**LIMPOPO DEPARTMENT OF EDUCATION: ACADEMIC IMPROVEMENT STRATEGY**

| Curriculum Management and Delivery |
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| **NO** | **OBJECTIVE** | **AREA OF FOCUS/ CHALLENGE** | **REMEDIAL ACTION** | **RESPONSIBILITY** | **TIMEFRAME** | **PERFORMANCE INDICATOR** | **BUDGET** | **STATUS (R/A/G)** |
| **1.**  | **Improve learner performance across the schooling system** | **Poor subject content knowledge and methodology** | Review and implement the Curriculum Strategy and the Curriculum District Support Model to improve learner performance | Curriculum Branch | January 2016 and ongoing | Curriculum Strategy and the Curriculum District Support Model reviewed and implemented to improve performance across the schooling system |  |  |
| Categorise schools in terms of both overall and subject performance in order to provide differentiated strategies  | Curriculum Branch |  February 2016 | Schools categorised in terms of subject performance and supported differently |  |  |
| Distribute diagnostic reports to schools for them to be able to deal with identified challenging areas  | Curriculum Branch | January 2016  | Diagnostic reports provided to districts for further distribution to schools |  |  |
| Train teachers on pitching of lessons at appropriate levels | Curriculum Branch |  May 2016 and ongoing | Teachers trained on pitching of lessons at appropriate levels |  |  |
| Conduct enrichment programmes for learners (radio lesson broadcasts, WEC, Vodacom centre programmes, etc.) | Curriculum Branch | June/September/October 2016 | Enrichment programmes held to improve learner achievement  | No funding for WEC and Radio Lesson Broadcast |  |
| Compile a glossary of terms for each subject to assist learners to understand subject-specific concepts | Curriculum Branch | May 2016 | A glossary of subject specific terms compiled and distributed to districts |  |  |
| Develop/procure additional learner and teacher support/supplementary materials | Curriculum Branch | May 2016 and ongoing | Additional Materials provided to schools through districts |  |  |
| Use quarterly assessment results to improve teaching and learning | Curriculum Branch | Quarterly (April onwards) | Teaching and learning improved through analyses of assessment results |  |  |
| **Inappropriate assessment practices** | Train teachers on pitching of assessment at appropriate levels and quality marking | Curriculum Branch | May 2016 and ongoing | Teachers trained on assessment and quality marking |  |  |
| Train teachers on setting and handling high cognitive level questions  | Curriculum Branch |  May 2016 and ongoing | Teachers trained on setting and handling high cognitive level questions |  |  |
| Provide previous grade 12 question papers and monitor utilisation thereof  | Curriculum Branch |  February 2016 | Question papers and memos distributed to schools for revision purposes |  |  |
| Review and provide subject question/assessment resource banks to both teachers and learners | Curriculum Branch |  February – June 2016 | Question banks/ARBs reviewed and provided to schools through districts |  |  |
| Monitor the quality of informal assessment tasks | Curriculum Branch |  January – October 2016 | Quality of informal assessments monitored |  |  |
| Provide schools with assessment framework on each of the formal assessment tasks  | Curriculum Branch |  May –June 2016 | Assessment frameworks printed and provided to schools through districts |  |  |
| Support schools on SBA management in schools in general, but also focusing on rejections and adjustments of marks | Curriculum Branch |  February 2016 and ongoing | Schools supported on SBA management Grade 12 mark rejections and adjustments reduced |  |  |
| Expose learners to a variety of standardised assessment materials | Curriculum Branch | February 2016 and ongoing | Learners ‘ability to deal with a variety of assessments  |  |  |
| Administer midyear common examinations in selected subjects | Curriculum Branch | Quarterly (June 2016) | Common assessment tasks administered to identify gaps/ gauge level of understanding and intervene appropriately |  |  |
| Provide exemplars where the Bloom’s taxonomy is used so that learners are able to understand and interpret questions correctly | Curriculum Branch | May –June 2016 | Exemplars provided to learners for them to be able to understand and interpret questions based on the Bloom’s taxonomy  |  |  |
| **English as a language of Learning and Teaching (LoLT)** | Expand the Reading Strategy to include FET and intensify its Implementation | Curriculum Branch | May 2016 and ongoing | Improved reading ability |  |  |
