

# **ANNUAL REPORT 2022/23 PRESENTATION TO THE PORTFOLIO COMMITTEE ON BASIC EDUCATION**

**18 October 2023**



**GREETINGS FROM THE  
HOME OF THE  
TEACHING PROFESSION**

WELCOME TO THE HOME OF THE TEACHING PROFESSION  
SERVICE ORIENTED  
QUALITY  
RESPECT  
DIGNITY

# PURPOSE

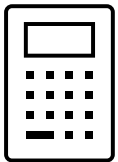


**To present the following to the PC on Basic Education:**

- The achievements and challenges of the South African Council for Educators (SACE) for the 2022/23 financial year.



- The performance of Accounting Authority against the planned targets of the pre-determined objectives in the Annual Performance Plan for the financial year 2022/23.



- The Council's 2022/23 Annual Financial Statement.

# PRESENTATION OUTLINE

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**SERVICE DELIVERY AND STRATEGIC OVERVIEW**

**PROGRAMME PERFORMANCE INFORMATION**

**EXTERNAL AUDIT REPORT**

**ANNUAL FINANCIAL STATEMENTS**





**SACE**

South African Council for Educators

*Towards Excellence in Education*

**PART A**


**GENERAL INFORMATION**

# SERVICE DELIVERY AND STRATEGIC OVERVIEW

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# **Legislative and Policy ENVIRONMENT**

# LEGISLATIVE AND POLICY ENVIRONMENT

<b>SDG 4</b>  <b>Education</b> <b>International</b> <b>and UNESCO</b> <b>Framework</b> <b>for</b> <b>Professional</b> <b>Teaching</b> <b>Standards</b>	<b>NDP: Vision 2030</b> <b>National Development Plan</b>	<b>ILO/UNESCO</b> <b>Recommendation</b> <b>Concerning</b> <b>the Status of</b> <b>Teachers</b> <b>05 Oct 1966</b>
	<b>SACE Act, 2000</b> <b>South African Council for Educators Act, 2000 as amended</b>	
	<b>NQF Amended Act, 2019</b>	
	<b>NPFTED, 2007</b> <b>National Policy Framework for Teacher Education and Development South Africa</b>	
	<b>ISPFTED, 2011</b> <b>Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011–2025</b>	
	<b>Employment of Educators Act, 1998</b> <b>The Revised Personnel Administrative Measures, 2016</b> <b>South African Schools Act, 1996</b> <b>The Revised Policy On The Minimum Requirements For Teacher Education Qualifications, 2015</b> <b>Education Labour Relations Council and PSCBC Resolutions</b> <b>Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators, 2017</b>	
<b>Global</b> <b>Teacher Prize</b>  <b>EI Professional</b> <b>Ethics</b> <b>Declaration</b>  <b>PROFESSIONAL TEAC</b>		<b>SACE</b> <b>Professional</b> <b>Teaching</b> <b>Standards</b> <b>and Code of</b> <b>Professional</b> <b>Ethics</b> 

# SACE ACT NO.31 OF 2000 (ENABLING / FOUNDING LEGISLATION)

## The objects of the SACE Act are:

- (a) to provide for the registration of educators;
- (b) to promote the professional development of educators;  
and;
- (c) to set, maintain and protect ethical and professional;  
standards for educators, by means of the functioning of  
the council.



**VISION**  
Inspiring a  
Credible  
Teaching  
Profession

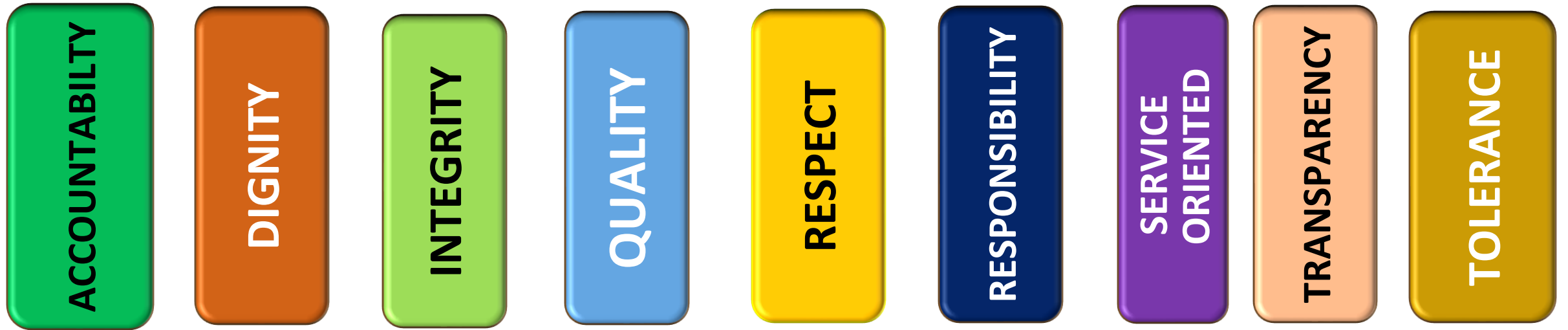
## **MISSION**

**To protect the integrity of the teaching profession through the maintenance of the professional and ethical standards.**

# VALUES OF THE TEACHING PROFESSION

Being a professional teacher in the Changing South African teaching profession.

Professional Identity – values, disposition, nature



## Values-based professional teaching and behaviour

Values are an essential component of a professional culture and commitment



**SACE**

South African Council for Educators

*Towards Excellence in Education*

**PART B**

**PERFORMANCE INFORMATION**



# PROGRAMME PERFORMANCE INFORMATION

# PROGRAMME BUDGET STRUCTURE

PROGRAMME	SUB-PROGRAMMES
1. Administration	1.1. Executive and Governance 1.2. Planning, Monitoring & Evaluation and Reporting 1.3. Corporate Services 1.4. Communication and Stakeholder Relations 1.5. Financial Management 1.6. Information and Communication Technology
2. Professional Registration	
3. Ethical Standards	3.1 Investigations 3.2 Disciplinary Hearings 3.3 Sanctioning
4. Professional Development	4.1 Continuing Professional Teacher Development Management System 4.2 Member Support 4.3 Quality Management
5. Professional Teaching Standards	
6. Research	6.1. Research Reports 6.2. Data Management

# EXECUTIVE SUMMARY



- SACE hereby presents 2022/23 Annual report in line with the requirements of Section 55(1)(d) of the Public Finance Management Act, 1999 (Act No.1 of 1999) (the PFMA).
- This Annual report signals the third year of implementing the Council's 2020–2025 strategic plan.
- The 2022/23 financial year further marks the second reporting cycle for the public entity's Accounting Authority (AA), appointed and inaugurated by the Minister of Basic Education as the Executive Officer in August 2021, for the 2021 – 2025 term of office.
- Despite the challenges, the Council continued to strive to make a meaningful contribution towards professionalising the education sector with a total achievement of **78%** of predetermined objectives according to the APP 2022/23

In regulating entry into the profession, **48 110** newly qualified educators were professionally registered.

