

**RESPONSES TO QUESTIONS TO THE GAUTENG DEPARTMENT OF EDUCATION ON THE 2022/23 GDE ANNUAL REPORT:**

| **QUESTIONS** | **RESPONSE** |
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| 1. The Department is requested to present on the details of illegal schools that were raided and served with notice to cease operations in the period under review. | ***Details of illegal schools that were raided and served with notice to cease operations in the period under review (2022/23 FY):***   | **No.** | **District** | **Name of the School** | **Physical Address of the School** | **Progress** | | --- | --- | --- | --- | --- | | 1 | ES | Academic Success | 4 Renonkel Str, Brackenhurst | Letter of closure served to the school | | 2 | JW | Accrede College | 466 Ontdekkers Road, Florida | Letter of closure served to the school | | 3 | JN | AEON Academy | 2 Dassend Road, Bloubosrand, Randburg | Letter of closure served to the school | | 4 | JS | AL Iman Combined School | 1971 Cosmos Street, Lenasia South, Lenasia | Letter of closure served to the school | | 5 | JN | Almond Learning Centre | 8 Judges Avenue, Cresta, Roodepoort | Letter of closure served to the school | | 6 | JN | Atlantis School | 2 Denneboom Street, Bosmont | Letter of closure served to the school | | 7 | JN | Avenues Independent Schools | 7143 Central Republic Rd, Cosmo City Ext 6, Roodepoort | Letter of closure served to the school | | 8 | EN | B Sure Primary School | 94 Princess Avenue, Benoni | Letter of closure served to the school | | 9 | EN | Benoni Educational College | 35 Cranbourne Avenue, Benoni | Letter of closure served to the school | | 10 | TS | Blessing Christian Academy | 87 Thami Mnye West Drive, Kopanong Section, Tembisa | Letter of closure served to the school | | 11 | JN | Boipuso Primary and High School | 26 Staal Street, Randburg | Letter of closure served to the school | | 12 | GW | Clearview Tutor and Equestrian Centre | 71 Bodenstein street, Krugersdorp North | Letter of closure served to the school | | 13 | JN | Crest Learning Centre | 26 Silverpine Street Randburg | Letter of closure served to the school | | 14 | TS | Cyrene Christian College | 376 Steve Biko Street, Cnr Pretoria | Letter of closure served to the school | | 15 | TS | Darren Progressive College | 291 Thabo Sehume Street, Pretoria, 0001 | Letter of closure served to the school | | 16 | EN | Domus Academy | 118 Kwartel Avenue, Birch Acres, Kempton Park | Letter of closure served to the school | | 17 | ES | Eager Beaver Day Care | 17 Queen Street, Eager Beaver, Germiston | Letter of closure served to the school | | 18 | JN | Educative Kidz | 88, 8th Street Parkhurst, Randburg | Letter of closure served to the school | | 19 | EN | Excelsior Academic College | 47 10th Street, Boksburg North, Boksburg 1459 | Letter of closure served to the school | | 20 | EN | Excelsior Academic College | 47 10th Street, Boksburg North, Boksburg 1459 | Letter of closure served to the school | | 21 | JN | Faith Christian school | 168 Sierra Leone Avenue, Cosmo City, Roodepoort | Letter of closure served to the school | | 22 | JW | Falcon Pre-Primary, Primary & High School | 23 Colombia House, Cnr Van Wyk & Hodgman Roads, Roodepoort | Letter of closure served to the school | | 23 | JN | Fourways Academy | 106 Leslie Ave, Fourways, Sandton, 2055 | Letter of closure served to the school | | 24 | JN | Gateway Private | 908 Dromedaries Avenue, Bloubosrand, Randburg | Letter of closure served to the school | | 25 | JN | Greenhouse Academy | 762 Puttick Ave, Randburg | Letter of closure served to the school | | 26 | JS | Greystone Academy | 186 Market Street, CBD, Johannesburg | Letter of closure served to the school | | 27 | JW | Griffin Academy | 8 Mary Street, Florida, Roodepoort. | Letter of closure served to the school | | 28 | JN | Hillcrest International School (Offering Cambridge) | Oak Avenue,  Ferndale, Randburg | Letter of closure served to the school | | 29 | TS | His Grace Private Pre-Primary School | 80 Pretorius Street, Pretoria CBD | Letter of closure served to the school | | 30 | JW | Home Schooling | 31 Kilburn Street, Horizon, Roodepoort | Letter of closure served to the school | | 31 | JS | I & N Learning Academy | 155 Aster Road, Lenasia South, Lenasia South Ext 2 | Letter of closure served to the school | | 32 | TS | Imaginative Minds Academy | 1 Hilda Botha Street, Garsfontein, Pretoria | Letter of closure served to the school | | 33 | JN | Impact Kids (Pipeline Kya Sand); | Bloubosrand, Randburg, 2188 | Letter of closure served to the school | | 34 | SE | Itutor College | 9 Ohad Street, DaAaville, Roshnee Vereeniging | Letter of closure served to the school | | 35 | GE | Jehova Shammah Academy | 4th Jones Street, Brakpan | Letter of closure served to the school | | 36 | EN | Junior Academy Libradene | Cnr Smuts &, Rondebult Rd, Libradene, Boksburg, 1459 | Letter of closure served to the school | | 37 | EN | Kempton Park Christian School | 6 Willow Street, Kempton Park | Letter of closure served to the school | | 38 | TN | Kenley Academy | Plot 16, 251 Cecil Avenue, Pretoria | Letter of closure served to the school | | 39 | JS | Khomanani Business College | 155 Commissioner Str, Marshalltown, Johannesburg | Letter of closure served to the school | | 40 | JS | Kings Akademie | Meredale, Johannesburg South | Letter of closure served to the school | | 41 | JW | Kleuterzone Group Van Skole | 6 Koorsboom