| Enforce the usage of English across the curriculum in all content subjects taught through the medium of English | Curriculum Branch | January 2016 and ongoing | Improved learner performance in content subjects |  |  |
| **Progressed learners** | Draw up a list of progressed learners in all grades using the 2015 summative schedules | Curriculum Branch |  February 2016 | Availability of lists of progressed learners |  |  |
| Receive data from districts quarterly on subject performance of progressed learners for us to provide differentiated support | Curriculum Branch |  Quarterly (April 2016 and ongoing) | Analysed data from districts received and support provided |  |  |
| Encourage schools to increase parental involvement with regards to learner performance | Curriculum Branch |  Quarterly and when the need arises | Parent participate actively in their children’s education |  |  |
| **Maths, Science and Technology** | Implement the MST strategy to improve learner performance | Curriculum Branch | January 2016 and ongoing | MST strategy implemented to improve performance in Mathematics, Sciences and Technology subjects |  |  |
| Intensify Teacher Development Programme in the MST subjects | Curriculum Branch | January 2016 and ongoing |  Teachers trained in MST subjects |  |  |
| Implement 1+ 4/9 Maths Programme for Grade 9 teachers | Curriculum Branch | May 2016 and ongoing | 1+ 4/9 Maths Programme for Grade 9 teachers implemented |  |  |
| Provide additional Teacher and Learner support materials in MST subjects | Curriculum Branch |  June 2016 |  Additional LTSM provided to teachers and learners |  |  |
| Hold/Conduct MST learner enrichment classes and learner camps for big enrolment schools, talented learners and selected girl learners to address challenging topics | Curriculum Branch | July and September 2016 | MST enrichment classes held/conducted to address challenging topics |  |  |
| Administer common Midyear examination in all MST subjects | Curriculum Branch | Quarterly (June 2016) | Common assessment tasks including Midyear examination in all MST subjects administered |  |  |
| Facilitate learner participation in extra-curricular MST activities (e.g. EXPO for Young Scientists, Learners Focus Week activities, Science Olympiads etc) | Curriculum Branch | May 2016 and ongoing | Learners exposed to MST extra-curricular activities |  |  |
| **Teacher Development** | Develop a comprehensive provincial plan to provide teacher development and continuing professional development programmes that will enhance teacher competence and improve learner achievements | Curriculum Branch | February – March 2016 | A comprehensive provincial plan developed and implemented Improved teacher competence and learner performance |  |  |
| Optimise the utilization of the Vodacom teacher centres to improve teacher competence and learner performance | Curriculum Branch | January 2016 and ongoing | Vodacom teacher centres optimally utilised by both teachers and learners |  |  |
| Expand and intensify the integration of ICT in teaching and learning to enhance curriculum delivery | Curriculum Branch | July 2016 and ongoing | ICT utilised to enhance teaching and learning in schools |  |  |
| **Varied accountability levels** | Development of subject performance improvement plans by Curriculum/Subject advisors  | Curriculum Branch |  February – March 2016 | Subject performance plans informed by analysis of results and diagnostic reports developed and implemented |  |  |
| Hold accountability sessions for curriculum advisors to gauge progress in learner performance | Curriculum Branch | Quarterly (April 2016 and ongoing) | Progress on learner performance presented by curriculum advisors from all levels |  |  |
| Hold discussion sessions with District Directors on learner performance and remedial strategies | Curriculum Branch | February – October 2016 | Learner performance and remedial strategies discussed with District Directors |  |  |
| **Conduct, management and administration of examinations** | Review current processes on printing, packaging and distribution of question papers | Curriculum Branch | April-June 2016 | Processes on printing, packaging and distribution of question papers reviewed |  |  |
| Monitor adherence to security measures in the packaging of question papers and distribution points | Curriculum Branch | February-March; May-July; September –December 2016 | Adherence to security measures in the packaging of question papers and distribution points monitored |  |  |