Only the fit-to-practice educators, with clean police clearance certificate, join the profession.





# EXECUTIVE SUMMARY



- As part of ensuring that miscreant teachers do not remain in the profession, **794 Investigations** were held, while **122 disciplinary hearings** were conducted.
- In terms of the sanctions meted out, there were:
  - 31 indefinite removal from the register of teachers,
  - 2 removal from the register of teachers for a particular period,
  - 77 Removal from the register of teachers but the removals were suspended for a specific period with fines or reprimands.
  - 80 fines that are not linked to any removal from the register.
- The continuing professional development **management** role of SACE, saw,
  - **43,823** teachers being supported on various professional matters,
  - **70** professional development providers approved, and
  - **791** professional development programmes and activities endorsed.





# EXECUTIVE SUMMARY



- The Organisation received unqualified audit report with some findings from both the financial and programme performance.
- Plans have been put in place for the remedial action, as well as enhancing the internal capacity of internal audit to support the performance information monitoring and reporting processes.
- The current job evaluation process should be able to heighten the efficiency of the organisation in terms of human resources with expertise in systems, policies, internal audit, and ICT amongst others.
- Planning, Monitoring and Evaluation and Reporting functions are currently done by only two people at Management and Assistant Management level, as players and referees at the same time. Hence the need to enhance internal capacity from both quantity and quality perspective.



Despite some of the challenges and audit findings, Council managed to deliver its mandate to the teaching profession and increased visibility at provincial level. Hence the slight increase in achievement of targets.

# SACE PROVINCIAL OFFICES STATUS REPORT

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- Currently SACE has five (5) provincial offices in:
  - KwaZulu-Natal
  - Free State
  - Limpopo
  - Eastern Cape
  - Western Cape
- The Western Cape Office has not been opened officially due to long Municipality approval challenges.
- As indicated in the Audit Report, the Eastern Cape is being investigated by the SIU.
- The establishment of offices in the Northern Cape and other remaining provinces have been put on hold due to financial constraints, finalisation of the SIU report, current SACE review and repositioning project, and the reconceptualization / reconfiguration of the provincial offices.

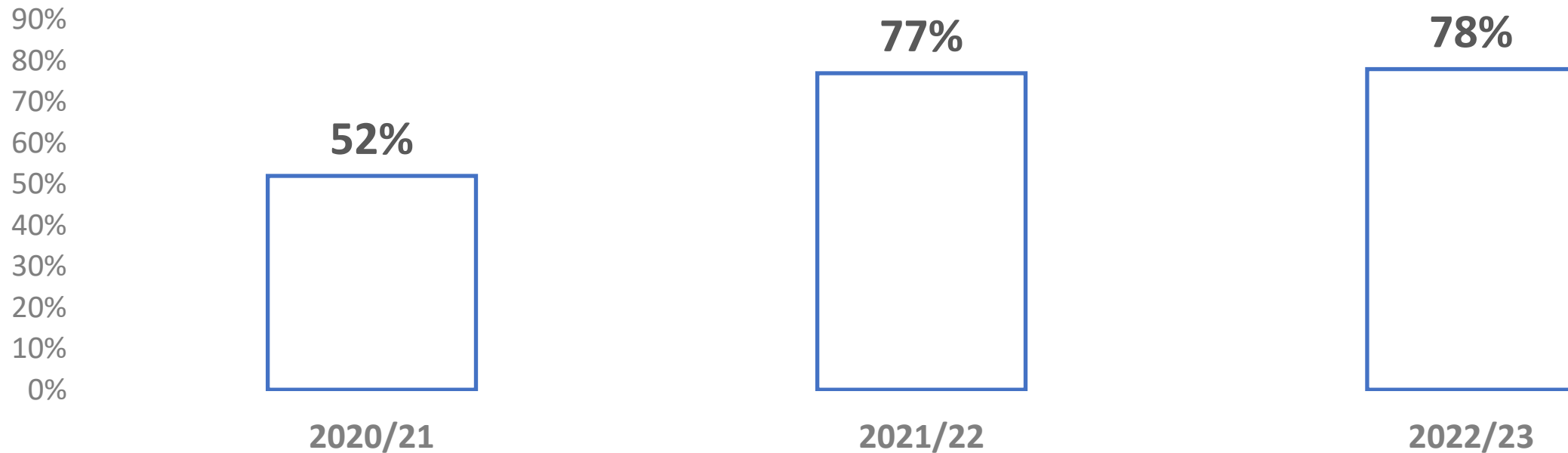


# **PROGRAMME AND SUB- PROGRAMME PERFORMANCE OUTPUT**

SUMMARY OF  
YEAR-ON-YEAR  
PERFORMANCE

- Overall, **52%** was achieved in 2020/21;
- In 2021/22 **77%** of indicators were achieved;
- In the 2022/23 performance slightly increased to **78%** as compared to 2021/22.

Year-on Year Performance



# PERFORMANCE INDICATORS NOT REACHED

PERFORMANCE INDICATOR	ANNUAL TARGET	ANNUAL OUTPUT	REASON FOR DEVIATION
Percentage of invoices paid within 30 days	100%	97,39%	Disputes with the suppliers led to the target being partially achieved.
Percentage of finalised investigations into new cases	70%	35% (254/734)	The target was underperformed because the Council always starts by processing cases carried over from the previous financial year and places more emphasis on them to avoid losing witnesses who are fluid by their very nature. Although the target could not be achieved, there is an improved performance, attributed to SACE having trained a few panellists to assist it with the investigations
Percentage of finalised investigations into rolled-over Cases	80%	30% (540/1830)	The underperformance is attributed to the split in investigations between old and new cases. A balance had to be sought to ensure that while new cases were being investigated as they came, older cases also received attention.
Percentage of finalised disciplinary hearings into new cases	40%	13% (13/103)	Council focused much of the time on pushing to finalise rolled-over cases to ensure that witnesses do not get lost in the process. More hearings will be conducted in the next financial year, except that they will be referred to as rolled-over cases.
Number of educators confirmed to have earned a minimum of 50 professional development points in a Year	25000	758	The reason for underperformance is due to several factors, but essentially the accessibility of the system due to connectivity in most areas of the country, lack of ownership from the educators in taking charge of their professional development, and they largely believe that it should be employer-driven.

