



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL



# ANNUAL

## PERFORMANCE PLAN 2018-2019



...Championing Quality Education - Creating and Securing a Brighter Future  
...Ukuqhakambisa imfundo Yeqophelo Eliphezulu - Ukwenza Nokuqinisa Ikusasa Eliqhakazile

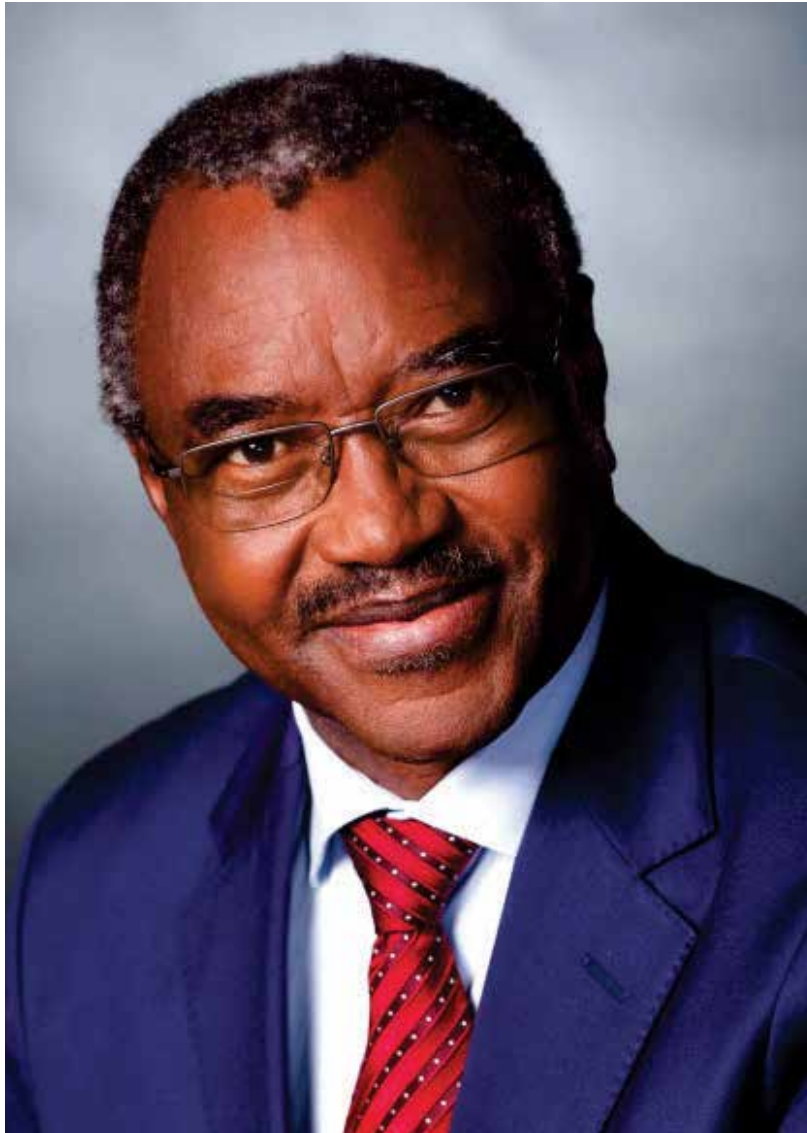




His Excellence Mr Cyril Ramaphosa  
The President of the Republic of South Africa



Hon. Mrs Angie Motsega  
Minister for Department of Basic Education



**Hon. Mr Willies Mchunu, MPL**  
Premier of the Province of KwaZulu-Natal





Hon. Mr Mthandeni Dlungwana, MPL  
KwaZulu-Natal Legislature MEC: Education  
KwaZulu-Natal Provincial Government



**Dr E.V. Nzama**  
Head of Department : Education  
KwaZulu-Natal



**DEPARTMENT OF EDUCATION**

**PROVINCE OF KWAZULU-NATAL**

**VOTE NO. 5**

**ANNUAL PERFORMANCE PLAN**

**2018-2019**

## KwaZulu-Natal Department of Education



## ANNUAL PERFORMANCE PLAN 2018-2019

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Enquiries / Imibuzo : KwaZulu-Natal Department of Education

Department : Strategic Management, Monitoring and Evaluation

247 Burger Street, Pietermaritzburg, 3201

Tel.: ( 033) 3921086 Fax: (086)5406655

Toll Free: 0800204353

Email: [info@kzndoe.gov.za](mailto:info@kzndoe.gov.za)

URL: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)



## 1. FOREWORD BY MEMBER OF THE EXECUTIVE COUNCIL (MEC)



### **Hon. Mr Mthandeni Khethomthandayo Dlungwana, MPL**

MEC: Education KwaZulu-Natal Provincial Government

The beginning of the 2018 academic year has been characterized by enthusiasm and a sense of pride following a steady improvement in the province's pass rate. In the past two years, KwaZulu-Natal's performance has been on an upward trajectory. All this can be attributed, amongst other things, to the hard work and dedication from the employees of this department at all levels.

Despite the fact that KwaZulu-Natal did very well last year, we are approaching this academic year with zeal and oomph that should see us migrating to an even higher position in the national ranking of provinces that produce good results.

This 2018/2019 Annual Performance Plan, which we are pleased to release, should help us analyse the environment for opportunities and threats. It should, furthermore, be a great tool in assessing our strengths and weaknesses. Beyond this, it should further provide a direction in terms of how we should get things done within the targeted timeframes whilst at the same time adhering to policies.

It is only a plan like this one that should enable us to successfully implement the objectives of our strategic goals which have been aligned to the strategic planning recommendations.

We want to ensure that all the goals focus sharply on the core areas of the Department comprising of the finances, the training and development leading to learning and growth, internal processes leading to improved learner performance and stakeholders' satisfaction.

As part of ensuring that our strategic goals are achieved and able to change the lives of our people, we will see to it that we broaden access to education, strengthen good corporate governance, allocate and monitor finances in an equitable manner, enforce accountability as well as to ensure consequence management which has been a major stumbling block in this Department.

We must also indicate that, this year, as it has been the case in the previous years, we will continue to fight against corruption and maladministration. We absolutely have no appetite for corruption. Individuals who ply their trade in corruption must know that KwaZulu-Natal Department of Education is not a home for them and must therefore seek refuge in a place they deserve which is prison.

With 2018 being the year of Dr Nelson Mandela, our struggle icon and first President of the democratic Republic of South Africa, we should all rise to the occasion and begin to emulate the actions of this gallant freedom fighter whose love and passion for education was no secret. It is in his honour that we will continue with vigour to expedite our Transformation of the Schooling System (TSS) programme.

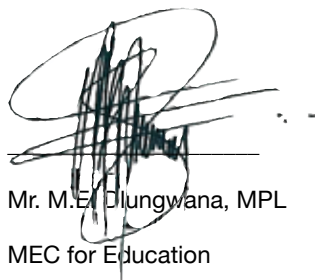
Our energies must also be channelled to ensuring that the 10 pillars of the department's service delivery imperatives are adhered to. Amongst those pillars are the following:

- Transformation of the Schooling System
- Curriculum and Assessment
- Teacher Provisioning, Development and Support
- Development of strong Leadership and Management
- Infrastructure Planning and Delivery Management
- Planning and Resourcing
- Information and Communication Technology (ICT)
- Social Cohesion and Integration of Schools
- School Functionality and Community Involvement
- Early Childhood Development

These pillars definitely find resonance with our objective of maintaining education as an apex priority. They are also a direct response to the resolutions taken at the 52nd Conference of African National Congress (ANC) which took place in Polokwane, Limpopo.

In conclusion, it is worth reiterating that accountability will continue to be an order of the day. This should, of course, as articulated above be accompanied by proper consequence management.

The year of 2018 is indeed the year of hard work that will see this Department climbing the ladder and contesting the top position with other provinces that are top achievers.



Mr. M.E. Dlungwana, MPL

MEC for Education

Date: 31 March 2018

## 2. INTRODUCTION BY HEAD OF DEPARTMENT



**Dr E.V. Nzama**

Head of Department: Education KwaZulu Natal

The preamble in the Constitution urges education to improve the quality of life of all citizens and free the potential of each person. Furthermore, the Bill of Rights entrenches that every child has a right to basic nutrition, shelter, basic health care services, social services and that everyone has a right to basic education including adult basic education.

Education is the apex priority of the Government of our country and it has always been the national grievance especially to indigenous Africans. The first decade of freedom from 1994 to 1999, ushered in new hope for the people of South Africa, hence various interventions were implemented e.g. Outcomes-Based Education (OBE), The National Curriculum Statement (NCS), to mention but a few. During the second decade of freedom starting from 1999 education was declared a national apex priority, outcome number one.

The Department has identified seven fundamental challenges in education which need to be overcome to ensure a sustainable delivery of high quality education. These are:

1. Poor curriculum management and delivery,
2. Teacher supply and capacity building,
3. Lack of classroom equipment,
4. Poor infrastructure,
5. Management challenges,
6. Finance, and
7. Transformation of the schooling system.

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

The implementation of the transformation of the schooling system projects continues to be accelerated with a significant

number of learners and educators moving from small and non-viable schools to other better suited schools.

There has been a major transformation of the school feeding programme ensuring that learners receive at least one meal per day in school to ensure that their levels of concentration are not affected by empty stomachs. The NSNP is one strategy to address poverty in the country. Co-operatives were introduced and are now part of job creation.

The programme for change requires parental and community involvement which is critical in improving accountability of the education system. Education is and must be treated as a societal issue demonstrated through vibrant education forums and continuous feedback to parents by means of workbooks and report cards.

The Department of Education strives to maximize school functionality and focus, to ensure an effective district management development strategy, and establish adequate capability in districts to effectively support schools, and marshal private sector and NGO support.

The strategic outputs which are central for improved quality of education will be improved through National Senior Certificate Examinations Performance, this will include:

1. Numbers passing,
2. Percentage passing,
3. Quality of learner attainment,
4. High quality of teaching and learning,
5. Improved Literacy and Numeracy at schools,
6. Expanded opportunity and broadened access to early childhood development, and
7. Overall a holistic education for the whole child (Knowledge Integration), Values, Skills and Attitudes).

The Department of Education in KwaZulu-Natal strives to achieve these within the government's medium term strategic framework that specifies economic growth and development, large scale creation of decent work, quality education and skills development.

The Department of Education seeks to pursue high standards of professional ethics, run a development-oriented administration, ensures efficient, economic and effective use of resources, ensures that services are provided impartially, fairly, equitably and without bias, build an accountable administration, enhances transparency through provision of the public with timely, accessible and accurate information, maximise human potential whilst ensuring that personnel management practices are based on ability, objectivity, fairness and the need to redress the imbalances of the past.

We are committed to a change in teaching and learning conditions towards realization of a noble dream for peoples' education, recognizing that schools in poor neighborhoods are largely dysfunctional and they are characterized by a weak culture of teaching and learning, a drawback for our fight against poverty.

We will ensure all teachers have required capability, commitment and practice, in this regard invest in improving academic content knowledge, ensure higher levels of commitment and professional practice, invest in teacher development and promote labour peace and stability.

The Department will ensure effective implementation of the curriculum through determining implications for the streamlining of learning areas, ensuring reduction of teacher administrative burden, ensure efficient systems for the supply and retention of textbooks and other learning and teaching support materials in schools, focus on numeracy and literacy in early grades, promote Mathematics, Physical Science and languages in senior grades and overall drive a holistic education for the whole child that seeks to produce in the long term a functional citizen of the modern world.

Supply workbooks and other resources that compensate for challenges in teacher capability and school/system functionality, improved capability at district level to support curriculum implementation and implement the national e-Learning strategy. We shall develop an integrated strategy on learner assessment, releasing curriculum and assessment policy guidelines and the teacher development strategy informed by recommendations of the Teacher Development Summit and the QLTC, enhance education management development capacity within the system to improve school functionality, and develop pro-poor



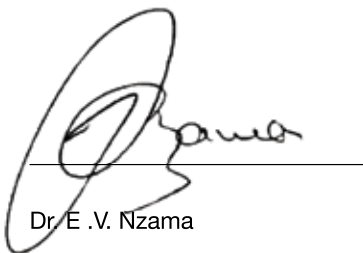
packages to eradicate previous inequalities in school funding, school infrastructure, learner well-being, Grade R, inclusive education , learner retention, support by district offices, research and communication.

The Department of Education will ensure that the districts have capability to support school improvement and ensure accountability by targeting district structures that serve areas catering for high concentrations of poor learners, and reconfigure district structures and support systems to ensure direct support, accountability and undertaking required interventions. We will work towards achievement of the universal and quality grade R and ECD by increasing the number of teachers with the appropriate NCF level training and the coverage of children in subsidised ECD sites and improve practitioner training. Further, the inherited legacy warrants that we ensure adequate resourcing of schools.

The Department of Education emphasizes Languages, Science, Mathematics and Technology, it must not be misunderstood to suggest that we see no value in human and social dynamics. As a leading voice among developing countries, South Africa should contribute to a greater global understanding of shifting social dynamics and the role of science in stimulating growth and development. .

The strategic direction in education in the province of KwaZulu-Natal is informed by the ANC Provincial Conference Resolutions, Polokwane Resolutions, Medium Term Strategic Framework, Millennium Development Goals, Education Summit Resolutions, KwaZulu-Natal Vision 2030, State Planning Commission, Schooling 2025 and Action Plan 2016. Further, international and local research and global trends will inform the Provincial drive in our quest for education for sustainable development, education for human rights and quality in education.

The Annual Performance Plan will elaborate on the details of things that need to be done to achieve the set objectives.



Dr. E .V. Nzama

Head of Department: Education

Date: 31 March 2018

### 3. 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 Honorable MEC for Education, Mr. M. E. Dlungwana

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 endeavor to achieve given the resources made available in the budget for the 2018/19 financial year.

Mr. L. Rambaran

Signature: 

Acting Chief Financial Officer

Date: 31 March 2018

Mr. G. N. Ngcobo

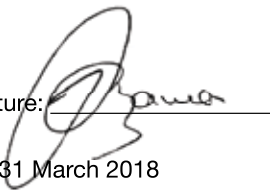
Signature: 

Acting Deputy Director General

Date: 31 March 2018

Corporate Management

Head of Department

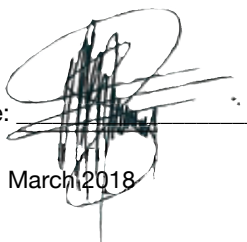
Signature: 

Dr. E. V. Nzama

Date: 31 March 2018

Approved by:

MEC for Education

Signature: 

Mr. M.E. Dlungwana

Date: 31 March 2018

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# PART A

## GENERAL INFORMATION



# VISION

**“A well-educated, skilled,  
and highly developed citizenry”**

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

# MISSION

## 2. LIST OF STRATEGIC GOALS AND OBJECTIVES

The strategic goals have been reviewed to be aligned to the strategic planning recommendations. The goals seek to bring together the operations of the Department and also promote team work in a pragmatic and systematic manner. The goals focus on the core areas of the Department comprising the financials, the training and development leading to learning and growth, internal processes leading to improved learner performance and stakeholders' satisfaction. The development of goals is underpinned by strong theoretical frameworks and alignment to public sector frameworks. This means the goals and objectives are developed in a manner which has clear causal links amongst goals. Therefore, key to the understanding of the goals is the manner in which the causal chain operates. The causal chain will also inform the strategy mapping of the goals and the objectives embedded within the goals.

The list of four goals and seventeen corresponding objectives for the Department are as follows:

STRATEGIC GOAL 1	BROADEN ACCESS, STRENGTHEN GOOD CORPORATE GOVERNANCE, MANAGEMENT AND PROMOTE AN EFFICIENT, EFFECTIVE & RESULTS-DRIVEN ADMINISTRATION
Strategic Objective 1.1	To increase access, equitably allocate and monitor financial, infrastructural, human and other resources for efficient service delivery.
Strategic Objective 1.2	To enforce accountability and consequence management in order to decisively deal with issues of fraud, corruption and maladministration.

STRATEGIC GOAL 2	DEVELOP HUMAN CAPACITY AND ACHIEVE EXCELLENT LEVELS OF PERFORMANCE
Strategic Objective 2.1	To promote excellence in work performance through continuous programme of training, coaching, mentorship and incentivising.
Strategic Objective 2.2	To improve employee health and wellness to yield organizational functionality and esprit de corps

STRATEGIC GOAL 3	DEVELOP OFFICES AND SCHOOLS INTO CENTRES OF EXCELLENCE AND IMPROVE LEARNER PERFORMANCE IN ALL GRADES
Strategic Objective 3.1	To increase learner attainment in all subjects and all grades
Strategic Objective 3.2	To strengthen leadership, management in public schools and enhance retention from Grade R-12.
Strategic Objective 3.3	To administer efficient and effective assessment and examination services.
Strategic Objective 3.4.	To implement teaching, management and governance support programmes including diverse curricula and skills oriented programmes at all schools

STRATEGIC GOAL 4	DEVELOP SCHOOLS INTO CENTRES OF COMMUNITY FOCUS, CARE AND SUPPORT IN PROMOTING NATIONAL IDENTITY AND SOCIAL COHESION
Strategic Objective 4.1	To strengthen relations and build partnerships with all education stakeholders
Strategic Objective 4.2	To promote youth development, arts, culture and sports, preserve heritage and implement nation building programmes and projects which foster patriotism and social cohesion in all institutions.
Strategic Objective 4.3	To implement Batho Pele programmes and transformation of service delivery in all institutions
Strategic Objective 4.4	To provide educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.

## 3. VALUES

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The Department of Education in KwaZulu-Natal is inspired by the life, achievements and teachings of President Oliver Reginald Tambo. The essence of his life, achievements and teachings is unity, an understanding that no man is an island and no man can achieve alone, that we must at all times remain part of a collective and articulate the wishes and concerns of a collective. It is for these teachings that the Department seeks to nurture and inculcate values that bind the Education family and create an ethos of respect, discipline and hard work at all levels. Therefore, the Department of Education in KwaZulu-Natal adheres to the following values:

(i) **Teamwork**

- Striving to be together with your team at all times and promote ‘Team Education’,
- Striving to bring everyone together to support, embrace and excel in whatever we do,
- Being part of a collective in everything we do and learning to support one another than to let one another down,
- Establishing and maintaining shared goals,
- Working together towards improving service delivery.

(ii) **Altruism**

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

(iii) **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.

(iv) **Professionalism**

- Producing the highest standard of work and demonstrating the highest standard of conduct in our professions.
- Being at the most acceptable behavior 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.

(v) **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

(vi) **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.

(vii) **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.

(viii) **Ubuntu**

- Ubuntu refers to respect, patience, tolerance, humility and caring; all of which should be embedded within every employee in performing everyday duties.
- Being open and available to others,
- Affirming others without feeling threatened
- Belonging to a greater whole
- Recognising that we are all bound together in ways that are invisible to the eye;
- Recognising that we achieve our individual selves by sharing ourselves with others, and caring for those around us.



## 4. LEGISLATIVE AND OTHER MANDATES

Notes in point form should be made of any significant revisions to the legislative and other mandates since the Strategic Plan was compiled. Any pending court cases that could have significant implications should be noted. If there have not been any significant revisions to the legislative or other mandates, simply state: “There have been no significant changes to the [an institution’s] legislative and other mandates.”

### CONSTITUTIONAL MANDATES:

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

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

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

### LEGISLATIVE MANDATES:

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

The Department is informed by key legislation and policies and summary of the key legislation is reflected hereunder. The development in case law also provides direction to the Department on how to apply legislation and policy and dictates amendments thereto.

#### NATIONAL EDUCATION POLICY ACT NO. 27 OF 1996

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

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

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

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

Significant amendments were made to SASA by the Basic Education Laws Amendment Act 2011(BELA). BELA brought about changes to inter alia to the definition section of the Act, provided for the non-discrimination in respect of official languages, the responsibility of the Principal in assisting the governing body with the management of school funds, the obligation on the

Departments to ensure that provision is made for the training and development of governing bodies and the prerequisite for the governing bodies obtaining the consent of the MEC before entering into agreements relating to the immovable property of the school.

A further amendment is contemplated in the form of the Basic Education Laws Amendment Bill, 2014. Should the Act be promulgated during the period concerned then the Department would actively sensitise officials on the amendments.

SASA serves as an enabling act for the publication of various Provincial Notices which includes but not limited to the following notices:

Composition and Election of Governing Bodies of Public Schools for Learners with Special Education Needs No. 118 published in Provincial Gazette No. 1895

Notice relating to the Election of Members of Governing Bodies for Public Ordinary Schools No. 119 published in Provincial Gazette No.1895.

Code of Conduct for Members of School Governing Bodies of Public Schools No. 1 of 2018 published in the Provincial Gazette No. 1914.

### **EMPLOYMENT OF EDUCATORS ACT NO. 76 OF 1998**

The Employment of Educators Act provides for the employment of educators. The Act provides for the determination of salaries and other conditions of service for educators and also provides for educators' professional, moral and ethical responsibilities. The act is subject to the Labour Relations Act, collective agreements concluded by the Education Relations Council and the Personnel Administrative Measures (PAM).

### **GENERAL AND FURTHER EDUCATION AND TRAINING QUALITY ASSURANCE ACT, (ACT 58 OF 2001)**

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

### **SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT NO. 31 OF 2000**

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

### **ACT PUBLIC FINANCE MANAGEMENT NO. 1 OF 1999 AS AMENDED (PFMA)**

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

### **THE ANNUAL DIVISION OF REVENUE ACTS**

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

### **PUBLIC SERVICE ACT, 1947 AS AMENDED (PROCLAMATION 103 OF 1994)(PSA)**

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

### **PROMOTION OF ADMINISTRATIVE JUSTICE ACT, 2000 (ACT 3 OF 2000)**

The Promotion of Administrative Justice Act (PAJA), 2000 (Act 3 of 2000) is legislation that emanated from Section 33 of the Constitution. PAJA Applies to administrative acts performed by the State administration that has an effect on the members of the public. It seeks to protect the public from unlawful, unreasonable and procedurally unfair administrative decisions.

It ensures that people who are affected by administrative actions are aware of the reason a decision is taken, given an opportunity to provide representations why the decision should not be taken and the right to have the administrator consider the representations. In terms of PAJA the public must be informed of the right to review. PAJA seeks to promote the principles of openness, transparency and accountability.

During the period concerned PAJA awareness will be actively promoted to ensure that it is applied especially in the area of Admissions, Withdrawal of functions of governing bodies, Dissolution of governing bodies, Closure of schools and in certain areas of misconduct.

### **PROMOTION OF ACCESS TO INFORMATION ACT, 2000 (Act No. 2 of 2000) (PAIA)**

Promotion of Access to Information (PAIA) is legislation that emanated from section 32 of the Constitution.

It provides that every person has a right of access to a record or information held by the state or information held by the state or another person that is required for the exercise or protection of any rights. It seeks to promote a culture of transparency and accountability in the public sector. A compulsory Section 32 report is completed annually and forwarded to the Human Rights commission.

PAIA requests will be attended to in accordance with the Act.

### **PROTECTION OF PERSONAL INFORMATION ACT, 2013 (Act No. 4 OF 2013)(POPIA)**

POPIA applies to the processing of personal information which is entered into a record by a responsible party who is domiciled in South Africa or makes use of makes use of automated or non-automated means in South Africa.

The purpose of POPI is to-

- Give effect to the constitutional right of privacy by safeguarding Private information;
- Balance the right of privacy against other rights;
- Regulate the manner in which private information must be processed;
- Provide persons with rights and remedies if POPI is contravened;
- Establish an information regulator to ensure that the rights protected by POPI are respected and those rights are protected and enforced.

## **POLICY MANDATES:**

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

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

### **EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)**

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

### **EDUCATION WHITE PAPER 7 ON e-LEARNING**

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

### **NATIONAL CURRICULUM STATEMENTS (GRADES 10 TO 12)**

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

The first year of implementation was 2006 in Grade 10, with Grades 11 implemented in 2007 and the first Grade 12 NCS results released at the end of 2008 academic year.

#### **OTHER MANDATES (TRANSVERSAL LEGISLATION):**

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

- Public Service Act No 104 of 1994 ;
- Labor Relations Act No 66 of 1995;
- Basic Conditions of Employment Act No. 75 of 1997;
- Skills Development Act No.97 of 1998;
- Employment Equity Act No 55 of 1998;
- Public Finance Management Act No 1of 1999;
- Preferential Procurement Framework Act No 5 of 2000;
- Treasury Regulations;
- Children Act 38 of 2005;
- Promotion of Administrative Justice Act No 3 of 2000;
- Promotion of Access to Information Act No 2 of 2000;
- Protection of Personal Information Act No 4 of 2013;
- Protected Disclosures Act No 4 of 2000;
- Occupational Health and Safety Act No. 85 of 1993;
- Language in Education Policy, 1997
- Norms and Standards for Educators, Government Gazette, Vol. 415, No. 20844, 2000
- National Policy on Whole School Evaluation (July 2001)
- National Curriculum Statement: Grade R-9 (Gazette 23406, Vol. 443-May 2002)
- National Policy on Religion and Education, 2003
- Policy Document on Adult Basic Education and Training (12 December 2003)
- National Education Information Policy (Government Notice 1950 of 2004)
- National policy regarding Further Education and Training Programmes: Approval of the amendment to the programme and promotion requirements for the National Senior Certificate: A Qualification at Level 4
- Intergovernmental Relations Framework Act No. 13 of 2005
- Addendum to FET Policy document, National curriculum Statement on National Framework regulating learner with Special Needs (11 December 2006)
- National Policy on HIV/AIDS for Learners and Educators in Public Schools and Students and Educators in Further Education and Training Institutions, 1998 on the National Qualification Framework (NQF) [Gazette 29851 of April 2007]
- National Policy on the conduct, administration and management of assessment for the National Certificate (vocational), 2007
- National Education Policy Act: Requirements for Administration of Surveys, (2 April 2007)
- National Policy Framework for Teacher Education and Development in South Africa (26 April 2007)
- Regulation pertaining to conduct, administration and management of assessment for the National Senior Certificate (Gazette 31337, Volume 518 of 29 August 2008)
- National Planning on an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (21 November 2008)
- Construction Industry Development Board (Act 38 of 2000)

## RELEVANT COURT RULINGS

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

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

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

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

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

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

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

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

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

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

- a) HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. HARMONY HIGH SCHOOL AND ANOTHER (2013) ZACC 25;
- b) HEAD OF DEPARTMENT, MPUMALANGA DEPARTMENT OF HEAD OF DEPARTMENT, DEPARTMENT OF EDUCATION, FREE STATE PROVINCE vs. WELKOM HIGH SCHOOL AND ANOTHER;
- c) EDUCATION AND ANOTHER vs. HOËRSKOOL ERMELO AND ANOTHER (2009) ZACC 32; 2010 (2) SA 415 (CC); 2010 (3) BCLR 177 (CC);
- d) MEC FOR EDUCATION vs GAUTENG PROVINCE AND OTHERS vs. GOVERNING BODY OF RIVONIA PRIMARY SCHOOL AND OTHER (CCT 135/12) (2013) ZACC 34.

- The abovementioned cases dealt with the powers of Schools Governing Bodies to determine and adopt Policies in to a number of issues (e.g. Admission policy, Code of Conduct, etc.). Even though the SGB's have been given that power, such power is not unfettered. The Head of Department cannot interfere by simply setting aside a policy developed by the school developed by the School Governing Body. When the Head of Department or the MEC wants to intervene, he or she must act reasonably and in a procedurally fair manner and must be empowered or authorised by the relevant legislation.
- The Welkom High School and Harmony High School dealt with the Code of Conduct for Leaners. It provided that learners who fell pregnant could not proceed with attending school until they had given birth. They could be admitted back to school a few months after giving birth. This policy was adopted by the Governing Body after it had gone through a consultative process within the school community. This policy was glaringly discriminatory and could not stand the constitutional scrutiny. The Head of Department attempted to intervene by setting aside this policy but the court ordered that as much as the policies were discriminatory, the Head of Department must act rationally and in a fair and procedural manner to set aside the policy development by the Governing Body.
- Hoërskool Ermelo and Rivonia Primary school cases dealt with the admission of Learners to Public school, powers and obligations of the School governing Bodies and the Head of Department in relation to admission to Public school.

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

This case dealt with the closure of public schools in terms of section 33 of the South African Schools Act, 1996. It was argued on appeal that the decision to close the schools was not an administrative decision that is reviewable under the Promotion of Administrative Justice Act, 2000 (PAJA) but an executive decision that is not reviewable under PAJA. The Court decided that when the MEC is performing functions in terms of Section 33, such functions are reviewable under the provisions of the Promotion of Administrative Justice Act 2000.

The court also held that the reason for the closure was sufficient and that the new reasons that emerged during the consultative process was sufficient. Further it was held that there was nothing under Section 33(2) that required that the union that represented the interest of the educators be consulted before closure.

6. **SOUTH AFRICAN POLICE SERVICE VS SOLIDARITY O.B.O BARNARD – 2014(10) BC 1195 CC**

The constitutional court in this case held that an applicant’s merit cannot be disregarded in pursuit of Employment Equity especially where service delivery is paramount.

The court emphasized throughout its four concurring judgments that targets should not be pursued so rigidly that they amount to quotas and although the appointment of a candidate from a designated group should be preferred deviations are permitted where for example a candidate from a non-designated group has special skills or where operational requirements require it.

The court also observed that the decision maker should be able to explain how he or she balanced the concerns of both representivity and service delivery with regard to the specific facts of each case.

7. **SOLIDARITEIT HELPENDE HANDE NPC AND DANIEL VENTER VS MINISTER OF BASIC EDUCATION / DIRECTOR GENERAL – Case number 58189/2015. JUDGMENT DELIVERED ON 8 NOVEMBER 2017**

This case relates to the Department’s bursary scheme requiring applicants to specialise in indigenous African languages and to teach in rural areas. The applicants contended that this criteria constituted unfair discrimination against white students on the basis of race in violation of Section 9 of the Constitution.

The court ruled that the “Applicants have failed to establish that the selection criteria for the bursary scheme as a measure by the Department to respond to specific challenges unfairly discriminates against white students”. The Department however proved that the selection criteria was based on legitimate government policy to promote indigenous African Languages in the schooling system.

8. **ORGANISASIE VIR GODSDIENSTE-ONDERRIG EN DEMOKRASIE VS LAERSKOOL RANDHART AND 8 OTHERS- 29847/2014 (2017) ZAGP 160**

The Gauteng High Court ruled in favour of the Organisasie in the matter concerning religion in public schools. The High court found that public schools as state institutions cannot promote a single religion to the exclusion of others.

The schools defence was based on Section 16 of the South African schools Act which allows schools to determine a school’s character or ethos according to the school community. The court held that there was nothing in the Constitution which gave public schools and SGB’s the right to adopt an ethos from one religion to the exclusion of others.

The Court held that public schools may not adopt one religion to the exclusion of all others.

The Department will prioritize PAIA, PAJA AND POPIA Compliance during the period concerned. Based on the Department of Basic Education (DBE) publishing the Admission Policy the Department will finalize and publish the Department admission policy which will provide clearer guidelines on Admissions.

Should the Basic Education Laws Amendment Bill, 2014 be finalized and passed as an Act, the Department would promote an awareness of the amendments. Further amendments to the Provincial Notices will also be considered.



## 5. ABOUT THIS DOCUMENT

The Annual Performance Plan is a document, 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 within 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 these oversight bodies. The Department of Performance Monitoring and Evaluation together with the Offices of the Premiers in the provinces throughout the country are driving planning as well as monitoring and evaluation matters.

## 6. DATA GATHERING METHOD

The Department prepared an Annual Performance Plan Template, the Annual Performance Plan memo, the Annual Performance Plan Management Plan and Invitation Circular in mid-June in preparation for the initiation meeting to be convened by the Branch to initiate the performance planning processes. The initiation meeting did not take place and at the end of July the Annual Performance Plan Template, the Annual Performance Plan memo and the Annual Performance Plan Management Plan were distributed to relevant Responsibility Managers in an email to make inputs into the 1st Draft Annual Performance Plan 2018/19. The memo contained relevant section, page number and directed the official concerned and the Department to the input required to be made in preparing the inputs for the 1st Draft Annual Performance Plan 2018/19.

After the submission of the 1st Draft Annual Performance Plan 2018/19 the meetings initiating the planning processes for the 2nd Draft Annual Performance Plan 2018/19 were held with all Branches except Branch Finance which is still to indicate its availability. However, the contents of the 2nd Draft Annual Performance Plan 2018/19 were made available to Branch Finance and meetings with a few Finance Responsibility Managers were held.

At these meetings there was a distribution of the 2nd Draft Annual Performance Plan 2018/19, the 2nd Draft Annual Performance Plan memo and the Annual Performance Plan Management Plan, the 2nd Draft Annual Performance Plan 2018/19 presentation, the Verification and Validation of Targets Forms and other important planning documents from Treasury.