| Review the registration process for grade 10 – 12 candidates | Curriculum Branch  | March 2016 and ongoing | Registration processes for grades 10-12 reviewed |  |  |
| Review processes on selection of markers (internal moderators, chief markers, deputy chief markers, senior markers and markers) | Curriculum Branch | March 2016 and ongoing | Selection of markers (internal moderators, chief markers, deputy chief markers, senior markers and markers) reviewed |  |  |
| Strengthen monitoring compliance to policy by independent schools  | Curriculum Branch | March 2016 and ongoing | Independent schools monitored for compliance |  |  |
| Strengthen the utilization of analytical moderators at marking centres | Curriculum Branch | May – December 2016 | Analytical moderation strengthened at marking centres and valuable information gathered  |  |  |
| **Inclusive Education and Special Schools** | Strengthen the implementation of the SIAS policy and curriculum differentiation | Curriculum Branch | January 2016 and ongoing | Implementation of the SIAS policy and curriculum differentiation is strengthened |  |  |

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| District coordination and Institutional Governance |
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| **NO** | **OBJECTIVE** | **AREA OF CHALLENGE** | **REMEDIAL ACTION** | **RESPONSIBILITY** | **TIMEFRAME** | **PERFORMANCE INDICATOR** | **BUDGET** | **STATUS (R/A/G)** |
| 1 | Management of Underperforming Schools | Non-compliance with section 58B and 16A of SASA (Act 84 of 1996) | Identify and notify underperforming secondary schools | Directorate: Institutional Governance | 05/02/2016 | List of underperforming secondary schools; notification letters to underperforming secondary schools |   |   |
|   |   |   | Identify and notify underperforming primary schools | Directorate: Institutional Governance |  07/03/2016 | List of underperforming primary schools; notification letters to underperforming primary schools |   |   |
|   |   |   | Analyse performance reports and develop academic improvement plans | School Principals | 21/02/2016: secondary29/02/2016:primary | Academic Improvement Plans; Subject Improvement Plans |   |   |
|   |   |   | Submit academic improvement plans | Districts |  15/03/2016 | Academic Improvement Plans |   |   |
|   |   |   | Deal with School Principals who have not submitted academic improvement plans | Directorate: Institutional Governance | 21/03/ 2016 | Consequence management report |   |   |
|   |   |   | Evaluate academic improvement plans | Directorate: Institutional Governance |  21/03/2016 | Evaluation reports |   |   |
|   |   |   | Adjust academic improvement plans | School Principals |  25/03/2016 | Revised academic improvement plans |   |   |
|   |   |   | Submit a report to the Minister on actions taken by the HoD in managing underperformance at schools | Directorate: Institutional Governance |  31/03/2016 | Report |   |   |
|   |   |   | Capacitate circuit managers on the management of underperforming schools | Directorate: Leadership & Management Development |  18/02/2016 | Reports |   |   |
|   |   |   | Enhance monitoring and support to schools | LDoE, Districts, Circuits | Ongoing | Reports and recommendations from monitoring and support teams |   |   |
|   |   |   | Hold quarterly accountability meetings with school principals | Circuit Management | Within the last week of the quarter.  | Quarterly reports |   |   |
|   |   |   | Report on the progress made on the implementation of academic improvement plans | School Principals | 31-Mar-16 | Progress reports |   |   |
| 2 | Rationalisation of small and non-viable schools | 201 schools have not been rationalised | Establish a provincial coordinating team to guide subsequent mergers | Directorate: Institutional Governance |  22/02/2016 | Database of members of the Provincial Coordinating Team |   |   |
|   |   |   | Develop a matrix of the profiles 201 schools in terms of the rationalisation process | Directorate: Institutional Governance |  19/02/2016 | Matrix/Spreadsheet |   |   |
|   |   |   | Implement various options in terms of the matrix | Directorate: Institutional Governance |  On-going |  Progress Report |   |   |
|   |   |   | Update the matrix | Directorate: Institutional Governance |  On-going | Updated matrix |   |   |
|   |   |   | Report quarterly on progress on the rationalisation of small and nonviable schools |  Directorate: Institutional Governance |  As per departmental submission schedule  | Quarterly reports |   |   |