# PROGRAMME 1 ADMINISTRATION

## Purpose of the Programme

- The purpose of this programme is to implement and manage the policy directives and priorities of the Council to ensure the functional proficiency of SACE through appropriate support services.

## Outcome:

- Efficient and effective governance

## Sub-Programme

- Executive and Governance
- Planning, Monitoring & Evaluation and Reporting
- Corporate Services
- Communication and Stakeholder Relations
- Financial Management
- Information and Communication Technology



# Programme 1: Administration

## Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Number of Council and EXCO meetings convened	10	11	+1
Number of approved quarterly performance reports submitted to oversight authorities	4	4	0
Percentage of employees assessed through performance development system	100%	100%	0
Percentage of trained employees	40%	48,7% (59/ 121)	+8,7
Number of SACE promotion and advocacy activities on the selected core mandates	4	4	0

# PROGRAMME 1: ADMINISTRATION

## Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Number of engagements with stakeholders	16	16	0
Percentage of invoices within 30 days	100%	97.39%	-2,61%
Percentage of completed Digitised systems	60%	78% 7/9	+22%

# PROGRAMME 2: PROFESSIONAL REGISTRATION

## Purpose of the programme:

- The purpose of this programme is to register qualified educators and create sub-registers for special categories; maintain and update the educator database, and enhance the quality of the registration of teachers by introducing standards.

## Outcome:

- Fit-to-Practice Registered Educators

# REGISTRATION OF PROFESSIONAL EDUCATORS



**must determine minimum criteria and procedures for registration or provisional registration;**



**must consider and decide on any application for registration or provisional registration; - Two types of Registration (Provisional and Full)**



**must keep a register of the names of all persons who are registered or provisionally registered;**



**must determine the form and contents of the registers and certificates to be kept, maintained or issued in terms of this Act, the periods within which they must be reviewed**



**may prescribe the period of validity of the registration or provisional registration; - currently applicable to provisional registration only.**

**FITNESS-to-  
PRACTICE IN  
TERMS OF  
PROFESSIONAL  
REGISTRATION**


**FIT-TO-TEACH / PRACTICE PROFESSIONAL EDUCATORS**

Enhance the status and esteem of the profession by registering fit-to-practice educators.

Vetting educators through the submission of the police clearance and national register of sexual offenders

Heighten public trust and confidence in teachers

**Note: it does not mean being fit to teach in terms of health/medical fitness.**



## WHO IS ELIGIBLE TO REGISTER WITH SACE FULLY?

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**Section 3 of the SACE Act: This Act applies to all educators appointed-**

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In terms of the Employment of Educators Act, 1998 (Act No.76 of 1998)

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In terms of the South African Schools Act, 1996 (Act No. 84 of 1996, **as amended 2007.**

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at an independent school.

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In terms of the Further Education and Training Act, 2006 (**Act no.16 of 2006**).

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Technical Vocational Education and Training Colleges.

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Community Education and Training Colleges.





## REGISTRATION SCOPE

**Professionally Qualified Educators / Lecturers - Full  
Registration Status to Practice**

**Student Teachers**

- Provisional Registration Status for BEd and PGCE
- The status cannot be used for employment purposes

**Academically Qualified and Professionally Unqualified  
Practicing Teachers**

- Must be studying towards PGCE

**Special Registrants**

- Conditional Registration Status with some limitations to a subject / phase / school
- Caters for the Three Stream Model and Focus Schools

# PROGRAMME 2: REGISTRATION

## Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Percentage of fit-to-practise Registered Educators	100%	100% (48 110/48 110)	0

# 2022/2023 Registrants

- **48 110** newly qualified educators –
  - Only category accounted for in the Annual Performance Plan because it impacts directly on the schooling sector and contributes to the teacher demand and supply.
  - Current data analysis project to understand the areas this cohort's areas of specialisation.
- **5 124** in the special/conditional registrations.
- **3 862** (ECD practitioners) – Part of professionalisation of the Early Childhood Development (ECD) sector.
- **15 922** (student teachers) – Part of professionalisation of the initial teacher education sector.

# PROGRAMME 3 PROFESSIONAL ETHICS

## Purpose of the Programme

- The purpose of this programme is to promote and maintain ethical standards in the profession.

## Outcome:

- Maintained Ethical Standards

## Sub-Programme

- Investigations
- Disciplinary Hearings
- Sanctions

**EDUCATOR AND  
THE LEARNER**

**EDUCATOR AND  
THE PARENT**

**EDUCATOR AND  
THE COMMUNITY**

**EDUCATOR AND  
THE COUNCIL**

**CODE OF  
PROFESSIONAL  
ETHICS**  
•SET OF RULES  
•DETERMINATION  
OF BEHAVIOURAL  
EXPECTATION  
FROM A  
PROFESSIONAL

**EDUCATOR AND  
THE  
PROFESSION**

**EDUCATOR AND  
HIS/HER EMPLOYER**

**EDUCATOR AND  
HIS/HER  
COLLEAGUES**

# PROGRAMME 3: ETHICS

## Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Percentage of finalised investigations into new cases	70%	35% (254/734)	-35%
Percentage of finalised investigations into rolled-over Cases	80%	30% (540/1830)	-50%
Percentage of finalised disciplinary hearings into new cases	40%	13% (13/103)	-27%
Percentage of finalised disciplinary hearings into rolled-over Cases	50%	63% (109/174)	+13%
Number of analysis reports produced on sanctioned educators	4	5	+1



# PROGRAMME 3 SERVICE DELIVERY HIGHLIGHTS



- Council processes all its cases on a First-In-First-Out basis, this means that cases that are lodged first are processed first. There is, however, an exception at times.
- Complaints of serious breaches of the code of professional ethics, such as sexual offences and severe assault cases, among others, do receive preference and will be processed sooner than they would have been had the normal process been followed.
- This means that the Council processes rolled-over or older cases from the previous calendar year to ensure they are finalised while also processing newly reported cases. More emphasis gets placed on older cases as learners and witnesses usually move if the case is not promptly dealt with.
- The process leading to the finalisation of a case starts with conducting preliminary screening of a case as soon as it is reported. The screened case may lead to an investigation. Flowing from the investigation, a disciplinary hearing may ensue, or a case may be closed, depending on the evidence.