Inputs from various Responsibility Managers were received and captured into the 2nd Draft Annual Performance Plan 2018/19. Responsibility Managers were advised that the Verification and Validation of Targets Form will be collected at the end of January 2018 in compliance to the Framework requirements. They were advised that after the submission of this form, the targets will be final and cannot be altered thereafter.

The first, second, third and final Draft APP 2018/19 were submitted to Oversight namely EPC, AG, Treasury, OTP, DBE, etc. as presentations for discussion, analysis, inputs and guidance.

All drafts were presented to Top Management for discussion and approval.

The APP was presented to the Executive Authority for discussion inputs and approval.

## 7. THE 10 PILLARS OF THE DEPARTMENT'S SERVICE DELIVERY IMPERATIVES

- 1.1 Transformation of the Schooling System
- 1.2 Curriculum and Assessment
- 1.3 Teacher Provisioning, Development and Support
- 1.4 Development of Strong Leadership and Management
- 1.5 Infrastructure Planning and Delivery Management
- 1.6 Planning and Resourcing
- 1.7 Information and Communications Technology (ICT)
- 1.8 Social Cohesion and Integration of Schools
- 1.9 School Functionality and Community Involvement
- 1.10 Early Childhood Development

### 7.1. Pillar 1: Transformation of the Schooling System

The Transformation of the Schooling System (TSS) will be implemented with the focus on community involvement in all schools, through the resuscitation of the Quality Learning and Teaching Committees (QLTC) in an attempt to intensify parental involvement as part of curriculum management and delivery strategy.

The implementation of the Transformation of the Schooling System will be led by Branch Institutional Development Support and supported by Curriculum Support and Delivery Branch. The participation of relevant directorates is considered an important catalyst for effective implementation of the system.

The Department is planning to establish hostel facilities in iLembe, Hary Gwala, Zululand and King Cetshwayo Districts.

Learners in Grade 12 will be transported from small and unviable secondary schools to viable schools through the MEC's Programme for Improved Grade 12 results.

Against this background, in 2018/19 the Department will maintain the TSS Committee in order to coordinate effective implementation of the system. The main focus of this committee is to manage, coordinate, evaluate and report on the progress of implementing the programmes of TSS, which are:

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. Mandla Mthethwa School of Excellence. (Inkululeko Project)

This pillar is budgeted from programme 2 and will contribute to broadening access, strengthening good corporate governance, management and promote an efficient, effective & results-driven administration; its main contribution will be in making all schools viable and ensure that learners have better resourced schools thus developing offices and schools into centres of excellence and improving learner performance in all grades

### **Rationalisation & Re-Alignment of Public Schools**

- The primary objective of the school Rationalisation process is to ensure that education system continues to provide universal access to quality education in a rational manner.
- The primary plan for Rationalisation and Re-alignment of public schools is to support micro and inviable schools and to align schools that are misaligned

### **Progress report on Rationalisation of non-viable schools**

- All 12 districts have completed their baseline information, which serve as a provincial working document for monitoring implementation of TSS.
- Audited number of micro and unviable public primary schools is 750
- Audited number of schools that are earmarked for Rationalisation over a period of 5 years: 750 primaries, 201 secondaries and 454 combined public schools.
- The main focus is on micro and unviable public primary and secondary schools.

### **Plans to support district**

- Planned/scheduled districts visits
- Expedite processes of the placement model for SMT's
- Monitor and support the formation and resuscitation of Districts Rationalisation and Re-alignment Structure

### **Multigrade Teaching**

- The Department will roll out and distribute the tool kit in subjects that are catered for by national.
- Training of Educators and subject advisors on the implementation of the tool.
- The Department will take over the support that was provided by British Council and IBM in providing LSM - KIDSMART and LEAP audio gadgets.

## 7.2. Pillar 2: Curriculum and Assessment

Curriculum management, delivery and assessment is the core of what the Department's service taking place in Public Schools and Subsidised Independent Schools with focus on:

- 1) Implementation of CAPS
- 2) Implementation of the Provincial Academic Improvement Plan
- 3) Implementation of National Strategy for Learner Attainment
- 4) Full curriculum coverage in schools and
- 5) Quarterly assessments in all grades
- 6) Forging partnerships with education stakeholders aimed at exploring and fostering of innovative and creative ways to improve learning outcomes
- 7) Improving the foundations for learning, namely reading, writing and counting

The Department aims at providing various resources for purposes of teacher development, monitoring effective teaching and learning, enhancing school functionality, setting, monitoring and achieving targets to improve learner attainment and elimination of poor performing schools, running efficient assessments and examinations and ensuring that subject advisors are adequately trained, resourced to provide onsite support in all schools. In order to deliver an effective curriculum the Department will continue to provide for the purchases of LTSM, as well as transfers to schools, providing subsidies for learners in various selected independent schools and making provision for inclusive education. Whilst there are budgetary constraints, the Department will continue to ensure that the implementation of the PPN responds adequately and effectively to the teaching needs of every school.

This pillar budgeted for in programmes 1, 2 and 4 will contribute to broadening access, strengthening good corporate governance, management and promote an efficient, effective & results-driven administration, it will also ensure that offices and schools are developed into centres of excellence geared towards improving learner performance in all grades, championing quality education; creating and securing brighter futures for the children in the province.

### Reading Promotion and School Library Services

The country faces a challenge of low reading levels that are noticeable amongst learners. One of the reasons for low reading levels is lack of access to reading materials. This has a negative impact on learners' academic performance and urgently requires purposeful intervention strategies. Reluctance to read is threatening the transformation and development of our nation. Therefore, it is imperative that we raise literacy levels for every under-achieving learner since strong literacy skills lay the foundation for all learners to succeed at school and in life. Reading in schools and communities is the bedrock of a good education. Competency in reading is fundamental to successful learning in all subjects from grade R to grade 12 and beyond. It enables learners to engage meaningfully with the curriculum as they continue to acquire confidence to read the written text meaningfully and critically. All learners must achieve in reading regardless of their diverse backgrounds that can be defined by poverty, race, religion, or otherwise.

For 2018/19, the following projects will be implemented namely:

- **Media centres/ Centralised School Libraries in targeted schools**

The department will identify 60 project schools for 2018/19 based on the criteria that guide the Department. The key elements of the criteria are looking at the readiness of the school to establish a library, availability of space, participation in the activities of the department, qualified teacher-librarian etc. These 60 schools will receive a collection of library material that will provide learners and teachers with a wide range of quality library resources for curriculum development and enrichment. The resources included books [fiction and non-fiction], charts, globes, dictionaries, maps, electronic resources such as DVDs etc.

- **Classroom Libraries**

300 Classroom libraries will be established in order to:

Provide access to reading material at all times for raising learners' reading attainment. The material provided attracts the readers' attention, reinforce curriculum themes/topics, and cover different kinds of genres as well as learners' interests.

Serve as an interim solution to the existing situation where most schools do not have access functional libraries.

- **Mobile Libraries**

The Department in partnership with South African Primary Education Support Initiative [SAPESI] will co-ordinate the mobile library service for the schools in the remote areas that have no access to libraries. The mobile libraries will visit targeted schools fortnightly and monthly as per agreement with the school. In 2018/9, the service reached out to 212 schools and the average ranges from 10 - 20 schools per mobile library.

- **Capacity Building for teacher-librarians and library assistants**

To ensure effective utilisation of the library materials provided, the Department will collaborate with the University of KwaZulu-Natal in ensuring that 60 teacher-librarians obtain a qualification in school librarianship.

Furthermore, School Library Advisors will offer in house training for 600 schools on library management, reading promotion and effective library utilisation guided by the National Guidelines on School Library and Information Services and the ELITS manual.

- **Story-Powered Schools Project**

Nal'ibali will implement the Story-Powered Schools Project [SPSP] in collaboration with the Department of Basic Education [DBE], Department of Education in KZN and Eastern Cape targeting 240 primary schools. This project aims at building a reading culture in the selected primary schools. It is agreeable that strong reading skills lay the foundation for all learners to succeed at school and in life. We will also implement the Reading Clubs Programme in collaboration with Nal'ibali, DBE and Curriculum GET and 720 Reading Clubs will be established.

- **Readers' Cup Competition**

The Readers' Cup Competition as a reading incentive program to promote libraries will be organised in September 2018 in order to reward learners who did well at reading for pleasure at district and provincial levels. Each participating learner received a certificate and a small prize while the six top schools received a prestigious resource pack. Read to Lead Campaign will be promoted in all schools through advocacy meetings, school visits and social media platforms. Principals' meetings will be used, as a platform for advocacy and information sessions will also be organised.

**Digital Libraries - 12 digital libraries will be piloted in schools.**

## **CURRICULUM GRADES 10-12**

The Department implements policies and provide guidelines in the Curriculum Branch by engaging in the following activities:

1. **Monitor and support Curriculum implementation**

Curriculum monitoring and support is conducted through structured school visits to ensure compliance with the Time allocations in CAPS and timetabling Grades 10-12, Lesson Planning, Curriculum coverage and Implementation of provincial and district improvement plans.

2. **Monitor the administration and moderation of school based assessment**

School Based assessment is monitored to strengthen quality assessment standards with special focus on Math's and Languages in grades 3, 6 and 9.

3. **English Across the Curriculum (EAC) Strategy**

- The strategy is implemented with particular focus on reading and vocabulary in content subjects
- The Department Monitor and support the implementation of English across the Curriculum strategy.

4. **Content Knowledge and Methodology**

Coordinate and conduct workshops for teachers on specific problematic areas in the curriculum in different subjects and grades. The Department also collaborates with partners in education like Vula, Project to Improve Learning Outcomes (PILO),

## 5. Transformation of the Schooling System

### Curriculum transformation

- Recapitalisation of the Technical High Schools
- Revitalisation of the Agricultural High Schools
- Expanding Maritime Education

## CURRICULUM GRADES 1-9

The Department implements policies and provide guidelines in the Curriculum Branch by engaging in the following activities:

### 1. Monitor and support Curriculum implementation

- Curriculum monitoring and support is conducted through structured school visits to ensure compliance with the Time allocations in CAPS and timetabling Grades 1-9, Lesson Planning, Curriculum coverage and Implementation of provincial and district improvement plans.
- Dedicated support is given in the utilization of workbooks in Language and Mathematics. Workbooks form part of the National Department range of interventions aimed at improving the performance of learners in literacy and numeracy in Grades 1-6 in Language and Grades 4-9 in Mathematics and Sciences.

### 2. Implement Reading Programmes

The following reading programmes are implemented to strengthen the teaching of English First Additional Language

- Foundation Phase; Primary School Reading Improvement Programme for English First Additional Language
- Early Grade Reading Assessment (EGRA)
- Reading Clubs
- Intermediate Phase: Certificate in Primary English Language Teaching (CIPELT)
- Spelling Bee Competitions
- Senior Phase: Certificate in Senior English Language Teaching (CISELT)

### 3. Monitor the administration and moderation of school based assessment

School Based assessment is monitored to strengthen quality assessment standards with special focus on Maths and Languages in grades 3, 6 and 9.

### 4. English Across the Curriculum (EAC) Strategy

- The strategy is implemented with particular focus on reading and vocabulary in content subjects
- The Department Monitor and support the implementation of English across the Curriculum strategy.

### 5. Incremental Introduction of African Languages Strategy

Coordinate, support and monitor the implementation of Incremental Introduction of African Languages (IIAL).

### 6. Career Guidance

The Department monitors and supports the conduct of subject choices, subject packages, career choices and career dress-up day for Life Orientation in grades 7 and 9.

### 7. Use of Home Language in Foundation Phase

Monitor and support primary schools to ensure that learners' Home Language is used as a medium of instruction in the Foundation phase

### 8. Multi-grade Schools

The Department collaborates in the conduct of training multi-grade teachers.



- 1.1 The Province has 975 multi grade teaching schools which are supported by Multi-Disciplinary teams from all the 12 districts and Provincial teams.
- 1.2 The Department has a partnership with the Cape Peninsula University of Technology which has trained 120 educators in the three districts namely; Amajuba, Umzinyathi and Uthukela .
- 1.3 One hundred and fifty eight schools (158) were supplied with multi grade TOOL KITS , UMkhanyakude and UThukela districts are beneficiaries of the LEAP project ; Harry Gwala and Zululand are beneficiaries of KIDSMART which is a computer based programme to impart language and mathematics skills in the lower grades
- 1.4 The Department of Basic Education has a plan to train all multi grade teaching personnel on the implementation of TOOLKIT in 2018
- 1.5 In 2018/19 the Department will continue with the roll out and distribution of the multi-grade tool kit and training of educators and subject advisors.
- 1.6 KZND OE will also take over the support provided by the British Council and IBM in the provision of KIDSMART and LEAP audio gadget.

## 9. Content Knowledge and Methodology

Coordinate the conduct workshops for teachers on specific problematic areas in the curriculum in different subjects and grades. The Department also collaborates with partners in education like Vula, Project to Improve Learning Outcomes (PILO), Japan International Cooperation Agency (JICA), National Education Trust (NECT) and British Council, for the improvement of Mathematics, Science and Language.

### 7.3. Pillar 3: Teacher Provisioning, Development and Support

The contribution made by the Office of the MEC in this pillar through the provision of about 500 bursaries offered to non-employees including about 20 students who are studying in Turkey through a partnership between the Department and a Turkish NGO namely, Horizon Education Trust, to train Maths and Science student teachers makes enormous strides in the implementation of this pillar.

The Department will also provide 150 Funza Lushaka bursaries for new entrants to universities whilst 180 Funza Lushaka graduates will join the teaching fraternity.

Through these projects implemented in pillar 3 and budgeted for in programmes 2 and 4, the Department aims at developing human capacity in order to achieve excellent levels of performance which will contribute towards the Department will achieve broadening access, strengthen good corporate governance, management and promote an efficient, effective & results-driven administration as well as develop human capacity and achieve excellent levels of performance aimed at improving learner performance in all grades, championing quality education; creating and securing brighter futures for the children in the province.

#### Projected Teacher Supply and Demand

The Department of Education is now gradually moving away from the conventional academic subjects done at school level. The department of education is gradually shifting towards a system called the three streams model viz. technical vocational, academic and technical occupational subjects. Technical vocational will concentrate on skills and theories, academic stream will focus more on degree qualifications and lastly technical occupational stream will focus more on the practical aspect than theory in order to cater for learners with barriers to learning and also more on differentiated CAPS curriculum. Currently the policy is at its drafting stage the actual numbers cannot be projected. On-going consultations between the HEIs and DBE are taking place with a view to restructure their programmes such that they meet the new demand.

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

The Department of Higher Education and Training (DHET) has produced an enrolment plan for the period 2014 to 2019. The projection presented below assumes that the DHET plan to 2019 will be followed by a 6% per annum increase in Bachelor of Education graduates from 2020 to 2025 and an 8% per annum increase in PGCE graduates. The differential between the two qualifications shows an upcoming increase in the demand for secondary school teachers relative to primary school teachers.

	Bed			PGCE			Total
	Enrolments	Graduates	Rate*	Enrolments	Graduates	Rate*	
2015	91050	11374	12.5%	15236	6941	45.4%	18315
2016	98427	11932	12.1%	16608	7471	45.0%	19403
2017	105010	12531	11.9%	18433	8214	44.6%	20745
2018	109609	13204	12.0%	19989	8827	44.2%	22031
2019	113890	13909	12.2%	21881	9602	43.9%	23511

Projecting graduates from enrolments is no easy task. To get a good baseline, one needs an analysis of progress by one or more entering cohorts from the time of entry until all entrants have either graduated or dropped out. We do not have such a cohort study.

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

#### Provincial Teacher Development Institute (PTDI) and District Teacher Development Centres (DTDCs)

The renovations and refurbishments scheduled for the Provincial Teacher Development Institute (PTDI) in 2017 were temporarily suspended due to financial constraints. Given the need to strengthen accessibility to quality and intensive training in national priorities such as Languages, Mathematics, Sciences, Technology and technical subjects in order to improve teachers' content knowledge to meet the demands of the Three Streams Model, it is anticipated that the PTDI project will be back on track in 2018.

An advocacy campaign will be conducted in the first quarter in 2018. The campaign which will target both officials and teachers, aims at maximizing the utilization of the Districts Teacher Development Centres (DTDCs) by creating awareness of the resources and support that is available at the centres. It is envisaged that the 45 existing DTDCs will be strengthened through resourcing, infrastructure development and projects through partnerships with stakeholders such as Vodacom, UNISA and Mind-set, among others, in order to transform them into effective delivery sites to be used by subject advisors and private providers to deliver streamlined capacity building programmes for teachers and out-of-school youth, including those on ICT Curriculum Integration and Computer Literacy Skills. The impact of curriculum focused interventions will be measured through pre- and post- tests.

#### Continuing Professional Teacher Development (CPTD) Management System

Through the CPTD Management System teachers will access professional development activities/programmes that have been endorsed by the South African Council for Educators (SACE). SACE-endorsed programmes are intended to assist teachers to address content and skills- related shortfalls and gaps identified through processes such as Integrated Quality Management System (IQMS), National Senior Certificate (NSC) examinations and common tests. Additional needs-based programmes intended to address challenges experienced by teachers of various subjects, will be aligned to the requirements of SACE for endorsement and inclusion in the SACE catalogue of endorsed programmes. This includes will be aligned to the requirements of SACE for endorsement and inclusion in the SACE catalogue of endorsed programmes.

Teachers in the province will be supported to fully implement the CPTD system regarding participation in self-initiated (Type 1), school-initiated (Type 2) and externally-initiated (Type 3) professional development programmes/activities and recording their participation in a Professional Development Portfolio (PDP). To assist teachers to accumulate the minimum of 150 PD Points in a three year cycle, they will be encouraged to report their participation in self-initiated programmes to SACE through the CPTD Information System, and School Management Teams (SMTs) will be capacitated to upload teachers' participation in school-initiated programmes, including those intended to address content knowledge and methodology-based needs identified through the IQMS processes as reflected in School Improvement Plans (SIPs). Monitoring and evaluation of implementation of the CPTD system will be conducted in 60 targeted schools in King Cetshwayo and Umlazi District.

#### Professional Learning Communities (PLCs)

Since primary school Departmental Heads have already been orientated on PLCs, capacity building on PLCs next year will target secondary school Departmental Heads in preparation for the establishment of subject-based PLCs at school and cluster level. Teachers will earn professional development (PD) Points when they participate in PLCs within the school and those within the community. Through PLCs teachers are provided the setting and necessary support as groups of classroom teachers, school managers and subject advisors when they participate collectively and voluntarily in determining their own development trajectories, and set up activities that will drive their development. Participation in PLCs will empower teachers to take control of their own development and assist them to integrate their own professional knowledge with the latest research-based knowledge about content and practice through engagement in activities including:

- Developing expertise in the analysis of learner results on evidence-based assessments such as Standardised Assessment Test and the NSC, among others, in order to determine teachers' own development trajectories; Curriculum orientation activities, e.g. activities to develop understanding of, and the ability to use, the Curriculum and Assessment Policy Statements;
- Learning how to interpret and use curriculum support materials such as the workbooks currently being developed and distributed to teachers and schools by the DBE; and
- Working together to learn from video records of practice and other learning materials.

### **Diagnostic Self-Assessments**

Diagnostic self-assessments help to identify areas that individual teachers must address in order to mitigate the identified gaps by engaging with appropriate needs-based professional development short courses or SACE-endorsed programmes. Grade 7-12 Mathematics and English First Additional Language (EFAL) teachers participated in the tests in April and May 2017 at eleven targeted District Development Centres (DTDCs) throughout the province. Though this NECT- led programme has thus far focussed on Mathematics and English First Additional Language, it is expected that this national priority will be extended to Physical Sciences and Accounting in 2018.

### **VVOB Partnership Initiatives**

Through a five year partnership with VVOB, SMTs and Learner Support Educators from Ilembe, Umzinyathi and Zululand district will be supported. During the first year of the partnership (2017), VVOB conducted three consultation meetings with the Provincial Steering Committee and District Management Committees for the three targeted districts, identifying and linking the suggested activities to VVOB's mandate and objectives and preparing for the upcoming planning meeting with DBE, SACE, FSDoE and KZNDoe. The province will benefit from VVOB's focus on school leadership for inclusive pedagogy, CPTD and PLCs as well as a baseline study on DTDCs. Capacity building initiatives led by VVOB will be research-based and informed by needs of teachers and school leaders identified through joint VVOB-DoE observations that are conducted in schools in the three targeted districts. VVOB will provide development through workshops and coaching to provincial and district training teams as follows:

- To build activities into learning paths
- In the preparation of content and methodologies for specific CPD activities;
- Be a critical observer during CPD activities; contribute to reflection on these activities;
- Build capacity for monitoring, reflection and learning on training teams' own practice

### **Professionalism of Teachers**

The development of standards to professionalise the teaching profession, the adoption of a code of professional ethics for teachers and the responsibility to ensure the maintenance of professionalism by teachers resides with SACE. In collaboration with SACE, in July and August 2017 a capacity building programme on the SACE Code of Professional Ethics was conducted for principals of schools throughout the province. This programme will be extended to PL1 educators in order to shape the attitudes, dedication, self-discipline, ideals and conduct of teachers. The programme is designed to influence teachers to commit themselves to perform their professional duties in accordance with the ideals of the profession, as expressed in the Code and to act in a proper and becoming manner such that their behaviour does not bring the teaching profession into disrepute.

### **Induction of Newly Appointed School-based Educators**

Induction of newly appointed PL1 educators and SMTs is a national priority programme and is aimed at developing effective, efficient and committed teachers and managers who will provide quality teaching and learning as well as effective leadership and management in schools. Its main focus is to induct them on their core duties and responsibilities. It is anticipated that approximately 2355 newly appointed teachers and 1355 SMTs will be empowered through this programme in the 2017/18 financial year.

### **Challenges to Meeting Teacher Supply over the next 5 years**

The projected total demand is 130 309 whereas the projected total supply is 169 797. The total supply/demand gap as at March 2015 is 39 488 in favour of supply. The projected “balance” between supply and demand in KwaZulu-Natal, the province with the highest demand in South Africa, is surprisingly healthy. One contributory factor here is that it is the province in which the largest proportion of UNISA initial education students resides. However, the need for teachers for the technical and vocational subjects requires a collaborative strategy from HEIs and DBE in order to meet the demands of the Three Streams Model.

## The Department's Interventions

### Funza Lushaka Recruitment Campaign

The Department of Education will continue use the Funza Lushaka Recruitment Campaign as a strategy to recruitment young, motivated high flyers to take up teaching as a career in order to meet close the gap between the demand and supply of teacher, particularly for scarce skill subjects necessitated by the Streams Model. This strategy also assists in ensuring that teachers especially in rural areas are available. The province will offer 478 bursaries to deserving applicants from quintile 1-3 schools who meet all the requirements. For 2018 the key priority subjects for KZN are Mathematics, Physical Science, Life Sciences, Geography, History, Agricultural Sciences Dramatic Arts, Engineering Graphic and Design Tourism.

### Inclusive Education

A conditional grant of R5, 885 million will be used for the national priorities viz. Identification, Assessment and Support and Curriculum Differentiation, South African Sign Language, Braille, Full-service Schools, Special Schools as Resource Centres, Technical Occupational Stream, Autism High Level Support, Youth Skills Development. It is envisaged the province will set aside an amount of R12, 198 million for capacity building on Screening, Identification, Assessment and Support and Curriculum Differentiation, South African Sign Language, Braille, Special Schools as Resource Centres, Technical Occupational Stream, Autism High Level Support and Youth Skills Development.

### National Teaching Awards (NTA) as an Incentive to Reward Excellence

The province will field its best teachers to participate in the annual NTA in 2018. The Department of Basic Education (DBE) uses the NTA to acknowledge and encourage dedicated, caring teachers in their efforts to develop each learner as a citizen of a democratic, non-racial and non-sexist South African. Advocacy will be conducted in all 12 districts to encourage participation by teachers. Previous provincial and national winners will be roped in to motivate teachers to participate in all ten categories. To identify the best candidates the process will be conducted as follows:

- At district level the top 3 in each category will be nominated.
- At cluster level the top 3 in each category, per cluster of 4 districts, will compete and the top 3 in each category will be nominated to compete at provincial level
- At provincial level the top 3 candidates from the 3 clusters compete in all ten categories and the top 3 are then acknowledged and recognized during the NTA function in the province which is graced by the MEC for Education
- The provincial winners will represent the province at national level in the 10 NTA categories

## Curriculum Grades 1 – 9 interventions

	Focus areas/ aspects	Purpose	Output
1.	Effective usage of Curriculum and Assessment Policy Statement (CAPS) in Grades 1 – 3 for lesson planning and teaching of Languages, Mathematics & Life Skills	To ensure that there is improved planning and teaching of Languages, Mathematics & Life Skills	3 837 schools
2.	Effective usage of Curriculum and Assessment Policy Statement (CAPS) in Grades 4 – 9 for lesson planning and teaching of in all subjects.	To ensure that there is improved planning and teaching of all subjects in Intermediate and Senior phases	5 879 schools
3.	Reading programmes in Grades 1 - 6	To promote reading in the Foundation and Intermediate phases	3 837 schools
4.	Coordinating the conduct of workshops for teachers on specific problematic areas in the curriculum in different subjects and grades	To provide support to teachers on critical and challenging areas different subjects	29 395 teachers
5.	Implementation of Incremental Introduction of African Languages (IIAL)	To promote teaching and learning of African Languages	343 schools
6.	Implementation of English across the Curriculum (EAC) strategy	To improve the effective usage of English as LoLT in teaching and learning of content subjects	5 879 schools
7.	Administration and moderation of School - Based Assessment with special focus on Maths and Languages in grades 3, 6 and 9.	To ensure quality assessment standards.	5 879 schools
8.	Subject choices, subject packages, career choices and career dress-up day for Life Orientation in grades 7 and 9	To expose learners to different career pathways.	5 879 schools
9.	Usage of Home Language as a medium of instruction in the Foundation phase	To improve cognitive development of learners.	3 837 schools
10.	Support to multi-grade schools	To improve effective teaching in multi-grade schools	257 schools

### PRE AND POST TESTING FOR CURRICULUM GRADES 1 – 9

Pre and post-tests will be used in the workshops conducted for 29 395/ 21 395 teachers on specific problematic areas in the curriculum in different subjects and grades.

### MONITORING, EVALUATION AND IMPACT ASSESSMENT FOR CURRICULUM GRADES 1 – 9

A sample of schools will be visited to check the following:

- Time allocation for subjects
- Planning of work (ATPs/ pace-setters/ trackers, lessons, etc.)
- Curriculum coverage including written work given to learners
- Assessment practices including learner performance
- Availability of teaching and learning resources (LTSM)
- Monitoring and control of teachers’ and learners’ work by SMTs

### CAPACITY BUILDING PRIORITIES FOR CURRICULUM GRADES 1 – 9

Coordinating the conduct of workshops for 29 395 teachers on specific problematic areas in the curriculum in different subjects and grades.

## 7.4. Pillar 4: Development of strong Leadership and Management

The Department makes assumptions that if employees are adequately trained they will perform efficiently in their respective fields of operations. In 2018/19 the Department Education will continue to conduct various training and development leadership and management strategies aimed at strengthening leadership and management in the education system.

The strategies aimed at strengthening Leadership and Management in the Education System are linked to the core of education viz. teaching and learning. These strategies include:

- Curriculum Management Intervention Programme
- Jika Imfundo
- South African Standards for Principalship
- Women In and Into Management (WIIM) and Female Principals Support Programme (FPSP)
- Recruitment process
- Co-ordination of Information
- In-service training and personal development
- Maintaining the Management

### Curriculum Management Intervention Programme for Underperforming Schools in 2017 NSC Examinations

A special intervention programme will be conducted for targeted schools that have the lowest performance ranking in the 2017 NSC examinations. The SMTs and educators from the targeted underperforming schools will be empowered to manage curriculum delivery more effectively, particularly regarding planning, curriculum coverage and tracking learner performance, in order to transform learner performance. This programme which is designed to turn-around teaching and learning will be achieved through collaboration between Teacher Development, Curriculum FET and GET, Examinations and Assessment and Quality Assurance. The HOD is expected to report to the MEC about measures taken to assist schools that have underperformed in their province, in response to the Academic Performance Improvement Plan (APIP) submitted by underperforming schools in line with the South African Schools Amendment Act No 31 of 2007.

### Jika Imfundo Campaign (PILO)

Jika Imfundo Campaign is driven by PILO and aims at institutionalization of change in practice and systemic improvement of learners' school results. The theory of change driving the programme is that if the quality of curriculum coverage improves, then learning outcomes will improve. It is premised that improvement in curriculum coverage requires routines and practices to be put in place to support monitoring, reporting, and responding to identified challenges associated with curriculum coverage. The NECT led programme supports teachers as instructional leaders in the classroom to improve practice, work with District practitioners to develop and avail basic tools of teaching which should result in increased curriculum coverage and management; widen access to support material and finally translate into improved learners' results in schools. The programme was piloted in Pinetown and King Cetshwayo Districts but over the next three years it will be rolled out to scale in the 10 remaining districts.

The following is an outline of the nine modules in the three year programme, of which the first three will be conducted in 2018:

- Module 1: for SMT Leadership and Management
- Module 2: for HODs Effective curriculum supervision: Building Relationships to improve learning
- Module 3: Building Teams for Leading Curriculum Coverage
- Module 4: Leading Instruction in schools for SMT
- Module 5: For HODs and Subject Specialists: Curriculum Tracking and Supervision to solve problems of curriculum coverage
- Module 6: School Planning and Curriculum Management



- Module 7: Making curriculum management a routine practice of the SMT
- Module 8: Assessment and Curriculum Coverage: Line of sight into the classroom and learners
- Module 9: Building School Community partnerships for Improving Learning Outcomes

### **South African Standards for Principalship**

Training on the South African Standard for Principalship will be rolled out next year. The Department of Basic Education will train the provincial team comprising of all district coordinators from twelve districts on the South African Standard for Principalship next year (2018). The district teams will in turn train principals in their respective districts. Through this programme, a clear understanding will be developed regarding what the South African education system expects of those who are, or aspire to be, entrusted with the leadership and management of schools. The South African Standard for Principalship fully defines the role of school principals and the key aspects of professionalism, image and competencies required and will serve as a template against which professional leadership and management development needs may be addressed.

### **Women In and Into Management (WIIM) and Female Principals Support Programme (FPSP)**

During the 2018/2019 financial year, female SMTs will be groomed in various aspects of management and leadership through the WIIM programme. The department aims to capacitate women Departmental Heads, Deputies and Principals in their managerial capacity so that leadership and management of schools can be enhanced in order to bridge the gap that still exists between women and their male counterparts. The programme seeks to attain gender equality by equipping and developing more women so that they are able to occupy more and higher managerial positions which will lead to achieving gender mainstreaming within the department. Team building and Report Writing and Presentations are the two modules of the ten in this programme that have been targeted for training next year.

In addition to the prioritisation of Women-In-and Into Management (WIIM) and for Female Principals Support Programme (FPSP); the following areas of leadership and management will form the core in the development of strong leadership and management:

- Recruitment process: To recruit adequately qualified and experienced employees;
- Induction and mentoring: The induction of newly appointed employees will continue to be done soon after their appointments into new positions;
- 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.
- 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.
- Maintaining the Management Pool and enhancing the capacity of School Management Teams

The Department will also strengthen management through:

- (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.

The Department's budget in programme 2 will also increase to fund these initiative and also fund for travel and subsistence for monitoring in various district offices, communication costs such as telephone and fax in various district offices for office based educators, training and guidance of educators in respect of curriculum changes.

Through this pillar the Department is able to provide focused support to districts and schools in order to develop them into centres of excellence which will improve learner performance in all grades.

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## 7.5. Pillar 5: Infrastructure Planning and Delivery Management

The infrastructure budget has decreased by R423million since 2017/18 which will result in mainly focussing on completing projects on site and introducing a minimum number of new projects with a special focus to increasing classrooms in overcrowded schools, providing water and sanitation, repairing storm damaged schools and providing electricity to schools in need of electrification

A minimum number of new projects will be introduced again in 2018/19 financial year in line with the Norms and Standards Guidelines for School Infrastructure which focuses on the elimination of schools without water, sanitation and electricity and school constructed with inappropriate structures during the current MTEF (3 years). It is pleasing that this plan has been implemented and achieved i.e.

- 100% of schools have some sort of water provision but 23% of these schools require upgrading as their water facilities are inadequate
- 100% of schools have access to sanitation facilities, though some are temporary due to maintenance issues
- 100% of schools are constructed on appropriate structures though storm damages reverse the achievements
- only 4% of schools requiring electrification.

The Department's R2,1 billion infrastructure budget is planned to be utilised to implement 3937 infrastructure projects as follows:

- 51 new infrastructure projects
- 1719 upgrades and additions projects
- 1341 water and sanitation projects
- 118 fencing projects
- 86 ECD projects
- 217 refurbishments and rehabilitation projects
- 405 maintenance and repairs projects

This is the Department's annual focussed contribution in implementing the 17 year plan in addressing infrastructure backlogs valued at R59, 5billion. Whilst the Department has recruited 69 employees with a built environment technical know-how utilizing DORA funding with a view to implement maintenance programmes internally, the financial purview has not allowed the implementation of internal maintenance programmes.