| 3 | Governance & Management | Non-compliance with the submission of SGBs functionality forms | Identify schools and districts that did not submit the forms | Directorate: Institutional Governance |  29/02/2016 | List of schools and their respective districts |   |   |
|   |   |   | Submit outstanding forms | District Directors | End of the quarter |  Quarterly |   |   |
|   |   |   | Deal with School Principals who have not submitted functionality forms | District Directors |  07/03/2016 and quarterly thereafter | Quarterly Consequence Management report |   |   |
| 4 | District Effectiveness | Alignment of education district sizes to national norms | Accelerate the approval of the district structure | Corporate Services/HoD | 29/02/2016 | Approval of district structure |   |   |
|   |   |   | Adjust timelines and activities and get approval of plan | DDG: Institutional Governance. | 29/02/2016 | Revised implementation plan |   |   |
|   |   |   | Prioritise activities in line with budget available | DDG: Institutional Governance. | 15/03/2016 | Budget and priorities |   |   |
|   |   | Resourcing of Districts  | Profile vacant posts | Corporate Services |  25/02/2016 | Report |   |   |
|   |   |   | Fill vacant critical posts: District Directors, Circuit Managers, Subject Advisors and DMGs | Corporate Services/CFO |   | Report |   |   |

| Corporate Services |
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| **NO** | **OBJECTIVE** | **AREA OF CHALLENGE** | **REMEDIAL ACTION** | **RESPONSIBILITY** | **TIMEFRAME** | **PERFORMANCE INDICATOR** | **BUDGET** | **STATUS (R/A/G)** |
|  | Turning around poor performing schools | ***Profiling of poor performing schools*** | Profiling of principals of the poor performing schools (Qualifications, Experience) | PED | 29 February 2016Report to DBE04 March 2016 | Profiles of Principals in Poor performing schools available and submitted to Teacher development to identify gaps and provide relevant training.  | Not applicable |  |
| Identification of vacant Principal posts in Poor Performing schools and duration of vacancies | PED/DBE | 29 Februaury 2016Report to DBE04 March 2016Report to DBE04 March 2016 | List of vacant principal posts and duration of vacancy available for analysis to inform the filling of these vacancies |  |
| Identification and profiling of all existing teaching vacancies in poor performing schools | PED | 29 February 2016Report to DBE04 March 2016 | Vacancies in poor performing schools identified and profiled.  |  |
| Profiling and analysis of foreign educators  | PED | 29 February 2016Report to DBE04 March 2016 | Profiles of foreign educators available |  |
| Identification and filling of critical District posts  | PED | 30 June 2016Report to DBEReport to DBE8 July 2016 | List of vacant critical district posts available. Management plan available to fill vacancies. |  |
| Identification and formulation of a management plan for the closure of outstanding PILIR cases | PED/DBE | 29 February 2016Report to DBE04 March 2016 | Management plan for the closure of all outstanding PILIR cases available |  |
| Profiling of teachers who resigned from the sector (April 2015-January 2016) | PED | 31 March 2016Report to DBE8 April 2016 | List of teachers who resigned and retired in the last financial year available.  |  |
|  | ***Preparation******and implementation of post provisioning (PPN)*** | ***IMPLEMENTATION OF PPN FOR 2016*** | Updating PERSAL establishments  | PED  | 30 June 2016Report to DBE 4 July 2016 | Establishments updated on PERSAL | Not applicable |  |
| Identification of small schools | PED | 28 February 2016Report to DBE4 March 2016 | All small schools identified |  |
| Analysis of the utilisation of Ad Hoc posts | PED/DBE | 29 February 2016Report to DBE4 March 2016 | Allocation of ad hoc posts finalised |  |
| Identifying Vacant Posts: (compare current establishment to new establishment)* Posts currently occupied by temporary educators
* New Posts Created by New Establishment
* Posts that have no warm body
 | PED | 30 April 2016Report to DBE4 May 2016 | Vacant posts identified and categorised according to whether it is a new post, filled by a teacher in a temporary capacity or vacant (no warm body). |  |
| Profile all vacant posts (Vacancy List for Excess Educators) | PED | 30 June 2016Report to DBE4 July 2016 | All vacant posts profiled according to subject and phase.  |  |
| Identify Educators in Addition to the Staff Establishment (update PERSAL to reflect excess status) | PED | 30 June 2016Report to DBE4 July 2016 | Excess educators identfied and excess status updated on PERSAL |  |