## Nature of Professional Misconduct Allegations against Educators - 2022/23

Nature of Misconduct	Total
Incitement of learners and parents against the principal and bribery, Assault of learners & Incitement and educator	11
Racism and Use of improper language to learners & parents	9
Sexual Harassment of a Learner (Failure to report rape, Rape of a Learner, sexual case, impregnating of a learner)	163
Unprofessional Conduct	15
Other	56
<b>Total</b>	<b>734</b>

## Type of Investigations Finalised

Nature of Misconduct	Total
Absenteeism	2
Abuse of learners(Bullying and Humiliation, Defamation of character and disrespect, Bribery, Assault of Learner & Incitement )	2
Assault of a colleague and Learner	75
Corruption with posts & Victimisation of colleagues	4
Discrimination & Victimisation of Colleague	1
Fraud (Insubordination & Examination Fraud)	35
Financial Mismanagement and Maladministration	6
Gross Negligence and Employment of unqualified/unregistered educators	30
Impregnation of a learner	7
Racism & Use of improper language to learners & parent	5
Sexual Harassment of a Learner (Failure to report rape, sexual case )	80
Unprofessional Conduct	7
<b>Total</b>	<b>254</b>

# POSSIBLE SANCTIONS FOR BREACHING THE CODE

**The SACE Act prescribes the application and enforcement of the following sanctions:**

- caution or reprimand;
- impose a fine not exceeding one month's salary;
- remove from the register for a specified period or indefinitely, subject to specific conditions, the name of an educator found guilty of a breach of the code of professional ethics; and
- suspend an imposed sanction for a period and on conditions determined by the council

# REMOVAL FROM THE REGISTER

No	Province	Gender	Misconduct	Sanction
1	Limpopo	Male	Sexual assault of a colleague	Removal from the register indefinitely.
2	Western Cape	Male	Sexual harassment of a learner	Removal from the register indefinitely.
3	Gauteng	Male	Sexual harassment of learner/s	Removal from the register indefinitely.
4	Western Cape	Male	Rape of a learner	Removal from the register indefinitely.
5	Western Cape	Male	Sexual relationship with learner/s	Removal from the register indefinitely.
6	Mpumalanga	Male	Sexual assault, assault of a learner and providing alcohol to a learner	Removal from the register indefinitely.
7	Free State	Male	Sexual relationship with learner/s	Removal from the register indefinitely.
8	Free State	Male	Sexual relationship with learner/s	Removal from the register indefinitely.
9	Mpumalanga	Male	Sexual harassment of a learner	Removal from the register indefinitely.
10	Gauteng	Male	Sexual harassment of a learner	Removal from the register indefinitely.

# REMOVAL FROM THE REGISTER.....

No	Province	Gender	Misconduct	Sanction
11	Northwest	Male	Sexual relationship of a learner	Removal from the register indefinitely.
12	Western Cape	Male	Fraud on examinations and misrepresentation to authorities	Removal from the register indefinitely.
13	Gauteng	Male	Sexual assault of a learner	Removal from the register indefinitely.
14	Mpumalanga	Male	Sexual assault of learner/s, colleague or parent	Removal from the register indefinitely.
15	Limpopo	Male	Fraud and dishonesty	Removal from the register indefinitely.
16	Western Cape	Female	Fraud relating to learners' marks, falsifying of marks	Removal from the register indefinitely.
17	Gauteng	Male	Insubordination and falsifying assessment marks	Removal from the register indefinitely.
18	Mpumalanga	Male	Sexual assault of colleagues	Removal from the register indefinitely.
19	KwaZulu Natal	Male	Sexual assault of colleagues	Removal from the register indefinitely without an option of reapplying for readmission.
20	Western Cape	Male	Sexual harassment of a learner	
21	KwaZulu Natal	Male	Sexual harassment of a colleague/s	

# REMOVAL FROM THE REGISTER.....

No	Province	Gender	Misconduct	Sanction
22	Gauteng	Male	Sexual relationship with learners	Removal from the register indefinitely.
23	Limpopo	Male	Sexual relationship with learners	Removal from the register indefinitely without the option of reapplying for readmission, and further that his name be submitted to the Department of Social Development.
24	KwaZulu Natal	Male	Examinaioon fraud	Removal from the register indefinitely.
25	KwaZulu Natal	Male	Sexual harassmt & uttering derogatory words	Removal from the register indefinitely and submit his name to the DSD.
26	Gauteng	Male	Sexual harassmt of a learner	Removal from the register indefinitely and submit his name to the DSD.
27	Limpopo	Male	Fraud & dishonesty	Removal from the register indefinitely.
28	Limpopo	Male	Rape of a learner	Removal from the register indefinitely and submit his name to the DSD
29	Western Cape	Male	Assault of learners	Removal from the register indefinitely and submit his name to the DSD.
30	Gauteng	Female	Examinaion fraud	Removal from the register indefinitely.
31	Limpopo	Male	Fraud	Removal from the register indefinitely.