The EPWP Integrated Grant for Provinces which created a number of jobs is not available this current financial year and in the MTEF. This outreach initiative will aid in the implementation of the Department's goals of developing schools into centres of community focus, care and support in promoting national identity and social cohesion with a direct contributing objective of providing educational and material support to child-headed households in mitigation of the challenges relating to unemployment and poverty.

Overall the Department will continue to implement all its infrastructure programmes through the Education Infrastructure Grant at a reduced scale with a view to broaden access, strengthen good corporate governance, management and promote an efficient, effective & results-driven administration.

## 7.6. Pillar 6: Planning and Resourcing

The Department seeks to consider the status quo, implement clear initiatives to make desired changes in the teaching and learning for purposes of attaining improved performance. This will assist the Department continue to broaden access, strengthen good corporate governance, management and promote an efficient, effective & results-driven administration. To this end the Department plans to:

- provide tools of trade, such as computers, vehicles, auction old and over utilised vehicles to enhance efficiency etc. in instances where there are shortages in various district offices, pay for SITA data lines, advertising costs related to various programmes undertaken by the Department, allocate funding and budgets timely, train employees to perform at excellent levels, achieve increased learner attainment at all levels and improve the quality of education as well as have a good reputation and rapport with stakeholders and clients.
- centralise property payments, security and cleaning services, domestic accounts for all district offices including head office, communication costs for telephone and fax in various offices for support staff, audit costs, etc.
- upgrade the IT infrastructure at an administration level with a view to improving the efficiencies of the administration.
- strengthen EMIS in order to improve the credibility of data submitted by schools, and to ensure minimum human intervention in the process.
- implement the MTSF priorities, Action Plan to 2019, finalise and implement evaluation plan, national priorities, provincial resolutions, sustainable development goals, pillars, Provincial Academic Improvement Plan, National Strategy for Learner Attainment and the implementation of Controlled tests for all grades

The plans are aligned to the Reviewed Strategic Plan 2015/16 – 2019/20, Updated/Reviewed Strategic Plan 2017/18 – 2019/20 and Annual Performance Plan 2018/19. The aim is mainly to strengthen good corporate governance, management and promote an efficient, effective & results-driven administration

The budgets for the implementation of these plans are reflected in programmes 1, 2, 3, 4, 5, 6 and 7.

### **The Sustainable Development Goals:**

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 mobilisation 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 GOAL AND INDICATORS		
Goal 4: Ensure inclusive and quality education for all and promote lifelong learning		
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	<p>Increase the number of learners benefitting from the “No-Fee” schooling</p> <p>The Department will pay the schools at a recommended national funding norm Pro-poor resource allocation</p> <p>To redress the imbalances of the past</p> <p>The Department will provide equitable access to learners by:</p> <ul style="list-style-type: none"> <li>• Maintaining the no-fee schools at 75%</li> <li>• Attend to contestations on quintile ranking of schools.</li> </ul>
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 Department 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 All learners to be provided with adequately qualified educators for all subjects

### Delivery / Performance Agreement

As in the Strategic Plan, the Delivery Agreement is a negotiable charter which reflect the communication 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 resource. The areas of focus include outputs with corresponding sub-outputs from the Delivery Agreement as detailed below.

No	Output	Sub-Outputs	Core Strategies
1.	Improve the quality of teaching and learning	<ul style="list-style-type: none"> <li>Improve teacher capacity and practices</li> </ul>	<ul style="list-style-type: none"> <li>SACE-led teacher development programme and holistic human resources management approach</li> </ul>
		<ul style="list-style-type: none"> <li>Increase access to high quality learning materials</li> </ul>	<ul style="list-style-type: none"> <li>Provide workbooks for Grades R to 9 and build media centres and libraries fulfilling minimum standards</li> </ul>
2.	Undertake regular assessment to check progress	<ul style="list-style-type: none"> <li>Establish a world class system of standardised national assessments</li> </ul>	<ul style="list-style-type: none"> <li>Conduct Standardised Assessment Tests</li> <li>Reduce turnaround times from testing to reporting and monitor public acceptance of average scores</li> </ul>
		<ul style="list-style-type: none"> <li>Extract key lessons from on-going national assessments</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the degree to which data from international assessments is used to plan for in-service teacher development</li> </ul>
3.	Improve early childhood development	<ul style="list-style-type: none"> <li>Universalise access to Grade R</li> </ul>	<ul style="list-style-type: none"> <li>All pre-Grade 1 children attend Grade R by 2018</li> </ul>
		<ul style="list-style-type: none"> <li>Improve the quality of early childhood development</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate quality of Grade R and ECD,</li> <li>Eliminate overcrowding in Grade R classes by increasing classroom space</li> <li>Provide workbooks to all children</li> </ul>

4.	Ensure a credible outcomes focussed planning and accountability system	<ul style="list-style-type: none"> <li>Strengthen school management and promote functional schools</li> </ul>	<ul style="list-style-type: none"> <li>Nurture respected principals with trusted leadership</li> <li>Develop a school valued by community,</li> <li>Employ good time management</li> <li>Address all aspects of teacher accountability</li> <li>Use WSE and attend to oversized classrooms.</li> </ul>
		<ul style="list-style-type: none"> <li>Strengthen the capacity of district offices</li> </ul>	<ul style="list-style-type: none"> <li>Implement district policy</li> <li>use e-Education</li> <li>expand support to special needs education</li> <li>produce and evaluate Standardised Assessment Tests district report and enhance delivery of services valued by schools</li> </ul>

#### The Sector Plan – Action Plan to 2019: Forward Realization of Vision 2030

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.



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"> <li>▪ Literacy and Numeracy Strategy</li> <li>▪ Maths and science Strategy</li> <li>▪ Teacher Development Strategy</li> <li>▪ Matric Improvement plan</li> <li>▪ SACMEQ,</li> <li>▪ TIMMS,</li> <li>▪ PILLIR ,</li> <li>▪ Standardised Assessment Test</li> <li>▪ NSC analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide access to reading materials and reading opportunities through Reading Corners/ Classroom Libraries/ Mobile Libraries/ Education Centres/ School Libraries</li> <li>▪ Co-ordinate training on Reading Promotion Strategies namely; Reading Clubs; Reading Aloud; Paired Reading/ Group Reading etc.</li> <li>▪ Provide support and monitoring on the implementation of the school-wide reading programmes</li> <li>▪ Promote a reading culture through the Readers' Cup Competition; celebration of the Literacy and World Book Days</li> </ul> <ul style="list-style-type: none"> <li>▪ Provide subject support documents for teachers and learners that will enhance teaching, learning and assessment.</li> <li>▪ Provide exemplar question papers and previous question papers to all grade 12 learners.</li> <li>▪ Organise and conduct content and methodology workshops for teachers</li> <li>▪ Strengthen School-based Assessment through : <ul style="list-style-type: none"> <li>✓ Capacitating teachers on setting questions at different cognitive level</li> <li>✓ Memo discussion</li> <li>✓ Monitoring SBA administration and management at all levels</li> </ul> </li> <li>▪ Provide extra tuition .eg. <ul style="list-style-type: none"> <li>✓ Organise boot camps for high- flyers</li> <li>✓ Organise special winter and spring classes</li> </ul> </li> </ul>

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17	
Goal 5: Increase the number of Grade 12 learners who pass mathematics	Matric Improvement plan NSC analysis	<ul style="list-style-type: none"> <li>▪ Provide exemplar question papers and previous question papers to all grade 12 learners.</li> <li>▪ Develop, print and distribute support material for both learners and teachers to improve the teaching and learning of Mathematics.</li> <li>▪ Organise and conduct content and methodology workshops for teachers</li> <li>▪ Collaboration with Sci-Bono on issues of good practices</li> <li>▪ Provide extra tuition .eg.                             <ul style="list-style-type: none"> <li>✓ Organise boot camps for underperforming schools</li> <li>✓ Organise special winter and spring classes</li> </ul> </li> </ul>	
Goal 6: Increase the number of Grade 12 learners who pass physical science.		<ul style="list-style-type: none"> <li>▪ Provide exemplar question papers and previous question papers to all grade 12 learners.</li> <li>▪ Print and distribute Analytical Moderators' Reports in Physical Science</li> <li>▪ Develop, print and distribute support material for teachers learners that will improve the teaching and learning of Physical Science</li> <li>▪ Organise and conduct content and methodology workshops for teachers</li> <li>▪ Collaboration with Sci-Bono on issues of good practices</li> <li>▪ Supply of equipment to schools offering Physical Sciences</li> <li>▪ Provide extra tuition .eg.                             <ul style="list-style-type: none"> <li>✓ Organise boot camps for under performing schools</li> <li>✓ Organise special winter and spring classes</li> </ul> </li> </ul>	
Goal 7: Improve the average performance in languages of Grade 6 learners.		<ul style="list-style-type: none"> <li>▪ A comprehensive detailed plan is in the section of planned policy initiatives.</li> </ul>	
Goal 8: Improve the average performance in mathematics of Grade 6 learners.		<ul style="list-style-type: none"> <li>▪ A comprehensive detailed plan is in the section of planned policy initiatives.</li> <li>▪ Provide guidance and onsite support on the development of School Academic Improvement Plans</li> <li>▪ Monitor the provision of mobile libraries to rural schools</li> <li>▪ Monitor the appointment of educators qualified to teach gateway subjects: mathematics, physical science and technology.</li> <li>▪ Focused monitoring of Curriculum support and implementation by the Provincial Intervention Teams</li> <li>▪ Coordinate maths and science learners focus weeks</li> </ul>	
Goal 9: Improve the average performance in mathematics of Grade 8 learners.		<ul style="list-style-type: none"> <li>▪ Set and distribute Grade 8 exemplar tasks</li> <li>▪ The interventions mentioned in Goals 1, 2 and 3 also apply for this Goal</li> </ul>	
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"> <li>▪ Basic Education Laws Amendment Act No 15 of 2011</li> <li>▪ South African School Act(Act No 84 of 1996)</li> <li>▪ The National Education Policy Act,1996(Act No 27 of 1996)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enforce learners and teacher attendance and maximum utilization of the contact time for each period and each term.</li> <li>▪ Monitor school attendance and the functionality of schools at the beginning of the first and third terms</li> <li>▪ Enforcement of the National Policy on Learner attendance.</li> <li>▪ SNES to facilitate access to education for learners with barriers to learning</li> </ul>

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17
Goal 11: Improve the access of children to quality early childhood development (ECD) below Grade 1.	<ul style="list-style-type: none"> <li>▪ Implement the ECD strategy</li> <li>▪ ECD Strategy</li> <li>▪ National Integrated Plan of ECD</li> <li>▪ Education White Paper on Early Childhood Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Upgrade Grade R practitioners to acquire NQF level 4</li> <li>▪ Co – ordinate curriculum management and delivery workshops for practitioners teaching curriculum of 0 - 4 year-olds at crèches in community centres</li> <li>▪ Conduct in-service training sessions for the Grade R practitioners</li> <li>▪ Implement the 0-4 year old curriculum</li> <li>▪ Pilot model crèches in four districts</li> </ul>
Goal 12: Improve the grade promotion of learners through the Grades 1 to 9 phases of school	<ul style="list-style-type: none"> <li>▪ National Protocol For Assessment</li> <li>▪ Annual National Assessment</li> <li>▪ Curriculum and Assessment Policy Statement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improve teaching and learning in order to increase/ expand the promotion of learners at the end of the foundation phase</li> </ul>
Goal 13: Improve the access of youth to Further Education and Training beyond Grade 9.	<ul style="list-style-type: none"> <li>▪ FET Act</li> <li>▪ South African Qualification Authority</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase/ expand the provision of access to maritime and agricultural skills and investigate the possibility of providing aviation and mining curriculum.</li> <li>▪ Provide career guidance</li> </ul>
Goal 14: Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.	<ul style="list-style-type: none"> <li>▪ Effective recruitment of educators</li> <li>▪ Post Provisioning Model</li> <li>▪ Intergrated Strategic Framework for Teacher Education and Development</li> <li>▪ National Policy Framework for Teacher Education</li> <li>▪ Teachers for The Future 2005</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1700 unqualified and professionally unqualified teachers have been given bursaries to study at local universities leading to Post Graduate Certificate in Education (PGCE).</li> <li>▪ 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.</li> <li>▪ Recruit Grade 12 learners into the profession through the non-employee bursary programme</li> </ul>
Goal 15: Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided	<ul style="list-style-type: none"> <li>▪ Post Provisioning Model Allocation of Educator Post to Schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision of teacher cottages to retain teachers in rural areas</li> <li>▪ Eradicate the inflation of learner numbers in all schools</li> <li>▪ Redeploy excess teachers in schools with low enrolments to schools with larger enrolments</li> </ul>
Goal 16: Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.	<ul style="list-style-type: none"> <li>▪ Enhance professional quality and subject knowledge of educators</li> <li>▪ Continuous Professional Teacher development(CPTD)</li> <li>▪ The National Policy Framework for Teacher Education and Development in South Africa</li> <li>▪ National Qualification Framework</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orientation workshops for teachers at the beginning of the year (focus on previous examination results, focus topics, Provincial Assessment Tasks (PAT) and curriculum management)</li> <li>▪ Conduct Saturday workshops for Mathematics, Sciences and Commerce educators when required</li> <li>▪ Conduct workshops during school vacations</li> <li>▪ Hold content workshops on specific challenging areas, focus topics in each subject.</li> <li>▪ Orientation and Sign-up of all PL1s educators workshop.</li> <li>▪ Monitoring and support of implementation by 1st cohort (Principals and Deputy Principals) and 2nd cohort (Heads of Departments).</li> </ul>

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17
Goal 17: Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.	<ul style="list-style-type: none"> <li>▪ Employee Assistance Programme</li> <li>▪ South African Counsel of Educators act</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a good / conducive environment</li> <li>▪ Give support required to the workforce</li> <li>▪ Provide non-financial incentives for best performing employees</li> <li>▪ Reduce suspensions and disciplinary cases</li> <li>▪ Attend to all grievances and disputes</li> <li>▪ Conduct advocacy campaign on the code of conduct and disciplinary measures.</li> <li>▪ Conduct training initiatives to enhance the capacity of SMTs so as to minimise the probability of disciplinary violations escalating into major misconduct</li> <li>▪ Roll out EAP/ER activities to improve labour peace</li> </ul>
Goal 18: Ensure that learners cover all the topics and skills areas that they should cover within their current school year.	<ul style="list-style-type: none"> <li>▪ Curriculum coverage strategy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure the curriculum coverage strategy is implemented and closely monitored to ensure all learners complete the curriculum</li> <li>▪ Implement “Operation Bounce Back” to support curriculum delivery and improve learner attainment.</li> <li>▪ Ensure completion of curriculum by August</li> <li>▪ Write compulsory quarterly assessments and monitor results</li> <li>▪ 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 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.</li> <li>▪ Develop items for grades 4 to grade 9 learners as examples of the quality assessment standard.</li> <li>▪ Conduct formative and summative moderation to provide feedback on the quality of assessment per term.</li> <li>▪ Set and analyze quarterly common tests for grade 10 and 11.</li> </ul>
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"> <li>▪ LTSM Policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide all schools with LTSM for the 2016 academic year before 30 November 2015</li> <li>▪ Provide all secondary schools offering a science stream with mobile science laboratories.</li> <li>▪ Provide all secondary schools offering a science stream with science consumables for conducting experiments.</li> <li>▪ Monitor delivery of workbooks to schools by DBE</li> </ul>

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17
Goal 20: Increase access amongst learners to a wide range of media which enrich their education.	<ul style="list-style-type: none"> <li>▪ National Guidelines for School Library and Information Services (NGSLIS) and the School Library Development Strategy</li> <li>▪ Education Centre Policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide identified schools with encyclopedias as part of media resources.</li> <li>▪ Partner/ Collaborate with relevant stakeholders to employ 110 library assistants as interns to manage the library and promote reading.</li> <li>▪ Establish and promote effective utilization of all 45 Education Centres in order to offer services for expanded learning opportunities.</li> <li>▪ Pilot the e-book project/ Digital Library in 2 schools that have computers/ tablets.</li> <li>▪ Promote the use of SA-SAMS library module to implement library automation for effective control and management of library resources.</li> <li>▪ Promote the integration of information skills into the curriculum through workshops conducted in 500 targeted schools.</li> <li>▪ Organize the School Library Excellence Awards for 200 schools in order to motivate and recognize best practice in school libraries.</li> <li>▪ Supply projection technology and allied educational software to identified schools</li> <li>▪ Set up 12 e-Learning facilities (with video-conferencing and VoIP) in all districts to be used for their professional development.</li> <li>▪ Procure and supply MST and HIV/AIDS specific content to rural schools</li> <li>▪ Establish and support a departmental incubator for the development of digital content by teachers</li> </ul>
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"> <li>▪ Strengthen School Management and promote functional schools               <ul style="list-style-type: none"> <li>▪ SMT Handbook</li> <li>▪ District Policies and Procedures</li> <li>▪ Policy on the Organisation, roles and Responsibilities of Education District</li> <li>▪ South African Schools Act (Act No 84 of 1996)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitor implementation of learner attendance policy.</li> <li>▪ Ensure proper management of the Assessment Programme.</li> <li>▪ Monitor the implementation of the School Development Plans.</li> <li>▪ Monthly meetings of QLTC structures and SMME to evaluate compliance with the non-negotiables.</li> <li>▪ Ensure regular educator attendance.</li> <li>▪ Implement ground duty roster / timetable.</li> <li>▪ Induction Programme for the newly appointed PL1 educators and SMTs.</li> <li>▪ Compulsory SMTs, departments and staff meetings.</li> <li>▪ Monitor implementation of the Provincial School Management checklist.</li> <li>▪ Training of SMT on Planning, Curriculum Management, People Management, School Governance, Resource acquisition, resource management and financial management.</li> <li>▪ Mentor and support female principals in the management of schools through the Principal Support Developmental Programme (FPSDP).</li> </ul>

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17
Goal 22: Improve parent and community participation in the governance of schools	<ul style="list-style-type: none"> <li>▪ National guideline for capacity building for SGB</li> <li>▪ South African schools Act (Act No84 of 1996)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacitate SGBs to recommend competent managers to lead their schools</li> <li>▪ Capacitate SGBs to support the school management and govern the affairs of their school effectively</li> <li>▪ Quarterly meetings with stakeholders</li> <li>▪ District meetings with District Forums including SGB Associations with the Executive Authority to advocate that education is a societal issue.</li> <li>▪ Training of SMT &amp; SGB members in the development &amp; implementation of My Life, My Future school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills.</li> <li>▪ 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.</li> </ul>
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"> <li>▪ Post Provisional norms for Schools Funding</li> <li>▪ Norms and Standard for School Funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop and publish the Resource Targeting List of all public ordinary schools</li> <li>▪ Apply approved procedures to assess the ranking of schools regarding technical accuracy</li> </ul>
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"> <li>▪ Monitor and evaluate Integrated Infrastructure Delivery Programme all schools that are in the DBE Rural Education Pilot Programme</li> <li>▪ Monitor the establishment of special schools with boarding facility in rural areas.</li> <li>▪ 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</li> <li>▪ Collaborate with Rural Infrastructure Support and Infrastructure Development to facilitate the provision of staff accommodation in rural schools</li> <li>▪ Provision of access to networking infrastructure</li> <li>▪ Conversion of schools that offer Agricultural Science into agricultural centers of learning.</li> <li>▪ Provide outdoor resources to schools with Grade R Classes</li> </ul>
Goal 25: Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.		<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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.</li> <li>▪ SMT &amp; SGB members trained in the development &amp; implementation of MLMF school plans focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psycho-social ills.</li> <li>▪ Learners trained as peer educators in implementation of MLMF through, life skills &amp; SRH curricular &amp; co-curricular programmes focusing on Prevention of HIV infection, Teenage Pregnancy, Substance abuse, and other psychosocial ills.</li> <li>▪ Schools supplied with relevant and age appropriate Sexual Reproductive Health LTSM.</li> </ul>

Schooling 2030 Goals	Strategies / Pillars	Planned Interventions and Activities for 2016/17
<p>Goal 26: Increase the number of ordinary schools that offer specialist services for children with special needs.</p>	<ul style="list-style-type: none"> <li>▪ Education White Paper six on Inclusive Education</li> <li>▪ Inclusive Education Policy</li> <li>▪ Learner Special needs Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ One additional Special Needs School with boarding facility established per district</li> <li>▪ Establish support centres to cater for therapy and provide career guidance</li> <li>▪ Establish 26 Special schools as Resource Centres</li> <li>▪ Upgrade 26 mainstream schools to be IE compliant</li> <li>▪ Increase access to education for high level / autism spectrum disorder learners</li> <li>▪ Provide identified schools with Assistive Devices and equipment and training on the use and maintenance thereof</li> <li>▪ Provide all Special Schools with subsidy funding for running costs, maintenance, hostels , equipment and learner support materials</li> <li>▪ Development and distribution (Printing) of brailled material for visually challenged learners</li> </ul>
<p>Goal 27: Improve the frequency and quality of the monitoring and support services provided by district offices to schools</p>	<ul style="list-style-type: none"> <li>▪ SMT Handbook</li> <li>▪ District Policies and Procedures</li> <li>▪ Policy on the Organisation, Roles and Responsibilities of Education District</li> <li>▪ South African Schools Act (Act No 84 of 1996)</li> </ul>	<ul style="list-style-type: none"> <li>▪ All sub directorates to conduct school visits to do onsite coaching, mentoring, problem solving within the district once a quarter</li> <li>▪ Circuit managers visit all schools once a quarter</li> <li>▪ Chief Education Specialist (CESs) for Circuit Management to visit 25% of schools at least once a quarter (on site coaching, mentoring and problem solving).</li> <li>▪ District Director to visit two schools per circuit per quarter.</li> </ul>





## 7.7. Pillar 7: Information and Communication Technology (ICT)

Information and Communication Technology is at the centre of developing schools and offices into centres of excellence and improving learner performance in all grades and 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. As such delivery is a non-negotiable.

Various ICT platforms have been introduced in the province and the department will strengthen these. A free on-line school is being investigated to deal with the challenges of progressed learners, particularly in Grades 10, 11 and 12. This will provide technology-based educational services offering integrated offline and online solutions aimed at empowering teachers and engaging students better in the teaching and learning of Mathematics and Sciences and other subjects. This tool will be used to provide quality educational services to enhance the online educational environment should it be successful. 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

Through the MST and ICT grant the Department the Department is set to deliver on its plans which prioritises needy schools categorised as quintiles 1 to 3. The Department has also reprioritised funds from Machinery and equipment towards training and development for structured training in teaching methodologies and subject content for an estimated 4 000 educators and subject advisors in Mathematics, Physical Science, computer applications and technology subjects.

Whilst the grant framework excludes the provision of broadband connectivity, the Department will continue its connectivity drive to schools in collaboration with ICASA, VODACOM, MTN and other providers.

This is an MTSF priority for the Sector and in Operation Phakisa.

## 7.8. Pillar 8: Social Cohesion and Integration of Schools

Social cohesion and integration of schools is Department's priority and through this initiative the Department aims to develop schools into centres of community focus, care, support and promote national identity & social cohesion.

In enhancing this orientation, the Department is implementing various sports, arts and culture programmes which involve all racial groups.

- In promoting national identity, the Department implements programmes which seek to break racial barriers and unite children from different socio-economic backgrounds, instil an admiration of National symbols and strengthen patriotism through:
- Engage all schools to participate in schools' sports' leagues
- Collaborations with other government departments to access funding;
- Promoting good working relations with municipalities in order to access facilities;
- Setting up working structures to strengthen participation;
- Provide previously disadvantaged schools with adequate resources;

### **Engage business sector and other Departments to collaborate in addressing diversity in education**

The introduction of the Second Chance Programme for young people, youth development and energised social cohesion programmes, curriculum differentiation for more effective inclusive education, and the introduction of the three stream curriculum model – occupational, technical and vocational streams – are innovations designed to improve curriculum choices and post-school opportunities and choices for young people country-wide

The Department has also increased the budget for the School Sport, Culture and Media Services in sub-programme 2 in order to enable the delivery on its social cohesion goal through the promotion of sports, arts and culture. This includes travelling costs, purchases of sports kits and personnel costs.

The South African society has experienced a divided past which prescribed how people were expected to live. Divisions existed in terms of races, religions, cultural practices, music, economic levels and physical disposition. These divisions have disintegrating tendencies which promote racial discrimination and xenophobia.

The Department of Arts and Culture defines social cohesion as the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities. Since the South African society has been divisive, social cohesion then looks at the extent to which the inequalities, exclusions and disparities based on ethnicity, gender, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/ eliminated in a planned and sustained manner.

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

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

### **Interventions aimed at 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, Winter and Summer Games where there is mass participation, inclusion and integration. This is also evident in choral music which caters for a variety of cultures. Hence all racial groups irrespective of gender, disabilities, age and economic status do take part in the programme.

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

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

The Co-Curricular programmes have opened up talent opportunities and dealt robustly with poverty alleviation. Through schools leagues learners have acquired Ministerial bursaries worth R 100 000 [hundred thousand rands] per learner per annum. The programmes also offer opportunities to small and big businesses and is also supported by various sponsors like Motsepe Foundation and Transnet.

Some of the attributes of the co-curricular programmes are aimed at the combating 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 exist:

- A bigger number of schools participating in music competitions are from townships and participation by multi-racial schools is limited.
- Participation of previously advantaged groups in Government programme is a challenge due to the lack of funding.
- 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 extremely limited.
- A clash of cultures in the delivery of programmes still exists.
- Facilities in schools remain a challenge.

The budget allocated to Co-Curricular Services undermines the very social cohesion we are trying to achieve.

### **What are the mitigating strategies**

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

- Collaborations with other government departments to access funding;
- Promoting good working relations with municipalities in order to access facilities
- Setting up working structures to strengthen participation.
- Engaging previously advantaged schools (top schools) to access their resources and

Participation of previously advantaged groups in dialogues on issues of race and culture.

### **Moving forward**

All attempts must be made to closely involve all racial groups in the planning coordinating, implementation and monitoring of the Co-Curricular Programme. The Department has planned to preserve the talent identified at Provincial SASCE competitions through workshops and academy with the help of stakeholders such as the Clermont Community Foundation. The purpose is to provide the not so academically inclined learners with a pathway to success.

To strengthen admiration of National symbols, all schools will have a National Flag. The installation was completed at the end of the year 2014. Old and ragged flags will be replaced on a regular basis. Further, the National anthem is sung at least once a week at assembly in all schools. The National Anthem is also a standing competition song at the South African Schools Choral Eisteddfod. The Department plans to include in the Provincial competitions instrumental music which is mostly played by the ex-Model C schools. This, it is hoped will promote inclusivity.

The indigenous games previously common to specific racial groups have been introduced to all schools. Going forward, the Department will ensure participation by all schools beyond the racial line.

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. These initiatives will bolster and promote Social-Cohesion.

## **7.9. 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.

- In order to establish lasting functionality and active community involvement during 2018/19, the Department will support schools to strive and achieve and maintain the elements of:
- Well governed and well managed

Active community participation

### **Compile and align District Action Plans with the Branch Programme of Action and report quarterly**

My-Life-My-Future Campaign will be an important catalyst in this pillar which will include 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, as well as the transfers to schools for the purchase of uniforms for orphans.

Screening Identification Assessment and Support (SIAS) which is training that will assist the educators to identify and assist learners with disabilities will also be an important aspect for this pillar.

Learners with Profound Intellectual Disabilities grant is set to increase by more than R8million in 2018/19. As explained, this allocation will assist the Department to increase the therapists, chief psychologists, as well as deputy chief education specialist. Also, this will assist with travelling and accommodation by the outreach teams (therapists and psychologists) in the province to monitor the DSD care centres for children with profound disabilities, who are severely intellectually challenged and therefore cannot attend a normal public special school.

## 7.10. Pillar 10: Early Childhood Development

Early Childhood Development is an important indicator of success for any education system and in 2018/19 Grade R has been elevated to be an MTSF Strategic Priority for the Sector. Internal EMIS statistics show that 74% of Grade 1 learners attended Grade R and the General Household Survey (GHS) points to 95% of all first-time Grade 1 learners in the province having received schooling. Through ECD the Department continues to contribute effectively to the goal of broadening access strengthen good corporate governance, management and promote an efficient, effective & results-driven administration.

- The Department will combine grade R into Foundation phase, increase the budget by R95 million in programme 5 to strengthen the implementation of ECD projects which include:
  - Combining grade R into Foundation phase
  - Provide stipends for practitioners teaching Grade R in Community Centres
  - Provide LTSM for pre-Grade R learners
  - Provide training for practitioners to achieve NQF level 4: 600 identified underqualified Grade R teachers in schools will be registered for a Grade R / Foundation phase B.Ed. with North West University
  - Provide core material for each practitioner
  - Provide curriculum training (kit/core curriculum material) for care-givers in catering for 0-4 year olds curriculum
  - Pilot a concept for the implementation of the National Curriculum Framework for children from birth to age four through the establishment of model crèches
  - The model crèches will be provided will all resource and the practitioners in the model crèches will be trained
  - The Department will provide furniture to Grade R classes in public ordinary schools
  - The Department will provide LTSM for all learners in Grade R, at public ordinary schools
  - The Department will also utilise the Social Sector EPWP Incentive Grant for Provinces to fund the payment of community members who teach in crèches

The Department will enhance the quality of ECD in order to assist develop schools and offices into centres of excellence and improve learner performance in all grades. A strong foundation is key to sustained improvement.

Early Childhood Development deals with programmes catering for birth to nine (0 – 9) years children. This age range is broken down into infancy, babies, and toddlers, in pre-grade R, Grade R and foundation phase.

The Birth to Four is an integrated programme among the Department of Social Development (DSD), Department of Education (DoE), Department of Health (DoH), and institutions such as the premier's Office, Home Affairs, Municipalities and others. Currently DSD leads in the ECD Integrated Plan.

The Extended Public Works Programme (EPWP) is mainly implemented in this pre-grade R section. These programmes include "skills development", "learnerships", NQF Level 4 and 5 for ECD practitioners and office practitioners.

DoE is responsible for the education perspective such as training in the curriculum area.

Grade R is mainly catered for by the Department of Education.



# PART A

## STRATEGIC OVERVIEW

## 1. UPDATED SITUATIONAL ANALYSIS

The Department has stabilised its internal and external environments. There is clear foresight and expectations from the Head Office to schools. The external environment within which the Department operates continues to be characterised by a decline in economic growth, out migrations by many job seekers to other provinces, particularly Gauteng, retirement of many seasoned principals and teachers teaching gateway subjects and inadequate financial resources, social unrest in some areas negatively affecting the teaching and learning, turbulences in schools with large enrolments, delays in the allocation and transfers of budgets, lack of teacher in schools with small enrolments and the lack of funding to implement the Transformation of the Schooling System.

Some of these contexts have a negative impact in the education sector as the province and contributes to the unsatisfactory results in the National Senior Certificate (NSC). Considering that the province provides teaching and learning to approximately 2,8 million learners in approximately 6000 schools it becomes important that both the external and internal environments are conducive for teaching and learning.

The Department has strengthened its internal environment. At the strategic planning session the Department came out clear on the strategic changes it needed to make in order to take the Department to the next level of performance. The new administration committed to promote an efficient, effective & results-driven administration which embraces teamwork.

- In June the Department held a performance review session, the first of its kind which seeks to institutionalise efficiency, effectiveness & a results-driven administration. These commitments are:
- Effective leadership that focuses on learner achievement and learning
- Accountability that develops clear goals that identify how to improve learner achievement and takes responsibility for improving student learning.
- Creating opportunities for meaningful professional development
- Use of data to make decisions and to guide instructional decisions and allocation of resources at all levels and districts must provide training in the use of data and help schools to collect and interpret information.
- Regular monitoring of progress with recognition for successful schools and intervention for struggling schools.

Managing community partnerships and “buffering schools” against external distractions

The Department plans to hold biannual performance review sessions which will be followed by the verification of performance information presented by districts. The verification is an important balance mechanism to establish the veracity of the statistics and also provide comfort to the Education Administration at all levels that the data on which decisions have been made is complete, accurate and relevant.

The six strategic focus areas for the Department are summarised as commitments here below.

### **Commitment 1: Effective Leadership**

The districts have made presentations saying good effective leaders are producing good results. This can also be interpreted as saying there is a causal relationship between an effective school leader/manager/principal and good school results. Districts have also mentioned that they are doing all they can to keep good leaders.

### **Commitment 2: Accountability**

It is pleasing that all districts have regular accountability sessions. However, there is need to make sure that CMCs improves capacity in curriculum management and delivery so that when principals account to the CMCs on curriculum delivery, the CMCs can hold them accountable together with subject advisors forming part of the accountability sessions.