| Profile Excess Educators | PED | 31 July 2016Report to DBE4 Aug 2016 | Excess educators profiled |  |
| Training of Labour on PPN | PED/DBE | 30 June 2016Report to DBE8 July 2016 | Training completed |  |
| Redeployment of excess educators | PED | 31 August 2016Report to DBE4 Sep 2016 | Excess educators deployed and PERSAL updated |  |
| Create list of posts that don’t match excess educators  | PED | 15 September 2016Report to DBE19 Sep 2016 | Lists available |  |
| Placement of Funza Lushaka graduates  | PED | 30 June 2016Report to DBE weekly | FL graduates placed and captured on PERSAL |  |
|  | ***Preparation******and implementation of post provisioning (PPN*** | ***PREPARATION AND IMPLEMENTATION OF PPN FOR 2017*** | Schools Complete and Submit Learner enrolment Data (SASAMS, ASS, SNAP) | PED | 28 FebruaryReport to DBE4 Mar 2016 | Data available  |  |  |
| EMIS Unit Develops PPN tables | 30 AprilReport to DBE4 May 2016 | Data captured and PPN tables available  |  |  |
| HR Unit receives PPN tables and No. of Posts and runs model based on various scenarios | 30 JuneReport to DBE4 July 2016 | PED runs the model and generates various scenarios |  |  |
| Finance Unit determines:* + Average Monthly payroll
	+ Average salary per post
	+ Total salary budget
	+ Potential posts
	+ Learner Educator Ratio
 | 30 JuneReport to DBE4 July 2016 | All financial information is available  |  |  |
| Approval of MEC for posts | 31 JulyReport to HEDCOM August 2016 | MEC approves and declares the basket of posts |  |  |
| Consultation with trade unions concluded | 31 AugustReport to HEDCOM August 2016 | Consultations completed and report is available |  |  |
| Preliminary staff establishment letters to schools | 15 SeptemberReport to HEDCOM August 2016 | Preliminary staff establishments reach schools and verifictaion completed |  |  |
| Final staff establishment letters to schools | 30 SeptemberReport to HEDCOM August 2016 | Final staff establishments sent to schools |  |  |
| Updating PERSAL establishments | PED | 15 December 2016Report to DBE 4 Jan 2017 | Establishments updated and available on PERSAL |  |  |
| Identifying Vacant Posts: (compare current establishment to new establishment)* Posts currently occupied by temporary educators
* New Posts Created by New Establishment
* Posts that are empty
 | PED | 15 October 2016Report to DBE19 Oct 2016 | Vacant posts identified and categorised according to whether it is a new post, filled by a a teacher in a temporary capacity or vacant (no warm body). |  |  |
| Profile all vacant posts (Vacancy List for Excess Educators) | PED  | 30 November 2016Report to DBE 4 Dec 2016 | All vacant posts profiled according to subject and phase and vacancy lists made available to excess educators. |  |  |
| Identify Educators in Addition to the Staff Establishment (update PERSAL to reflect excess status) | PED  | 15 October 2016Report to DBE19 Oct 2016 | Excess educators identified and excess status captured on PERSAL |  |  |
| Profile Excess Educators | PED  | 30 November 2016Report to DBE 4 Dec 2016 | Excess educators profiled |  |  |
| Match Excess profiles to Vacancy List (offers of employment sent to educators) | PED  | 15 December 2016Report to DBE4 Jan 2017 | Matching and placement of excess educators completed |  |  |
| Create list of posts that don’t match excess educators  | PED  | 15 December 2016Report to DBE4 January 2017 | List of posts that cannot be filled by excess educators collated |  |  |
|  | Improving HRM information | ***Persal Data integrity*** | Develop a Provincial and District work-plan to continuously audit and improve PERSAL data. The plan should include:* Appointed working teams
* Standard Operating procedures and Manuals
* Monthly targets, Audits and Reports
* Risk and Risk Mitigation
 | PED  | 29 February 2016Report to DBE4 March 2016 |  |  |  |
|  |  |  | Correct all current exceptions | PED/DBE | 29 February 2016Report to DBE 4 March 2016 | PED/DBE |  |  |
|  | Implementation of HR Plan | High vacancy rate of management posts in schoolsPrincipals : 834Dep Principals : 540HODs : 948Shortage of Mathematics and Physical Science educators | Advertisement of management posts in schools | Director HRM EEA | 15 March 2016 | Posts are advertised and appointments made. |  | Specifications of vacancy lists submitted to Supply Chain Management |
|  | Placement of Funza Lushaka bursars | Director HRM EEA | 26 February 2016 | 80% placement is achieved. |  | 194 Funza Lushaka out of 412 appointed |