Provinces	Sexual Misconduct	Fraud (Exams, Ghost marks, Falsified marks)	Physical Assault	Male	Female	Total
Eastern Cape	0	0	0	0	0	0
Free State	2	0	0	2	0	2
Gauteng	5	1	0	6	0	6
KwaZulu-Natal	3	1	0	4	0	4
Limpopo	3	3	0	6	0	6
Mpumalanga	4	2	0	5	1	6
Northern Cape	0	0	0	0	0	0
Northwest	1	0	0	1	0	0
Western Cape	4	1	1	5	1	7
<b>TOTAL</b>	22	8	1	30	1	31

**AGGREGATED STRUCK OFFS PER PROVINCE, TYPE PF MISCONDUCT AND GENDER**

## EXAMPLE OF TEACHER-LEARNER AGE PROFILES FROM THE 31 STRUCK OFF FROM THE REGISTER OF TEACHERS

AGE OF TEACHER	AGE OF LEARNER
<b>23 (Youngest teacher)</b>	14
28	17
29	15
29	17
31	17
32	<b>12 (Youngest Learner)</b>
32	15
47	16
49	15
<b>56 (Oldest Teacher, near retirement)</b>	<b>15</b>

# PROGRAMME 4 PROFESSIONAL DEVELOPMENT

## Programme Purpose:

To ensure that educators engage in life-long learning to improve their professional competence

**Outcome:** Improved Teacher Competence

## Sub-Programmes:

- **Sub-Programmes**
  - Continuing Professional Teacher Development Management System
  - Member Support
  - Quality Management

# PROFESSIONAL DEVELOPMENT

## MANDATORY

- **must** promote, develop and maintain a professional image;
- **must** advise the Minister on matters relating to the education and training of educators. including but not limited to:
  - the minimum requirements for entry to all the levels of the profession;
  - the standards of programmes of pre-service and in-service educator education;
  - the requirements for promotion within the education system;
  - educator professionalism;
- **must** research and develop a professional development policy;
- **must** **manage** a system for the promotion of continuing professional development for all educators in **schools**;

The diagram consists of a list of mandatory tasks on the left and two green rounded rectangular boxes on the right. A blue bracket on the right side of the list groups the first four items (promote image, advise minister, minimum requirements, standards, promotion, professionalism) and points to the 'Teacher Professionalisation/ Professional Standards' box. A blue arrow points from the 'schools' item to the 'CPTD Management System' box.

Teacher  
Professionalisation/  
Professional  
Standards

CPTD Management  
System

# PROGRAMME 4: PROFESSIONAL DEVELOPMENT

## Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Number of educators confirmed to have earned a minimum of 50 professional development points in a Year	25 000	758	-24 242
Number of educators supported on professional matters	40 000	43 823	+3 823
Percentage of professional development providers approved	75%	85.4% (70/82)	+10.4%
Percentage of professional development activities endorsed	85%	99% (791/800)	+14%
Percentage of observed professional development sessions on endorsed activities	10%	26% (10/38)	+16%

## PROGRAMME 4: SERVICE DELIVERY HIGHLIGHTS

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- The indicator 4.1.1. which aimed to measure the uptake and reporting of educators in the self-service portal, who earned a minimum of 50 professional development points is underperformed, and the Council's overall performance for the indicator is 758. The total number of educators reporting in the financial year including the ones which accumulated 50 points 7 is 74 843.
- The overall performance of the Council for the financial year under review confirms the overachievement in indicator 4.2.1 to be 3 823 more educators supported in their professional matters, against the annual target of 40 000, and the actual achievement is 43 823.
- There were 82 eligible professional development providers' applications received, and Council approved 70 to increase the pool of quality providers who will participate in developing SACE-registered educators. This translates to 85% performance for this indicator.
- 800 professional development activities were received, and only 791 were processed and endorsed, resulting in 99—% performance against the 85% annual target.

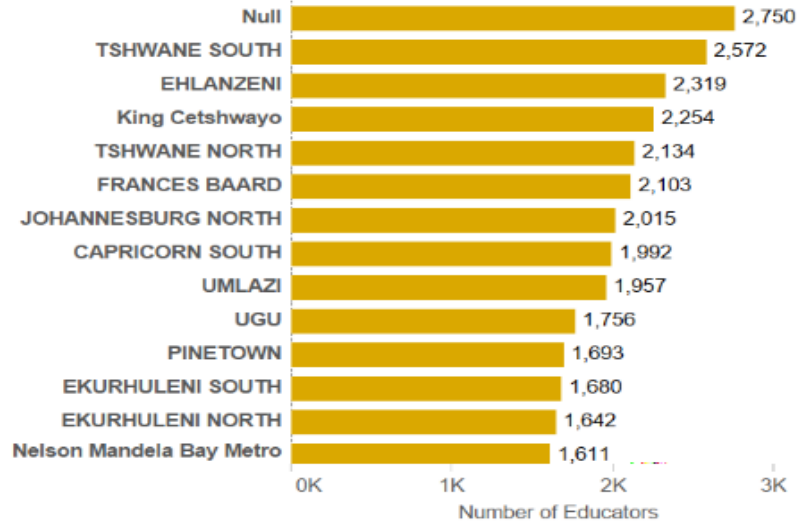
74,843



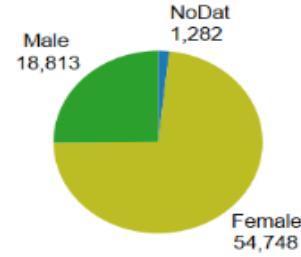
## Educators Reporting : Points Within Selected Dates