Avenue, Weltevredenpark Ext 9, Roodepoort | Letter of closure served to the school | | 42 | ES | Knowledge Campus | Rietvlei Estate | Letter of closure served to the school | | 43 | TN | Leerebtrum & Naskool Tuis-Bly-Akademie | 875 Commercial Street, Claremont | Letter of closure served to the school | | 44 | TW | Lynnwood Privaat Skool | 42 Ikey Road, Lynnwood Glen, Pretoria | Letter of closure served to the school | | 45 | ES | Martins Academy | 48 Hennie Alberts, Brackenhurst, Alberton | Letter of closure served to the school | | 46 | TN | Mega Kids 24 Academy | 76 Parsley Avenue, Anlin, Pretoria | Letter of closure served to the school | | 47 | ES | Million Dreams Child Centre (Home Education Centre) | 12 Anderson Lane, Lambton, Germiston, | Letter of closure served to the school | | 48 | EN | Moses Taiwa Molelekwa Art Foundation Academy | 28 Cnr Andrew Mapheto Drive & Star StrTshepo Section, Tembisa, | Letter of closure served to the school | | 49 | JE | New World Institute | 126 Seventh Road, Carlsworld, Midrand | Letter of closure served to the school | | 50 | TS | Noor Boys Academy (Pty) Ltd | 39-41 Munster Crescent, Crown Gardens, | Letter of closure served to the school | | 51 | JW | Oak Hill Academy | 1182A Opera Road, Radiokop,  Roodepoort | Letter of closure served to the school | | 52 | ES | Ocean of Knowledge | 15 Teenbos Street, Palm Ridge | Letter of closure served to the school | | 53 | TS | Optimi Home (Home Schooling-Impaq) | 7 Impala Street, Doringkloof, Centurion | Letter of closure served to the school | | 54 | JN | Out The Box Academy | 43 Robin Drive, Fourways, Randburg | Letter of closure served to the school | | 55 | EN | Park Academy | 31 Lancaster Rd, Parkrand, Boksburg, 1459 | Letter of closure served to the school | | 56 | JN | Pemburry Schools | 612 Hunters Road, Northwood, Randburg | Letter of closure served to the school | | 57 | GE | Platinum Private School | 31 Kotze Street, Lodeyko, Springs | Letter of closure served to the school | | 58 | JN | Rand Hills College | 35 Copenhagen Street, Cosmo City Ext 9, Rand burg | Letter of closure served to the school | | 59 | TN | Revival Christian School | 209 Jan Bantjies Road, Montana, Pretoria, 0151 | Letter of closure served to the school | | 60 | TS | Royal International School | 246 Francis Baard,  Constantia Building, Pretoria CBD, | Letter of closure served to the school | | 61 | ES | SOS Childrens Home | 25 Reginald Avenue, Creston Hill (Primrose Hill) 1401 Germiston | Letter of closure served to the school | | 62 | TS | Spark Sliver Lakes | Corner Lynnwood Drive and  Dudley Street, Sher, Pretoria | Letter of closure served to the school | | 63 | EN | Success Katlego | Umthembeka Section, Tembisa | Letter of closure served to the school | | 64 | JN | Takane academy | 1425 Aghala Road, Kya Sand, Bloubosrand, Randburg | Letter of closure served to the school | | 65 | TS | The Good Shepperd | 171 Robert Sobukwe/Esselen street, Sunnyfair Building. Pretoria | Letter of closure served to the school | | 66 | TS | The Good Shepperd College | 171 Robert Sobukwe Street, Sunnyside, Pretoria | Letter of closure served to the school | | 67 | JN | The Green School | 258 B Cedar Road, 6th Road Chartwell, North Champagne Estate, Johannesburg, 2121 | Letter of closure served to the school | | 68 | TN | Upcoming Stars Learning Academy | 382 Ben Viljoen Street, Pretoria North | Letter of closure served to the school | | 69 | JW | Wonderfully Made Centre for Aspergers | Beval Street, Constantia Park | Letter of closure served to the school | |
| 2. The Department is requested to present on the following:  2.1 A report detailing the number of schools that have SMART classrooms in terms of grade distribution.  2.2 The number of SMART classrooms that were either damaged or equipment stolen during the period under review. | ***Number of schools that have SMART classrooms in terms of grade distribution:***   * The department has 604 schools (more than one grade will receive classrooms in the same school) in the ICT project, and below is the distribution and installation per grade in fee-paying, no-fee paying, Full ICT schools and Teacher Centres:  |  |  |  | | --- | --- | --- | | Installations | Classrooms | Schools | | Grade 7 | 7 | 4 | | Grade 8 | 18 | 5 | | Garde 9 | 425 | 83 | | Grade 10 | 1425 | 204 | | Grade 11 & 12 | 4 814 | 391 | | Grade 7-12 Full ICT schools | 1 508 | 89 | | Teacher Centres | 77 | 15 Districts | | **Total number of boards installed** | **8274** | **776** |   ***Number of SMART classrooms that were either damaged or equipment stolen during the period under review ((2022/23 FY):***   * A total number of 19 schools reported the stolen of LED Boards during the period under review (2022/23 FY). * Out of the 19, 10 schools LED Boards were recovered. |
