



Reference: 2/8/1/3/1/1 (2023/24)
Enquiries: Mr I de Vega

The Speaker

Provincial Parliament Western Cape
Provincial Legislature Building
Room 6-16, 6th Floor
7 Wale Street
Cape Town
8001

Dear Honourable Speaker

V05: WESTERN CAPE EDUCATION DEPARTMENT - ERRATA TO ANNUAL PERFORMANCE PLAN 2023/24

As per the Guide to Tabling of Papers in Parliament 2011, the Department wishes to notify the Provincial Parliament of our intention to table Errata to the Annual Performance Plan 2023/24, for your further attention:

PAGE	WHAT NEEDS TO BE CHANGED	CHANGE FROM:	CHANGE TO:
70 & 109	Indicator title	Number of learners in public ordinary schools benefitting from No Fee School Policy Reason for change No Fee School policy does not exist.	Number of learners in no fee public ordinary schools in line with the Amended National Norms and Standards for School Funding

Yours sincerely

B WALTERS
HEAD: EDUCATION

2023/03/31
Date:

DJ MAYNIER
PROVINCIAL MINISTER OF EDUCATION

Date: 03/02/2023

AS TABLED INITIALLY (page 70):

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Annual Performance Plan 2023/2024

Outcomes, outputs, output indicators and targets: Annual & Quarterly

MTEF Priority 3: Education Skills and Health																
Outcome	Outputs	No	Output indicators Description	VF Linkage	Reporting Cycle	Audited/Actual Performance			Estimated Performance 2022/23	MTEF Period						
						2019/20	2020/21	2021/22		Quarterly Targets				2024/25	2025/26	
										2023/24	1 st	2 nd	3 rd			4 th
More learners are retained in the education system	Enabling elearning/blended teaching	PO/204	Number of schools installed with Local Area Networks (LANs)	3	Ann	157	78	83	100	100	-	-	-	100	80	80
		PO/205	Number of subject-specific computer lab refreshes provided	3	Annually	72	0	89	80	80	-	-	-	80	80	80
		PO/204	Number of technology-enabled classrooms (Smart classrooms) provided	3	Annually	0	1016	1164	1100	1200	-	-	-	1200	1300	1300
There is an increase in access to Technical, Agricultural, Vocational and Skills subjects and schools	More schools offer Technical, Agricultural, Vocational and Skills subjects	PO/208	Number of Grade 12 learners who offer at least one subject in the technical and agricultural subject fields	3	Annually	New	New	New	New	3 085	-	-	3 085	-	3 285	3 485
More learners are retained in the education system	Enabling elearning/blended teaching	SO/201	Number of schools provided with multi-media resources	3	Annually	0	103	160	85	90	-	-	-	90	85	85
	Provide no-fee school benefits	SO/202	Number of learners in public ordinary schools benefitting from the No Fee School Policy	3	Annually	621 320	640 150	658 380	835 019	764 652	-	-	-	764 652	775 114	785 756
	Provide minimum funding to schools	SO/204	Percentage of learners in schools that are funded at a minimum level	3	Annually	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%
More learners are retained in the education system	Quality of teaching improves	SO/205	Number of foundation phase teachers trained in reading methodology	3	Annually	n/a	n/a	n/a	New	300	-	-	-	300	400	500
		SO/206	Number of foundation phase teachers trained in numeracy content and methodology	3	Annually	n/a	n/a	n/a	New	300	-	-	-	300	400	500

AS TABLED INITIALLY (page 109):

Indicator number	SOI 202:
Indicator title	Number of learners in public ordinary schools benefiting from the No-Fee School Policy
Short definition	Number of learners attending no fee public ordinary schools, learners who are attending schools that may not charge compulsory school fees in terms of the South African Schools Act. The government introduced this 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	Tracking the funding of learners from poorer families
Key Beneficiaries	Learners in No-Fee schools
Source of data	Report on No-Fee schools, sourced from (i) List of no-fee schools, and (ii) List of learners enrolled in no-fee schools.
Data limitations	None
Assumptions	The National Norms and Standards for School Funding Policy benefits learners from under-resourced communities. Increase poor learners' access to education opportunities and improve their chances of accessing post schooling opportunities.
Means of verification	Schools Masterlist. School Funding Norms and Standards database.
Method of calculation	Count the total number of learners enrolled in no fee public ordinary schools
Calculation type	<input type="checkbox"/> Cumulative <input type="checkbox"/> Year-end <input type="checkbox"/> Year-to-date <input checked="" type="checkbox"/> Non-cumulative
Reporting cycle	<input checked="" type="checkbox"/> Quarterly <input type="checkbox"/> Bi-annually <input checked="" type="checkbox"/> Annually <input type="checkbox"/> Biennially
Desired performance	<input checked="" type="checkbox"/> Higher than target <input type="checkbox"/> On target <input type="checkbox"/> Lower than target
Type of indicator	Is this a Service Delivery Indicator? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If yes , confirm the priority area(s) that the deliverable(s) measured through this indicator will improve (multiple selections can also be made): <input checked="" type="checkbox"/> Citizen needs <input type="checkbox"/> Reliability <input type="checkbox"/> Responsiveness <input type="checkbox"/> Integrity
	Is this a Demand Driven Indicator? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Is this a Standardised Indicator? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Spatial Location of indicator	Number of locations: <input type="checkbox"/> Single Location <input checked="" type="checkbox"/> Multiple Locations Extent: <input checked="" type="checkbox"/> Provincial <input type="checkbox"/> District <input type="checkbox"/> Local Municipality <input type="checkbox"/> Ward <input type="checkbox"/> Address Detail / Address / Coordinates: n/a For multiple delivery locations , will this be shared in the Annual Operational Plan (AOP) <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Indicator responsibility	Chief Directorate: Financial Management
Spatial Transformation	All schools in quintiles 1-3 as well as those exempted in other quintiles 4 and 5
Disaggregation of beneficiaries -Human Rights Groups	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a Target for older persons: n/a <input checked="" type="checkbox"/> "None of the above"
Provincial Strategic Implementation Plan (PSIP)	<input type="checkbox"/> Jobs <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Wellbeing <input type="checkbox"/> Innovation, Culture and Governance <input type="checkbox"/> "None of the above"
State of disaster	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Implementation Data	As per AOP