Point\_Date  
01/04/2022 to 29/03/2023

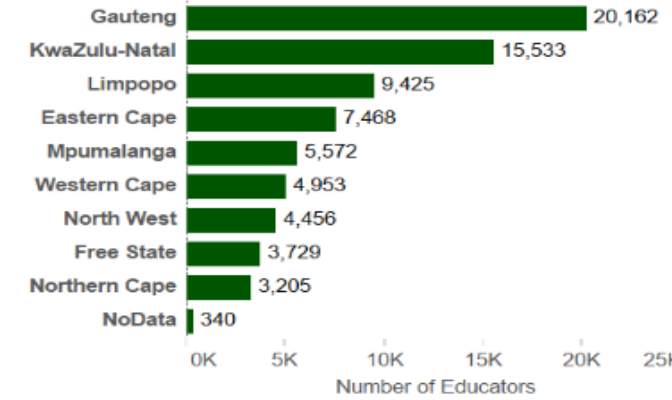
### District



### Gender



### Province



MainStream\_Special  
All

Type\_of\_institution  
All

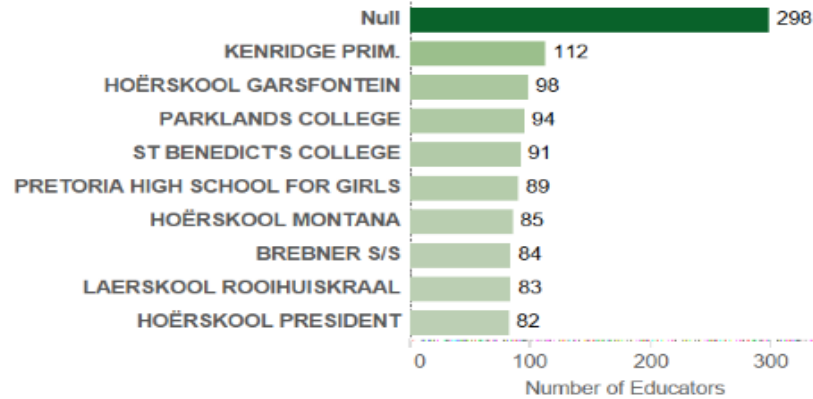
Position  
All

Minimum Points  
1

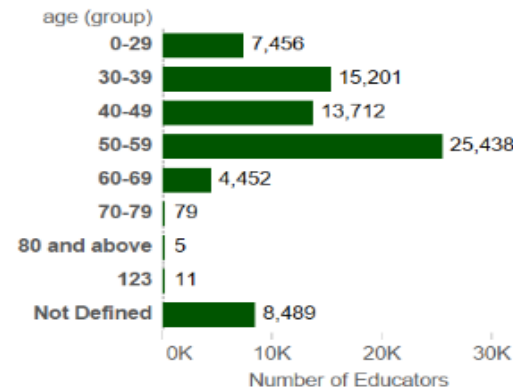
Maximum Points  
999,999,999

PDP\_Linked  
☒ No  
☒ Yes

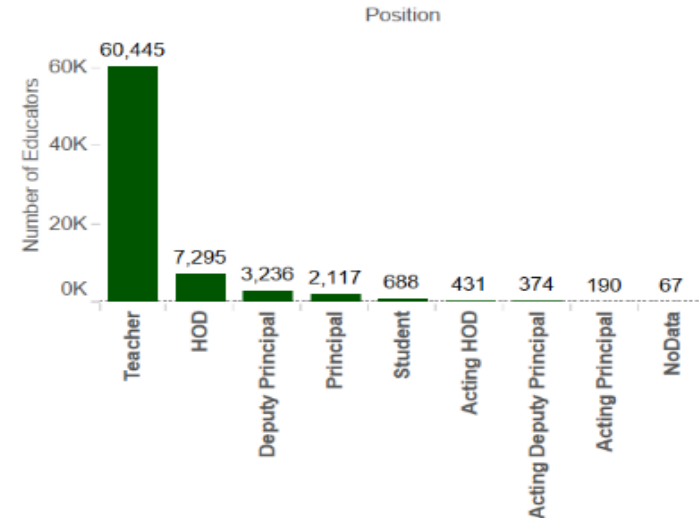
### Top 10 School



### Age Group



### Position





# PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

## Programme Purpose

To Improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

**Outcome:** Improved Professionalism

# PROFESSIONALISING THE TEACHING PROFESSION

Enhancing the status and standing of the teaching profession and its internal quality across the teacher education and development continuum Because:

**Teaching is a Profession and NOT a semi-profession**

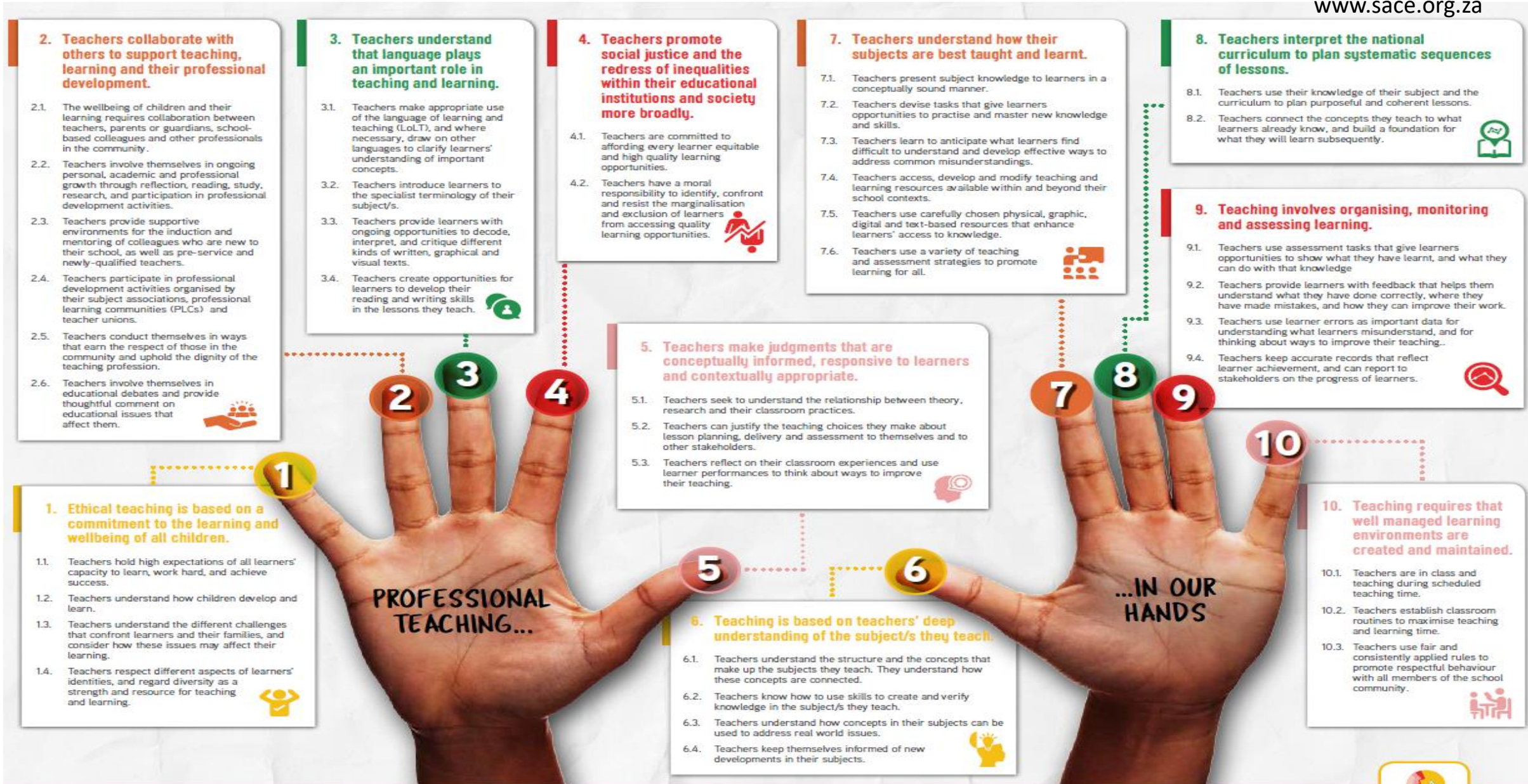
Teaching is not a free for all

**Teaching is NOT something that everyone can do**

**Teaching should not be an after-thought or last resort profession**

# Professional Teaching Standards for South Africa

www.sace.org.za



# PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

## Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Number of professional teaching standards promoted within the teacher education continuum in a year	2	2	0
Number of teacher professionalisation interventions in the teacher education and development Continuum	2	2	0



## PROGRAMME 5: SERVICE DELIVERY HIGHLIGHTS

- The Council used different methods to introduce the Ten Professional Teaching Standards to educators, policymakers, and other stakeholders in the education system.
- Out of the Ten Professional Teaching Standards, the Council focused on unpacking the first two standards.
- In that regard, the Council held awareness campaigns that targeted teachers and other relevant stakeholders to help increase the visibility and understanding of professional teaching standards.
- Council identified and prioritised the Western Cape and Northwest provinces for the 2022/2023 promotion of Professional Teaching Standards.
- Six hundred forty-three **(643)** members of the Western Cape Province actively participated during all the Professional Teaching Standards sessions.
- Whilst, one thousand two hundred forty-five **(1245)** educators attended the Professional Teaching Standards sessions, facilitated in the district of Ngaka Modiri Molema.

# PROGRAMME 6: PROFESSIONAL RESEARCH

## Purpose of the programme:

- To enhance research coordination within SACE in order to strengthen its advisory role and service that is informed by policy, research, and consultative processes. This programme also aims to promote research on professional matters and any other educational matter relevant to SACE and the educational landscape.

## Outcome:

- Improved advisory role

## Sub-Programmes:

Research Reports,  
Data Management,

## PROGRAMME 6: RESEARCH

### Key performance indicators, planned targets and actual achievements

KEY PERFORMANCE INDICATOR	PLANNED TARGET 2022/23	ACTUAL ACHIEVEMENT 2022/23	DEVIATION FROM PLANNED TARGET TO ACTUAL ACHIEVEMENT 2022/23
Number of completed research reports	2	3	+1
Number of completed statistical reports	1	1	0





## NEW BOOKS in the Library



- 50,000 free reading materials
- 2554 signed-up educators in 2022/23.
- Most educators utilising the virtual library predominantly request CAPS-related material.
- The Council purchased books totalling R150 000, which stay in the library for further use by the educators.

# PROGRAMME 6: SERVICE DELIVERY HIGHLIGHTS

Basic Education  
Paraprofessionals in the  
South African context

**Policy Brief:** Teachers'  
Rights, Responsibilities  
and Safety (TRRS)  
Programme

Teacher supply and  
demand

Strategic Plan Mid-Term  
Assessment

SACE Book Club



## REPORT OF THE EXTERNAL AUDITOR

# 2022/23 AUDIT REPORT



# EXTERNAL AUDITORS REPORT

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- Financial statements were submitted after the due date, due to financial system instability – a request was made to the relevant authority.
- SACE received an unqualified audit opinion with emphasis of matter:
  - Write-off of unrecoverable R6 million unrecoverable membership fees from unemployed educators.
  - Reclassification of conditional grant in prior years to be treated as government transfer fund.
- Material misstatements were raised on reported performance information under Professional Development for the following indicators:
  - 4.1.1. Number of educators confirmed to have earned a minimum of 50 professional development points in a year
  - 4.2.1. Number of educators supported on professional matters
- Remedial actions are being implemented.

# EXTERNAL AUDITORS REPORT CONT...

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- The misstatements identified in the audit report and reflected in the management report are being addressed through the Council-approved remedial action plan and close Council oversight process.
- Some of the key remedial actions include the following:
  - **Organisational reflective and planning session to:**
    - Review the overall organisational performance and learn from the audit findings
    - Develop the remedial action plan
    - Heighten systems and processes for credible and reliable performance information in line with the DPME / National Treasury Frameworks.





*Towards Excellence in Education*

## PART F

### ANNUAL FINANCIAL STATEMENTS

# ANNUAL FINANCIAL STATEMENTS



# STATEMENT OF FINANCIAL POSITION AS AT 31 MARCH 2023

Figures in Rand	Note(s)	2023	2022 Restated*
<b>Assets</b>			
<b>Current Assets</b>			
Other financial assets	4	724 073	410 916
Receivables from exchange transactions	6	2 916 364	1 856 327
Receivables from non-exchange transactions	7	991 655	403 513
Cash and cash equivalents	8	108 002 749	105 644 746
		<b>112 634 841</b>	<b>108 315 502</b>
<b>Non-Current Assets</b>			
Property, plant and equipment	2	93 961 041	94 696 438
Intangible assets	3	2 649 744	3 035 353
		<b>96 610 785</b>	<b>97 731 791</b>
<b>Total Assets</b>		<b>209 245 626</b>	<b>206 047 293</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Payables from exchange transactions	5	27 151 659	27 051 252
<b>Total Liabilities</b>		<b>27 151 659</b>	<b>27 051 252</b>
<b>Net Assets</b>		<b>182 093 967</b>	<b>178 996 041</b>
Accumulated surplus		182 093 967	178 996 041
<b>Total Net Assets</b>		<b>182 093 967</b>	<b>178 996 041</b>



# NOTES: FINANCIAL POSITION

- **Total assets increased by 2% -**
  - Cash and cash equivalent
  - Receivables from exchange transactions
  - No material assets acquired or disposed
- **Current liabilities remained constant**
- **Accumulated surplus increase of 2%**
  - Unspent operating expenses
- **Financial position of SACE is favorable – going concern.**