### **Commitment 3: Professional Development**

The Department is pleased that there is scheduled professional development programmes for teachers to improve their content knowledge which takes various forms in each district. Principals whose schools produced poor results will be trained or retrained. This is considered an important element for improving school functionality for improved learner performance.



#### **Commitment 4: Data-driven administration**

The presentations by Head Office and districts are a great stride in institutionalisation of a data-driven administration. The data presented by districts will assist in the making of decisions and to guide instructional decisions and the allocation of resources. These presentations have demonstrated that the Department is improving and moving towards a path which will allow the Department to know what is it that it needs to improve, how much is needed to be improved and when is the improvement needed.

#### **Commitment 5: Regular Monitoring**

This performance review session takes place in June looking at the first term performance. It must be noted that regular monitoring requires that these reviews are done at all levels so that challenges experienced in March are dealt with in March and do not wait to be addressed at the provincial performance review session. The Response Teams and Multi-disciplinary teams are doing a great job in this regard. However, a focussed monitoring and evaluation on learner performance will have to be institutionalised. The Department will consider implementing the curriculum monitoring tool in UMkhanyakude and the curriculum coverage tool in King Cetshwayo.

#### **Commitment 6: Managing Partnerships**

Making education a societal issue is becoming a reality in the province. It is comforting to note that districts having fora where they meet communities and various stakeholders to report on the plans for the district and report on the progress made by learners. The decentralisation of these fora to be led by various circuit managers also ensures accountability amongst leaders at various levels within the district.

The Department has continued to provide free education to learners in seventy five per cent (75%) 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 2030” through Action Plan to 2019, the progress on the 27 goals is good and there is great improvement in academic performance. The NSC results in 2017 reflects an increase of 6,5% from 66,4% to 72,9%, the total contribution made by the Department to the national passes was an overall average output of around 90 589 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. Further, the NSC results of 2017 bachelor entrants is 32 687.

28 472 passed mathematics of which 11 444 achieved 50% and more. 28 002 passed physical science of which 11 491 achieved 50% or more

It is a cause for concern that the Annual National Assessments which serve as diagnostic assessments which had reflected a good story in the last national assessments of 2014 could not be reported on for two consecutive years 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 four years 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.

### **1.1 PERFORMANCE DELIVERY ENVIRONMENT**

The performance review session has placed on record that the Department is serious about improving teamwork and promoting an efficient, effective & results-driven administration. The interventions implemented by districts are a demonstration that the Department is putting together interventions which are aimed at developing offices and schools into centres of excellence with a clear view to improve learner performance at all levels. The districts’ academic progress reports on grades 3, 6, 9, 10, 11 and 12 is a milestone which addresses national priorities as well as auditor-general requirements. This Department has started a journey and has invited all to come on board and make a contribution in producing quality results at all levels and in the National Senior Certificate (NSC) in particular.



Going forward, the Department will require data in the form of the number of learners required for each district to achieve its set target. Provincially, the Department has registered almost one hundred and thirty five thousand (135 000) candidates for the NSC. In order to achieve a provincial target of 80%; the total number of learners required to pass are at least one hundred and seventeen thousand eight hundred (108 000).

All districts have been given targets talking to the number of learners required to pass in each school, in each circuit and in each district in order to know before-hand the numbers required to contribute to the provincial target. This is the new direction aimed at assisting the entire system to shoot at the target.

The government's planning framework instructs all Departments to implement a results-based management approach. This approach is essentially the cycle of planning, monitoring and evaluation in all programmes, projects and activities of Departments. In line with the requirements of this approach, the verification of the performance reports presented by districts is of utmost importance so that the evidence upon which these reports are based is tested by Head Office independently for completeness, accuracy and usefulness.

Completeness will address the question whether the performance report provides information from all Grade 12 schools and in all subjects. Accuracy will test whether the calculations are correct and usefulness will answer the question whether the Department can rely on the reports to inform the potential NSC pass rate for 2018.

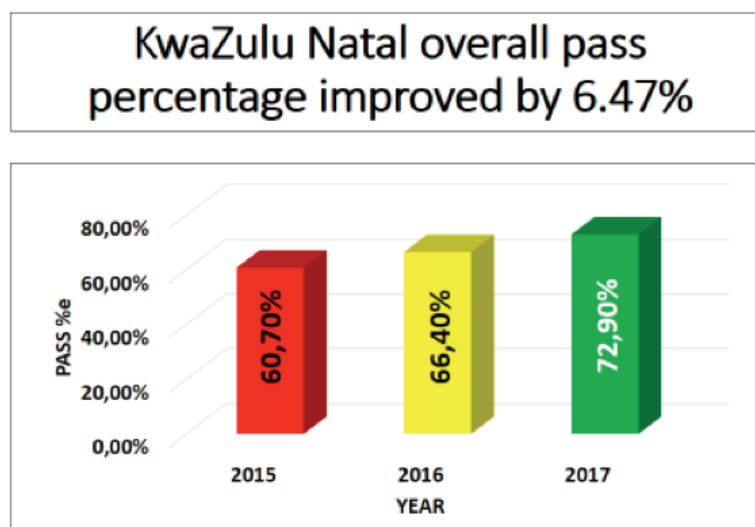
- This verification process is an end of term evaluation of the monitoring conducted by districts. It is an important demonstration by Head Office in its interest it shows in the districts and schools. This is a mandatory responsibility which the Department has as its strategic responsibility in:
- improving the administration (school functionality) in all schools as per core measures of programme 1;
- improving access issues, participation rate, non-negotiable and teacher development;
- improving infrastructure maintenance in all schools; and
- improving learner attainment all levels especially in Grade 12

The Department's strategy, monitoring and evaluation purview is the continuous verification of every report for purposes of accuracy, completeness and relevance.

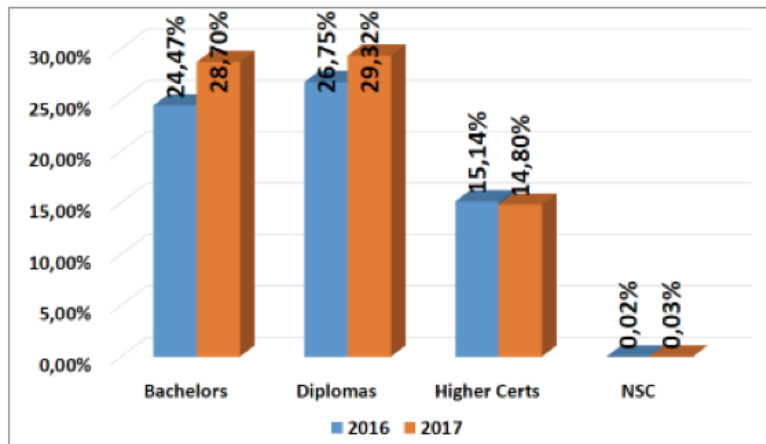
The silo mentality has a blinding effect. The effect it has is that it makes the officials at all levels complain about lack of personnel which could be mitigated if and when different units, sub-units cooperate, support each other working as a team towards the achievement of a desired goal.

### NSC 2018 Performance

The graph below depicts base line performance of **NSC in 2017/18** academic year.



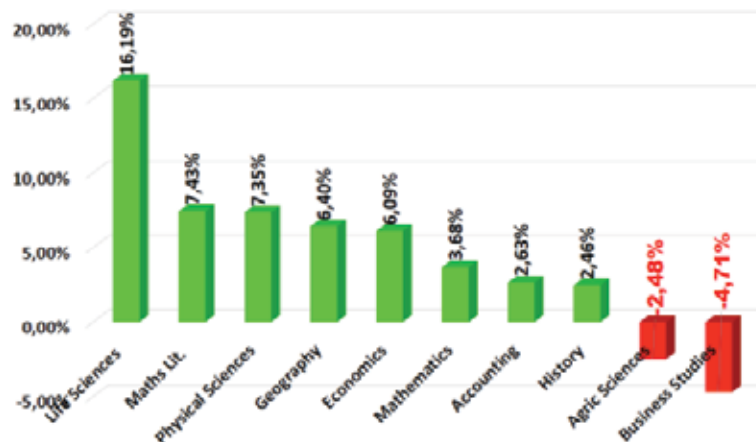
### Bachelors increased by 4.23%



### The 2018 overall pass targets

DISTRICT	2017 PASS%	2018 TARGET
UMgungundlovu	81.51%	92%
Amajuba	80.51%	91%
UMkhanyakude	77.01%	87%
Pinetown	75.51%	86%
Umlazi	75.48%	85%
Ugu	73.08%	83%
UThukela	72.85%	83%
King Cetshwayo	71.64%	82%
Harry Gwala	66.83%	77%
UMzinyathi	65.01%	75%
ILembe	64.91%	75%
Zululand	64.83%	75%

### Improvements in 10 gateway subjects



## 1.2. ORGANISATIONAL ENVIRONMENT

The organizational structure is always viewed as a catalyst to give effect to the mandate pertaining to the efficient and effective delivery of education as an apex priority of government. Despite the many challenges the Department has since 2011 been successful in delivering its core and support functions via the devolution thereof to the service delivery points being the twelve District Offices.

However, in the recent past there were a number of new developments that had a significant impact on its service delivery, namely, the austerity measures imposed by National treasury on government spending, DPSA directives on organizational design etc. Notwithstanding the moratorium on the filling of posts the Department was still able to achieve a significant increase in the matric pass rate. Whilst the Department has a vacancy rate of 18 % , it must be noted that officials were compelled to go beyond the call of duty on many occasions so as to ensure that service deliver imperatives were met. The Department also experienced a change in the administrative head by way of the appointment of a new Head of Department in October 2016 who provided a new strategic direction and focus. In this regard and taking cognizance of the changing environment the Head of Department called for a Strategic Planning Session in November 2016 with its theme “ Gearing up for change : towards improving learner attainment , effectiveness and efficiency in education “. At the Strategic Planning Session key areas of concerns were deliberated and resolutions adopted, amongst others are the integration of Grade R into the foundation phase , the establishment of integrated units for academic interventions and project management, the alignment and location of youth development functions to ensure that government mandates are implemented.

Having regard to those resolutions that had an impact on the organisational structure the Department embarked on an organogram review exercise . In this regard the organogram was extensively consulted with the Departments social partners and other relevant stakeholders. In line with the DPSA directive on organisational design the Draft organogram is being examined by Provincial Treasury after which it would be transmitted to the Office of the Premier and DPSA for ratification.

- The human resource of the Department has stabilised and in 2018/19 the Department plans to implement its programmes with a similar number of workforce from the previous years of about 115 635 comprising:
  - 86 353 educators,
  - 1 353 education specialists,
  - 8 698 administration staff,
  - 3 333 cleaners,
  - 3 319 security personnel,
  - 386 interns,
  - 5 167 periodic appointments

## 9. OVERVIEW OF 2018/19 BUDGET AN MTEF ESTIMATE

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 2015 above-budget wage agreement in order to fully compensate the department for the wage differential. Also, in 2016/17, the department was allocated additional funding in order to compensate for the wage difference for the above-budget 2016 wage adjustment. However, in applying the inflationary wage adjustments in the allocation provided for the 2017/18 MTEF, a shortfall will continue to exist over the 2018/19 MTEF with R765.918 million estimated for as 2018/19.

The department was allocated additional funding from the provincial fiscus in 2018/19 relating to disaster relief in respect of the flood damage that occurred in the province. The focus over the MTEF will be on improving curriculum delivery, particularly through ensuring access to high quality LTSM. Funds are allocated for transfer 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 allows for the inclusion of learners from quintile 4 and 5 primary schools who come from impoverished families, but are attending these schools.

### Curriculum management and delivery

Curriculum and Assessment Policy Statements: The department will maintain the intervention programmes of previous years, but the main aspect of curriculum delivery and support will focus on the role of circuit managers as curriculum delivery supervisors, the audit of curriculum delivery, reskilling of teachers through improved teacher development strategies, as well as improvement of assessment strategies in the General Education and Training band. The subject advisors and circuit managers will assist schools to monitor curriculum coverage. There will be regular monitoring of curriculum coverage by the School Management Teams (SMTs). The schools will receive well prepared lesson plans coupled with assessment exercises and memoranda. These exercises will help teachers to get feedback after teaching each aspect of work. The schools will have curriculum delivery targets which will be monitored by the circuit management on a monthly basis. The schools will write common tests as part of continuous assessments in all subjects, where they have obtained less than 75 per cent. The schools will be sampled for moderation by subject.

### Transformation of the Schooling System

The Transformation of the Schooling System (TSS) will be implemented with the focus on community involvement in all schools, through the resuscitation of the Quality Learning and Teaching Committees (QLTC) in an attempt to intensify parental involvement as part of curriculum management and delivery strategy.

The implementation of the Transformation of the Schooling System will be led by Branch Institutional Development Support and supported & Curriculum Support and Delivery Branch. The participation of relevant directorates is considered an important catalyst for effective implementation of the system.

Against this background, in 2018/19 the Department will maintain the TSS Committee in order to coordinate effective implementation of the system. The main focus of this committee is to manage, coordinate, evaluate and report on the progress of implementing the programmes of TSS, which are:

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

This pillar is budgeted from programme 2 and will contribute to broadening access, strengthening good corporate governance, management and promote an efficient, effective & results-driven administration; its main contribution will be in making all schools viable and ensure that learners have better resourced schools thus developing offices and schools into centres of excellence and improving learner performance in all grades

Early childhood development: The department reached and exceeded the target set out in White Paper 5 of 2 000, as 93 per cent of 5-year olds were in Grade R classes by 2014, however, the challenge now is to improve the quality of education offered. In the Pre-Grade R sub-programme, provision is made for the training of practitioners, payment for stipends for practitioners in community centres with Grade R classes and the provision of core material.

### **Teacher provision, development and support**

Teacher supply: The supply of qualified educators into the system remains a constraint towards the delivery of quality education, particularly subjects like Mathematics and Science. In addition to the provision of bursaries to attract young people into teaching, the department will be engaging with the DHET with a view to dealing with this issue. Support to educators will be provided as part of the overall curriculum content implementation, management and delivery. Subject specialists will contribute towards educator support.

### **Provision of classroom support resources and equipment**

National school nutrition programme: All learners in quintiles 1, 2 and 3 schools will continue to be fed, while the framework provides for the inclusion of quintile 4 and 5 learners from impoverished backgrounds. The department relies on various stakeholders to ensure that funding that is meant for learners is spent on learners, and matters of corruption and non-compliance to the menu are reported timeously. The number of learners benefiting from the programme has increased tremendously from inception of the programme. The department continues with its collaboration with the district municipal agencies in the supply of perishables (i.e. vegetable and fruits) to schools, namely iLembe, uMkhanyakude and King Cetshwayo.

Norms and standards: The department provides norms and standards for public ordinary schools. Schools are categorised into two funding categories, namely no-fee schools and fee-paying schools. The no-fee schools are funded at R955 per learner, while the recommended national funding norm is R1 316 per learner, which is the no-fee threshold. This applies to schools ranked in quintiles 1 to 3 in respect of the poverty ranking. The fee-paying schools in quintiles 4 and 5 are funded at R522 and R179 per learner, compared to the recommended national target of R660 and R228, respectively.

### **Infrastructure Development and Maintenance**

The department aims to increase the maintenance portfolio through the creation of a maintenance department and this can be seen through an increase in the maintenance allocation for 2018/19 to 20 per cent of the allocated budget in line with the EIG framework. It should be noted that the maintenance department is funded from the specific and exclusive allocation in respect of infrastructure support.

School infrastructure: The department is planning to complete 10 new and replacement schools in 2018/19 as part of implementing norms and standards guidelines for school infrastructure. During 2018/19, the focus will be on schools with overcrowding, creating new teaching and learning spaces and those requiring specialist classrooms. New schools to be completed in 2018/19 include Goodhome secondary school in uThukela district, Mbongeleni primary school in uMzinyathi district, Mahlabeni primary school in uMkhanyakude, among others.

Projects relating to new schools, curriculum support classrooms, laboratories, multi-purpose classrooms, as well as electrification, sanitation and water will continue so that basic functionality can be achieved in all 5 957 schools in KZN. The roll-out of water and sanitation, repairs to storm damaged schools and upgrades and additions will continue to receive emphasis. The department has recruited 71 technical personnel as part of the IDMS and this will address some of the challenges, including improving infrastructure planning and attending to problematic projects, monitoring and evaluation, and quality of completed work ensuring value for money for all projects.

Special School Infrastructure: The department will continue to make the provision of special schools' infrastructure an area of focus in order to grant access to education for learners with special needs. This includes projects such as the construction of new special schools, namely Vulekani special school in the Harry Gwala district, Inanda special school in Pinetown district, Pholela special school and Ntuthuko special school in the uThukela district, which include boarding facilities.

Storm Damage: Unpredictable weather patterns continue to disrupt infrastructure programmes and have had an adverse impact on schools with 324 schools damaged in September 2017 and 170 schools in October 2017. Thus, the allocation of R83.300 million will be utilised to complete these projects.

ECD Infrastructure: A total of 52 ECD projects are under construction and will be completed in 2018/19. The schools that offer



Grade R will have appropriate facilities after completion of the 52 projects. It should also be noted that, all new construction, upgrades and additions in primary schools include Grade R classrooms and facilities.

### Information and Communication Technology (ICT)

Various ICT platforms have been introduced in the province and the department will strengthen these. A free on-line school is being investigated to deal with the challenges of progressed learners, particularly in Grades 10, 11 and 12. This will provide technology-based educational services offering integrated offline and online solutions aimed at empowering teachers and engaging students better in the teaching and learning of Mathematics and Sciences and other subjects. This tool will be used to provide quality educational services to enhance the online educational environment should it be successful. 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.

Learner Teacher Support Material: The department will continue to procure textbooks on a top-up basis in order to accelerate the road to universal coverage. LTSM procurement plans will continue to ensure that orders are placed prior to July 2018 to ensure that the cheaper 2017 prices are applicable. In November 2018, the department embarked on getting inventories of textbooks updated for all 5 854 public ordinary schools. This process shall be invested in vigorously to ensure that schools are held accountable for LTSM procured.

The department aspires towards universal coverage of textbooks. The changes in the Further Education and Training (FET) literature placed considerable pressure on the purchasing priorities and coverage in secondary schools. Strategies were implemented to ensure that textbooks are indeed entering the schooling system, including checking of supplier invoices and delivery notes against orders placed, random inspection of LTSM delivered to schools and comparing of supplier orders with publishers' records.



## 2. Overview of 2017/18 budget and MTEF estimates

### EXPENDITURE ESTIMATES

BT001	PROVINCIAL EDUCATION SECTOR – Key trends									
	Audited/Actual Performance					Estimated Performance	Medium Term Targets			
	2014/15 Actual	2015/16 Actual	2016/17 Actual	2017/18	2018/19		2019/20	2020/21		
REVENUE (thousand rands)										
Equitable Share	36,350,354	39,601,094	42,241,952	44,498,611	47,228,259	50,115,737	53,886,157			
Voted by legislature										
Conditional grants	2,796,382	3,395,026	3,554,651	3,573,374	3,577,672	3,566,338	3,885,552			
Donor funding										
Other Financing (Provincial cash resources and rollovers)	45,635	6,896	40,210	116,807						
Own Revenue	96,705	93,518	123,639	97,624	97,751	103,224	108,901			
<b>TOTAL</b>	<b>39,289,076</b>	<b>43,096,534</b>	<b>45,960,452</b>	<b>48,286,416</b>	<b>50,903,682</b>	<b>53,785,299</b>	<b>57,880,610</b>			
PAYMENTS BY PROGRAMME (thousand rands)										
1	Administration	1,452,318	1,651,446	1,824,322	1,778,866	1,984,826	2,095,510	2,208,237		
2	Public Ordinary School Education	32,878,925	35,789,017	38,124,081	40,343,213	42,626,473	45,214,349	48,766,813		
3	Independent School Subsidies	70,967	77,278	80,900	86,038	91,028	96,125	101,411		
4	Public Special School Education	888,713	942,327	1,047,943	1,112,083	1,167,951	1,238,272	1,307,238		
5	Early Childhood Development	506,123	603,671	603,523	999,780	1,280,418	1,329,386	1,380,173		
6	Infrastructure Development	2,211,080	2,614,065	2,593,445	2,414,834	2,186,607	2,153,854	2,372,830		



7	Examination And Education Related Services	1,280,950	1,418,730	1,316,238	1,551,602	1,566,379	1,657,803	1,743,908
TOTAL		39,289,076	43,096,534	45,960,452	48,286,416	50,903,682	53,785,299	57,880,610
PAYMENTS FOR PUBLIC ORDINARY SCHOOL EDUCATION								
1	Public Primary Level	18,419,393	20,010,491	21,245,180	22,660,772	24,613,295	26,103,872	28,092,784
2	Public Secondary Level	13,022,239	14,281,717	15,312,389	15,927,777	16,222,290	17,254,609	18,688,609
3	Human Resource Development	68,684	68,369	175,847	80,632	130,917	141,888	152,442
4	School Sport, Culture And Media Services	33,773	33,513	50,012	38,670	34,886	37,720	39,795
5	National School Nutrition Programme Grant	1,253,708	1,326,761	1,246,976	1,566,894	1,534,878	1,611,622	1,726,104
6	Epwp Integrated Grant For Provinces	0	2,644	2,844	2,000	2,000	0	0
7	Social Sector Epwp Incentive Grant For Provinces Grant	5,518	3,000	27,365	4,808	27,004	0	0
8	Technical Secondary Schools Recap Grant	53,651	0	0	0	0	0	0
9	Dinaledi Schools Grant	21,959	0	0	0	0	0	0
10	Maths, Science And Technology Grant		62,522	63,468	61,660	61,203	64,638	67,079
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)								
	Current payment	31,305,662	34,215,903	36,538,460	38,879,843	41,028,695	43,526,474	46,984,871
	Compensation of employees	29,004,902	31,252,905	33,747,306	36,335,724	38,152,894	40,502,461	43,765,340
	Teachers	23,203,922	25,002,324	26,997,845	29,068,579	30,522,315	32,401,969	35,012,272
	Non-teachers	5,800,980	6,250,581	6,749,461	7,267,145	7,630,579	8,100,492	8,753,068
	Goods and services	2,300,689	2,826,753	2,791,053	2,544,108	2,875,801	3,024,013	3,219,531
	Interest and rent on land	71	136,245	101	11	0	0	0

Financial transactions in assets and liabilities	0	0	0	0	0	0	0	0	0	0
Transfers and subsidies	1,571,969	1,573,083	1,585,607	1,422,336	1,579,596	1,670,293	1,764,360			
Payments for capital assets	1,294	31	14	41,034	18,182	17,582	17,582			
TOTAL	32,878,925	35,789,017	38,124,081	40,343,213	42,626,473	45,214,349	48,766,813			

BT 002 POST PROVISIONING TABLE PROVINCIAL EDUCATION SECTOR – Re-sourcing effected via the Post Provisioning Norms (2018/19)

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

## RELATING EXPENDITURE TRENDS TO STRATEGIC OUTCOME ORIENTED GOALS

**Compensation of employees** reflects an increase at an average annual rate of 6.6 per cent from R40.498 billion in 2017/18 to R49 billion in 2020/21, which is below the rates prescribed by National Treasury. The 2017/18 Revised Estimate reflects projected over-spending due to lower than prescribed provision for the inflationary wage adjustment. The department provided for growth of 5.9 per cent in 2018/19, 6.1 per cent in 2019/20 and 7.7 per cent in 2020/21, which is below National Treasury prescribed growth of 7.7 per cent in 2018/19 and 8 per cent in the two outer years, respectively. The department will have to review the budget in future MTEFs, as it indicated that further reprioritisation could not currently be undertaken to sufficiently fund Compensation of employees. The crowding out effect that Compensation of employees has on other economic categories is clearly evident, as this category comprises the largest share of the budget, at about 84.5 per cent over the 2018/19 MTEF inclusive of conditional grants. It is also noted that the budget growth for the outer year is below the prescribed inflationary wage adjustment, although the department was allocated additional funds for the above-budget wage agreement. This clearly indicates that the department will continue to experience budget pressures over the 2018/19 MTEF with limited scope to fill posts apart from conditional grant funded posts, since these funds are specifically and exclusively appropriated. The low 2018/19 amount is also not adequate to cater for all of the existing filled posts.

**Goods and services** increases over the seven-year period. Though an upward trend is evident from 2014/15 to 2016/17, the department implemented an internal cost-containment plan commencing in 2011/12 in order to reduce unauthorised expenditure caused by spending pressures in personnel. The 2017/18 Revised Estimate reflects projected under-expenditure, mainly due to efforts to reduce spending pressures in order to remain within budget, as per the Executive Council resolution. The budget grows steadily over the 2018/19 MTEF and includes provision for the purchase of LTSM for S21 (c) schools. Training and development also increases to ensure that educators are developed in various priority areas, and includes provision for school management workshops and training of SGBs, operating payments for printing of memos for NSC exams and printing of common tests for Grades 10 to 11, travel and subsistence for school monitoring, school feeding in respect of the NSNP grant, provision for learner transport services, provision for the sanitary towel distribution programme at an estimated R109 million in each year of the MTEF, as well as increases in various conditional grants.

### **Transfers and subsidies to: Provinces and municipalities relates to motor vehicle licences.**

**Transfers and subsidies to:** Departmental agencies and accounts reflects transfers made to the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) in respect of the Skills Development Act.

**Transfers and subsidies to:** Non-profit institutions fluctuates over the period under review, largely influenced by the unpredictability in learner enrolment numbers in both public ordinary and independent schools, due to budget pressures, the transfer payments to schools are below the sector norms and standards. The 2017/18 Revised Estimate reflects projected over-expenditure due to the anticipated transfer to schools that meet the transfer requirements, as well as successful contestation by some schools for changes in quintile ranking. The 2018/19 MTEF makes provision for transfers to quintiles 1 to 5 in respect of public ordinary schools, independent schools, public special schools and ECD centres. The funds are utilised for the purchase of textbooks and stationery for S21 (c) schools, as well as for payment of operational costs such as minor maintenance including painting and cleaning, as well as payment of domestic accounts.

### **Transfers and subsidies to: Households caters for staff exit costs, including the pay-out of capped leave.**

**Buildings and other fixed structures** fluctuates over the period, largely due to the bidding process for funding in respect of the EIG, as well as baseline reprioritisation undertaken from 2014/15 to fund personnel pressures. The increase in the 2017/18 Adjusted Appropriation is attributed to the additional funding for disaster relief, as previously mentioned. The decrease in 2018/19 and 2019/20 is attributed to reductions in the EIG due to fiscal consolidation cuts. The 2018/19 MTEF caters for the maintenance and repairs to schools and office buildings, major upgrades and additions, refurbishments, as well as construction of new infrastructure.

The department receives R83.300 million in the first year of the 2018/19 MTEF in respect of the disaster relief. The 2018/19 MTEF caters for various capital infrastructure projects including completing 10 new schools, as previously mentioned. The roll-out of water and sanitation, repairs to storm damaged schools and upgrades and additions will also continue.

**Machinery and equipment** fluctuates between 2014/15 and 2020/21, due to cost-cutting and enforced savings to ease pressures against personnel. The high 2015/16 amount is attributed to the procurement of buses for transportation of disabled learners, additional tools of trade and braille machines, among others. The low 2017/18 Revised Estimate is due to delays in the procurement processes for the purchase of tools of trade, as well as workshop equipment for technical schools against the MST grant. The 2018/19 MTEF provides mainly for the MST grant, for the purchase of workshop tools for technical schools, purchase of vehicles in respect of the NSNP grant, as well as the replacement of tools of trade such as office furniture and computers for the department.

**Software and other intangible** assets reflects the budget for ICT in schools, and is mainly funded from the MST grant. The 2018/19 MTEF provides for ICT in schools, progressive upgrading of IT at an administration level, as well as strengthening

EMIS to improve data credibility in schools.

**Payments for financial assets** relates to the previously mentioned first charge for the unauthorised expenditure which was not approved by SCOPA.

## CONDITIONAL GRANTS

The EIG sees a reduction over the 2018/19 MTEF due to fiscal consolidation cuts. The fiscal consolidation cuts translate to a decline of R57.867 million in 2018/19, R237.419 million in 2019/20 and R40.730 million in 2020/21. It should be noted that, although this grant was meant to supplement the existing infrastructure budget, it now forms a major portion following the reduction of the equitable share from 2014/15 onward. The grant framework allows for the utilisation of grant funding for Compensation of employees in order to attract suitably qualified built-environment candidates, thus an amount of R29.916 million has been set aside for this in 2018/19 and this increases gradually in the two outer years to R31.591 million and R34.118 million, respectively.

The HIV and AIDS (LIFE-Skills Education) grant funds a life-skills programme aimed at creating awareness among learners and educators. This grant sees inflationary growth of R2.756 million in the outer year of the 2018/19 MTEF. The 2018/19 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 to implement comprehensive sexuality education and TB prevention programmes. School management teams and SGBs will be trained to develop policy implementation plans focusing on keeping young girls in school, advocacy and social mobilization events such as World AIDS Day, information on safe circumcision in secondary schools, etc.

The coverage of the NSNP Grant was expanded to include quintile 3 secondary schools since 2013. The 2018/19 MTEF budget growth reflects an upward trend and relates to coverage of quintiles 4 and 5 learners from disadvantaged backgrounds and efforts to ensure continuous feeding in schools. It should be noted that this grant was not affected by budget cuts, but grows by R114.482 million in 2020/21. In 2017/18, the department reprioritised funds from Goods and services towards Compensation of employees for the appointment of some 23 staff to monitor feeding in districts (Field Workers, Deputy Directors and Assistant Directors), as well as to Buildings and other fixed structures and Machinery and equipment for the purchase of 65 mobile kitchens and 16 vehicles, respectively. The 2018/19 MTEF provides for school feeding, payment of food handlers at a ratio of 1:200 with a minimum honorarium of R1 188 per person for 12 months. The targeted number of learners is 2 352 139 which includes primary, secondary and special schools in quintiles 1 – 3 and 144 166 learners from quintiles 4 – 5. Furthermore, the 2018/19 MTEF allocation provides for the purchase of cooking utensils and equipment such as cutlery and stoves and deep-freezers, as well as the appointment of staff in district offices and head office. The department envisage filling posts for Deputy Directors, Assistant Directors and Administrative Officers in order to effectively implement the grant.

The department projects to fully spend the MST grant, as reflected in the 2017/18 Revised Estimate. This grant was reduced in the first two years of the 2018/19 MTEF by R1.777 million and R1.889 million due to fiscal consolidation cuts while showing inflationary growth in 2020/21 of R552 000. The budget growth over the 2018/19 MTEF caters for the equipping of technical secondary schools with the necessary equipment to enhance curriculum delivery and thus increasing the number of suitably qualified and technically skilled learners. The 2018/19 MTEF provides for training and development in terms of structured training in teaching methodologies and subject content for an estimated 4 000 educators and subject advisors in Mathematics, Physical Science, computer applications and technology subjects.

The Social Sector EPWP Incentive Grant for Provinces is only provided for from 2014/15 to 2018/19 and increases significantly in 2018/19 to R27.004 million. This grant is utilised for the appointment of food handlers and data capturers for the NSNP grant programme, as well as utilising community members in social projects such as gardening in schools or crèches, and some who teach at crèches, thus assisting in job creation and poverty alleviation. The 2018/19 allocation will be utilised towards appointment of additional chief food handlers and ECD practitioners.

The EPWP Integrated Grant for Provinces is aimed at providing incentives to departments to utilise members of the community in their infrastructure projects. The department receives R2 million for the first year of the 2018/19 MTEF only, at this stage, due to the incentive nature of this grant. This grant is utilised for infrastructure related job opportunities.

The Learners with Profound Intellectual Disabilities grant was first introduced in 2017/18 and provides educational opportunities to learners with severe and profound intellectual disabilities. The 2017/18 allocation was to appoint therapists, chief psychologists, as well as deputy chief education specialist. The purchase of vehicles was undertaken, as well as travelling and accommodation by the outreach teams (therapists and psychologists) in the province to monitor the DSD care centres for children with profound disabilities, who are severely intellectually challenged and therefore cannot attend normal special schools. The 2018/19 MTEF allocation provides for the continuous implementation of the grant and monitoring of DSD care centres.

Funding relating to the OSD for Education Sector Therapists grant was allocated to allow for the full implementation of the ELRC Collective Agreement 1 of 2012 and the grant was phased into the equitable share from 2016/17.



# PART B

## PROGRAMME & SUB-PROGRAMME PLANS

## PART B: PROGRAMME AND SUB-PROGRAMME PLANS

### 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 with the National Education Policy Act., the Public Finance Management Act, and other policies. Programme 1 includes publicly funded goods and services, in particular teachers, non-teachers and office items, utilized for governance, management, research and administration, as well as general office services, e.g. cleaning and security services, if utilized in the provincial head office and its subsidiary district and circuit offices.

