions have impact.		
Purpose/importance	To attain the highest possible educational outcomes amongst learners writing mathematics in the NSC.		
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 of the total number of learners passing NSC mathematics.		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	16%	19%	22%

Indicator title	Percentage of learners passing NSC physical science		
Short definition	This is the total number of learners passing physical science after writing the National Senior Certificate. The indicator will help assess performance gap and whether curriculum interventions have impact.		
Purpose/importance	To attain the highest possible educational outcomes amongst learners writing physical science in the NSC.		
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 of the total number of learners passing NSC physical science.		
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	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	18%	21%	24%

Indicator title	Percentage of bachelor passes		
Short definition	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)		
Purpose/importance	To measure quality aspects of NSC passes in the current financial year.		
Policy linked to	MTSF and Examinations and Assessments		
Source/collection of data	National Senior Certificate database		
Means of verification	List of National Senior Certificate 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 and multiply by 100.		
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		
Target	2016/17 Target	2017/18 Target	2018/19 Target
Actual achieved 2015/16:	24%	27%	30%

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