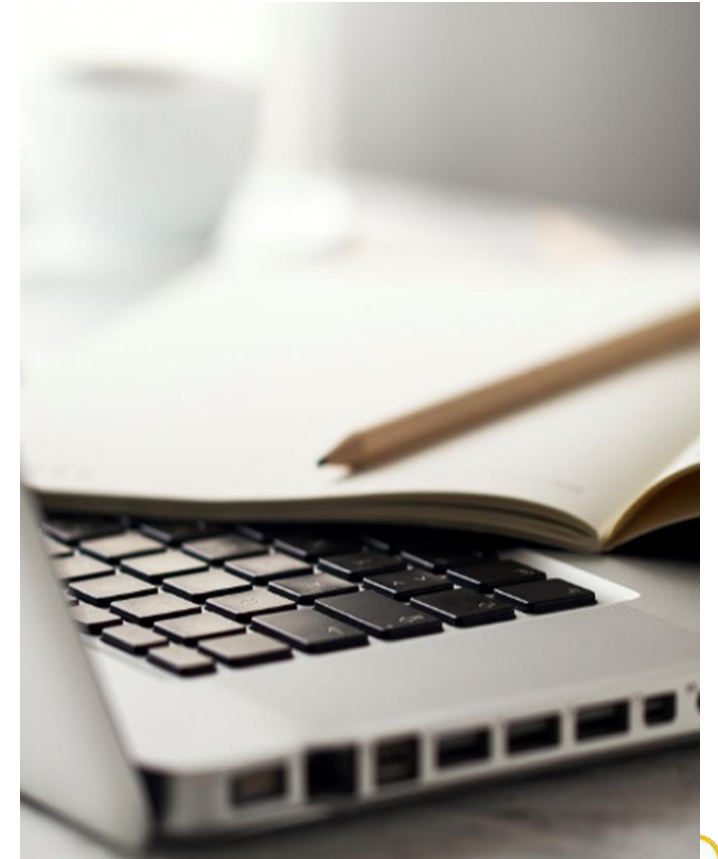
# STATEMENT OF FINANCIAL PERFORMANCE

Figures in Rand

	Note(s)	2023	2022 Restated*
<b>Revenue</b>			
<b>Revenue from exchange transactions</b>			
Registration, Reprints and Reinstatement	10	16 512 467	15 687 603
Rental income		-	257 948
Recoveries		13 000	11 443
Other income		70 630	102 120
Interest received	13	4 090 804	1 715 330
<b>Total revenue from exchange transactions</b>		<b>20 686 901</b>	<b>17 774 444</b>
<b>Revenue from non-exchange transactions</b>			
Fines		986 174	772 439
Membership fees		91 205 532	81 193 102
<b>Transfer revenue</b>			
Government transfer	14	15 528 000	17 985 000
<b>Total revenue from non-exchange transactions</b>		<b>107 719 706</b>	<b>99 950 541</b>
<b>Total revenue</b>	9	<b>128 406 607</b>	<b>117 724 985</b>
<b>Expenditure</b>			
Employee related costs	15	(68 292 070)	(70 141 393)
Depreciation and amortisation	16	(4 458 021)	(4 241 026)
Lease rentals on operating lease	11	(9 040)	(1 456 714)
Debt Impairment	18	317 349	(491 319)
Membership fees written off	22	(6 496 223)	-
Loss on disposal of assets		(48 969)	(20 847)
General Expenses	19	(46 321 691)	(38 923 535)
<b>Total expenditure</b>		<b>(125 308 665)</b>	<b>(115 274 834)</b>
<b>Surplus for the year</b>		<b>3 097 942</b>	<b>2 450 151</b>

# NOTES: FINANCIAL PERFORMANCE

- **Revenue from exchange transactions increased by 16%**
  - Increase in registration-related revenue
  - Increase in interest received
- **Decrease of 14% on CPTD spending**
  - Government transfer reduction
- **Total Revenue increase of 9%**
  - Increased registration activities
  - Increased membership collection
  - Increased interest received
- **Personnel Expenditure decrease of 3%**
  - Unfilled vacancies – Job evaluation process in progress.



# NOTES: FINANCIAL PERFORMANCE CONT...

- **Operating Expenditure increased by 19%**
  - Adjustment of business operations
  - Inflation effect on services
  - Improved interaction with the educators and ultimately improved delivery
- **Total Expenditure increased by 9%**
  - Improved operation activities
- **SACE operated within its approved budget**
- **Surplus of R3 million realized**
  - Approval has been obtained to retain surplus for contingency and improving operating infrastructure.



# Cash Flow Statement

Figures in Rand

	Note(s)	2023	2022 Restated*
<b>Cash flows from operating activities</b>			
<b>Receipts</b>			
Receipts from exchange transaction		15 709 246	-
Receipts from non exchange transactions		85 424 690	96 495 816
Grants		15 528 000	17 985 000
Interest income		4 090 804	1 676 811
		120 752 740	116 157 627
<b>Payments</b>			
Employee costs		(69 049 205)	(61 053 729)
Suppliers		(45 959 532)	(33 316 068)
		(115 008 737)	(94 369 797)
<b>Net cash flows from operating activities</b>	20	<b>5 744 003</b>	<b>21 787 830</b>
<b>Cash flows from investing activities</b>			
Purchase of property, plant and equipment	2	(2 905 615)	(20 686 279)
Proceeds from sale of property, plant and equipment	2	64 166	169 495
Purchase of other intangible assets	3	(561 150)	(1 245 088)
Proceeds from sale of other intangible assets	3	16 616	65 270
Movement in deposit held in trust		-	(144 827)
<b>Net cash flows from investing activities</b>		<b>(3 385 983)</b>	<b>(21 841 429)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>2 358 020</b>	<b>(53 599)</b>
Cash and cash equivalents at the beginning of the year		105 644 746	105 698 347
<b>Cash and cash equivalents at the end of the year</b>	8	<b>108 002 766</b>	<b>105 644 748</b>



# NOTES: CASH FLOW

- Cash inflow into SACE increased by 4%
  - Increase of collection of subscription and registration fees .
- Net cash flows from operations decreased by 73% - increase in payments(outflow).
- Cash and Cash equivalents on the 31<sup>st</sup> March increased by 2% - increased revenue collection.





**THANK YOU**  
**SACE INSPIRING A**  
**CREDIBLE**  
**TEACHING**  
**PROFESSION**





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