| 3. The Department is requested to report on specific interventions that were made to upgrade service offering of Special Schools in the townships with specific reference to:  3.1 Itireleng Special School,  3.2 Thabo Vuyo Special School,  3.3 Reinotswe Special School, and  3.4 Qhaqholla Special School. | ***Specific interventions that were made to upgrade service offering of Special Schools in the townships with specific reference to:***  ***3.1 Itireleng Special School:***   * A service provider was appointed for general upgrades and additions to the administration block and classroom. The project has been completed.   ***3.2 Thabo Vuyo Special School:***   * A general building maintenance project was completed in March 2023 and the scope entailed roof replacement, ceilings and replacement of plumbing fittings at the ablutions. * Electrical repairs were also undertaken and completed in January 2023. * An upgrades and additions project was completed in June 2023 and the scope entailed installation of a septic tank, paving, fencing, repairs to mobile classrooms and rehabilitation of a dilapidated classroom block with structural defects.   ***3.3 Reinotswe Special School:***   * The Department appointed a service provider to undertake electrical maintenance after the school was vandalised. The scope entailed replacement of wiring, fittings an installation of solar lights. This project was completed in September 2023. * Currently, there is a service provider appointed for replacement of the roof.   ***3.4 Qhaqholla Special School:***   * The department initiated maintenance projects for general building and plumbing at the school. * The scope entails replacement of the roof, ceiling, floors, doors, plumbing fittings and general painting. * These projects are currently undergoing procurement processes towards appointment of service providers. |
| 4. The Department is requested to report on the following:  4.1 The number of schools that received and installed outdoor equipment (ECD) against the planned target.  4.2 Plans to ensure that all planned targets are achieved. | ***Number of schools that received and installed outdoor equipment (ECD) against the planned target:***   * The process for installation of Outdoor Equipment commenced in 2009 on a phased in basis. All primary schools received Outdoor Equipment in phases over several years. * Currently the Department is replacing the old, dilapidated and broken Outdoor with the new and revamped Outdoor equipment.   2020 - Phase 1- 140 schools  2021 - Phase 2- 266 schools  2022 - Phase 3 –151 schools  2023 - Phase 4 - 68 schools (in progress)   * 1. **Plans to ensure that all planned targets are met** * The department identifies schools with dilapidated Outdoor equipment on an annual basis and develops a Procurement Plan of Outdoor Equipment based on the available budget. * This ensures that targeted schools achieve the required resources within the allocated budget. |
| 5. The Department is requested to indicate the number of Grade Rs in Community Centres per district that were provided with curriculum support and training and the number of practitioners who received training | ***number of Grade Rs in Community Centres per district that were provided with curriculum support and training:***   * In the year under review the Department supported a total of 75 Grade R Sites in ECD Community Based Centres. They were supported on implementation of CAPS in Grade R, Classroom Layout, Daily Programmes and Utilisation of resources. * The Distribution per district is as indicated below:  |  |  | | --- | --- | | ES | 1 | | EN | 5 | | GE | 5 | | GN | 2 | | GW | 9 | | JC | 2 | | JE | 11 | | JN | 5 | | JS | 1 | | JW | 5 | | SE | 1 | | SW | 9 | | TN | 4 | | TW | 15 | | TOTAL | 75 |   ***the number of practitioners who received training:***  **FULL PROGRAMMES**   * **176** registered for B.Ed. (Foundation Phase) at various years of study (NWU and UNISA)) * **115** registered for 4th year of B.Ed. (Foundation Phase) (NWU) * **153** registered for 3rd year of B.Ed. (Foundation Phase) (NWU) * **80** registered for 1st year of B.Ed. (Foundation Phase) (NWU) * **153** registered for 1st year Diploma Gr R Teaching 2023 intake * **7** registered for NWU UNIPREP (Bridging course to Diploma in Grade R Teaching)   **SHORT PROGRAMMES**  **Implementation of Grade R HL & Maths Improvement Programme:**   * The focus of the programme is to improve content and methodology for teaching early grade Mathematics and Home Language, targeting Grade R practitioners in public ordinary schools, ECD centres and Special schools. * To date, the programme has been implemented incrementally, one Subject component per year (2021 – 2023), in public schools. * Session of Home Language was completed in 2022 and Mathematics continues in 2023. * An average attendance of **3000** practitioners over the 12 sessions. |
| 6. The Department is requested to report on progress made in the following projects categories:  6.1 Names and progress of Infrastructure projects that are 5 years overdue.  6.2 Name and progress of infrastructure project that are at least 1-3 years overdue.  6.3 Name and progress of infrastructure that stalled due to disputes and related matters. | ***Names and progress of Infrastructure projects that are 5 years overdue:***   | **Project Name** | **Project Description** | **Challenges** | **Mitigations** | | --- | --- | --- | --- | | Mayibuye Primary | Construction of a new Brick and Mortar Primary School | Contractor terminated with incomplete works | Two completion contractors have been appointed and are currently at 15% progress. | | Nancefield Primary School | Construction of a Brick-and-Mortar Replacement Primary School | Defective works from previous contract | Awaiting revised Procurement Documentation for completion contract from DID. | | Birch Acres Primary | Construction of Alternative Construction Technology Primary School | Contractor cashflow issues, unpaid subcontractors and works disruptions | Procurement Documentation for completion contract has been completed. Project at procurement stage. |   ***Name and progress of infrastructure project that are at least 1-3 years overdue:***   | **Project Name** | **Project Description** | **IDMS Gate (latest)** | **Challenges** | **Mitigations** | | --- | --- | --- | --- | --- | | Mogobeng Primary | Conversion of an ordinary Primary School into a Full ICT School | Works @ 75% - 99% | The contractor’s progress is very slow. Several risk reduction meetings have been held with the project team to resolve issues on site. Both PSP and service provider failed to submit the revised programme and implement the remaining scope of works. | Termination processes as well as the final account for the previous PSPs and Contractor has been finalized.  