|  | Appointment of foreign educators | Director HRM EEA | 26 February 2016 | All qualifying foreign educators to be appointed. |  | 249 foreign educators appointed to teach Mathematics and Physical Science |
|  | Appointment of Teach SA ambassadors | Director HRM EEA | 31 March 2016 | 100% placement rate is achieved. |  | 249  |

Finance

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| **ITEM NO.** | **FOCUS AREA** | **CHALLENGES IDENTIFIED** | **Remedial Action** | **RESPONSIBILITY** | **TIME FRAME** | **Performance Indicator** | **Budget** | **PROGRESS MADE** |
| 1. | **Disclaimer audit opinion** | Immovable assets: There were unexplained movements in balances between the current and prior year financial statements | Training offered to all officials responsible for preparation of disclosure notes  | Maguga MS – Chief Director Financial Administration | 31 October 2015 | Working papers in place to explain all movements between current and prior year | N/A | Training already conducted |
| 2. |  | Immovable Assets: Duplicate assets on the asset register | \* Officials to be trained on advance excel to empower them to do data analysis\*Obtain supporting documents for the duplicate assets to identify different projects at the same school which should be consolidated into one | Jacobs SS – Chief Director Infrastructure | 13 November 2015 | Credible asset register maintained | N/A | Asset register corrected for all duplicate assets |
| 3. |  | Immovable assets: A number of assets not belonging to the Department were included in the asset register | \* Identify all schools constructed by the Department but now fall in areas subsequently transferred to other Provinces. \* Remove such assets from the asset register\*Reconcile the asset register and the EMIS records | Chief Director: Institutional Governance | 30 November 2015 | Memo to the HOD requesting removal of duplicate assets from the asset register | N/A | Process still on to identify duplicate assets |
| 4. |  | Immovable assets: Some assets belonging to the Department were valued at R 1 in the financial statements of the Department | \* Remove all assets that have been transferred to the Department of Public Works from the Asset Register. (This was caused by assets that had been transferred to Public Works still reflected in the books of the Department but at R 0.  | Jacobs SS: Chief Director Infrastructure | 31 March 2016 | Corrected Asset Register | N/A | Asset register has been corrected |
| 5. |  | Immovable assets: No appropriate audit evidence on non-cash additions | (This relates to donor funded projects which were disclosed at donation amount)Obtain completion certificates for the projects from the donors and amend the disclosed amount accordingly.  | Mr. Ben Tladi | 29 February 2016 | Completion certificates from Donors | N/A | Still awaiting completion certificates from donors |
| 6. |  | Movable assets: Assets were disclosed at R 1 value | Fair value all assets for which supporting documents are not available.  | Mabunda GSS: Deputy Director Asset Management | 31 December 2015 | Asset register with no assets reflected at R 1 value | N/A | Assets have been fair valued |
| 7. |  | Movable assets: Asset register not complete (does not include all mandatory information for some assets and some assets not on the asset register.) | Update asset register with the results of the asset verification process | Mabunda GSS: Deputy Director Asset Management  | 29 February 2016 | Updated asset register | N/A | Asset verification still in process |
| 8. |  | Movable assets: Unexplained differences between the disclosed amount and the underlying records.  | Training to be offered to officials responsible for the preparation of disclosure notes | Maguga MS: Chief Director Financial Administration | 31 October 2015 | Training manual or documents for the training | N/A | Training conducted |
|  |  | Receivable written-off were set-off against receivables with credit balances | \* Reverse all write-off journals\*Investigate each receivable account and match it to the corresponding credit balance | Maguga MS: Chief Director Financial Administration | 29 February 2016 | Journals to reverse the write-offs and investigation report | N/A | All journals have been reversed and currently busy with investigation of individual accounts |
|  |  | No system in place to maintain records of receivables for the overpayment in employee related costs | \* Review the termination process to identify areas resulting in termination delays\* Workshop District HR officials on termination processes | Mabusela S: Deputy Director General Corporate Services | 29 February 2016 | Manual on termination processes | N/A | Review still under way |