#### 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.

**1.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2018/19**

Strategic Objective/s	5 year target	Estimated Performance			
	2018/23	2017/18	2018/19	2019/20	2020/21
To equitably allocate and monitor financial, infrastructural, human and other resources for efficient service delivery - Total number of schools	5,957	6,023	5,957	5,957	5,957
		2017/18	2018/19	2019/20	2020/21
		2021/22	2022/23		

**1.2. PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/19**

PROGRAMME PERFORMANCE MEASURES FOR PROGRAMME 1									
	Audited/Actual Performance			Estimated Performance 2017/18	Medium-Term Targets				
	2014/15	2015/16	2016/17		2018/19	2019/20	2020/21		
• PPM 101: Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data	5,959	5,987	5,881	6,023	5,957	5,957	5,957		
• PPM 102: Number of public schools that can be contacted electronically (e-mail)	3,096	5,987	5,633	3,310	5,957	5,957	5,957		
• PPM 103: Percentage of education expenditure going towards non-personnel items	10,2%	9,45%	9%	8,07%	8,04%	8,05%	8,05%		
• PPM 104: Percentage of schools visited at least twice a year by District officials for monitoring and support purposes	NEW	NEW	NEW	NEW	85%	90%	95%		



### 1.2.1. PROGRAMME 1: PROVINCE SPECIFIC INDICATOR

PROGRAMME 1: ADMINISTRATION – PROVINCE SPECIFIC INDICATOR							
Indicator Type	Purpose	Province Specific Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target
Equity	To bring about effective and equity at all management levels	Percentage of office-based women in Senior Management Service	42%	28%	30%	32%	34%
Equity		Percentage of women school principals	41%	50%	42%	43%	44%
Equity		Percentage of women employees	69%	67%	69%	69%	69%

### 1.2.2. PROGRAMME 1: MTSF INDICATORS

Input	To measure support given to schools by the district officials in the financial year under review.	Percentage of schools visited at least twice a year by District officials for monitoring and support purposes.	NEW	NEW	85%	90%	95%
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**1.3. PROGRAMME 1: QUARTERLY TARGETS FOR 2018/19**

Sector Indicator (SI)	Reporting Period	Annual Target	Quarterly Targets			
			1st	2nd	3rd	4th
▶ PPM 101 Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data	2018/19	5,957	5,957	5,957	5,957	5,957
▶ PPM 102: Number of public schools that can be contacted electronically (e-mail)	2018/19	5,957	5,957	5,957	5,957	5,957
MTSF Percentage of learners having access to information through connectivity (other than broadband)	2018/19	2%	2%	2%	2%	2%
MTSF Percentage of learners having access to information through broadband	2018/19	2%	2%	2%	2%	2%

**1.4. RECONCILING PERFORMANCE TARGETS WITH THE BUDGET AND MTEF – EXPENDITURE ESTIMATE**

BT101	ADMINISTRATION - Key trends									
	2014/15		2015/16		Audited/Actual Performance	Estimated Performance	Medium Term Targets			2020/21
	Actual		Actual				2018/19	2019/20	Actual	
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>										
1.1. Office of the MEC	38,342		36,149		26,661	32,731	40,464	42,731	45,081	
1.2. Corporate services	772,244		900,927		989,833	991,898	1,072,660	1,118,262	1,163,489	
1.3. Education management	595,968		645,901		771,558	702,178	797,834	856,513	917,373	
1.4. Human resource development	23,080		38,702		10,433	982	14,784	15,612	16,471	
1.5. Education Management Information System (EMIS)	22,684		29,767		25,837	51,077	59,084	62,392	65,823	
<b>TOTAL</b>	<b>1,452,318</b>		<b>1,651,446</b>		<b>1,824,322</b>	<b>1,778,866</b>	<b>1,984,826</b>	<b>2,095,510</b>	<b>2,208,237</b>	
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>										
Current payment	1,433,676		1,505,429		1,739,813	1,724,389	1,947,309	2,055,444	2,165,967	
Compensation of employees	999,380		1,052,419		1,124,805	1,211,252	1,508,404	1,592,873	1,680,480	
▪ Teachers	79,950		84,194		89,984	96,900	120,672	127,430	134,438	
▪ Non-teachers	919,430		968,225		1,034,821	1,114,352	1,387,732	1,465,443	1,546,042	
Goods and services	431,249		451,323		614,585	512,246	438,905	462,571	485,487	
Interest and rent on land	3,047		1,687		423	891	-	-	-	
Financial Transactions in Assets and Liabilities	-		-		-	-	-	-	-	
Transfers and subsidies	17,182		16,976		20,433	20,203	36,185	38,211	40,313	
Payments for capital assets	1,460		97,149		32,183	2,381	1,332	1,855	1,957	
Payments for financial assets	-		31,892		31,893	31,893	-	-	-	
<b>TOTAL</b>	<b>1,452,318</b>		<b>1,651,446</b>		<b>1,824,322</b>	<b>1,778,866</b>	<b>1,984,826</b>	<b>2,095,510</b>	<b>2,208,237</b>	

EXPENDITURE BY ITEM BT102	Expenditure by item (2018/2019) R'000						
	1 Admin.	2 POS	3 Indep.	4 Spec	5 ECD	6 Infra	7 Aux
Current payments	1,947,309	41,028,695	-	1,009,403	1,246,959	449,916	1,472,469
Compensation of employees	1,508,404	38,152,894	-	996,044	1,120,137	29,916	1,083,548
CS teachers	120,672	35,100,662	-	697,231	1,120,137	-	216,710
Salaries and wages	98,951	27,027,510	-	557,785	918,512	-	179,869
Social contributions	21,721	8,073,152	-	139,446	201,625	-	36,841
Non-teachers	1,387,732	3,052,232	-	298,813	-	29,916	866,838
Salaries and wages	1,137,940	2,350,218	-	239,051	-	24,531	719,476
Social contributions	249,792	702,013	-	59,763	-	5,385	147,363
Unauthorised expenditure	-	-	-	-	-	-	-
Goods and services	438,905	2,875,801	-	13,359	126,822	420,000	388,921
Inventory	14,198	831,328	-	1,018	89,340	25,000	26,369
Learning support material	-	525,085	-	1,000	85,714	-	-
Stationery and printing	10,805	2,135	-	-	2,221	-	24,404
Other	3,393	304,108	-	18	1,405	25,000	1,965
Consultants, contractors and special services	27,149	1,460,000	-	-	3,044	-	1,776
Equipment less than R5,000	-	-	-	-	-	-	99
Maintenance of buildings	33,224	27,200	-	-	-	395,000	28,718
Operating leases	80,989	3,356	-	150	-	-	6,834
Learner transport	203	206,630	-	-	1,223	-	-
Other goods and services	283,142	347,287	-	12,191	33,215	-	325,125
Interest and rent on land	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
Rent on land	-	-	-	-	-	-	-
Financial transactions in assets and liabilities	-	-	-	-	-	-	-
Unauthorised expenditure	-	-	-	-	-	-	-

Transfers and subsidies	36,185	1,579,596	91,028	153,986	33,459	-	93,910
Provinces and Municipalities	1,287						
Departmental agencies and accounts							93,910
Non-profit institutions		1,528,502	91,028	152,161	33,459		-
Section 21 schools							
LTSM							
Utilities							
Maintenance							
Service rendered							
Other educational institutions							
Households	34,898	51,094		1,825			
Payments for capital assets	1,332	18,182	-	4,562	-	1,736,691	-
Buildings and other fixed structures	-	-	-	-	-	1,736,691	-
Buildings						1,736,691	
Hostels							
New schools							
Additional classrooms							
Other additions							
Other							
Other fixed structures							
Machinery and equipment	1,332	14,182	-	4,562	-	-	-
Transport equipment				3,750			
Other machinery & equipment	1,332	14,182		812			
Software & other intangible assets		4,000					
Payments for financial assets							
Grand total	1,984,826	42,626,473	91,028	1,167,951	1,280,418	2,186,607	1,566,379
Note:							

## 1.5. PROGRAMME 1: PERFORMANCE AND EXPENDITURE TRENDS:

Administration reflects strong growth over the seven years, attributed to the following:

- The 2016/17 high amount relates to additional funding from National Treasury for the above-budget 2015 wage agreement, as well as funds from provincial cash resources to assist its pressures arising in this regard. The high growth in 2018/19, relates mainly to the low base as a result of projected under-spending in the 2017/18 Revised Estimate. This relates to the non-filling of posts due to inadequate provision of the annual salary increment across all programmes. The 2018/19 MTEF budget provides for compensation of employees for 3292 filled posts, due to below inflationary growth provided for the department cannot afford to fill any vacant posts.
- In addition, the budget provides for operational costs such as computer services such as SITA datalines which are centralized in this programme, bursaries for employees, communication for departmental programme adverts including radio broadcasts in remote areas for offering matric lessons, travel and subsistence for school and district monitoring, cleaning, security, electricity and fumigation services in district offices, legal services for cases against the department, as well as operating leases for office buildings, etc. As indicated above, the 2014/15 to 2017/18 first charge and this is reflected against Payments for financial assets.



## 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.



## 2.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2018/19

Strategic Objective	5 year target		Estimated Performance					
	2018/23	54000	Base line 2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
To increase access to education through provision of learner transport to learners walking long distance		54000	47747	49747	51000	52000	53000	54000

## 2.2. PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/19

PROGRAMME PERFORMANCE MEASURES(SECTOR INDICATORS) FOR PROGRAMME 2	Audited/Actual Performance		Estimated Performance		Medium-Term Targets		
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
	PPM 201: Number of full service schools servicing learners with learning barriers	101	113	101	125	101	101
PPM 202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).	New	1,469	69%	71.0%	69%	69%	69%
PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade).	New	65.0%	62,4%	56.5%	62,5%	62,4%	62,4%
PPM 204: Number of schools provided with media resources.	New	600	605	650	700	750	800
PPM 205: Learner absenteeism rate.	New	10.0%	1,2%	4.0%	1,2%	1,2%	1,2%
PPM 206: Teacher absenteeism rate.	New	8.0%	0,2%	6.0%	0,2%	0,2%	0,2%
PPM 207: Number of learners in public ordinary schools benefiting from the “No Fee Schools” policy.	1,932,441	1,872,325	1,990,795	2,000,070	1,990,795	1,990,795	1,990,795
PPM 208: Number of educators trained in Literacy/Language content and methodology.	New		21,591	42,504	39,228	39,228	39,228
PPM 209: Number of educators trained in Numeracy/Mathematics content and methodology.	New		9,841	42,504	27,478	27,478	27,478

### 2.2.1. PROGRAMME 2: PROVINCE SPECIFIC INDICATOR

Indicator Type	Purpose	Province Specific Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target
Access	To provide access in the public ordinary schooling system	Percentage of learners benefitting from school nutrition programme	94%	94%	94%	94%	94%
Adequacy	To provide adequate Learner Teacher Support Materials (LTSM) to public ordinary schools	Number of learner days covered by nutrition programme	196	187	187	187	187
Access	To increase and maintain the participation rate	Number of public ordinary schools with all LTSMs and other required materials delivered by day one of the school year as ordered	5899	5899	5899	5899	5899
Access		Dropout rate among Grade 12 learners	12%	11%	10%	9%	8%
Access		Percentage of learners benefitting from no fee policy	87	87%	87%	87%	87%
Access		Number of learners benefitting from learner transport	47747	49749	51000	52000	53000

### 2.2.2. PROGRAMME 2: MTSF INDICATORS

Indicator Type	MTSF Indicator	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target
Efficiency	The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	New	71%	69%	69%	69%
Efficiency	The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	New	56.5%	62.5%	62.4%	62.4%
Efficiency	The average hours per year spent by teachers on professional development activities.	New	40	42	44	46
Effectiveness	Number of teachers who have written the Self-Diagnostic Assessments	New	1220	3000	3500	4000
Quality	Percentage of teachers meeting required content knowledge levels after support.	New	New	60%	65%	70%
Access	Percentage of learners in schools with at least one educator with specialist training on inclusion	New	7%	10%	20%	30%
Adequacy	Number of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.	New	200	180	200	220

Adequacy	Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year.	New	1 435	1 435	1 435	1 435
Effectiveness	Percentage of learners who are in classes with no more than 45 learners.	New	91%	92%	93%	94%
Adequacy	Percentage of schools where allocated teaching posts are all filled	New	100%	100%	100%	100%
Efficiency	Percentage of learners provided with required textbooks in all grades and in all subjects per annum	New	100%	100%	100%	100%
Efficiency	Percentage of learners who complete the whole curriculum each year.	New	85%	86%	87%	88%
Efficiency	Percentage of schools producing a minimum set of management documents at a required standard.	New	60%	65%	70%	75%
Quality	Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year.	New	50%	55%	60%	65%
Effectiveness	Percentage of schools with more than one financial responsibility on the basis of assessment.	New	93%	94%	95%	96%
Adequacy	Percentage of learners in schools that are funded at a minimum level.	New	100%	100%	100%	100%

### 2.3. PROGRAMME 2: QUARTERLY TARGETS FOR 2018/19

Programme Performance Measure (Sector Indicators)	Reporting Period	Annual Target	Quarterly Targets			
			1st	2nd	3rd	4th
(PPM)						
• PPM 208 Learner absenteeism rate	Quarterly	1,2%	1,2%	1,2%	1,2%	1,2%
• PPM 209 Teacher absenteeism rate	Quarterly	0,2%	0,2%	0,2%	0,2%	0,2%

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

BT201	PUBLIC ORDINARY SCHOOLING - Key trends	Audited/Actual Performance		Estimated Performance	Medium Term Targets			
		2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
		Actual	Actual	Actual	Actual			
PAYMENTS BY SUB-PROGRAMME (thousand rands)								
1	Public Primary Level	18,419,393	20,010,491	21,245,180	22,660,772	24,613,295	26,103,872	28,092,784
2	Public Secondary Level	13,022,239	14,281,717	15,312,389	15,927,777	16,222,290	17,254,609	18,688,609
3	Human Resource Development	68,684	68,369	175,847	80,632	130,917	141,888	152,442
4	School Sport, Culture And Media Services	33,773	33,513	50,012	38,670	34,886	37,720	39,795
5	National School Nutrition Programme Grant	1,253,708	1,326,761	1,246,976	1,566,894	1,534,878	1,611,622	1,726,104
6	Epwp Integrated Grant For Provinces	-	2,644	2,844	2,000	2,000	-	-
7	Social Sector Epwp Incentive Grant For Provinces Grant	5,518	3,000	27,365	4,808	27,004	-	-
8	Technical Secondary Schools Recap Grant	53,651	-	-	-	-	-	-
9	Dinaledi Schools Grant	21,959	-	-	-	-	-	-
10	Maths, Science And Technology Grant	-	62,522	63,468	61,660	61,203	64,638	67,079
TOTAL		32,878,925	35,789,017	38,124,081	40,343,213	42,626,473	45,214,349	48,766,813
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)								
Current payment		31,305,662	34,215,903	36,538,460	38,879,843	41,028,695	43,526,474	46,984,871
Compensation of employees		29,004,902	31,252,905	33,747,306	36,335,724	38,152,894	40,502,461	43,765,340
▪ Teachers		23,203,922	25,002,324	26,997,845	29,068,579	30,522,315	32,401,969	35,012,272
▪ Non-teachers		5,800,980	6,250,581	6,749,461	7,267,145	7,630,579	8,100,492	8,753,068
Goods and services		2,300,689	2,826,753	2,791,053	2,544,108	2,875,801	3,024,013	3,219,531

Interest and rent on land	71	136,245	101	11	-	-	-
Financial transactions in assets and liabilities	-	-	-	-	-	-	-
Transfers and subsidies	1,571,969	1,573,083	1,585,607	1,422,336	1,579,596	1,670,293	1,764,360
Payments for capital assets	1,294	31	14	41,034	18,182	17,582	17,582
<b>TOTAL</b>	<b>32,878,925</b>	<b>35,789,017</b>	<b>38,124,081</b>	<b>40,343,213</b>	<b>42,626,473</b>	<b>45,214,349</b>	<b>48,766,813</b>

**SUB-PROGRAMME: PUBLIC PRIMARY SCHOOLS – Key trends**

Audited/Actual Performance	Estimated Performance			Medium Term Targets			
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Actual	Actual	Actual	Actual				

**PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)**

Current payment	16,393,260	17,809,337	18,908,210	20,168,087	21,905,833	23,232,446	25,002,578
Compensation of employees	13,114,608	14,247,470	15,126,568	16,134,470	17,524,666	18,585,957	20,002,062
▪ Teachers	12,065,439	13,107,672	13,916,443	14,843,712	16,122,693	17,099,080	18,401,897
▪ Non-teachers	1,049,169	1,139,798	1,210,125	1,290,758	1,401,973	1,486,877	1,600,165
Goods and services	3,278,652	3,561,867	3,781,642	4,033,617	4,381,167	4,646,489	5,000,516
Transfers and subsidies	1,105,164	1,200,629	1,274,711	1,359,646	1,476,798	1,566,232	1,685,567
Payments for capital assets	920,970	1,000,525	1,062,259	1,133,039	1,230,665	1,305,194	1,404,639
<b>TOTAL</b>	<b>18,419,393</b>	<b>20,010,491</b>	<b>21,245,180</b>	<b>22,660,772</b>	<b>24,613,295</b>	<b>26,103,872</b>	<b>28,092,784</b>

**EXPENDITURE ON MAINTENANCE (thousand rands)**

Expenditure on school maintenance

Replacement value of all immobile school infrastructure									
<b>EXPENDITURE ON SCHOOL MAINTENANCE</b>									
Expenditure on school maintenance									
Replacement value of all immobile school infrastructure									
<b>BT203 SUB-PROGRAMME: PUBLIC SECONDARY SCHOOLS – Key trends</b>									
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21		
	Actual	Actual	Actual	Actual					
<b>Audited/Actual Performance</b>									
<b>Estimated Performance</b>									
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>									
Current payment	11,589,793	12,710,728	13,628,026	14,175,722	14,437,838	15,356,602	16,632,862		
Compensation of employees	9,271,834	10,168,583	10,902,421	11,340,577	11,550,270	12,285,282	13,306,290		
▪ Teachers	8,530,087	9,355,096	10,030,227	10,433,331	10,626,249	11,302,459	12,241,786		
▪ Non-teachers	741,747	813,487	872,194	907,246	924,022	982,823	1,064,503		
Goods and services	2,317,959	2,542,146	2,725,605	2,835,144	2,887,568	3,071,320	3,326,572		
Transfers and subsidies	781,334	856,903	918,743	955,667	973,337	1,035,277	1,121,317		
Payments for capital assets	651,112	714,086	765,619	796,389	811,115	862,730	934,430		
<b>TOTAL</b>	<b>13,022,239</b>	<b>14,281,717</b>	<b>15,312,389</b>	<b>15,927,777</b>	<b>16,222,290</b>	<b>17,254,609</b>	<b>18,688,609</b>		

BT 204		Public Ordinary School – Estimated Resourcing to be effected via the school funding norms (2018/19) – based on SA-SAMS Learner Statistics for 2017		
Poverty Quintiles	Schools	Total Expenditure (R'000)	Learners	Expenditure per learner ( R )
<b>2.1. Public Primary Schools</b>				
Non Section 21 Schools				
Quintile 1 (poorest)	77	R 10,520,968	10,954	955
Quintile 2	52	R 16,206,039	16963	955
Quintile 3	26	R10 369 079	10 857	955
Quintile 4	13	R3 453 257	6 296	522
Quintile 5 (least poor)	38	R3 361 808	18 179	179
Total	206	R40 457 894	63 222	
Section 21 Schools				
Quintile 1 (Poorest)	1 270	R 292 224 512	305 687	955
Quintile 2	1 069	R 329 621 159	345 132	955
Quintile 3	763	R386 597 725	404 768	955
Quintile 4	269	R92 457 756	173 142	522
Quintile 5 (least poor)	241	R27 484 651	147 377	179
Total	3 612	R1 128 385 803	1 376 106	
Total Primary	3 818	R1 168 436 697	1 439 328	
<b>2.2. Public Combined Schools</b>				
Non Section 21 Schools				
Quintile 1 (poorest)	6	R1 269 195	1 329	955
Quintile 2	11	3 109 480	3 256	955
Quintile 3	2	R649 400	680	955
Quintile 4	1	R82 998	159	522
Quintile 5	1	R282 641	1 579	179
Total	21	R5 393 714	7 003	
Section 21 Schools				
Quintile 1 (Poorest)	185	R62 582 438	65 525	955
Quintile 2	148	R62 811 305	65 771	955
Quintile 3	74	R39 474 925	41 335	955
Quintile 4	31	R11 884 669	21 856	522
Quintile 5 (least poor)	16	R2 605 524	14 556	179
Total	454	R179 358 961	209 043	



Total Combined	475	R184 752 676	216 046	
<b>2.3 Public Secondary Schools</b>				
Non Section 21 Schools				
Quintile 1 (poorest)	26	R4 955 495	5 189	955
Quintile 2	18	R7 386 925	7 735	955
Quintile 3	19	R12 263 025	13 155	955
Quintile 4	11	R4 513 212	8 646	522
Quintile 5 (least poor)	19	R2 616 421	14 031	179
Total	93	R31 735 078	48 756	
Section 21 Schools				
Quintile 1 (Poorest)	432	R173 205 174	181 350	955
Quintile 2	465	R231 685 887	242 583	955
Quintile 3	352	R265 595 050	278 110	955
Quintile 4	136	R70 278 153	131 562	522
Quintile 5 (least poor)	115	R18 665 882	65 525	179
Total	1500	R759 430 146	899 130	
Total Secondary	1 593	R791 165 224	947 886	
Total for Non Section 21 schools	320	R77 586 686	118 981	
Total for Section 21 schools	5 566	R206 7174 910	2 484 279	
Total for Quintile 1	1 996	R544 757 782	570 034	955
Total for Quintile 2	1 763	R650 820 795	681 440	955
Total for Quintile 3	1236	R715 749 204	748 905	955
Total for Quintile 4	461	R182 670 047	341 661	522
Total for Quintile 5	430	R55 014 928	297 116	179
Grand total	5 886	R2 148 512 756	2 639 156	
Note: The Final Budget will be based on the enrolment figures for 2018.				

## PROGRAMME 2: PERFORMANCE AND EXPENDITURE TRENDS 2018/19

Public Ordinary School Education reflects significant growth over the seven-year period, largely influenced by the various wage and OSD agreements, as well as funding of national priorities such as LTSM, expansion of no-fee schools, reduction of the L:E ratio, etc. Compensation of employees remains the biggest cost driver of this programme, consuming about 90 per cent of the budget over the 2018/19 MTEF. The 2017/18 Adjusted Appropriation reflects a decrease largely as a result of the movement of the budget and 1 313 ECD educators who were erroneously paid against this programme, as previously explained. This budget correction is carried through over the 2018/19 MTEF. The growth over the 2018/19 MTEF provides for the conditional grant increases which are commented on later, human resource development for the development of educators and school governing bodies (SGBs), norms and standards for transfers to schools and purchases of LTSM, school feeding in respect of the NSNP grant, the sanitary towel distribution programme with a budget amount of R40 million in each year of the MTEF, as well as the provision for learner transport services. However, it should be noted that Compensation of employees grows below inflation which means the department will continue to experience budget pressures.



## **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**

To support independent schools offering Grades 8 to 12

### 3.1 PROGRAMME 3: STRATEGIC OBJECTIVES ANNUAL TARGETS FOR 2018/19

Strategic objective	5 year goal		Estimated Performance baseline	2017/18				
	2018/23			2018/19	2019/20	2020/21	2021/22	2022/23
To increase access to basic education and enhance retention in education from Grade R - 12 : number of learners in subsidised independent schools	29314		29314	29314	29314	29314	29314	29314

### 3.2 PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/19

PROGRAMME PERFORMANCE MEASURES(SECTOR INDICATORS) FOR PROGRAMME 3									
	Audited/Actual Performance		Estimated Performance 2017/18	Medium-Term Targets					
	2014/15	2015/16		2016/17	2018/19	2019/20	2020/21		
• PPM 301: Percentage of registered independent schools receiving subsidies.	New	78%	53%	53%	53%	53%			
• PPM 302: Number of learners at subsidised registered independent schools.	30,323	28,781	29,314	29,314	29,314	29,314			
• PPM 303: Percentage of registered independent schools visited for monitoring and support.	100%	74,8%	90%	100%	100%	100%			

### 3.2.1. PROGRAMME 3: PROVINCE SPECIFIC INDICATORS

PROGRAMME 3: INDEPENDENT SCHOOLS – PROVINCE SPECIFIC INDICATORS							
Indicator Type	Purpose	Non-Customised Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target
Efficiency	To ensure that quality education occurs in independent schools.	Number of funded independent schools visited for monitoring purposes	114	127	127	127	127

### 3.3. PROGRAMME 3: QUARTERLY TARGETS FOR 2018/19

Programme Performance Measure(Sector Indicators) (PPM)	Reporting Period	Annual Target 1st	Quarterly Targets			
			2nd	3rd	4th	
• PPM303: Percentage of registered independent schools visited for monitoring and support	2018/19	100%	100%	100%	100%	100%

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

BT301	INDEPENDENT SCHOOL SUBSIDIES - Key trends									
	Audited/Actual Performance		2015/16		2016/17		Estimated Performance		Medium Term Targets	
	2014/15	Actual	Actual	Actual	Actual	2017/18	2018/19	2019/20	2020/21	
PAYMENTS BY SUB-PROGRAMME (thousand rands)										
3.1. Primary phase	46,221		47,795	52,153	52,799	55,861	58,989	62,233		
3.2. Secondary phase	24,746		29,483	28,747	33,239	35,167	37,136	39,178		
TOTAL	70,967		77,278	80,900	86,038	91,028	96,125	101,411		
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)										
Current payment	-		-	-	-	-	-	-	-	-
Compensation of employees	-		-	-	-	-	-	-	-	-
Goods and services	-		-	-	-	-	-	-	-	-
Transfers and subsidies	70,967		77,278	80,900	86,038	91,028	96,125	101,411		
Payments for capital assets	-		-	-	-	-	-	-	-	-
TOTAL	70,967		77,278	80,900	86,038	91,028	96,125	101,411		

INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2018/19)						
Subsidy Level	Schools	Total expenditure (thousand rands)	Learners	Expenditure per learner		
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		
<b>TOTAL</b>	<b>127</b>	<b>47 754 000</b>	<b>17 244</b>	<b>9 991</b>		

INDEPENDENT SCHOOL SUBSIDIES - Resourcing effected via the School Funding Norms (2018/19)						
Subsidy Level	Schools	Total expenditure (thousand rands)	Learners	Expenditure per learner		
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		
<b>TOTAL</b>	<b>127</b>	<b>30 063 000</b>	<b>12 070</b>	<b>10 510</b>		



### 3.5. PROGRAMME 3: PERFORMANCE AND EXPENDITURE TRENDS:

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. 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 growth over the 2018/19 MTEF is thus inflation related.

## 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).

#### 4.1. PROGRAMME 4: STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2018/19

It is important to list targets for the budget year and over the MTEF period for each strategic objective specified for this programme in the Strategic Plan.

Refer to Annexure D for examples.

Strategic objective/s	5 year target 2016/17	Estimated Performance Baseline 2017/18	2018/19				2021/22	2022/23
			2018/19	2019/20	2020/21	2021/22		
To increase access to basic and special education, enhance retention in education from Grade R – 9 and increase the number of learners in public special schools	17169	18470	19003	18996	19020	19055	19090	
• PPM 401: Percentage of special schools serving as resource centres	5 year goal 2016/17	Estimated Performance Baseline 2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
								35%
• PPM 402: Number of learners in public special schools	198	19200	20192	21000	22000	23000	24000	
								198
• PPM 403: Number of therapists/specialist staff in public special schools	198	151	198	211	212	23000	24000	
								198

#### 4.2.1. PROGRAMME 4: PROVINCE SPECIFIC INDICATORS

PROGRAMME 4: PUBLIC SPECIAL SCHOOLS EDUCATION – PROVINCE SPECIFIC INDICATORS							
Indicator Type	Purpose	Province Specific Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 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 screened for assessment, career guidance, remedial education, counseling and support programmes in mainstream, special and full service schools	133,000	128,000	138,000	148,000	158,000
Quality	To ensure that quality education occurs in mainstream, full service and special schools.	Number of educators employed in public special schools	1,437	1,468	1,600	1,700	1,750

#### 4.3. PROGRAMME 4: QUARTERLY TARGETS FOR 2018/19

Programme Performance Measure(Sector Indicators) (PPM)	Reporting Period	Annual Target	Quarterly Targets			
			1st	2nd	3rd	4th
• PPM403: Number of therapists/specialist staff in public special schools	2018/19	198	198	198	198	198

#### 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		
		2014/15	2015/16	2016/17	2017/18		2018/19	2019/20	2020/21
		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>					
	PAYMENTS BY SUB-PROGRAMME (thousand rands)								
	1 Schools	847,132	929,248	1,047,901	1,105,865	1,132,330	1,196,132	1,262,304	
	2 Human Resource Development	-	-	42	660	8,391	8,861	9,348	
	3 Osd For Therapists Conditional Grant	41,581	13,079	-	-	-	-	-	
	4 Learners With Profound Intellectual Disabilities Grant	-	-	-	5,558	27,230	33,279	35,586	
	<b>TOTAL</b>	<b>888,713</b>	<b>942,327</b>	<b>1,047,943</b>	<b>1,112,083</b>	<b>1,167,951</b>	<b>1,238,272</b>	<b>1,307,238</b>	
	PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)								
	Current payment	755,452	815,011	898,518	975,630	1,009,403	1,070,183	1,129,903	
	Compensation of employees	747,935	813,764	897,252	966,211	996,044	1,055,300	1,114,202	
	• Teachers	523,555	569,635	628,076	676,348	697,231	738,710	779,941	
	• Non-teachers	224,381	244,129	269,176	289,863	298,813	316,590	334,261	
	Goods and services	7,517	1,247	1,266	9,419	13,359	14,883	15,701	
	Transfers and subsidies	131,236	127,316	134,830	135,344	153,986	162,609	171,553	
	Payments for capital assets	2,025	-	14,595	1,109	4,562	5,480	5,782	
	<b>TOTAL</b>	<b>888,713</b>	<b>942,327</b>	<b>1,047,943</b>	<b>1,112,083</b>	<b>1,167,951</b>	<b>1,238,272</b>	<b>1,307,238</b>	

#### **4.5. PROGRAMME 4: PERFORMANCE AND EXPENDITURE TRENDS FOR 2018/19**

Public Special School Education reflects strong growth over the period. The 2018/19 MTEF provides for the increase in the allocation for the Learners with Profound Intellectual Disabilities grant, which seeks to address learners with disabilities in public special schools. This was allocated against Compensation of employees for the appointment of therapists, chief psychologists, as well as deputy chief education specialists. Also, the budget provides for the transfers to special schools for the purchase of LTSM for the S21 schools who can purchase their own, operational, as well as purchases of vehicles for school and district monitoring, including tools of trade such as office furniture and computers.

The Department will establish school of Autism by upgrading, additions and renovating a closed school in the disadvantaged community. In 2018/19 we will employ teams of specialist staff and procure specialised equipment and LTSM

Furthermore the Department will implement third stream (Technical - Occupational Stream). We will also train Educators and procure workshop equipments for Damorosa Special School, Westridge, Newtown Special School and Tugela Special School.

The plan is to provide 10 adapted buses, 15 standard buses and employ bus drivers in special schools and itinerant staff in full service schools.