The GDE has appointed a new PSP team who are working on a Condition Assessment report that will inform the scope of work and estimated costing for the completion contract. | | Ahanang Primary School | Rehabilitation of a Primary School | Works @ 50% - 75% | Project was delayed by non- payment of subcontractors. The contractor has failed to pay outstanding monies and the project has been stopped.  PSPs have requested review on fees since the project was initiated in 2014 there has not been any revisions of the fees. | Termination processes as well as the final account for the previous PSPs and Contractor has been finalized.  Awaiting appointment of the new PSP team to conduct a Condition Assessment on the school. | | Hillcrest Primary School | Rehabilitation of a Primary School | Works @ 25% - 50% | Scope revision for the project was approved in March 2020. The condition of the roof trusses was worse than anticipated requiring a revision of scope. The school was vandalized during lockdown and the professional team was requested to do assessment and costing of the remedial works which was more than 20% of the contract amount.  The contract has lapsed and there are mobiles on site that requires payment. This has resulted in the mobile supplier threatening to collect the mobiles. Legal letters were received from the service provider and subsequently collected the mobiles from site. | The Condition Assessment for the completion contract has been approved by the GDE and are awaiting Procurement documentation. | | Braamfisherville Primary School | Construction of a Brick-and-Mortar Replacement Primary School | Works @ 50% - 75% | Encroachment onto the site, compensation events, contractor non-performance as well as community disruptions | GDE has confirmed additional funding requested by DID and awaiting completion of the contract. | | Rust -Ter- Vaal Secondary | Construction of a Brick-and-Mortar Replacement Secondary School | Works @ 50% - 75% | Contractor terminated without completing the works | Awaiting appointment of a completion contractor. | | Krugerlaan LSEN School | Rehabilitations | Works @ 75% - 99% | * PSP’s battling to finalise information required to bring remaining SoW to completion * Portions of Sectional Complete defective due to soil settlement * Unpaid sub-contractors removed some installations from site | Project is completed. | | Transoranje LSEN (Completion contract) | Rehabilitation of a Special School | Works @ 50% - 75% | Slow progress  Project has experienced delays for over four months period. Delays are attributed to COVID 19 pandemic, community challenges, performance by the contractor, scope change due to alignment to compliance issues | Project is completed. | | Thubelihle Intermediate | Rehabilitations | Works @  25% - 50% | Initial contractor terminated due to poor performance. | New PSP team has been appointed recently for planning and appointment of completion contract. |   ***Name and progress of infrastructure that stalled due to disputes and related matters:***   | **Project Name** | **Project Description** | **IDMS Gate (latest)** | **Challenges** | **Mitigations** | | --- | --- | --- | --- | --- | | Semphato Combined | Conversion of an ordinary Primary School into a Full ICT School | Works @ 25% - 50% | Non-performance of main contractor due to non-payment of subcontractors, CLO and poor cashflow of main contractor. Possible termination of contractor | Awaiting termination of the contractor. | | Ribane Laka Secondary | Rehabilitation of a Primary School | Works @ 50% - 75% | Project stalled because of intermittent site shutdowns caused by unresolved CPAP claim | Approval letter issued to GDID. | |
| 7. The Department is requested to provide the following information:  7.1 The strategies to ensure that corporal punishment is discouraged in schools.  7.2 update on a progress report on all finalised assault and sexual misconduct cases processed during the 2021/22 FY.  7.3 Report on mechanisms to improve case management in order to reduce the length of precautionary suspensions.  