AS AMENDED (page 70):

Outcomes, outputs, output indicators and targets: Annual & Quarterly

MITSF Priority 3: Education Skills and Health																
Outcome	Output	PO/IO/NO	Output Indicator Description	Milestone	Reporting Cycle	Audited/Actual Performance			Estimated Budget 2022/23	MITSF Period						
						2019/20	2020/21	2021/22		Quarterly Targets				2024/25	2025/26	
										2022/23	1*	2**	3*			4*
More learners are retained in the education system	Enabling eLearning/ blended teaching	PO1204	Number of schools installed with Local Area Networks (LANs)	1	Annually	157	79	53	100	100	-	-	-	100	86	55
		PO1205	Number of subject-specific computer lab releases provided	1	Annually	72	0	57	52	52	-	-	-	80	20	32
		PO1206	Number of technology-enabled classrooms (smart classrooms) provided	1	Annually	0	1 015	1 144	1 103	1 203	-	-	-	1 200	1 322	1 322
There is an increase in access to Technical Agricultural Vocational and Skills subjects and schools	More schools offer Technical Agricultural Vocational and Skills subjects	PO1208	Number of Grade 12 learners who offer at least one subject in the technical and agricultural subject fields	1	Annually	NEW	NEW	NEW	NEW	2 085	-	-	2 085	-	2 225	2 453
More learners are retained in the education system	Enabling eLearning/ blended teaching	SO1201	Number of schools provided with multi-media resources	1	Annually	0	109	140	55	72	-	-	-	90	65	55
	Provide no-fee school benefits	SO1202	Number of learners in no-fee public ordinary schools in line with the Amended National Norms and Standards for School Funding	3	Annually	621 222	642 152	628 332	628 017	764 652	-	-	-	764 652	775 114	785 759
	Provide minimum funding to schools	SO1204	Percentage of learners in schools that are funded at a minimum level	1	Annually	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%
More learners are retained in the education system	Quality of teaching improves	SO1205	Number of foundation phase teachers trained in reading methodology	1	Annually	0/0	0/0	0/0	NEW	300	-	-	-	200	400	500

AS AMENDED (page 109):

Indicator number	SOI 202:
Indicator title	Number of learners in no fee public ordinary schools in line with the Amended National Norms and Standards for School Funding
Short definition	Number of learners attending no fee public ordinary schools, learners who are attending schools that may not charge compulsory school fees in terms of the South African Schools Act. The government introduced this 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.
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Key Beneficiaries	Learners in No-Fee schools
Source of data	Report on No-Fee schools, sourced from (i) List of no-fee schools, and (ii) List of learners enrolled in no-fee schools.
Data limitations	None
Assumptions	The National Norms and Standards for School Funding Policy benefits learners from under-resourced communities. Increase poor learners' access to education opportunities and improve their chances of accessing post schooling opportunities.
Means of verification	Schools Masterlist. School Funding Norms and Standards database.
Method of calculation	Count the total number of learners enrolled in no fee public ordinary schools
Calculation type	<input type="checkbox"/> Cumulative <input type="checkbox"/> Year-end <input type="checkbox"/> Year-to-date <input checked="" type="checkbox"/> Non-cumulative
Reporting cycle	<input type="checkbox"/> Quarterly <input type="checkbox"/> 5i-annually <input checked="" type="checkbox"/> Annually <input type="checkbox"/> Biennially
Desired performance	<input checked="" type="checkbox"/> Higher than target <input type="checkbox"/> On target <input type="checkbox"/> Lower than target
Type of indicator	Is this a Service Delivery Indicator? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If yes, confirm the priority area(s) that the deliverable(s) measured through this indicator will improve (multiple selections can also be made): <input checked="" type="checkbox"/> Citizen needs <input type="checkbox"/> Reliability <input type="checkbox"/> Responsiveness <input type="checkbox"/> Integrity Is this a Demand Driven Indicator? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Is this a Standardised Indicator? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Spatial Location of indicator	Number of locations: <input type="checkbox"/> Single Location <input checked="" type="checkbox"/> Multiple Locations Extent: <input checked="" type="checkbox"/> Provincial <input type="checkbox"/> District <input type="checkbox"/> Local Municipality <input type="checkbox"/> Ward <input type="checkbox"/> Address Detail / Address / Coordinates: n/a For multiple delivery locations, will this be shared in the Annual Operational Plan (AOP)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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Spatial Transformation	All schools in quintiles 1-3 as well as those exempted in other quintiles 4 and 5
Disaggregation of beneficiaries -Human Rights Groups	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a Target for older persons: n/a <input checked="" type="checkbox"/> "None of the above"
Provincial Strategic Implementation Plan (PSIP)	<input type="checkbox"/> Jobs <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Wellbeing <input type="checkbox"/> Innovation, Culture and Governance <input type="checkbox"/> "None of the above"
State of disaster	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Implementation Data	As per AOP