## 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

### 5.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2018/19

Strategic Objective/s	5 year goal		Estimated Performance Baseline 2016/17		2017/18 - 2021/22			
	2018/23	2016/17	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
To increase access to basic education and special education and enhance retention in education from Grade R – 9 enrollment: number of Grade R learners	265 000	230 000	230 000	245 000	250 000	255 000	260 000	265 000

### 5.2. PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/19

PROGRAMME PERFORMANCE MEASURES(SECTOR INDICATORS) FOR PROGRAMME 5									
	Audited/Actual Performance			Estimated Performance 2017/18	Medium-Term Targets				
	2014/15	2015/16	2015/16		2018/19	2019/20	2020/21		
• PPM 501: Number of public schools that offer Grade R	3,940	3,893	3,972	3,996	4010	4010	4010		
• PPM 502: Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/ or special schools and registered independent schools/ ECD sites.	New	100%	97.1%	97,2%	97,3%	97,4%	97,5%		
• PPM 503: Number of Grade R practitioners with NQF level 6 and above qualification each year.	New	New	1641	1,651	1,651	1,651	1,651		

### 5.2.1. PROGRAMME 5: PROVINCE SPECIFIC INDICATORS

PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT – NON-CUSTOMISED INDICATORS									
Indicator Type	Purpose	Province Specific Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target		
Access	To provide publicly funded Grade R in accordance with policy	Number of subsidised community based centers offering Grade R	57	30	57	57	57		
		Number of Grade R practitioners employed in public ordinary schools	New	6,637	5,200	5,200	5,200		

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

BT501	EARLY CHILDHOOD DEVELOPMENT- Key trends	Audited/Actual Performance				Estimated Performance			Medium Term Targets			
		2014/15		2015/16	2016/17	2017/18			2018/19	2019/20	2020/21	
		Actual	Actual	Actual								
	Actual											
	PAYMENTS BY SUB-PROGRAMME (thousand rands)											
	1. Grade R in Public Schools	426,251	478,286	858,448	903,389	1,185,324	1,229,215	1,274,493				
	2. Grade R in Early Childhood Development Centres	54,209	74,531	70,612	72,817	23,907	25,246	26,634				
	3. Pre Grade R Training	25,663	50,854	44,463	23,574	64,745	68,122	71,869				
	4. Human Resource Development	-	-	-	-	6,442	6,803	7,177				
	<b>TOTAL</b>	<b>506,123</b>	<b>603,671</b>	<b>973,523</b>	<b>999,780</b>	<b>1,280,418</b>	<b>1,329,386</b>	<b>1,380,173</b>				
	PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)											
	Current Payment	475,617	586,196	954,521	969,019	1,246,959	1,292,933	1,341,715				
	Compensation of Employees	471,467	508,269	874,192	941,378	1,120,137	1,160,129	1,201,607				
	Teachers	471,467	508,269	874,192	941,378	1,120,137	1,160,129	1,201,607				
	Non-Teachers	-	-	-	-	-	-	-				
	Goods and Services	4,150	77,927	80,329	27,641	126,822	132,804	140,108				
	Transfers and Subsidies	30,506	17,475	19,002	30,761	33,459	36,453	38,458				
	Payment for Capital Assets	-	-	-	-	-	-	-				
	<b>TOTAL</b>	<b>506,123</b>	<b>603,671</b>	<b>973,523</b>	<b>999,780</b>	<b>1,280,418</b>	<b>1,329,386</b>	<b>1,380,173</b>				

#### 5.4. PROGRAMME 5: PERFORMANCE AND EXPENDITURE TRENDS FOR 2018/19

Early Childhood Development (ECD) reflects low growth in the two outer years of the 2018/19 MTEF, largely due to below inflationary budget growth for Compensation of employees. The 2017/18 Adjusted Appropriation reflects substantial growth, mainly due to the previously mentioned movement of the budget for 1 313 ECD educators who were incorrectly paid against Programmes 2 and 4. The growth over the 2018/19 MTEF is low and mainly provides for training of ECD practitioners, transfers to ECD centres and the purchase of LTSM. The stipends to ECD practitioners are paid through the Social Sector EPWP Grant for Provinces in

- The Grade R in Public schools spends much on the payment of stipends of R6500 per month for the 5200 practitioners. Therefore more budget will be spent here as increments for 201/18 will move monthly stipend to R7250 for under-qualified and R7750 for qualified practitioners per month.
- Only few Grade R practitioners are paid through the community based sites. Sites are made satellites of the schools. This budget will be moved forward to 5.1.
- The expenditure will increase in the payment for Grade R educators as these educators have been moved from programmes 2 and 4 respectively with their budget to Programme 5. Also 1179 new Grade R posts for qualified Grade R educators are being created to absorb those Grade R practitioners who are professionally qualified but are still being paid a stipend.
- The budget of 5.3 will be fully utilized for the training of NCF in the Birth to Four provided vacant posts are filled and/or service providers are contracted to facilitate this training on behalf of the Department.
- 5.4 budget will be used to develop the ECD personnel and also to develop those Grade R practitioners who are still under qualified.

## 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

## 6.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2018/19

Strategic Objective	5 year goal	Estimated Performance					
	2018/23	Baseline 2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
To provide infrastructure, financial, human and technological resources: Number of new schools built	29	10	10	9	5	3	2

For the purpose of this objective the Department focusses on the new schools built under Infrastructure Delivery

## 6.2. PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/19

PROGRAMME PERFORMANCE MEASURES(SECTOR INDICATORS) FOR PROGRAMME 6							
	Audited/Actual Performance			Estimated Performance 2017/18	Medium-Term Targets		
	2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
▸ PPM 601: Number of public ordinary schools provided with water supply	290	145	427	150	150	180	180
▸ PPM 602: Number of public ordinary schools provided with electricity supply	8	3	75	150	100	100	170
▸ PPM 603: Number of public ordinary schools supplied with sanitation facilities	283	122	210	150	150	170	180
▸ PPM 604: Number of additional classrooms built in or provided for existing public ordinary schools	170	309	705	400	200	210	220
▸ PPM 605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools)	249	861	170	100	100	85	70
▸ PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	19	7	10	10	10	9	5
▸ PPM 607: Number of new schools under construction (includes replacement schools)	New	29	27	18	15	10	5
▸ PPM 608: Number of new or additional Grade R classrooms built (includes those in replacement schools)	New	116	98	120	50	50	80
▸ PPM 609: Number of hostels built	New	1	0	2	2	1	1
▸ PPM 610: Number of schools in which scheduled maintenance projects were completed	New	200	310	300	320	370	385

### 6.2.1. PROGRAMME 6: PROVINCE SPECIFIC INDICATORS

PROGRAMME 6: INFRASTRUCTURE DELIVERY – PROVINCE SPECIFIC INDICATORS							
Indicator Type	Strategic Focus / Purpose	Province Specific Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target
Adequacy	To put the basic infrastructure for public ordinary schooling, teacher and out-of-school youth development in place in accordance with policy	Number of women benefitting from EPWP programmes	New	176	176	176	176
		Number of youth benefitting from infrastructure projects	New	178	178	178	178
		Number of disabled people benefitting from EPWP programmes	New	10	10	10	10
		Number of SMME's benefitting from infrastructure projects	New	408	450	460	470

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

BT601 Infrastructure Development - Key trends							
	Audited/Actual Performance			Estimated Performance 2017/18	Medium Term Targets		
	2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
<b>PAYMENTS BY SUB-PROGRAMME (thousand rands)</b>							
6.1 Administration	161,774	60,546	298,692	95,276	85,519	91,831	136,120
6.2. Public Ordinary School Education	1,734,090	2,222,765	2,109,678	1,992,850	1,923,386	1,889,112	2,002,897
6.3. Public Special School Education	81,714	161,126	64,879	179,934	128,908	109,949	207,616
6.4. Early Childhood Development	233,502	169,628	120,196	146,774	48,794	62,962	26,197
<b>TOTAL</b>	<b>2,211,080</b>	<b>2,614,065</b>	<b>2,593,445</b>	<b>2,414,834</b>	<b>2,186,607</b>	<b>2,153,854</b>	<b>2,372,830</b>
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)</b>							



Current Payment	194,504	270,661	422,756	589,396	449,916	461,975	478,429
Compensation of Employees	-	11,505	19,351	28,276	29,916	31,591	34,118
Teachers	-	-	-	-	-	-	-
Non-Teachers	-	11,505	19,351	28,276	29,916	31,591	34,118
Goods and Services	194,504	259,156	403,405	561,120	420,000	430,384	444,311
Transfers and Subsidies	-	-	-	-	-	-	-
Payment for Capital Assets	2,016,576	2,343,404	2,170,689	1,825,438	1,736,691	1,691,879	1,894,401
TOTAL	2,211,080	2,614,065	2,593,445	2,414,834	2,186,607	2,153,854	2,372,830

#### 6.4. PROGRAMME 6: PERFORMANCE AND EXPENDITURE TRENDS FOR 2018/19

Infrastructure Development reflects steady growth. The low spending in 2014/15 was due to the reprioritisation undertaken from this programme to fund Compensation of employees in other programmes with carry-through the equitable share baseline over the period. The high amount in the 2017/18 Adjusted Appropriation is due to the additional allocation in respect of disaster relief. The decrease in 2018/19 is attributed to reductions in the EIG due to fiscal consolidation cuts. The 2018/19 MTEF caters for the maintenance and repairs to schools and office buildings, major upgrades and additions, refurbishments, as well as construction of new infrastructure.



## 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.

(ii) **Professional Services**

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

(iii) **Special Projects**

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

(iv) **Examination**

To provide for departmentally managed examination services.

(v) **Conditional Grants**

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

## PROGRAMME 7: STRATEGIC OBJECTIVES AND ANNUAL TARGETS FOR 2018/19

### 7.1. STRATEGIC OBJECTIVE ANNUAL TARGETS FOR 2018/19

Strategic Objective	5 year goal		Estimated Performance				
	2018/23	100%	2018/19	2019/20	2020/21	2021/22	2022/23
Increase learner attainment minimum required standards in all subjects and grades	100%	100%	80%	85%	90%	95%	100%

### 7.2 PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2018/19

PROGRAMME PERFORMANCE MEASURES(SECTOR INDICATORS) FOR PROGRAMME 7	Audited/Actual Performance			Estimated Performance 2017/18	Medium-Term Targets		
	2014/15	2015/16	2016/17		2018/19	2019/20	2020/21
	• PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	69,7%	60,7%	66,4%	76%	80%	85%
• PPM 702: Percentage of Grade 12 learners passing at bachelor level	25,6%	21,4%	24,48%	27%	30%	31%	32%
• PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	14,4%	12%	13,77%	19%	22%	23%	24%
• PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science	18%	17,4%	22,18%	21%	24%	25%	26%
• PPM 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	New	804	1,023	1,620	1,655	1,675	1,675

### 7.2.1. PROGRAMME 7: PROVINCE SPECIFIC INDICATORS

PROGRAMME 7: ADMINISTRATION – PROVINCE SPECIFIC INDICATORS							
Indicator Type	Purpose	Province Specific Performance Indicator Title	Baseline	2017/18 Estimates	2018/19 Target	2019/20 Target	2020/21 Target
Efficiency	To attain the highest possible educational outcomes amongst learners in public ordinary schools	Number of schools with an NSC pass rate below 60%	636	606	576	546	516

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

BT701	Auxiliary and Associated Services- Key trends	Audited/Actual Performance					Estimated Performance	Medium Term Targets		
		2014/15	2015/16	2016/17	2017/18	2018/19		2019/20	2020/21	
		Actual	Actual	Actual						
PAYMENTS BY SUB-PROGRAMME (thousand rands)										
	1 Payments to SETA	22,030	78,139	83,257	89,497	93,910	99,169	104,623		
	2 Professional Services	574,916	585,913	621,394	626,949	661,589	698,638	737,063		
	3 External examinations	598,321	699,302	556,513	779,041	751,958	797,841	836,772		
	4 Conditional Grant -HIV and AIDS (Life-Skills Education) grant	85,683	55,376	55,074	56,115	58,922	62,155	65,450		
	<b>TOTAL</b>	<b>1,280,950</b>	<b>1,418,730</b>	<b>1,316,238</b>	<b>1,551,602</b>	<b>1,566,379</b>	<b>1,657,803</b>	<b>1,743,908</b>		
PAYMENTS BY ECONOMIC CLASSIFICATION (thousand rands)										
	Current Payment	1,244,137	1,322,381	1,211,154	1,458,243	1,472,469	1,558,634	1,639,285		
	Compensation of Employees	814,254	888,218	945,489	1,015,929	1,083,548	1,145,861	1,207,039		
	Teachers	651,403	710,574	756,391	812,743	866,838	916,689	965,631		
	Non- Teachers	162,851	177,644	189,098	203,186	216,710	229,172	241,408		
	Goods and Services	429,883	434,163	265,665	442,314	388,921	412,773	432,246		
	Interest and rent on land	1	-	4	5	-	-	-		
	Transfers and Subsidies	36,032	96,024	104,752	93,150	93,910	99,169	104,623		
	Payment for Capital Assets	780	325	328	204	-	-	-		
	<b>TOTAL</b>	<b>1,280,950</b>	<b>1,418,730</b>	<b>1,316,238</b>	<b>1,551,602</b>	<b>1,566,379</b>	<b>1,657,803</b>	<b>1,743,908</b>		

## PROGRAMME 7: PERFORMANCE AND EXPENDITURE TRENDS FOR 2018/19

Examination and Education Related Services shows steady growth. The expenditure for this programme is influenced by the number of learners writing matric. The budget grows in anticipation of increased learner numbers for public ordinary schools, as well as provision for strengthening the marking processes. The high 2017/18 Revised Estimate relates mainly to travel and subsistence which was high due to the implementation of the operation “Bounce Back” strategy aimed at improving matric results, operating payments due to increased printing for June and September supplementary exams. The growth over the 2018/19 MTEF provides for examination services, such as printing for NSC and other grades, as well as travelling to schools for professional or advisory services, etc. It is noted that the budget growth for Compensation of employees is below the prescribed inflationary wage adjustment which will result in in-year pressures and thus the inability to fill posts





# PART C

## LINKS TO OTHER PLANS



## PART C: LINKS TO OTHER PLANS

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

NO. Project Name	Municipality/Region	STATUS	Type of Infrastructure	Units	Project Duration		Date: Finish	Source of Funding	Budget Programme Name	EPWP for current financial year	Total Project cost	Payment to date	METF Forward Estimates			
					Date: Start								2018/19	2019/20	2020/21	
MZAMO SECONDARY SCHOOL	AMAUBA	Practical Completion (100%)	School: Primary/Secondary	24	25.11.2015		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			31787	8435	6265	0	0	
NONKQUBELA PRIMARY SCHOOL (HORSESHOE E P) COMPLETION PROJECT	HARRY GWALA	Construction 76% - 99%	School: Secondary	24	03.02.2012		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			28563	1694	1538	1924	0	
UMSUNGA PRIMARY SCHOOL	UMGUNGUNDLOVU	Construction 76% - 99%	School: Primary	24	25.06.2014		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			27091	5589	3893	1924	0	
NEW MAHABENI PRIMARY SCHOOL (MOKHANA AREA)	UMKHANYAKUDE	Construction 1% - 25%	School: Primary	24	16.08.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			4174	229	20885	4215	0	
SUNINDALE SECONDARY SCHOOL	KING CETHWAYO	Design	School: Secondary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			42978	1984	0	7448	13422	
ALBERT FALLS INTERMEDIATE SCHOOL	UMGUNGUNDLOVU	Practical Completion (100%)	School: Secondary	24	31.01.2012		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			28995	946	0	5923	13168	
CHIBELHLE COMBINED SCHOOL	UMGUNGUNDLOVU	PROJECT INITIATION	School: Primary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			24574	0	0	3069	7000	
NEW BRUNTVILLE AREA PRIMARY SCHOOL	UMGUNGUNDLOVU	PROJECT INITIATION	School: Primary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			9080	0	0	588	269	
NEW GRANGE (WHITE RD) AREA SECONDARY SCHOOL	UMGUNGUNDLOVU	PROJECT INITIATION	School: Secondary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			30839	0	0	3069	13367	
NEW HARDING AREA SECONDARY SCHOOL (NEAR SUTTON P)	UMGUNGUNDLOVU	PROJECT INITIATION	School: Secondary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			30839	0	0	3069	13367	
NEW MATSHENI AREA PRIMARY SCHOOL	UMGUNGUNDLOVU	DESIGN	School: Primary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			20484	5808	0	4114	9758	
SIYAKHULA SECONDARY SCHOOL	UMKHANYAKUDE	PROJECT INITIATION	School: Secondary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			21795	0	0	3069	1322	
NEW WELBEDACHT EAST AREA SECONDARY SCHOOL	UMLAZI	FEASIBILITY	School: Secondary	24	17.05.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			35375	0	0	3069	1322	
<b>Total New/Replacement Infrastructure</b>													<b>321357</b>	<b>241438</b>		
<b>Returbishment and Rehabilitation and Repair</b>																
SIZANANI SECONDARY SCHOOL	AMAUBA	CONSTRUCTION 1% - 25%	School: Secondary	5	24.01.2017		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			33158	0	18249	3326	0	
ISIFISOSETHU SECONDARY SCHOOL	ILEMBE	CONSTRUCTION 51% - 75%	School: Secondary	5	17.10.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			26961	3889	11046	1386	0	
NGONGO SECONDARY SCHOOL	KING CETHWAYO	Practical Completion (100%)	School: Secondary	5	13.08.2014		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			42514	27583	5332	539	0	
QANTAMI SECONDARY SCHOOL	KING CETHWAYO	CONSTRUCTION 1% - 25%	School: Secondary	5	15.08.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			35167	4138	9133	5407	0	
SUMELA PRIMARY SCHOOL	PINETOWN	CONSTRUCTION 51% - 75%	School: Primary	5	07.08.2017		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			9803	878	7232	120	0	
DOKIES OFFICE	UMLAZI	Design	Administration: Office	1	15.09.2016		EQUITABLE SHARE	Administration: Programme 1			248485	2932	13881	34830	82156	
MBAMBANGWE HIGH SCHOOL	UMLAZI	TENDER	School: Secondary	4	14.03.2018		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			3024	0	5490	0	1322	
AMAGINGO SECONDARY SCHOOL	UMLAZI	Design	School: Secondary	4	19.12.2016		EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2			3032	0	6405	0	1322	



BADELLE PRIMARY SCHOOL	UMJAZI	CONSTRUCTION 1% - 25%	School: Primary	4	20.01.2018	14.07.2019	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	3 040	0	5 686	0	1 322
BAUMJIE PRIMARY SCHOOL	UMJAZI	TENDER	School: Primary	10	14.03.2018	13.07.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	3 048	0	6 256	0	1 322
LAMONTVILLE HIGH SCHOOL	UMJAZI	CONSTRUCTION 1% - 25%	School: Secondary	3	12.01.2018	12.07.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	3 160	0	7 184	0	1 322
MONTCLAIR SENIOR PRIMARY SCHOOL	UMJAZI	TENDER	School: Secondary	7	14.05.2018	13.07.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	31 94	0	6 520	0	1 322
NINGIZIMU PRIMARY SCHOOL	UMJAZI	TENDER	School: Secondary	5	14.03.2018	13.07.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	32 04	0	6 958	0	1 322
SHUMAYELA SECONDARY SCHOOL	UMJAZI	TENDER	School: Secondary	10			EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	3 250	0	6 004	0	1 322
MIDKOTIWA SECONDARY SCHOOL	ZULUJAND	CONSTRUCTION 76% - 99%	School: Secondary	5	28.09.2015	15.07.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	48 088	28 392	9 528	2 586	0
<b>Total Refurbishment and Rehabilitation and Repair</b>													
PHOLELA SPECIAL SCHOOL	HARRY GWALA	CONSTRUCTION 26% - 50%	School: Special	1	22.07.2016	23.01.2019	EDUCATION INFRASTRUCTURE GRANT	Special Education: Programme 4	201 411	20 855	59 294	6 892	16 007
VULEKANI SPECIAL SCHOOL	HARRY GWALA	CONSTRUCTION 26% - 50%	School: Special	1	21.10.2016	21.10.2018	EDUCATION INFRASTRUCTURE GRANT	Special Education: Programme 4	34 470	1 293	24 615	4 326	3 342
XOLOLOLO PRIMARY SCHOOL	HARRY GWALA	CONSTRUCTION 26% - 50%	School: Primary	1	04.08.2015	02.06.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	54 315	19 802	12 256	5 159	3 871
LA MERCY PRIMARY SCHOOL	PINETOWN	CONSTRUCTION 51% - 75%	School: Primary	1	20.07.2016	22.04.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	255 850	37 698	76 007	10 912	31 899
INDOBANE PRIMARY SCHOOL	PINETOWN	CONSTRUCTION 26% - 50%	School: Primary	1	29.07.2016	30.03.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	56 050	0	12 989	6 175	7 986
IMPUMELELO SENIOR PRIMARY SCHOOL	UGU	CONSTRUCTION 76% - 99%	School: Secondary	1	06.06.2016	30.04.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	15 545	0	12 536	427	0
SIYAMUKELA HIGH SCHOOL	AMAUBA	CONSTRUCTION 76% - 99%	School: Secondary	1	07.05.2015	07.05.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	28 220	0	2 986	1 586	0
MTWANANGAMIZWE SECONDARY SCHOOL	UGU	CONSTRUCTION 1% - 25%	School: Secondary	1	26.04.2017	15.12.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	35 219	433	12 593	8 148	1 46
SIBONGIUSA SECONDARY SCHOOL	UMGUNGUNDLOVU	CONSTRUCTION 26% - 50%	School: Secondary	1	04.10.2016	10.11.2017	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	35 270	3 261	12 290	2 100	284
OPEN GATE SPECIAL SCHOOL	UMGUNGUNDLOVU	CONSTRUCTION 1% - 25%	School: Special	1	25.05.2012	08.05.2019	EDUCATION INFRASTRUCTURE GRANT	Special Education: Programme 4	58 818	1 468	25 261	5 905	836
KWAMIYA PRIMARY SCHOOL	UTHUKELA	CONSTRUCTION 1% - 25%	School: Primary	1	22.06.2016	21.06.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	28 649	4 672	11 988	5 472	688
HOER LANSBOSKOOLO VRHEID	ZULUJAND	Design	School: Secondary	1	25.10.2016	02.06.2018	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	52 724	6 536	19 658	5 358	9 742
JAMES KUMALO AGRICULTURAL SECONDARY SCHOOL	ZULUJAND	CONSTRUCTION 26% - 50%	School: Secondary	1	06.02.2016	06.02.2017	EDUCATION INFRASTRUCTURE GRANT	Ordinary School Education: Programme 2	45 991	17 972	18 599	5 146	4 012
<b>Total Upgrades and Additions</b>													
<b>Maintenance and Repair</b>													
<b>Non Infrastructure</b>													
										1 061 108	1 172 115	1 226 415	
										395 000	405 384	421 838	
										54 916	56 591	56 591	

## 2. LINKS TO THE PROVINCIAL GROWTH DEVELOPMENT PLAN

Whilst progress has been made to ensure universal access to education at all levels. The critical issues to be attended to now relate to the quality of education. Inequality in the quality and attainment of educational qualifications is still growing and is inhibiting eradication of inequality in all spheres of society and is also regarded as one of the main drivers of poverty in the Province.

Strategic intervention should be directed to the low quantitative gains in the educational achievement of the youth who finish school successfully, as well as to address issues of the poor quality of education. These challenges are interrelated, hence must be tackled simultaneously. Education is fundamental to the Province in relation to growth and development.

Interventions must be directed towards:

- (a) the varying quality of education depending on the location of schools in rural areas, townships and urban areas;
- (b) the challenges relating to the logistical provision of educational materials in the form of books and laboratory material; and
- (c) inequitable access to remedial and specialised attention to learners with specific challenges.

Both community and family related aspects of life influence educational performance. Thus, under- resourced schools affect school performance. Services such as water, sanitation and electricity, must be provided to schools. The quality of teacher education must also be addressed directly and capacity development programmes for teachers who are currently employed must be designed. The quality of management and school governance must also be enhanced in order for schools to set targets and be able to achieve the best from their learners through local support and enhancement of learner effort.

Specific aspects of educational provision are being brought into the ambit of the Department of Social Development (DSD). Early Childhood Education is administered through the (DSD) and the massification of Early Childhood Education is called for i.e. developing community-based ECD Centres, practitioners and educators.

Alarming trends have been observed in decreasing performance at NSC level and with the inordinately low numbers of 0-4 year olds enrolled in ECD and related ECD provision. There is concern about the disparity in performance and provision depending on location and/or whether the school is in a well-resourced area or not. The issue of coordination and policy guidelines on ECD need to be clarified further, and clear policy direction and regulatory measures should apply to all sectors and roleplayers involved in ECD. Renewed focus is required to accommodate the provision for special needs and at risk children.

The KZN HRD Strategy is in alignment with this objective. The HRD Strategy Pillar 1 refers to a sound foundation in education for all, giving children a flying start and has a comprehensive set of interventions and activities for enhancing achievement and success in education supported by in-depth analysis.

The strategic interventions identified seek to impact on provision and focus on educators, governance and logistical support for equipment and books. The area of vocational guidance has a focus as well because it is extremely under-provided for and has a bearing on skills alignment to economic growth as recorded in the HRD Strategy, the aim is for “employment literacy to make sound choices about post school opportunities and successfully manage the challenges of the post school environment”.

## 1. GOAL INDICATORS

Goal Indicators	Baseline	Current Situation	
		2020 Target	
Gross enrolment rate (GER) - Primary	94%	97%	95%
Gross enrolment rate (GER) - Secondary	86.7%	98%	87%
* Percentage of Grade 3, 6 and 9 learners performing at the required levels in Annual National Assessments (Literacy and Numeracy)	36%	70%	61% (2014)
Performance in SACMEQ - > Reading	486	550	540
Performance in SACMEQ - > Mathematics	485	550	590
Percentage National Senior Certificate (NSC) pass rate	66.4%	80%	72.9%
Numbers of students qualifying for Bachelors programme in the NSC	36 687	50 000	40 531
Enrolment of 3-5 year old children in educational institutions	20%	35%	25%

## 2. STRATEGIC OBJECTIVE INDICATORS

STRATEGIC OBJECTIVE	Indicator No	Strategic Objective Indicators	Baseline	Current Situation		
				2020 Target		
Improve early childhood development, primary and secondary education	2.1.1	Percentage of NSC pass rate (70% across KZN should be the minimum requirement for the Province)	66.4%	80%	72.9%	
	2.1.2	Number of Quintile 1 schools with a minimum NSC pass rate of below 60% [minimum school average of 60% and below]	232	175	259	
	2.1.3	Number of NSC candidates taking Mathematics and Science	109 800 66 300	110 000 70 000	89 681 52 302	
	2.1.4	Percentage of Grade 12 learners passing Mathematics at 50% or more in the NCS	13.77%	22%	19%	
	2.1.5	Percentage of Grade 12 learners passing Science at 50% or more in the NSC	22.18%	24%	24%	
	2.1.6	Number of learners qualifying in NSC for Bachelors, Diploma and Certificate programmes	36 687 36 000 25 000	50 000 38 000 26 000	40 531 39 507 22 347	
			Percentage of children with special needs (disability, giftedness) and “at risk” children whose needs are being adequately met by the education system	New	19,055	18,996
			Percentage of Grade 1 learners who have received formal Grade R education	93%	95%	97%
			Number of ECD facilities adhering to norms and standards	2 350	2 401	2287
			Percentage of children in 0-4 age group accessing ECD facilities	25%	35%	27%
			Percentage of children who turned 9 in the previous year who are currently in Grade 4 or above	71%	70%	69%
			Percentage of children who turned 12 in the previous year who are currently in Grade 7 or above	53%	60%	52%
			Retention rate Grade 1 – 12	55%	55%	51%
			Retention rate Grade 10 – 12	70%	80%	71%
			Number of learners in public ordinary schools benefiting from the “No Fee Schools” policy	70%	88%	78%
			Percentage of learners benefitting from school nutrition programme	78%	85%	86%

### 3. MANAGEMENT OF ASSETS

#### Assets Audit Baseline

The Departmental assets spread across thirteen (13) locations in the province, which is 12 district plus Head Office . In terms of the analysis of the 2014 – 2017 Provincial Assets Verification, the quantity of assets in the Department exceeds 107000. This includes a total number of 715 state vehicles, furniture, labour saving devices including over 3000 computers.

The Department has resuscitated the asset disposal committee and working together with the Districts through the Provincial Asset Co-ordinators Forum which has been newly established.

The Provincial Assets Verification Projects for the past three years indicates that 4503 assets were verified in 2014/15, 2138 assets were audited in 2015/16, 15810 assets were confirmed in 2016/17 and 75690 assets were verified in 2017/18.

The above statistics present an upward curve in the asset quantities audit outcomes over the three year period. There is however a figure of 5202 assets that could not be located (Never audited) in any of the locations. This quantity forms the baseline for the performance targets in the 2018/19 Provincial Assets Verification

#### Programmes

The Logistics, Assets and Disposals Directorate seeks to achieve accuracy and completeness of the asset register through a number of Directorate programmes and projects. The 2018 programmes are:

- Provision of Logistics Management Services i. t. o. Inventory Management
- Provision of Logistics Management Services i. t. o. Assets Management
- Provision of Asset Disposal Management Services
- Provision of Personnel Management Services

#### Sub-programme plans

The prioritised 2018 projects emanating from the planned programmes include:

- Implement sound provisioning and inventory management services
- Ensure compliance with inventory management policies
- Provide support services i.r.o. inventory management services such as co-ordination of quarterly stock taking
- Implement Departmental Management Project Management Plan
- Rollout Hardcat system
- Co-ordinate and manage changes to policies and procedures
- Co-ordinate and manage monthly reporting i. r. o. asset management
- Co-ordinate and manage annual physical verification of assets
- Implement sound human resource management policies and procedures
- Personnel training and development
- Performance assessment
- Review and recommend Disposal Committees
- Co-ordinate and manage disposal processes for furniture and equipment

#### 4. Performance measures

PERFORMANCE MEASURE	ESTIMATE PERFORMANCE TARGET						BEGINNING TIMEFRAME	Quarter Start	END TIMEFRAME	Quarter End
	2018/19									
	Parameter	Annual	Quarter 1	Quarter 2	Quarter 3	Quarter 4				
Number of audited assets	Number	5202	1 301	1 301	1 301	1 301	01-Apr-18	1	31-Mar-19	4
Percentage of movable assets tagged/audited	Percentage	80	20	20	20	20	01-Apr-18	1	31-Mar-19	4
Number of assets disposal reports	Number	1	0	0	0	1	01-Apr-18	1	31-Mar-19	4



## CONDITIONAL GRANTS

There are seven conditional grants comprising Education Infrastructure Grant, EPWP Integrated Grant for Provinces, Social Sector EPWP Incentive Grant for Provinces, National School Nutrition Programme (NSNP) Grant, HIV and AIDS Grant, Maths, Science and Technology Grant and Learners with Profound Intellectual Disabilities Conditional 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	<ul style="list-style-type: none"> <li>• 51 new infrastructure projects</li> <li>• 1719 upgrades and additions projects</li> <li>• 1341 water and sanitation projects</li> <li>• 118 fencing projects</li> <li>• 86 ECD projects</li> <li>• 217 refurbishments and rehabilitation projects</li> <li>• 405 maintenance and repairs projects</li> </ul>
Continuation	The grant will cover the MTEF.
Motivation	It assists in the delivery of infrastructure to address backlogs and inappropriate structures. This grant will also ensure that new schools are built. It will assist in the delivery of programmes as detailed in Strategic Objective

Name of Grant	EPWP INTEGRATED GRANT FOR PROVINCES
Purpose	The order to address the triple challenges of poverty unemployment the department has form indigent
Performance indicator	Youth and women identified beneficiaries a total 315 beneficiaries will have benefiting by the end of March 2018. The identified programme are cleaning of school ground and ambition facilities
Continuation	The allocation is for the first year of the MTEF.
Motivation	It assists in the creation of employment opportunities.



Name of Grant	SOCIAL SECTOR EPWP INCENTIVE GRANT FOR PROVINCES
Purpose	<ul style="list-style-type: none"> <li>The EPWP Social Sector Grant is shared between National School Nutrition Programme (NSNP) and Early Childhood Development (ECD).</li> <li>The NSNP creates additional work opportunities for 167 volunteer food handlers and the employment of 3 datacapturers.</li> <li>The ECD creates work opportunities for 98 ECD practitioners and the employment of 2 data capturers</li> </ul>
Performance indicator	<ul style="list-style-type: none"> <li>2018/19 BUSINESS PLAN:</li> <li>1373 Chief Food Handlers provided with work opportunities and also receiving training .</li> <li>288 ECD practitioners provided with work opportunities in 288 ECD sites.</li> <li>3 Data capturers employed</li> <li>2 admin clerks appointed</li> <li>98000 learners provided with meals</li> <li>10080 learners taught by the 288 practitioners</li> </ul>
Continuation	The allocation is for the first year of the MTEF.
Motivation	It assists in the creation of employment opportunities.

Name of Grant	NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP) GRANT
Purpose	The NSNP is implemented as one of the key educational and poverty alleviation strategy specifically initiated to meet the rights of children in terms of basic food and education. It seeks to alleviate short-term hunger at school; improve learner attendance and participation in class; reduce learner absenteeism rate; provide support to learners from child-headed households; as promoting healthy lifestyle through nutrition education as well as contributing to contributing to the enhancement of job opportunities for local people in various district municipalities.
Performance Indicator	<ul style="list-style-type: none"> <li>2330421 learners will be feed</li> <li>5278 public ordinary schools benefitting from NSNP</li> <li>12557 Voluntary Food Handlers provided with work opportunities</li> <li>1 445 195 quintile 1 – quintile 3 primary school learners benefitting from NSNP</li> <li>726 694 quintile 1 – quintile 3 secondary school learners benefitting from NSNP</li> <li>14 366 learners from Special schools benefitting from NSNP</li> <li>141 289 quintile 4 – quintile 5 primary school learners benefitting from NSNP</li> <li>2 877 quintile 4 – quintile 5 secondary school learners benefitting from NSNP</li> <li>workshops for NSNP staff on policies</li> <li>inter-district meetings, Nutrition Education Material</li> <li>inter-provincial meetings, NSNP Best School Awards</li> <li>Invoice tracking system</li> <li>Vehicles, protective clothing, gas stoves &amp; extinguishers and cooking equipment</li> </ul>

Continuation	The grant will cover the MTEF.
Motivation	The grant assists in enhancing learning capacity amongst disadvantaged learners. It contributes to the improvement of food security. The provision of meals contributes to the broadening of access to education through improved school attendance as well as improved knowledge and attitudes of school communities towards nutrition.