7.4 The Department is requested to report on details per district of school-based personnel that were requested, instructed to report at district offices and the length of such deployments. | ***The strategies to ensure that corporal punishment is discouraged in schools:***   * Corporal punishment is by law prohibited. Section 10 of the South African Schools Act, 1996 (Act No. 84 of 1996), provides that any person contravening the law must be subjected to a disciplinary process in accordance with the applicable code of conduct prescribed in section 8 and 18A of this Act and schedule 2 to the Employment of Educators Act,1998 (Act No. 76 of 1998). * In terms of General Notice 2591 of 2001, all serious misconduct acts by learners at schools are viewed in a serious light and Learners are subjected to a disciplinary hearing process that may lead to suspension or a dismissal. * The Department is mediating the DBE Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools with district officials to intensify the reporting of Sexual Assault incidents. * Capacity building on Provincial Protocol on the reporting of suspected and confirmed cases of Child Abuse (including Corporal punishment) is done to ensure the officials comply with the mandatory reporting requirements as prescribed by the Children`s Act,2005 (Act No. 38 of 2005). * Cases of corporal punishment are handled through formal disciplinary hearings and the sanction of a fine is monthly pronounced. This sanction serves as a deterrence. * Posters of Corporal Punishment are being developed for distribution in all schools.   ***Update on a progress report on all finalised assault and sexual misconduct cases processed during the 2022/23 FY:***  **LEARNERS**:   * **Fifty-two (52)** assault cases were reported and processed, of which 1 case was withdrawn, 19 cases reinstated, and 32 learners expelled. * **Thirteen (13)** sexual misconduct cases processed, of which 12 learners were expelled and 1 case mediated.   **EMPLOYEES**:   * **One hundred and seventy-**nine (179) assault and sexual misconduct cases were processed during the 2022/23 FY.   ***Report on mechanisms to improve case management in order to reduce the length of precautionary suspensions:***   * Constant follow up with ELRC for dates of the sittings. * Lifting the precautionary suspensions and transfers of employees who are on incapacity leave.   ***The Department is requested to report on details per district of school-based personnel that were requested, instructed to report at district offices and the length of such deployments:***   * GE=1 Completed in 972 days * JC= 1 hearing ongoing 796 days * GE=1 completed in 596 days * TN=2 (I completed in 218 days and 1 hearing ongoing 441 days) * ES=1 completed in 246 days * JN=1 completed in 249 days * JC=1 completed in 261 days |
| 8. The Department is requested to report on the number of employees that have been on suspension since the 2022/23 FY and the reasons for the delay in concluding matters | ***Number of employees that have been on suspension since the 2022/23FY:***   * The number of employees that have been on suspension since the 2022/23 FY is 26.   ***Reasons for the delay in concluding matters:***   * The dates are determined by ELRC as the cases involve leaners and are set down as inquiry by arbitrator in terms of Collective Agreement 3 of 2018. * The disciplinary hearings cannot sit when the schools are on recess. * The length of forensic investigations. |
| 9. Department is requested to report on the following:  • The number of learners screened for the Early Identification of Learning Barriers.  • The average waiting period for further assessment of learners who are reported as having barriers to learning.  • The backlog in terms of further assessed for learning barriers. | ***The number of learners screened for the Early Identification of Learning Barriers.***   * 472 299 learners were screened as follows:   + Grades R to 3: 239 410   + Grades 4 to 12: 232 889 * The screening took place in January to March of 2023.   ***The average waiting period for further assessment of learners who are reported as having barriers to learning.***   * For those learners who end up requiring an assessment by an educational psychologist, it takes on average 5 months to be assessed. It should be noted that this average waiting period does not apply to exceptionally urgent cases:   + According to the SIAS process, the teacher is firstly given the opportunity to help the learner in class. A period of about 8 weeks is given. Those learners who are then coping are not referred for further support or assessment.   + Learners who did not benefit from the teacher’s intervention are referred to the School Based Support Team for support. The learner is awarded another 4 weeks to see if the support were successful. The learners who are then coping are not referred for further support and assessment.   + Learners who did not benefit from the School Based Support Team Intervention are referred to the District Based Support Team for assessment and support. Two types of assessments are done where relevant: * The District ISS Senior Education Specialist interacts with the school and the parents and collects all relevant reports available. If necessary, the official does the scholastic evaluation. This should be concluded within 10 working days. * The District Educational Psychologist does an intellectual assessment and other assessments if required. The average waiting period is 3 months.   ***The backlog in terms of further assessed for learning barriers.***   * In 2023 a total number of 2 634 assessments were done thus far. * There are approximately 350 learners that are still awaiting assessments given that there are daily requests being received. * District weekly progress reports are required. |
| 10. The Department is requested to provide a detailed report on litigation claims against the Department arising from the 2022/23 period. | ***Detailed report on litigation claims against the Department arising from the 2022/23 period:***   * A total of 295 matters were handled during the 2022/23 Financial year. * 74 matters were finalised. * 70 were in favour of the Department, whilst 04 were against the Department. * The Department has 221 matters in progress. |