|  |  | Expenditure: Misallocations between capital expenditure, transfer payments and goods and services | Review current processes to ensure that Department contributions to the Trust projects are reflected as payment for capital assets. | Nkhwashu TV | 31 January 2016 | Reviewed budget allocation | N/A | Budget allocation amended accordingly to reflect the contribution as a capital transfer |
|  |  | **Records Management**: no evidence to support allowances paid to employees in respect of compensation of employees  | \* Request funding for procurement of electronic records management system and other requirements for the registries at Head Office and Districts\* Conduct Records Management training for all officials | Modipane CM: Director Records Management | 31 December 2015 | Application letter to Provincial Treasury |  | \* Procurement: Funding was requested during the budget adjustment submission but not made available. The Department is making another submission to Treasury to request to utilize the savings in COE to procure Registry items that can be paid for within the current financial year. \* Training: Records management training has been conducted |
|  |  | **Contract Management**: Commitments could not be confirmed to due to inadequate contract management system | \*Reconcile the contract register with the commitment register\* Review procurement processes to ensure timeous updating of contract register after each procurement.\* Update infrastructure commitments with amount as per the letters of awards from the implementing agents | Jacobs SS: Chief Director Infrastructure | 31 December 2015 | Contract register reconciled to Commitment Register | N/A | Infrastructure commitment register updated with 95% of the letters of awards.  |
|  |  | **Accruals:** No adequate system in place to maintain records of accounts payable for goods and services received but not yet paid. | \* Issue circular informing officials of central offices for receiving of invoices at Head Office and Districts\* Guide officials on the identification of accruals and payables | Maguga MS: Chief Director Financial Administration | 31 January 2016 | Circular | N/A | Circular has been issued.  |
|  |  | **Fruitless and wasteful Expenditure:** Fruitless and wasteful expenditure not updated with additional expenditure identified during audit | Update the fruitless and wasteful expenditure register with items identified during audit | Maguga MS: Chief Director Financial Administration | Monthly | Updated fruitless and wasteful register | N/A | The register has been updated |
|  |  | **Fruitless and wasteful expenditure:** Interest charged on outstanding invoices | Set up a central e-mail for receiving of municipal and utility services invoices | Maguga MS: Chief Director Financial Administration | 31 December 2015 | Central e-mail for receiving invoices | N/A | E-mail has been set-up |
|  |  | **Contingent Liabilities:** Incomplete contingent liability register as some claims against the state were not included in the register | Review processes to ensure that as claims against the state are received the contingent liability register is updated immediately | Advocate Sikhitha: Director Legal Services | 31 December 2015 | Updated contingent liability register | N/A | Additional claims have been included |
|  |  | **Contingent liability:** Excess amounts disclosed | Assess on a quarterly basis cases that are on the contingent liability register. | Advocate Sikhitha: Director Legal Services  | 31 March 2016 | Quarterly assessment report | N/A | Assessment still in progress |
|  | **Norms and Standards** | Schools funded at less than the national norm | \*Analyse COE budget and expenditure to identify possible savings to be used to address this.  | Maphwanya MT: Chief Director Budget Management | 29 February 2016 | COE analysis report | N/A | \* The Department will no longer be buying LTSM for quintile 4 and 5\* Funding is currently at 82% of the national norm for 2016/17 and 50% and 32% for 2017/18 and 2018/19 respectively. |
|  |  | Blind and partially sighted learners not all provided with assistive devices to ensure compliance with one learner one textbook per subject principle | Request permission from Provincial Treasury to utilize the savings in COE to procure assistive devices for blind and partially sighted learners.  | Mashaba KM: CFO | 29 February 2016 | Application letter to Treasury | N/A | Letter written to Treasury. R 12 million required for this purpose.  |