Name of Grant	HIV and AIDS GRANT
Purpose	<ul style="list-style-type: none"> <li>To support South Africa’s HIV prevention strategy by increasing sexual and reproductive health knowledge, skills and appropriate decision making among learners and educators</li> </ul>
Performance Indicator	<ul style="list-style-type: none"> <li>1 400 educators trained to implement comprehensive sexuality education (CSE) and TB prevention programmes for learners to be able to protect themselves from HIV and TB, and their associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infection, prioritising schools located in or near peri-mining and coastal areas with a high burden of HIV and TB infections</li> <li>700 school management teams and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that CSE and TB education is implemented for all learners in schools, and ensuring access to SRH and TB services. A component of training will also address multiple sexual partners among boys</li> <li>Co-curricular activities on provision of CSE, access to SRH and TB services implemented in schools including a focus on prevention of alcohol and drug use and learner pregnancy, targeting 42 000 learners. Priority will be in the 8 education collaboration framework districts as well as schools located in or near peri-mining, coastal and high burden areas</li> <li>Care and support programmes implemented to reach 38 000 learners and 1 400 educators. Expand the appointment of learner support agents to support vulnerable learners, with a specific focus on keeping girls in school, using the Care and Support for Teaching and Learning framework</li> <li>20 000 copies of curriculum and assessment policy statement compliant material, including material for learners with barriers to learning, printed and distributed to schools. Printing of the school policy pack will be prioritised over LTSM to ensure that all schools have a copy of the New DBE National Policy on HIV, STIs and TB</li> <li>Advocacy and social mobilisation events hosted with 42 000 learners, educators and school community members on the New DBE National Policy on HIV, STIs and TB to review and change societal norms and values on the provision of CSE and access to SRH and TB services, including a focus on key risk behaviours such as alcohol and drug use, learner pregnancy, inter-generational and transactional sex amongst girls and to advocate for the integrated school health programmes including HIV testing and improved understanding of the transformative nature of education</li> </ul>
Continuation	The programme will continue for the 2018/19 MTEF with an increased budget of R 59, 369,000
Motivation	<ol style="list-style-type: none"> <li>The KwaZulu-Natal Province is the epicentre of the pandemic.</li> <li>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.</li> </ol>

Name of Grant	Learners with Profound Intellectual Disabilities Conditional Grant
Purpose	Purpose of the Grant is to provide the necessary support, resources and equipment to identified Care Centers and Special Schools for the provision of education to Learners/Children with Severe to Profound Intellectual Disability (L/CSPID).
Performance Indicator	Development of a business plan, employment of Transversal teams, establishment of a data base in Special and Care Centres, provide outreach services, conduct trainings at Schools, Care Centers and Communities
Continuation	The Grant has been implemented from September 2017. It will continue to be implemented in the next MTF
Motivation	Implementation of the Grant will improve access to quality basic education for Learners/Children with Severe to Profound Intellectual Disability in conditions that ensure dignity, promote self-reliance and facilitate active participation in the community.

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	<p>Implementation of Maths, Physical Science, and Technology Strategy for Grade 10, 11 &amp; 12 educators from schools including Dinaledi schools</p> <p>Train lead teachers across districts</p> <p>Train teachers in 12 districts to enhance classroom management</p> <p>The focus areas are teacher support and development programmes and learner support and development programmes through workshops, camps, science shows and science practicals</p> <p>To increase the number and interest of learners who choose Maths, Physical Science and Life Sciences in the FET phase.</p> <p>To improve the performance in Maths, Physical Science, Technology and Life Sciences.</p> <p>To overcome Mathematics Anxiety, which results to math avoidance and low achievement in the subjects</p> <p>To increase the number of graduates in Maths and Science that are currently far below the required levels.</p> <p>To overcome the challenge of few science laboratories. This situation perpetuates the teaching of maths and science without practical experiments.</p> <p>To strengthen teacher content knowledge and methodology in the teaching of Maths and Science</p> <p>Establish and utilise 9 science centres throughout the province and 45 science rooms in Resource Centres as satellites for science centres</p> <p>Employ 54 science tutors in collaboration with ETDP SETA to facilitate maths and science teaching in the identified science centres as well as provide onsite support to schools.</p> <p>Supply schools with (thin client) ICT laboratories</p> <p>Funding Maritime Studies in 4 schools</p> <p>Funding and revitalizing Agricultural schools in four schools</p>
Continuation	The grant will cover the MTEF.
Motivation	<p>The grant should help improve MST resource levels, connectivity and e-resources as well as educator capacity in both primary and FET/Secondary schools.</p> <p>To ensure appropriate service delivery in technical learning areas. It is with the view of addressing the market related skills.</p> <p>In terms of the transformation of the schooling system, the recapitalisation of the technical high schools, revitalisation of the Agricultural High Schools as well as introduction of the Maritime Studies form core of the strategy.</p>

## 9 PUBLIC ENTITIES

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The largest portion of transfers is in respect of S21 schools, relating to the transfers of norms and standards funding. The 2017/18 Revised Estimate for transfers to S21 schools is higher than the Adjusted Appropriation mainly related to successful contestations by some schools in respect of quintile ranking. As such, this has limited the reprioritisation that could be undertaken within the Vote in order to increase the allocation for transfers to schools. The allocation for the 2018/19 MTEF includes provision for the claims of learners who cannot pay for school fees and are therefore exempted from paying, as per the “No Fee School” policy. These funds are therefore claimed by the school on behalf of learners.

The department still has schools that do not have S21 functions and, for these schools, the department transfers petty cash so that they can deal with immediate school requirements. The slight increase in the outer year against S20 schools is due to the anticipated withdrawal of S21 functions from schools that continue not to comply with transfer requirements.

As previously mentioned, the subsidies to independent schools are based on the available budget. It is anticipated that the department will fully transfer the 2017/18 amount, and the allocation grows gradually over the 2018/19 MTEF in respect of inflationary increases.

Public special schools in the 2017/18 Revised Estimate is slightly lower than the budget due to non-compliance to transfer requirements by some schools, as well as schools who opted to purchase LTSM via the management agent. There is healthy growth for these schools over the 2018/19 MTEF.

The growth against ECD centres reflects steady growth over the seven year period and the 2018/19 MTEF provides for operational costs for the purchase of some of the LTSM and core materials for Grade R classes.

ETDP SETA transfers relate to the contribution by the department to SETA, as per the Skills Development Act. The increase over the 2018/19 MTEF is due to the previously mentioned provision of 30 per cent for the skills development levy to be allocated to the ETDP SETA, as per a DPSA directive.

HIV and AIDS (Life Skills-Education) grant reflects transfers to schools for the procurement of uniforms and other needs for orphaned and vulnerable children. The decrease in the 2017/18 Adjusted Appropriation relates to the correct allocation of the budget that was undertaken to cater for other priority activities in line with the grant framework. The correction has been carried over the 2018/19 MTEF in line with sector priorities.

## 10 PUBLIC PRIVATE PARTNERSHIPS

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An assessment was undertaken and it was concluded that the PPP is not feasible in the province



# PART D

## ANNEXURES

## ANNEXURE A: SUMMARY OF PROGRAMME PERFORMANCE MEASURES

Programme / Sub-programme / Performance Measures	Estimated Actual (2017/18)	Target for 2018/19 as per Annual Performance Plan (APP)	1st Quarter Target 2018/19	2nd Quarter Target 2018/19	3rd Quarter Target 2018/19	4th Quarter Target 2018/19
<b>QUARTERLY OUTPUTS</b>						
<b>Programme 1: Administration</b>						
▸ PPM 101: Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data	6,023	5,957	5,957	5,957	5,957	5,955
▸ PPM 102: Number of public schools that can be contacted electronically (e-mail)	3,310	5,957	5,957	5,957	5,957	5,957
<b>Programme 2: Public Ordinary Schools</b>						
▸ PPM 205: Learner absenteeism rate	4%	1,2%	1,2%	1,2%	1,2%	1,2%
▸ PPM 206: Teacher absenteeism rate	6%	0,2%	0,2%	0,2%	0,2%	0,2%
<b>Programme 3: Independent School Subsidies</b>						
▸ PPM 303: Percentage of registered independent schools visited for monitoring and support	100%	100%	100%	100%	100%	100%
▸ PPM 403 Number of therapists/specialist staff in special schools	151	198	198	198	198	198
<b>ANNUAL OUTPUTS</b>						
<b>Programme 1: Administration</b>						
▸ PPM 103: Percentage of education expenditure going towards non-personnel items.	8,07%	8,04%				
▸ PPM 104: Percentage of schools visited at least twice a year by District officials for monitoring and support purposes	New	100%				
<b>Programme 2: Public Ordinary School Education</b>						
▸ PPM 201: Number of full service schools servicing learners with learning barriers	125	101				
▸ PPM202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	71%	69%				
▸ PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	56,5%	62,5%				
▸ PPM 204: Number of schools provided with multi-media resources	650	700				

Programme / Sub-programme / Performance Measures	Estimated Actual (2017/18)	Target for 2018/19 as per Annual Performance Plan (APP)	1st Quarter Target 2018/19	2nd Quarter Target 2018/19	3rd Quarter Target 2018/19	4th Quarter Target 2018/19
▸ PPM 207: Number of learners in public ordinary schools benefiting from the “No Fee Schools” policy	2,000,070	1,990,795				
▸ PPM 208 : Number of educators trained in Literacy/Language content and methodology	42,504	39,228				
▸ PPM 209. Number of educators trained in Numeracy/Mathematics content and methodology	42,504	27,478				
<b>Programme 3: Independent Schools</b>						
▸ PPM 301: Percentage of registered independent schools receiving subsidies	53%	53%				
▸ PPM 302: Number of learners at subsidised registered independent schools	29,314	29,314				
<b>Programme 4: Public Special School Education</b>						
▸ PPM 401: Percentage of special schools serving as Resource Centres	36%	37%				
▸ PPM 402: Number of learners in public special schools	18,966	20,192				
<b>Programme 5: Early Childhood Education</b>						
▸ PPM 501: Number of public schools that offer Grade R	3,996	3,972				
▸ PPM 502: Percentage of Grade 1 learners who have received formal Grade R education	72%	74%				
▸ PPM 503: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.	1,651	1,651				
<b>Programme 6: Infrastructure Development</b>						
▸ PPM 601: Number of public ordinary schools provided with water supply	150	180				
▸ PPM 602: Number of public ordinary schools provided with electricity supply	150	100				
▸ PPM 603: Number of public ordinary schools supplied with sanitation facilities	150	170				
▸ PPM 604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)	400	210				



Programme / Sub-programme / Performance Measures	Estimated Actual (2017/18)	Target for 2018/19 as per Annual Performance Plan (APP)	1st Quarter Target 2018/19	2nd Quarter Target 2018/19	3rd Quarter Target 2018/19	4th Quarter Target 2018/19
▸ PPM 605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).	100	85				
▸ PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)	10	9				
▸ PPM 607: Number of new schools under construction (includes replacement schools)	18	10				
▸ PPM 608: Number of new or additional Grade R classrooms built (includes those in replacement schools).	120	50				
▸ PPM 609: Number of hostels built	2	1				
▸ PPM 610: Number of schools where scheduled maintenance projects were completed	300	370				
<b>Programme 7: Examination and Education Related Services</b>						
▸ PPM 701: Percentage of learners who passed National Senior Certificate (NSC)	76%	80%				
▸ PPM 702: Percentage of Grade 12 learners passing at bachelor level	27%	30%				
▸ PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics	19%	22%				
▸ PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Sciences	21%	24%				
▸ PPM 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	1,620	1,655				

### ANNEXURE C: INFORMATION TABLES RELEVANT FOR PLANNING IN THE EDUCATION SECTOR

Table 1: 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)	312169	9875				1:30.48	
Quintile 2	361474	11235				1:30.48	
Quintile 3	418375	12758				1:30.48	
Quintile 4	182947	5496				1:30.48	
Quintile 5 (least poor)	158902	4696				1:30.48	
	34560	1050			45110	1:30.48	
Public secondary schools							
Quintile 1 (poorest)	164272	5849				1:30.48	
Quintile 2	225609	7961				1:30.48	
Quintile 3	268719	9459				1:30.48	
Quintile 4	129482	4501				1:30.48	
Quintile 5 (least poor)	103570	3549				1:30.48	
	54983	1835			33154	1:30.48	
Combined Schools							
Quintile 1 (poorest)	20074	689				1:30.48	
Quintile 2	18368	629				1:30.48	

Quintile 3	12787	429	1:30.48
Quintile 4	7969	255	1:30.48
Quintile 5 (least poor)	14761	481	1:30.48
	9669	265	1:30.48
		2748	

\*/\*\*/\*\* Source PPN Distribution Model 2018

	Public Ordinary schools						Effective Learner : Educator Ratio
	Number of Learners*	Number of Publicly employed educators**	Public Learner- Educator Ratio***	Privately employed educators**	Total number of educators		
Intermediate Schools							
Quintile 1 (poorest)	36066	1136				1:30.48	
Quintile 2	36830	1157				1:30.48	
Quintile 3	22193	684				1:30.48	
Quintile 4	9731	296				1:30.48	
Quintile 5 (least poor)	998	30				1:30.48	
	4343	132				1:30.48	
					3435		
LSEN Schools	23658	2025			2025		
					86472		

\*/\*\*/\*\* Source PPN Distribution Model 2018

Table 3: Age Specific Enrolment Rate (ASER)

Provincial education sector– Age-Specific Enrolment Rates (2018[1])			
	Number of learners in ordinary public schools	Total number of learners in Independent schools	Total number of learners in special schools
Age	Public	Independent	Special
< Age 6	90901	1730	61
Age 6	182491	2979	207
Age 7	199065	3760	423
Age 8	199022	3725	696
Age 9	199048	3379	941
Age 10	206800	3257	1167
Age 11	199266	2802	1289
Age 12	199635	2743	1407
Age 13	194492	2655	1567
Age 14	177098	2760	1691
Age 15	158532	2451	1612
Age 16	156653	2262	1592
Age 17	152748	2184	1496
Age 18	128662	1740	1219
> Age 18	243093	1725	1647
Total	2687506	40152	17015

**TABLE 3**

## ANNEXURE D: STATISTICAL INDICATORS

STATISTICAL INDICATORS	2017/18 Target	2018/19 Target
<b>Programme 2: Public Ordinary Schools</b>		
Number of learners enrolled in public ordinary schools	2,605,918	2,770,031
Number of educators employed in public ordinary schools	88,160	85 269
Number of non-educator staff employed in public ordinary schools	11,396	10 196
Number of learners with access to NSNP	2,272,894	2,330,421
Number of learners eligible to benefit from learner transport	47,747	49747
Number of learners with special education needs identified in public ordinary schools	38,000	39000
Number of qualified teachers aged 30 and below, entering the public service as teachers for the first time	635	1869
Percentage of learners who are in classes with more than 45 learners	4%	4%
Percentage of youth who obtained a National Senior Certificate from a school	72,9%	80%
Percentage of learners in schools with at least one teacher with specialist training on inclusion	1,7%	1,8%
Percentage of learners having access to workbooks per grade	100%	100%
Percentage of schools where allocated teaching posts are filled	100%	100%
Percentage of learners having access to required textbooks in all grades and in all subjects	86%	88%
Number of learners screened through Integrated School Health Programme	128 000	141 088
<b>Programme 4: Public Special School Education</b>		
Number of learners enrolled in public special schools	18996	20 192
Number of educators employed in public special schools	1,468	1468
Number of professional support staff employed in public special schools	151	198
Number of non-professional and non-educator staff employed in public special schools	366	1502
Number of special schools	74	74
Number of learners in special schools provided with assistive devices	17,517	17800
<b>Programme 5: Early Childhood Development</b>		
Number of learners enrolled in Grade R in public schools	245 000	250 000
Number of Grade R practitioners employed in public ordinary schools per quarter	6,637	5200
Number of ECD practitioners trained	4,200	4400
Percentage of learners enrolled in Pre-grade R	27%	30%
<b>Programme 7: Examination and Education Related Services</b>		
Number of learners in Grade 12 who wrote National Senior Certificate (NSC) examinations	124,317	135,255
Number of learners who passed National Senior Certificate (NSC)	90,589	101,844

Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC)	35,687	40,531
Number of learners who passed Maths in the NSC examinations	28,472	33,357
Number of Grade 12 achieving 50% or more in Mathematics	11,447	16,123
Number of learners who passed Physical Science in the NSC examinations	28,002	34,145

### Programme 7: Examination and Education Related Services.

NB. The target for 2018/2019 is based on current stats (as 07 March 2018) as the process of registration of learners for the 2018 NSC is not yet finalized.

\*Gross Enrolment data can only be available at the end of the financial year since EMIS is still busy compiling a report.

2018/19 Programme Performance Measures and Technical Indicator Descriptions (TIDs)

## PROGRAMME 1: Administration

Indicator title	PPM101: Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data
Short definition	Public schools in all provinces are expected to phase in usage of electronic data systems to record and report on their data. The systems are not limited to the South African Schools Administration and Management System (SA-SAMs) but could include third party or other providers. This performance measure tracks the number of public schools that use electronic systems to provide data.  Public Schools: Refers to ordinary and special schools. It excludes independent schools.
Purpose/importance	To measure improvement in the ability to provide data from schools in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Primary Evidence:  Provincial EMIS/ data warehouse Secondary Evidence:  Database with the list of schools that use any electronic school admin system
Means of verification	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS no., District and name of schools).
Method of calculation	Count the total number of public schools that use the SA-SAMs to provide data. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
Data limitations	Uploading of incomplete or incorrect (human error) information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically. On or above target.
Indicator responsibility	EMIS Department (province may insert the more relevant Responsibility Manager)

Indicator title	PPM102: Number of public schools that can be contacted electronically (email)
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 (HRMS).  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/ data warehouse/ICT database
Means of verification	Master-list of schools (EMIS No, Name of a school and email address e.g. HRMS user access reports).
Method of calculation	Count the total number of public schools that can be contacted electronically. The totals of the four quarters are added and averaged to provide the annual total. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.



Data limitations	None
Type of indicator	Output
Calculation type	Non- cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public schools to be contactable through emails or any other verifiable means. On or above target.
Indicator responsibility	EMIS department / IT Department (province may insert the more relevant Responsibility Manager)

Indicator title	PPM103: Percentage of education expenditure going towards non-personnel items
Short definition	This indicator measures the total expenditure (budget) on non-personnel items expressed as a percentage of total expenditure in education. Education 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, inclusive of capital expenditure, transfers and subsidies.
Purpose/importance	To measure education expenditure on non-personnel items in the financial year under review.
Policy linked to	PFMA
Source/collection of data	Basic Accounting System (BAS) system
Means of verification	Annual Financial Reports
Method of calculation	Numerator: total education expenditure (budget) on non-personnel items Denominator: total expenditures at the end of the financial year in education 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)

New MTSF aligned PPM	
Indicator title	PPM104: Percentage of schools visited at least twice a year by District officials for monitoring and support purposes.
Short definition	Number of schools visited by district officials for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. District officials include all officials from education district office and circuits visiting schools for monitoring and support purposes.
Purpose/importance	To measure support given to schools by the district officials in the financial year under review.
Policy linked to	SASA and MTSF
Source/collection of data	District officials signed schools schedule and schools visitor records or schools visit form.
Means of verification	Reports on the number of schools visited by district officials.

Method of calculation	Numerator: total number of schools visited at least twice a year  Denominator: total number of schools  Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
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)

## PROGRAMME 2: Public Ordinary School Education

Indicator title	PPM201: Number of full service schools servicing learners with learning barriers
Short definition	<p>Number of public ordinary schools that have been converted to full service schools. Full-service schools: are public ordinary schools that are specially resourced, converted and orientated to provide quality education to all learners by supplying the full range of learning needs in an equitable manner. These schools serve mainstream learners together with those experiencing moderate learning barriers. By resources it means the school must have all the facilities and LTSM must be available for the educator to provide equitable learning.</p> <p>By converted it means the infrastructure, school building and classrooms must be accessible to all learners and teachers. This may differ from school to school according to needs and to the possibilities for conversion at a particular school. All new schools to be built to ensure universal accessibility.</p> <p>By oriented it is referred to teachers must be oriented to ensure differentiated teaching and assessment as well as adaptation of LTSM.</p> <p>By Equitable the department refer to teaching and learning that takes place is the same for every learner irrespective of their disability or differences in learning style or pace.</p>
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, Guidelines for Full Service Schools
Source/collection of data	<p>Inclusive Education schools database Primary Evidence:</p> <p>Inclusive Education schools database supported with signed off letters to each school designating it as a full service school.</p> <p>Database of identified schools with progress against national criteria (each province will provide the list of criteria) Secondary Evidence:</p> <p>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.</p>
Means of verification	List of public ordinary schools converted to full service schools.
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 Department (province may insert the more relevant Responsibility Manager)

Indicator title	PPM202: 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.
Policy linked to	SASA and MTSF
Source/collection of data	Provincial data warehouse
Means of verification	Provincial data warehouse (e.g. EMIS)
Method of calculation	Numerator: number of 10 year old learners enrolled in Grade 4 and higher in public ordinary schools as on 31 March  Denominator: number of 10 year old learners attending these schools regardless of grade as on 31 March. Multiply by 100
Data limitations	Lack of evidence of accurate date of birth
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools.
Indicator responsibility	EMIS Department (province may insert the more relevant Responsibility Manager)

Indicator title	PPM203: 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.
Policy linked to	South African Schools Act (SASA) and MTSF
Source/collection of data	Provincial data warehouse
Means of verification	Provincial data warehouse (e.g. EMIS)
Method of calculation	Numerator: number of 13 year old learners enrolled in Grade 7 and higher in public ordinary schools as on 31 March  Denominator: total number of 13 year old learners attending these schools regardless of grade as on 31 March Multiply by 100.
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools. On or above target.
Indicator responsibility	EMIS Department (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM204: Number of schools provided with multi-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 includes both hardware and software and material which are both print and non-print material.
Purpose/importance	To measure the number of public ordinary schools 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	South African Schools Act (SASA) and Library Information Service Guidelines
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	Count the total number of schools that received the multi-media resources
Data limitations	None
Type of indicator	Output

Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
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	PPM205: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
Purpose/importance	The aim is to measure the percentage of days lost within a quarter in the current financial/academic year due to learner absenteeism
Policy linked to	South African Schools Act (SASA), Learner Attendance Policy
Source/collection of data	Learner attendance registers (manual/electronic)
Means of verification	Consolidated information gathered from Provincial data source.
Method of calculation	Numerator: total number of school days absent by learners per quarter Denominator: total number of school days per quarter multiplied by total number of learners Multiply by 100. (To be tested by PEDs)
Data limitations	Delay in the submission of the summary list of absent learners by schools without internet connections. Inadequate record-keeping by schools. Incorrect data capturing
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
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 Department (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM206: Teachers absenteeism rate
Short definition	Absence of a teacher, who should be at school teaching and whose absence from school has been recorded.
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	Employment of Educators Act (EEA)

Source/collection of data	Primary source: Attendance register and leave forms Secondary source: PERSAL/SAMS/ Provincial data warehouse
Means of verification	Database of educators recorded as absent from work/PERSAL.
Method of calculation	Numerator: total number of working days lost due to teachers absenteeism Denominator: total number of possible working days in a quarter  Multiply by 100  This is a provincial average rate.
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	No
Desired performance	High percentage of teachers to be teaching at schools during school 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	PPM207: 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 school fees in terms of “No fee schools policy”. The government introduced the nofee 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, South African Schools Act (SASA) and No fee schools Policy
Source/collection of data	Resource target and Provincial data warehouse
Means of verification	Resource targeting table (this could be known by different names in various other provinces)
Method of calculation	Count the number of learners registered in no-fee paying schools 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	PPM208: 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, assessment and duration.
Purpose/importance	Teacher development is conducted to improve content knowledge, pedagogy and the quality of teaching which impacts on learner performance in the classroom.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Attendance registers of teachers trained in the province
Means of verification	Human Resource Development or other provincial Database
Method of calculation	Count the total number of teacher trained in content and methodology in Literacy/Language
Data limitations	Quality of source documents
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All teachers in all phases 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	PPM209: 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, assessment and duration.
Purpose/importance	Teacher development is conducted to improve content knowledge, pedagogy and the quality of teaching which impacts on learner performance in the classroom.
Policy linked to	Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Registers of teachers trained in the province
Means of verification	Human Resource Development or other provincial Database
Method of calculation	Count the total number of teachers formally trained on content and methodology in Numeracy/ Mathematics
Data limitations	Quality of source documents



Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
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: 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	Numerator: total number of registered independent schools that are subsidised Denominator: total number of registered independent schools Multiply by 100
Data limitations	None
Type of indicator	Input
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	PPM302: Number of learners at subsidised 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	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 MTSF
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	Numerator: total number of registered independent schools visited by Provincial Education Department officials for monitoring and support purposes Denominator: total number of registered independent schools Multiply by 100
Data limitations	None
Type of indicator	Input
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 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 neighbouring schools and is 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	Numerator: total number of special schools serving as resource centres Denominator: total number of special schools  Multiply by 100
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All special schools to serve as resource centres. Target for year to be met or exceeded.
Indicator responsibility	Inclusive Education Department (provinces may insert the more relevant Responsibility Manager)

Indicator title	PPM402: Number of learners in public special schools
Short definition	Number of learners enrolled in special schools. Special School: Schools resourced to deliver education to learners requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.
Purpose/importance	To measure access to education for special needs children, to provide information for planning and support for special schools purposes
Policy linked to	White Paper 6
Source/collection of data	Provincial data warehouse
Means of verification	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
Method of calculation	Count the total number of learners enrolled in public Special Schools.
Data limitations	Completeness and accuracy of survey forms or electronic databases from schools
Type of indicator	Output

Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners with physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex to attend special schools.
Indicator responsibility	Inclusive Education Programme Manager

Indicator title	PPM403: Number of therapists/specialist staff in special schools
Short definition	This indicator measures the total number of professional non-educator/specialist staff employed in public special schools. Professional non-educator staff is personnel who are classified as paramedics, social workers, therapists, nurses but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act these should all be included in the total.
Purpose/importance	To measure professional support given to learners and educators in public special schools
Policy linked to	White Paper 6
Source/collection of data	PERSAL database
Means of verification	PERSAL database
Method of calculation	Count the total number of professional non-educator staff employed in public special schools.
Data limitations	Completeness and accuracy of PERSAL information
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All public special schools to have the requisite number of school based professionals staff
Indicator responsibility	Human Resource and Management Department / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit)

## PROGRAMME 5: Early Childhood Development

Indicator title	PPM501: Number of public schools that offer Grade R
Short definition	This indicator measures the total number of public schools(ordinary and special) that offer Grade R.
Purpose/importance	To measure provision of Grade R in public schools.
Policy linked to	White Paper 5
Source/collection of data	Provincial data warehouse
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	Count 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 Department

Indicator title	PPM502: Percentage of Grade 1 learners who have received formal Grade R education
Short definition	Number of Grade 1 learners in public schools who have attended Grade R in public ordinary and/or special schools and registered independent schools/ECD sites expressed as a percentage of total number of learners 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 records children who were exposed to Early Childhood Development stimuli in the prior financial year.
Policy linked to	White Paper 5 and MTSF
Source/collection of data	Provincial data warehouse
Means of verification	Signed-off declaration by Principal or District Manager (electronic or hardcopy). Provincial record systems
Method of calculation	Numerator: total number of Grade 1 learners in Public ordinary school who had formal Grade R in the previous year  Denominator: total Grade 1 learners enrolled in public ordinary schools, for the first time, excluding learners who are repeating  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 Department

Indicator title	PPM 503: Number of Grade R practitioners with NQF level 6 and above qualification each year
Short definition	Total number of ECD Practitioners with NQF level 6 and above that are employed in public ordinary schools. Early childhood development (ECD) practitioners are defined as formally and non-formally trained individuals providing an educational service in ECD including persons currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994).
Purpose/importance	The purpose of this indicator is to measure the number of ECD practitioners that possess NQF level 6 and above who are employed in the public schools or public ECD Centres
Policy linked to	White Paper 5
Source/collection of data	Human Resource and Management database/ ECD Programme Manager
Means of verification	Database of ECD practitioners and their qualifications
Method of calculation	Count the number of ECD practitioners that have level 6 and above qualification for that particular financial year
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 6 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	This indicator measures the total number of public ordinary schools provided with water. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for 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, practical completion certificates, work completion certificates.
Method of calculation	Count the total number of existing public ordinary schools that were provided with water in the year under review.
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.  NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to improvements to existing buildings and not new stock.
Indicator responsibility	Schools Infrastructure Department / Infrastructure Development Unit

Indicator title	PPM602: Number of public ordinary schools provided with electricity supply
Short definition	This indicator measures the 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 additional access to electricity provided 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, practical completion certificates, works completion certificates.
Method of calculation	Count the total number of existing public ordinary schools that were provided with electricity in the year under review.
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.  NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Department / Infrastructure Development Unit

Indicator title	PPM603: Number of public ordinary schools supplied with sanitation facilities
Short definition	This indicator measures the 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 additional access to sanitation facilities provided 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, practical completion certificates, works completion certificates.
Method of calculation	Count the total number of public ordinary schools provided with sanitation facilities in the year under review.
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.  NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate “Not applicable” for this measure which refers solely to existing and not new stock.
Indicator responsibility	Schools Infrastructure Department / Infrastructure Development Unit

Indicator title	PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)
Short definition	This indicator measures the number of classrooms built onto or provided to public ordinary schools. These are additional classrooms or mobile classrooms for existing schools. The measure excludes classrooms in new schools. This should also not include Grade R classrooms.  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 additional access to the appropriate learning environment and infrastructure in schools provided 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 existing schools supplied with additional classrooms. List of schools indicating classrooms delivered per school. The evidence could include province-specific items such as letters of satisfaction by the school, Works Completion Certificates etc.
Means of verification	Completion certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc. The mobiles should be recorded in the Asset Registers, as per provincial norms.
Method of calculation	Count the total number of additional classrooms built or provided in existing schools.
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 Department / Infrastructure Development Unit

Indicator title	PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).
Short definition	This indicator measures the total number of additional specialist rooms built in public ordinary schools. These include additional specialist rooms in existing schools and those in new or replacement schools. This should not include Grade R classrooms. Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metal work room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories. Note that although the school might decide to put the room to a different use from the specifications in the building plan it will still be classified as a specialist room for the purposes of this measure.
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 specialist rooms delivered per school.
Means of verification	Completion Certificate. The room is built to the designated size. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count 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 Department / Infrastructure Development Unit

Indicator title	PPM606: Number of new schools completed and ready for occupation (includes replacement schools)
Short definition	This indicator measures the total number of public ordinary schools built in a given year. These include both new and replacement schools built and completed.
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. Completion Certificate or practical completion certificate.
Means of verification	Completion Certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.