| 11. The Department is requested to provide details on litigation claims against the Department arising from the 2020/21 financial year. | ***Details on litigation claims against the Department arising from the 2020/21 financial year:***   * A total of 177 matters were carried over from the Financial Year 2019/2020. * 79 New matters were received during the 2020/21 Financial Year. * The Unit handled a total of 256 matters. * Of the 256 matters,   + 23 were finalised,   + 19 in favour of the Department and 04 were finalised against the Department. * This left the Unit with 233 matters.   + Of the 233 matters, 84 were inactive and 149 matters were active. |
| 12. The Department, achieved a clean audit, after thirteen years period, with the culture shift making an impact on service delivery, what experience can the Department share with the portfolio committee and how do they sustain operation clean audit going forward? | ***What experience can the Department share with the portfolio committee on achieving a clean audit:***   * The department robustly engaged the AGSA on the basis of the issues of concern raised to the GDE position, standard and legislation the department is purported not to have complied with. * Engaged robustly on interpretations of legislation / accounting or auditing standards / polices. The AGSA tended to only consider one element and not consider the full impact of standards or legislation. * Always borne in mind and ready to argue that PFMA is not the superior legislation especially when compared to constitutional rights e.g. rights of the child * AG best practice recommendations did not always consider the reality of the public-sector processes e.g. public tender evaluation, hence always ready to sit around the time with AGSA to get then to see GDE point of view. * Prioritised resources to clear material findings * Pressurise AGSA to provide auditors conclusions after management responses have been provided. This assisted the department in identifying findings that will have an impact on the audit report and focused on clearing those. * Willingness to test the validity of the findings raised and argued them with AGSA (in a professional manner). * The Treasury (Provincial or National) plays a critical role on the implementation of accounting standards, hence timeously with the Treasury to clear accounting treatment for new standards or prior year accounting findings. * Procurement processes are critical to prevent, identify and limit irregular expenditure. Focus to be on improving the control environment to address all transactions. * The AGSA does use internal audit reports for risk identification, hence clear unnecessary internal audit finding because AGSA will re-audit, which may result in material findings due to interpretations of the AGSA. * AGSA does consider the media reports and public perception when identifying audit risk. Manage these risks proactively. * Department should manage the audit to ensure AGSA is on track with completing execution on time. This will allow the department to get findings timeously and time to clear the findings but engaging with the AG (robustly). * Manage the risk of new audit team members. They may not know the business processes or have a different interpretation of issues. Try to have timeous induction sessions with the audit team to assist with knowledge of the business process. * Knowledge of audit and accounting principles will assist to engage with the auditor to understand the rationale for decisions * Always remind the auditors of common sense when concluding on findings with theoretical recommendations * The trend for AOPO is the AG wants to determine what should be included in the APP because there is no specific authority (e.g. PAG on accounting standards) to provide guide to the AG and make management decisions   ***Sustain operation clean audit going forward:***   * Senior Management will instil a healthy control environment in their monitoring and oversight responsibilities and ensure that such maintained consistently throughout the year. * A healthy control environment is the foundation that sets the scene for an effective internal control system and plays a crucial role in supporting the organization’s risk management, financial reporting and compliance efforts towards a favorable audit outcome. * A healthy control environment refers to the overall organizational atmosphere, culture, and structure that influences how an organization establishes, maintains and monitors its internal control systems. * The following factors of the control environment include:   + Organisational structure   + Integrity and ethical values   + Commitment to competence   + Audit Committee and other oversight bodies (Portfolio committee)   + Management philosophy and operating style   + Assignment of Authority and responsibility   + Human resource policies and practices * In addition, focus is on implementation of audit action plans |
| 13. What is the GDE assessment with regard to the effectiveness of School Safety interventions in fighting against crime in schools in Gauteng, do you have School Safety Strategy to ensure both the leaners, educators as well as infrastructure ensure patriotism and non-violence? | * The Gauteng Department of Education (GDE) has a School Safety Strategy to ensure that:   + leaners, educators as well as infrastructure are safeguarded and also encompasses strategies to ensure patriotism and non-violence.   + learning and teaching takes place in a safe and conducive environment.   + every member of the school community (learners and teachers) are protected at all costs, this also includes all GDE assets, property i.e immovable and moveable. * The strategy addresses these commitments in the following way:   + It provides an integrated framework and approach to all aspects of school safety and security issues   + It clearly identifies the roles and co-ordination mechanisms of the different role players from GDE, Gauteng Department of Social Development (GDSD), Gauteng Department of Community Safety (GDCS) and South African Police Service (SAPS), Gauteng Department of Health (GDH) and NGO’s inclusive of the private sector   + It sets out clear resourcing of the strategy * An Action Plan was developed which is based and adheres to the National School Safety Framework with a specific focus on these components.   + Improving safety features and environment in schools   + Stakeholder mobilisation   + Training and capacity building * The overall aim of the strategy during the launch of Operation Kgutla Molao is to reduce incident of violence, suicide, substance abuse, sexual harassment in schools in order to work together with police, government departments, members of community and NGO’s * The strategy encompasses proactive and reactive measures that includes early warning and awareness for learners, educators and other staff and it clearly outlines areas where affected schools and learners may seek help. * Finally, the strategy has a strong Inter-departmental collaboration:   + GDSD deploys 120 social workers to assist with risk assessment of learners.   + 500 Ke Moja coaches are deployed in schools by GDSG to assist with substance abuse awareness.   + GDCS deploys 5 000 patrollers in schools that are at High Risk   + As part of Operation Khutla Molao GDE has deployed security guards at 75 schools at risk across the province |
| 14. With the huge contract outsourced to the development Bank of South Africa, how will the GDE achieve the accelerated Schools Infrastructure Delivery Initiative programme to deliver modern facilities to schools in rural and underprivileged urban areas across the Gauteng province? | ***With the huge contract outsourced to the development Bank of South Africa, how will the GDE achieve the accelerated Schools Infrastructure Delivery Initiative programme to deliver modern facilities to schools in rural and underprivileged urban areas across the Gauteng province?***   * The exploration of other modes of delivery has been done on a phased approach.   **Phase 1:**   * + introduction of the self-build programme for the construction of classrooms.   + These projects are managed by school Governing Bodies. And have yielded better results compared to any other implementing agent.   **Phase 2:**   * + The Framework for Infrastructure Delivery and Procurement Management (FIDPM) of 01 October 2019 provides that an Implementing Agent is an organ of state that is responsible for the implementation of projects or programmes on behalf of another organ of state and/or the same organ of state; whereas, the Provincial Department of Education as an organ of state appoints implementing agent(s), an organ of state as further defined in Section 239 of the Constitution of South Africa, as an Implementing Agent where such entity or will undertake management of construction or maintenance projects in relation to the schools infrastructure programme.   + However, in terms of the provisions made in the Infrastructure Delivery Management System (IDMS), an EXCO approved (2012) mode of the delivery, the client Departments may also deliver projects in-house.   + The GDE currently has a panel of professional service providers in place (3-year fixed term contract), whereby appointments can be made for the monitoring and oversight of the programme.   + The GDE is working on a capacitation process for the infrastructure and supply chain units to build up appropriate capacity for the delivery of infrastructure projects.   + A framework database is going through specification processes, there are 3 panels proposed: * Grade 1 – 3 (to address minor maintenance works) * Grade 4 – 6 (to address upgrades and additions and classroom rehabilitative work) * Grade 7 – 9 (to address major capex works & new and replacement schools) * Once all these are in place the GDE will be in a position to implement major infrastructure projects in house. |