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	No
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 Department / Infrastructure Development Unit

Indicator title	PPM607: Number of new schools under construction (includes replacement schools)
Short definition	This indicator measures the total number of public ordinary schools under construction includes replacement schools and schools being built.  Under-construction means any kind of building work, such as laying of a building foundation, with construction workers on site and brick and mortar delivered.
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	Count 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 Department / Infrastructure Development Unit

Indicator title	PPM608: Number of new or additional Grade R classrooms built (includes those in replacement schools).
Short definition	This indicator measures the 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
Means of verification	Completion Certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count the total number of new or additional 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 Department / Infrastructure Development Unit

Indicator title	PPM609: Number of hostels built
Short definition	This indicator measures the number of hostels built in the public ordinary schools.
Purpose/importance	To measure access to education for learners who would benefit from being in a hostel 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 The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count the total number of additional 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 Department / Infrastructure Development Unit

Indicator title	PPM610: Number of schools where scheduled maintenance projects were completed
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	To measure number of schools where scheduled maintenance was implemented and completed.  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.
Policy linked to	SASA
Source/collection of data	NEIMS or School Infrastructure database. Completion certificates.
Means of verification	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
Method of calculation	Count the total number of schools with scheduled maintenance completed
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Schools to be conducive for learning and teaching
Indicator responsibility	NEIMS/ Schools Infrastructure Department / Infrastructure Development Unit

## PROGRAMME 7: Examination and Education Related Services

Indicator title	PPM701: Percentage of learners who passed National Senior Certificate (NSC)
Short definition	This indicator measures the 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	Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the National Senior Certificate (NSC) Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
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 Department s

Indicator title	PPM702: 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 enrol 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	Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC Denominator: total number of Grade 12 learners who wrote NSC examinations Multiply by 100 The figure used is based on the announcement of the Minister in January of each year.
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 Department

Indicator title	PPM703: Percentage of Grade 12 learners achieving 50% or more in Mathematics
Short definition	Number of Grade 12 learners passing Mathematics with 50% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (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	Numerator: total number of Grade 12 learners who passed Mathematics in the NSC with 50% and more Denominator: total number of learners who wrote Mathematics in the NSC examinations Multiply by 100 The figure used is based on the announcement of the Minister in January of each year.
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 Department

Indicator title	PPM704: Percentage of Grade 12 learners achieving 50% or more in Physical Sciences
Short definition	Number of Grade 12 learners passing Physical Sciences with 50% or more in the National Senior Certificate (NSC) examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
Purpose/importance	To measure efficiency in the schooling system with a focus on Physical Sciences 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	Numerator: total number of Grade 12 learners who passed Physical Sciences in the NSC with 50% and above  Denominator: total number of learners who wrote Physical Science in the NSC examinations Multiply by 100  The figure used is based on the announcement of the Minister in January of each year.
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 Sciences at 50% and above
Indicator responsibility	Examinations and Assessment Department

Indicator title	PPM705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above
Short definition	This indicator measures the 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	Count the total number of schools with a pass rate of 60% and above in the NSC examinations. The figure used is based on the announcement of the Minister in January of each year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools to perform at 60% and above in the NSC
Indicator responsibility	Curriculum Branch and Assessment and Examinations Department (province may insert the more relevant Responsibility Manager)



## ANNEXURE F:

### TECHNICAL INDICATOR DESCRIPTORS: PROVINCE SPECIFIC INDICATORS

#### PROGRAMME 1

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 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 in Senior Management Service in the Department</p> <p><i>NWSM</i> is the number of women who hold Director posts and above in the Department</p> <p><i>TSM</i> is the total number of all employees in senior management positions in the 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
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 the Department.
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 Department</p> <p>NWSP is the number of women who hold School principal positions in the Department</p> <p>TSP 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
Indicator title	Percentage of women employees
Short definition	This is the percentage of women employees employed in the Department as an equity indicator. Although employment equity covers a number of areas, women employees are important in highlighting progress towards employment equity in the Department.
Purpose/importance	To bring about equity in the workplace
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> $WE = \frac{NWED}{NTE} * 100$ <p>Where:</p> <p>WE is the percentage of Women employed in the Department irrespective of position</p> <p>NWED is the number of women who are employed in the Department</p> <p>NTE is the total number of all employees in the 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

## PROGRAMME 2: PROVINCE SPECIFIC 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	Office of the Head of Department

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	Office of the Head of Department

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 Branch

Indicator title	Dropout rate among Grade 12 learners
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	Budget Transfers on BAS
Method of calculation	The number of Grade 12 learners who complete the Grade 12 year divided by the number of Grade 12 learners who enrolled for Grade 12 in that particular year multiplied by 100
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	Curriculum Management and Delivery Branch



Indicator title	Percentage of learners benefiting from the No Fee policy
Short definition	Percentage 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” divided by the total number of learners at these school 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 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	Number of learners benefitting from learner transport
Indicator title	Number of learners benefitting from learner transport
Short definition	Number of learners attending public schools who are benefitting from the provision of dedicated learner transport.
Purpose/importance	To measure the number of learners accessing the dedicated learner transport provided by the department.
Policy linked to	Constitution and SASA
Source/collection of data	Responsibility Manager for Learner Transport ; EMIS database
Means of verification	Schedule of list of names of all learners benefitting from learner transport provided by the department
Method of calculation	Record all learners that are benefitting from learner transport provided by the department
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All eligible learners benefitting from learner transport provided by the department
Indicator responsibility	Responsibility Manager for Learner Transport (provinces may insert the more relevant Responsibility Manager)

## PROGRAMME 3: PROVINCE SPECIFIC 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, the Department also has 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, the Department has a responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to the Department when a subsidy is approved, but is something that the Department should monitor on an ongoing 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
Indicator title	Percentage of schools achieving between 90% to 100% pass rate
Short definition	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.
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



## PROGRAMME 4: PROVINCE SPECIFIC INDICATORS

Indicator title	Number of learners screened for assessment, career guidance, remedial education, counselling and support programmes in mainstream, special and full service schools.
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	Institutional Development Support Branch

Indicator title	Number of educators employed at public special schools
Short definition	This indicator measures the total number of educators employed at public special schools.
Purpose/importance	To measure number of educators employed at public special schools.
Policy linked to	White Paper 6
Source/collection of data	PERSAL database
Means of verification	Responsibility Manager for Special Schools and PERSAL database
Method of calculation	Count the total number of educators employed at public special schools.
Data limitations	Completeness and accuracy of PERSAL information
Type of indicator	Input
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public special schools to have the requisite number of educators
Indicator responsibility	Responsibility Manager for Special Schools; Human Resource and Management Department / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit)

## PROGRAMME 5: PROVINCE SPECIFIC INDICATORS

Indicator title	Number of subsidised community based centres offering Grade R
Short definition	Total number of subsidised community based centres that offer Grade R.
Purpose/importance	To measure the expansion and provision of Grade R in subsidised community based centres in the current financial year.
Policy linked to	White Paper 5
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Responsibility Manager for ECD indicating information received from Department of Social Development pertaining to the number of subsidised community based centres offering Grade R (electronic or hardcopy of the number of subsidised community based centres offering Grade R )
Method of calculation	Record the number of subsidised community based centres offering Grade R
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	Accurate record of all subsidised community based centres offering Grade R for monitoring purposes.
Indicator responsibility	Responsibility Manager for ECD

Indicator title	Number of Grade R practitioners employed in public ordinary schools.
Short definition	Total number of Grade R practitioners that are employed in public ordinary schools. Grade R practitioners are defined as formally and non-formally trained individuals providing an educational service in Grade R and are currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994). The definition of a practitioner is not correctly presented here. Practitioners are not covered by the Employment of Educators' Act, hence their being under abnormal appointments in PERSAL
Purpose/importance	This indicator assists in measuring the quality provision of Grade R programme in public schools.
Policy linked to	White Paper 5
Source/collection of data	Human Resource and Management database/ ECD Programme Manager
Means of verification	List of Grade R practitioners
Method of calculation	Record the total number of ECD practitioners employed by the Department of Education for teaching Grade R.
Data limitations	None, however, in other provinces these educators are not included in the PERSAL system.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All Grade R classes in public schools to have Grade R practitioner
Indicator responsibility	Human Resource and Management Department / Corporate Services

## PROGRAMME 6: PROVINCE SPECIFIC INDICATORS

Indicator title	Number of women benefitting from EPWP programmes
Short definition	Total number of women benefitting from the expanded public works programme.
Purpose/importance	This indicator assists in measuring how many women are beneficiaries of the expanded public works programme
Policy linked to	Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source/collection of data	Infrastructure database with schedule of all women benefitting from EPWP programmes.
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all women benefitting from EPWP programmes.
Method of calculation	Count the number of women benefitting from EPWP Programmes
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate

Indicator title	Number of youth benefitting from infrastructure projects
Short definition	Total number of youth benefitting from infrastructure projects
Purpose/importance	This indicator assists in measuring how many youth are beneficiaries of infrastructure projects
Policy linked to	Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source/collection of data	Infrastructure database with schedule of all youth benefitting from infrastructure projects
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all youth benefitting from infrastructure projects.
Method of calculation	Count the number of youth benefitting from infrastructure projects
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate

Indicator title	Number of disabled people benefitting from EPWP programmes
Short definition	Total number of disabled people benefitting from the expanded public works programme.
Purpose/importance	This indicator assists in measuring how many disabled people are beneficiaries of the expanded public works programme
Policy linked to	Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source/collection of data	Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
Method of calculation	Count the number of disabled people benefitting from EPWP Programmes
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate

Indicator title	Number of SMME's benefitting from infrastructure projects
Short definition	Total number of SMME's benefitting from infrastructure projects
Purpose/importance	This indicator assists in measuring how many SMME's are beneficiaries of infrastructure projects
Policy linked to	Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
Source/collection of data	Infrastructure database with schedule of all SMME's benefitting from infrastructure projects
Means of verification	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all SMME's benefitting from infrastructure projects.
Method of calculation	Count the number of SMME's benefitting from infrastructure projects
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Target for the year to be met.
Indicator responsibility	Infrastructure Development Directorate



## PROGRAMME 7: PROVINCE SPECIFIC INDICATORS

Indicator title	Number of schools with an NSC pass rate below 60%
Short definition	This is the total number of schools who pass in National Senior Certificate below 60% in a year. This indicator intends to track how many schools in the National Senior Certificate Examination as expressed in terms of the expected number of schools who should perform above the provincial planned target, do not make the expected standard.
Purpose/importance	To attain the highest possible educational outcomes amongst learners in public ordinary schools.
Policy linked to	South African Schools' Act
Source/collection of data	Provincial Programme Manager [NSC Grade 12 Examination Datasets]
Means of verification	Provincial Examinations NSC Database
Method of calculation	The following formula applies to the calculation of this indicator: A simple count from the NSC statistics of the number of schools obtaining a pass below 60%.
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	No
Desired performance	0
Indicator responsibility	Curriculum Management and Delivery

## ANNEXURE G: TECHNICAL INDICATOR DESCRIPTORS FOR MTSF INDICATORS

Indicator Title	MTSF 1: Percentage of schools visited at least twice a year by District officials for monitoring and support purposes.
Short definition	Number of schools visited by district officials for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. District officials include all officials from education district office and circuits visiting schools for monitoring and support purposes.
Purpose/importance	To measure support given to schools by the district officials in the financial year under review.
Policy linked to	SASA and MTSF
Source/collection of data	District officials signed schools schedule and schools visitor records or schools visit form.
Means of verification	Reports on the number of schools visited by district officials.
Method of calculation	Numerator: total number of schools visited at least twice a year Denominator: total number of schools Multiply by 100
Data limitations	None
Type of indicator	Input
Calculation type	Non-Cumulative
Reporting cycle	Annual
New indicator	Yes
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)

Indicator title	MTSF 2: 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.
Policy linked to	SASA and MTSF
Source/collection of data	Provincial data warehouse
Means of verification	Provincial data warehouse (e.g. EMIS)
Method of calculation	Numerator: number of 10 year old learners enrolled in Grade 4 and higher in public ordinary schools as on 31 March Denominator: number of 10 year old learners attending these schools regardless of grade as on 31 March. Multiply by 100
Data limitations	Lack of evidence of accurate date of birth
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools.
Indicator responsibility	EMIS Department (province may insert the more relevant Responsibility Manager)

Indicator title	MTSF 3: 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.
Policy linked to	South African Schools Act (SASA) and MTSF
Source/collection of data	Provincial data warehouse
Means of verification	Provincial data warehouse (e.g. EMIS)
Method of calculation	Numerator: number of 13 year old learners enrolled in Grade 7 and higher in public ordinary schools as on 31 March Denominator: total number of 13 year old learners attending these schools regardless of grade as on 31 March Multiply by 100.
Data limitations	None
Type of indicator	Efficiency
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	High proportions of learners of appropriate age to be in the appropriate Grades at schools. On or above target
Indicator responsibility	EMIS Department (provinces may insert the more relevant Responsibility Manager)

Indicator Title	MTSF 4 : The average hours spent by teachers on professional development activities per year
Short definition	To measure the average hours per year spent by teachers on professional development activities to ensure that teachers at all levels are empowered to execute their duties at excellent levels particularly enhancing their teaching and learning skills to enhance curriculum provision and assessment.
Purpose/importance	Teachers training and development is one of the top priorities in South African education guided and supported by the Integrated 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. The CPTD programme of SACE requires of teachers to accumulate a number of hours annually by attending or participating in verifiable professional development activities.
Policy linked to	Integrated Strategic Planning Framework for Teachers Education and Development
Source/collection of data	Teacher Development Department
Means of verification	<ul style="list-style-type: none"> <li>Framework/Plan for teacher development. Database of educators who participated in any professional development activities</li> <li>Report(s) on the duration of the workshop or development activities per school/district</li> </ul>
Method of calculation	Average hours spent by teachers on professional development activities.
Data limitations	Poor database management and incomplete attendance registers and non-submission of attendance registers by trainers
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	Teachers show high commitment to teaching and learning and is equipped with excellent content knowledge and pedagogical skills to deliver the prescribed curriculum
Indicator responsibility	Director: Teacher Development and all training Department s

Indicator Title	MTSF 5 : Number of teachers who have written the Self-Diagnostic Assessments
Short definition	The number of teachers self-assessed using knowledge testing system developed by National Department of Basic Education. To ensure that teachers at all levels develop content knowledge to enhance curriculum provision and assessment.
Purpose/importance	This indicator measures percentage of teachers who are able to attain minimum standards of acceptable performance in content and methodology on sample-based assessments of their subjects. Teacher 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. The MTSF requires of teachers to test their content knowledge by voluntarily participating in anonymous and sample-based assessments.
Policy linked to	MTSF, Strategic Planning Framework for Teachers Education and Development.
Source/collection of data	Gathering of the questionnaires / tools used by teachers for self-assessment.
Means of verification	<ul style="list-style-type: none"> <li>Database of educators who participated in sample-based self-assessments and List of teachers that participated in the assessments.</li> </ul>
Method of calculation	No of teachers who participated in the assessment
Data limitations	Poor database management. Tools not developed by the national department of basic education.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Identified teachers participate in anonymous self-assessments
Indicator responsibility	Director: Teacher Development

Indicator title	MTSF 6 : Percentage of learners in schools with at least one educator with specialist training on inclusion.
Short definition	The total number of learners in public full-service schools, special schools, in public ordinary schools who have been given support through SIAS with at least one educator with specialist training on inclusion expressed as percentage.
Purpose/importance	To measure access to education for learners experiencing barriers to learning in the public ordinary schooling system.
Policy linked to	White Paper 6, SIAS, Full-service schools
Source/collection of data	Teachers in full-service schools, special schools, and public ordinary schools trained on inclusion.
Means of verification	List of schools where at least one educator was trained on inclusive.
Method of calculation	Sum the total learner enrolment in schools where there is at least one educator with specialist training on inclusion. Divide this sum by the total learner enrolment in public schools and multiply by 100.
Data limitations	Incomplete attendance registers.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that all learners of school going age experiencing barriers to learning are attending schools
Indicator responsibility	Director: Inclusive Education

Indicator title	MTSF 7 : Number of Funza Lushaka bursary holders placed in schools within six months of their completion of studies or upon confirmation that the bursar has completed studies
Short definition	Percentage of Funza Lushaka bursary holders placed in schools by June of the year after qualifying. Measure the number of Funza Lushaka bursary holders placed by June of the year after qualifying as teachers.
Purpose/importance	The basic education sector continues to experience problems attracting enough young and appropriately skilled people. The Funza Lushaka Bursary scheme is used to ensure that young people studies towards an educator qualifications aimed at scarce skills within the sector. These new entrants needs to be absorbed in schools in provinces according to the requirements of the bursary scheme.
Policy linked to	MTSF
Source/collection of data	Database of bursary holders at Department HRS&D.
Means of verification	PERSAL Payroll data of employments must correlate with database kept at HRS&D of Funza Lushaka bursary holders.
Method of calculation	Determine the number of bursary holders who qualified at the end of the previous calendar year and compare with the PERSAL list of appointments by June of the current calendar year to determine who was appointed in the province. Indicate whether appointments are temporary or permanent.
Data limitations	Incomplete database records
Type of indicator	Output
Calculation type	Non - cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	The Department and schools must give preference to the appointment of Funza Lushaka bursary holders with the right qualifications and skills.
Indicator responsibility	Director: Human Resource Management

Indicator title	MTSF 8 : Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time.
Short definition	The number of qualified teachers, aged 30 and below, being permanently employed for the first time as teachers
Purpose/importance	To ensure that young teachers are entering the workforce.
Policy linked to	School Post Provisioning Norms, EEA, PAM
Source/collection of data	PERSAL
Means of verification	PERSAL data/Information
Method of calculation	Record the total number of educators in schools who are registered in the PERSAL system that are below 30 years of age and are first time employed during the reporting year.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that young teachers enter the workforce.
Indicator responsibility	Director: Human Resource Management

Indicator title	MTSF 9 : Percentage of learners who are in classes with no more than 45 learners
Short definition	The total number of learners who are in classes with no more than 45 learners expressed as percentage of total number of classes in schools.
Purpose/importance	To ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Policy linked to	School Post Provisioning Norms, EEA, PAM
Source/collection of data	EMIS database
Means of verification	Signed-off declaration by Principal and District manager
Method of calculation	Calculate the average class size per grade for each school. Determine the average class sizes no more than 45 learners. Sum the learners in the grades with average class size of no more than 45 learners. Divide the sum by the total learner enrolment in public schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To ensure that adequate number of educators are employed in public secondary schools in line with learner enrolment in the system.
Indicator responsibility	Director: EMIS

Indicator title	MTSF 10: Percentage of schools where allocated teaching posts are all filled.
Short definition	The total number of schools where allocated teaching posts are all filled expressed as percentage of all schools.
Purpose/importance	To ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
Policy linked to	School Post Provisioning Norms
Source/collection of data	Post provisioning database; PERSAL\ Quarterly SASAMS Reports\Annual SASAMS Report
Means of verification	PERSAL Data /Information
Method of calculation	Divide the total number of educators in schools who are registered in the PERSAL employed as per post school provision by the number of posts as per the post provision.
Data limitations	Not all appointments are captured on PERSAL timely.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that an adequate number of educators are employed in line with learner enrolment in the system.
Indicator responsibility	Director: Human Resource Management

Indicator title	MTSF 11: Learner absenteeism rate
Short definition	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
Purpose/importance	This indicator examines the systems to identify the extent of learner absenteeism and ensures that systems exist to monitor and reduce learner absenteeism. The aim is to measure the number of learning days lost within a quarter in a 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) and SASAMS learner attendance reports
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. Note that schools record absenteeism on a quarterly basis. Absenteeism is thus calculated using the school's enrolment number as at the end of the particular term.
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	Director: EMIS

Indicator title	MTSF 12: Number of public ordinary schools provided with water supply
Short definition	Total number of public ordinary schools provided with water. This include water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for 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, practical completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools that were provided with water in the year under review.
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	Director: Infrastructure Delivery



Indicator title	MTSF 13: 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 additional access to electricity provided 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, practical completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools that were provided with electricity in the year under review.
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	Director: Infrastructure Delivery

Indicator title	MTSF 14: Number of public ordinary schools provided 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 additional access to sanitation facilities provided 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, practical completion certificates, works completion certificates.
Method of calculation	Record all existing public ordinary schools provided with sanitation facilities in the year under review.
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 Department / Infrastructure Development Unit

Indicator Title	MTSF 15: Percentage of learners having access to the required textbooks in all grades and all subjects
Short definition	The percentage of qualifying public schools that are provided with textbooks including those which procure textbooks for themselves. Qualifying public schools refers to public ordinary primary and secondary schools. The indicator is about finding out which schools have received textbooks.
Purpose/importance	To show access to textbooks by schools.
Policy linked to	LTSM Policy, PFMA
Source/collection of data	The results / reports from the school visit monitoring tools.
Means of verification	Signed-off declaration by Principal and Official visiting the school.
Method of calculation	Divide the total number of learners provided with all textbooks by total number learners in public schools multiplied by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	To ensure that all learners have access to textbooks
Indicator responsibility	Department : LTSM

Indicator title	MTSF 16: Percentage of Grade 1 learners who have received formal Grade R per year
Short definition	Number of Grade 1 learners in public schools who have attended Grade R in public ordinary and/or special schools and registered independent schools/ECD sites expressed as a percentage of total number of learners enrolled in Grade 1 for the first time, excluding learners who are repeating. Only PO schools with Grade R as lowest grade will be included in this calculation.
Purpose/importance	This indicator measures the readiness of learners entering the schooling system and records children who were exposed to Early Childhood Development stimuli in the prior 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). Provincial record systems
Method of calculation	Divide the total number of Grade 1 learners in Public ordinary school who had formal Grade R in the previous year, with total Grade 1 learners enrolled in public ordinary schools 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	Yes
Desired performance	All eligible children to attend Grade R in a given year. Target for year to be met or exceeded.
Indicator responsibility	Department : ECD

Indicator Title	MTSF 17: Number of Grade R practitioners with NQF level 6 and above qualification each year.
Short definition	Increase the number of employed ECD practitioners with NQF Level 6
Purpose/importance	To have more employed ECD practitioners with NQF Level 6
Policy linked to	White Paper 5 on ECD
Source/collection of data	List of ECD practitioners and their qualifications that are paid by the Department.
Means of verification	PERSAL records and files.
Method of calculation	Total the number of practitioners with their relevant qualifications per category.
Data limitations	Incomplete PERSAL files and records. SGB appoints these practitioners and they may not always adhere to procedures as expected.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	To increase the Percentage of employed ECD practitioners with NQF Level 6
Indicator responsibility	Director: ECD

Indicator Title	MTSF 18: Number of learners who complete the whole curriculum each year
Short definition	Number of learners that cover everything in the curriculum for the current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners. The core business of the Department of Education is to deliver the curriculum to learners in all grades required by the Curriculum and Assessment Policy Statement (CAPS). Monitoring of curriculum coverage is done by instructional leadership at schools, subject advisors and Circuit Managers.
Purpose/importance	To measure the percentage of learners who cover everything in the curriculum for the current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners.
Policy linked to	SASA, MTSF and CAPS
Source/collection of data	Circuit Managers and Subject Advisers keep records of curriculum coverage in the schools visited per quarter, according to the benchmarks set in CAPS and provide Districts Management with reports. FET subject advisors keep records of moderation of Grade 12 subjects and internal assessments of which curriculum coverage is part of. Data collated by District and Curriculum Management (GET and FET).
Means of verification	Annual reports submitted by Districts to the Provincial Office.
Method of calculation	The number of learners who cover everything in the curriculum for their current year subjects on the basis of records kept by teachers and evidence of practical exercises done by learners as determined by subject advisors for each subject. Each subject advisor submits a percentage for each of the grades and subjects that they are responsible for. The provincial office then calculates a percentage for the province for that subject and grade. Thereafter an overall provincial average percentage is calculated by end November of each year.
Data limitations	Unreliable flow of data
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All schools have covered the curriculum in all grades and subjects as required by CAPS
Indicator responsibility	Chief Director: District Operational Management

Indicator Title	MTSF 19: Percentage of schools producing a minimum set of management documents at a required standard
Short definition	Percentage of schools producing the minimum set of management documents at the required standard, i.e. School budget, School Improvement Plan, an Annual Report, Attendance Registers, Record of learner marks.
Purpose/importance	SASA and other educational policies prescribes certain management documents to be available and implemented at schools and are managed at least at a minimum standard across the country. This indicator measures the extent to which all schools adhere to good management practice by ensuring that the minimum set of management documents are produced at a required standard.
Policy linked to	SASA
Source/collection of data	Annual School Readiness Survey -
Means of verification	The submitted electronic response from the school visits indicating the availability of the management documents.
Method of calculation	Determine the number of the schools (those visited) where the minimum set of management documents are available and divide with the number of the schools visited and multiply by 100, noting that a school is counted only when all 6 of the documents, i.e. School Budget, School Improvement Plan, Annual Report, Attendance registers for educators and learners, Record of learner marks are present.
Data limitations	Unreliable flow of data
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All schools have produced and implemented the required set of management documents
Indicator responsibility	Director: Governance and Management

Indicator Title	MTSF 20: Number of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year
Short definition	Number of schools where the school governing body meets the minimum criteria in terms of effectiveness. The percentage of schools where the school governing body meets the minimum criteria in terms of effectiveness, i.e. where there is an elected SGB, at least one SGB meeting per quarter was held and there was a parents meeting where the budget was tabled.
Purpose/importance	To ensure school functionality and parental involvement in schools.
Policy linked to	SASA
Source/collection of data	The school visit monitoring tool to determine SGB functionality.
Means of verification	The signed off form by the official and the principal or representative.
Method of calculation	Total the number of schools visited meeting the minimum criteria in terms of effectiveness (as defined above)
Data limitations	Incomplete forms.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	All schools have functioning SGB structures.
Indicator responsibility	Director: Governance and Management

Indicator title	MTSF 21: Percentage of schools with more than one financial management responsibility on the basis of assessment
Short definition	Total number of schools with more than one financial management functions expressed as percentage of the total number of schools.
Purpose/importance	To enable schools to operate autonomously.
Policy linked to	Minimum Norms and Standards of School Funding/ adequacy allocation for learners / PFMA / SASA
Source/collection of data	School Funding Norms and Standards database
Means of verification	Budget transfer documents (these documents list schools, number of learners, budget allocation and the functions allocated).
Method of calculation	Divide the number of public schools that are given financial management functions as per Section 21A, C and D of SASA by the total number of public schools and multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All qualifying schools given the full set of financial management functions
Indicator responsibility	Director: Resource Planning

Indicator title	MTSF 22: Rate of utilization of SA-SAMS in public school
Short definition	Percentage of public schools that use schools administration and management systems to electronically provide data. Public schools in all provinces are expected to phase in usage of electronic data systems to record and report on their data. The systems are not limited to the South African Schools Administration and Management System (SA-SAMS) but could include third party or other providers. This performance measure tracks the number of public schools that use electronic systems to provide data. Public Schools: Refers to ordinary and special schools. It excludes independent schools
Purpose/importance	To measure improvement in the ability to provide data from schools in the current financial year.
Policy linked to	National Education Information Policy
Source/collection of data	Primary Evidence: Provincial EMIS database/ SA SAMS Warehouse  Secondary Evidence: Database with the list of schools that use any electronic school admin system
Means of verification	Number of public schools that use schools administration and management systems to electronically provide data divided by the total number of public schools multiply by 100. (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. The totals of the four quarters are added and averaged to provide the annual total.
Data limitations	Uploading of incomplete or incorrect (human error) information
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All public ordinary schools must be able to collect and submit data electronically. On or above target.
Indicator responsibility	Director: EMIS

Indicator Title	MTSF 23: The percentage of school principals rating the support services of districts as being satisfactory
Short definition	Percentage of school principals rating the support services of districts as being satisfactory. The District support services measured here will be Circuit Managers and Subject Advisors and excludes visits to special schools and 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: This is an official appointed per subject or cluster of subjects to guide and support curriculum delivery at schools or clusters of schools.
Purpose/importance	To measure how principals view the support provided to their schools by Circuit Managers and Subject Advisors.
Policy linked to	SASA and MTSF
Source/collection of data	School's Logbook or Journal, Visitor's register or Visit Reports from Circuit Managers and Subject Advisors, Minutes of staff and management meetings
Means of verification	School Survey on District Support. This evaluation survey is conducted annually in November on an online survey platform. Principals are requested to use the source documents and inputs from the School Management Team to complete the online survey form with data from January to October in that particular year and rate the level of support provided to the school, using the following rating scale: Not Satisfied, Somewhat satisfied, Satisfied and Very Satisfied. The data is then analysed and a report written by the Monitoring and Evaluation Sub-department .
Method of calculation	All schools form the population of schools to whom survey forms are issued. A fair sample of data is considered when at least 400 of all public schools completed and submitted the survey forms. Calculate the percentage of schools that indicated that they were satisfied or very satisfied from the total of schools that submitted the online survey forms.
Data limitations	Some schools may not have e-mail addresses or cannot access any internet connection to complete the online form. Some schools may not care to provide accurate data.
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Schools must get full support from education districts in management and governance as well as curriculum provision to ensure that all schools provide quality basic education across the province. At least 95% of principals should rate the support received as satisfactory.
Indicator responsibility	Chief Department : District Operational Management



New MTSF aligned PPM	
Indicator title	MTSF 24: Percentage of learners in schools that are funded at a minimum level.
Short definition	This indicator measures the total number of learners funded at a minimum level expressed as a percentage of the total number of learners in ordinary public schools.
Purpose/importance	To improve access to education.
Policy linked to	Amended National Norms and Standards for School Funding /adequacy allocation for learners.
Source/collection of data	School Funding Norms and Standards database.
Means of verification	Budget transfer documents (these documents list schools, number of learners and budget allocation per learner).
Method of calculation	Numerator: total number of learners enrolled at ordinary public schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in ordinary public schools Multiply by 100.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	Yes
Desired performance	All qualifying schools to be funded according to the minimum standards for public school funding.
Indicator responsibility	Office of the Chief Financial Officer (CFO).





## ANNEXURE H: ACRONYMS

ACE	Advanced Certificate in Education
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
CPF	Community Policing Forum
CSPID	Children with Severe and Profound Intellectual Disabilities
D – SRRP	C DISTRICT SCHOOL RATIONALISATION
DBE	Department of Basic Education
DTC	Departmental Training Committee
ECD	Early Childhood Development
EMIS	Education Management Information System
EPWP	Expanded Public Works Programme
EFA	Education for All
ETDP	Education, Training and Development Practices
GET	General Education and Training
GETC	General Education and Training Certificate
HEDCOM	Heads of Education Departments' Committee
ICT	Information and Communication Technology
IQMS	Integrated Quality Management System
LEF	LEARNER ENROLMENT FIGURE
LSEN	Learners with Special Education Needs
LTSM	Learning and Teaching Support Materials
LURITS	Leaner Unit Record Information and Tracking System
MDGs	Millennium Development Gaols
MEC	Member of the Executive Council
MTEF	Medium-Term Expenditure Framework

MTSF	Medium Term Strategic Framework
MST	Mathematics, Science and Technology
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
P – SRRP	C PROVINSIAL SCHOOL RATIONALISATION AND RE – ALIGNMENT PROCESS CO ORDINATOR.
PAJA	Promotion of Administrative Justice Act
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
SIAS	Screening, Identification, Assessment and Support (SIAS) Strategy
SASA	South African Schools Act
SASAMS	South African School Administration and Management System
SBA	School Based Assessments
SDGs	Sustainable Development Goals
SDIP	Service Delivery Improvement Plan
SDP	School Development Plan
SGB	School Governing Body
SITA	State Information Technology Agency
SRRP	– SCHOOL RATIONALISATION AND RE-ALIGNMENT PROCESS
Stats-SA	Statistics South Africa
SMT:	School Management Team
WSE:	Whole-School Evaluation

## ANNEXURE I: GLOSSARY OF PLANNING TERMS

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

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

Accessibility indicators	Reflect the extent to which the intended beneficiaries are able to access services or outputs. Such indicators could include distances to service points, traveling time, waiting time, affordability, language, accommodation of the physically challenged.
Economy indicators	Explore whether specific inputs are acquired at the lowest cost and at the right time; and whether the method of producing the requisite outputs is economical.
Efficiency indicators	Explore how productively inputs are translated into outputs. An efficient operation maximises the level of output for a given set of inputs, or it minimises the inputs required to produce a given level of output. Efficiency indicators are usually measured by an input: Output ratio or an output: input ratio. These indicators also only have meaning in a relative sense. To evaluate whether an institution is efficient, its efficiency indicators need to be compared to similar indicators elsewhere or across time. An institution's efficiency can also be measured relative to predetermined efficiency targets.
Effectiveness indicators	Explore the extent to which the outputs of an institution achieve the desired outcomes. An effectiveness indicator assumes a model of how inputs and outputs relate to the achievement of an institution's strategic objectives and goals.
Equity indicators	Explore whether services are being provided impartially, fairly and equitably. Equity indicators reflect the extent to which an institution has achieved and been able to maintain an equitable supply of comparable outputs across demographic groups, regions, urban and rural areas, and so on.
Activities	The processes or actions that use a range of inputs to produce an output and ultimately an outcome.
Inputs	The resources that contribute to the production and delivery of an output.
Outputs	The goods and services produced by an institution for delivery.
Outcomes	The medium-term results for specific beneficiaries that are the consequence of achieving particular outputs.
Performance Indicator	Identify specific numerical that tracks progress towards the achievement of a goal.
Baselines	The current performance levels that the institution aims to improve when setting performance targets
Micro school	A school with learner enrolment figures that are below the minimum threshold of a small school. Schools with less than 135 learner enrolment in a public primary and less than 200 in a secondary public school.
Re-alignment of primary / secondary schools:	These are schools that were not aligned with provision of munas-psi ( <i>minimum uniform norms and standards for public school infrastructure</i> ) with respect to the grades provided or catered for in that type of school
Receiving school	Refers to a school that would be receiving learners from a re-aligned school after learners have been moved as part of the school re alignment process
Host school	Either an existing or a newly built school in which other schools would be merged as part of the school rationalisation process



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

**Contact Details:** Tel : +27 33 846 5000 or +27 33 846 5363

**Address:** 247 Burger Street, Pietermaritzburg, 3201

**Toll Free:** 0800204353 | **Email:** [info@kzndoe.gov.za](mailto:info@kzndoe.gov.za)

**URL:** [www.kzneducation.gov.za](http://www.kzneducation.gov.za)