| 15. How has the GDE strived to improve access to quality basic education in the province in order to enhance the outcomes of public ordinary schools, increase and enhance schools of specialization, and universalise Grade R in the year under review? | ***How has the GDE strived to improve access to quality basic education in the province in order to enhance the outcomes of public ordinary schools:***     * In response to improved performance with quality results, the 2022 National Senior Certificate (NSC) diagnostic reports serves as a benchmark. The NSC diagnostic reports highlight areas of content where there need to be a focus for improvement. The NSC performance is a culmination of learning from Grades 10-12.   ***FET: Curriculum support and SSIP***   * The CIF planning is on the implementation of the following strategies.   + Subject support strategies –how to improve performance from Grades 10-12   + 30%,40% and 50% strategies on content- how every learner should be taught using differentiated learning styles to achieve at the percentiles as specified. Learners are different cognitively.   + Each subject 30%, 40% and 50% (content) strategy outlined in a ZIG-ZAG Flyer and given to all learners offering Grade 12. * Gr.12 Live Broadcast revision lessons. * Secondary School Improvement Programme (SSIP) implemented, Saturday walk-in tuition sessions and residential camps during school holidays for Grade 12 learners only. * Workshop training for SSIP tutors on the above strategies- mythology for revision at SSIP tuition programme   ***LTSM***   * In 2021, the Remote Learning Booklets (RELAB) were developed for Grades 10 and 11 learners in all the subjects. The initiative is aimed at Learning Recovery already. * Several Grade R Resources have been distributed to Grade R Classes, such as Grade R Start-Up Kits for early Mathematics, Early HL Development, Life Skills, Resources targeting 4IR (Coding and Robotics, Edu-Quest Lab Solution).   ***MST Programme***   * Mathematics, Science and Technology Special Tuition Camps for Girl Learners performing above 60% in Mathematics held during the school holidays, three times a year. * Grade 12 MS Teams online tuition before June, Prelim and final examinations.   ***JUST IN Time Programme***   * Gr.12 Live online revision lesson broadcasting programme for the 10 gateway subjects, including Tourism, Sesotho, Isizulu, Isixhosa and Sestwana * The Just – in – Time (JiT) revision program during the Preliminary examinations and final NSC 2023, broadcast and streamed live, via internet and YouTube resp. * The focus of this intervention is on the development of Training Materials, Capacity Building Sessions for Foundation Phase Departmental Heads, Just in Time training & provision of resources on Home Languages (HL) for grade R practitioners in all Public Primary Schools.   ***Early Childhood Development***   * Implementation of Grade R HL & Maths Improvement Programme: * The focus of this intervention is on the development of Training Materials, Capacity Building Sessions for Departmental Heads, Just in Time training & provision of resources on Home Languages (HL) for grade R practitioners in all Public Primary Schools. * More than 3 200 practitioners completed eleven sessions of the Grade R Mathematics and Home Language Improvement programme. Training on Mathematics planned for 2023, and Grade R in ECD Centers planned for 2024. * The 2023 tools for early identification were mediated to Grade R subject advisors, to support Schools in the screening of learners in the identification of barriers for provision of support. * Implementation of Coding and Robotics in all Grade R Classes * Provided 6603 Cubroid Kits and 4983 Tablets for the implementation of Coding and Robotics across the public primary schools. * Mediation of Coding and robotics resources was conducted for all Subject advisors across all the 15 districts, * A refresher training is provided annually with the provision of Coding and Robotics resources. * Several Grade R Resources have been distributed to Grade R Classes, such as Grade R Start-Up Kits for early Mathematics, Early HL Development, Life Skills, Resources targeting 4IR (Coding and Robotics, Edu-Quest Lab Solution). * QUEST Lab solution was mediated to 126 schools. * All resources were mediated to Subject Advisors, who further mediated to Grade R Practitioners.   **Schools of Specialisation**   * Workshop tools, machinery and PAT resources were supplied for the development of technical skills. * Vocational training was conducted to capacitate teachers in content and skills. * Schools of Specialisations that are piloting the Technical Vocational stream in Grades 8 and 9 were supplied with workshop resources and teachers provided training. * Learners from SOS’s participated in the provincial technical skills competition. * Learners participated in skills training on Plumbing funded by Umphakathi Development (Partner) * Identified learners from SOS’s successfully completed a multi-Certification skills training programme in Tungsten Inert Gas Welding at Ekuruhleni Artisans and Skills Training Centre * Selected learners offering Automotive and Electrical Technology participated and completed a 15-day skills program in vehicle repairs and Single-phase installations respectively. * Learners successfully completed a skills-based programme in High Density Poly Ethelene Drainage (HDPE) level one. * A Career guidance book was distributed to SOS’s as part of the advocacy campaign increase learner participation in technical vocational education * CAT/IT computer laboratories provided to the ff SoS with ICT focus   + Dr Molefi Oliphant School of specialisation,   + Curtis Nkondo School of specialisation,   + Ketlehong Engineering School of specialisation,   + Mapenana School of specialisation,   + Letsibogo Girls School of specialisationa and   + Mohloli Maritime School of specialisation * Upskilling teachers in Hospitality Studies * Purchasing of new furnishings/equipment and gas stoves for Tembisa * UMPHAKATHI (Sponsor) to upgrade the restaurant and hotel school and to adopt the school. |