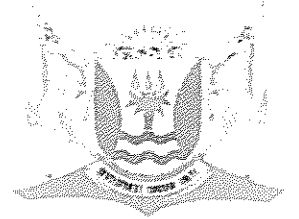




# REPORT



VUKUHAMBE SPECIAL SCHOOL

**EAST LONDON**

**OCTOBER 2009**

**DEPARTMENT OF EDUCATION**

**EASTERN CAPE**

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Province of the  
**EASTERN CAPE**  
DEPARTMENT OF EDUCATION

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### REPORT

ENQUIRIES : B. N KOYO/ TT AUGUST

TO : THE DISTRICT DIRECTOR  
THE DIRECTOR: INCLUSIVE EDUCATION  
THE PRINCIPAL ( VUKUHAMBE SCHOOL)  
THE SGB ( VUKUHAMBE SCHOOL)  
SITE STEWARDS ( NEHAWU & SADTU)  
: Cc: THE CHIEF DIRECTOR: CLUSTER C  
THE CHIEF DIRECTOR : ESSS  
: THE DEPUTY DIRECTOR GENERAL: IOM

SUBJECT : CRISIS AT VUKUHAMBE SPECIAL SCHOOL:

### BACKGROUND

This report is a sequel to and in pursuance of the protracted crisis at Vukuhambe Special School. It is specifically prompted by a series of, *inter alia*, memoranda from the Provincial Directorate: Inclusive Education:

- *Memo dated, 31 October 2007;*
- *Report dated, 01 November 2007;*
- *Memo dated, 04 June 2008 and*
- *Report dated, 29 June 2009 the Association for Rehabilitation of Persons with Disabilities*

### TERMS OF REFERENCE

It is in the light of the seriousness of the allegations contained in these memoranda and reports that the District Director saw the *raisons d'etre* for a high powered Task Team to investigate, and report directly to him, the authenticity of the allegations of serious "violations of learners' rights" at Vukuhambe Special School.

The Terms of Reference (ToR) of the Task Team as mandated by the District Director are to investigate and report, *inter alia*, on the following:

1. *Violation of learners' rights (Welfare/Health);*
2. *Mismanagement/misappropriation of school finances (Forensic audit);*
3. *Generally corrupt, unethical practises by staff members (Educators & Non-educators)*
4. *Appropriateness/suitability of the school's infrastructure ;*
5. *Suitability of the equipment used by learners with disabilities;*
6. *Management and utilization of the school's resources/assets e.g. vehicles;*
7. *Curriculum implementation (adaptation and alternative assessment);*
8. *Functionality of the School Governing Body (SGB) and the Representative Council of Learners (RCL);*
9. *Participation in extra curricula activities e.g. Sport*
10. *Present a comprehensive report to the District Director within ten (10) days.*

### THE TASK TEAM

The Task Team is composed of the following District Office officials and representatives from organized labour

1. Mr. Z Ndlumbini [Circuit Manager & Team Leader]
2. Mrs. B Ndlovu [CES:ESSS]
3. Mr. M.W Pukwana [ DD:HRA& P]
4. Mr. G January [DD: SCM]
5. Mr. TT August [DCES: HRD]
6. Ms. B Koyo [DCES: ESSS]
7. Mr. Z. Xego [DCES: Curriculum]
  
8. Mr. C Bambie [AD: Finance]
9. Mr. A. Bakaco [AD: Assets]
10. Mr. L Jonathan [Infrastructure]
11. Ms PL Jola [SES: ESSS]
12. Ms N Mbatyoti [NEHAWU] Rep
13. Mr X Mnguni [SADTU]Rep
14. Ms NR Mpahla [CPAC: Transport]

## GRIEVANCES FROM LEARNERS

The grievances tabled by learners were clustered by the task team according to their related issues (Refer to attached correspondence). They were as follows:

- **Welfare of Learners**  
Point 2, 6, 11, 21, 22, 14
- **Corruption**  
Point 1, 8, 10, 13, 17, 19, 18, 23, 29, 2
- **Health Issues**  
Point 11, 21, 22, 26, 27
- **Infrastructure**  
Point 14, 15
- **/Curriculum Issues**  
Point 3, 15

## CRITICAL ISSUES FOR CONSIDERATION

- *A Provincial summit for the Special School;*
- *Review Policies & Acts governing Special Schools;*
- *Strengthen links between the District Curriculum section and the Special Schools'*
- *Empowerment & Restructuring of the Special Schools' SGBs;*
- *Conduct a knowledge & skills audit of all personnel in all Special Schools (Educators & Non-educators) and conduct structured & relevant courses & workshops*
- *Issues such as recruitment of therapists as well as professional nurses need to be addressed for Special Schools as Resource centers (SSRC) by virtue cannot function approximately without these specialists;*
- *Policy gap around the use of school vehicles and lack of accountability thereof need to be interrogated and dealt with. SCM needs to be roped in to address the issue; SCM need to meet with Red Alert security company to address the security issues at the school as well as to revisit their policy contract in order to best determine their scope of work;*
- *The school needs to have someone with a disability represented in their SGB.*

## SCHOOL GOVERNANCE

### FINDINGS :

- SGB has been in power for a very long time without conducting formal elections as prescribed by South African Schools Act(SASA) No.84 of 1996.
- SGB operates without a constitution.
- SGB has no sub committees – e.g finance committee
- The school does not follow proper budget procedures – everything is done on an ad hoc basis.
- SGB was never inducted and as a result SGB members do not know their roles and responsibilities.
- The school has two bank accounts – this is irregular.
- There are no scheduled SGB meetings and the SGB does not report to the parents.
- The school has no records of parents' meetings.

## RECOMMENDATIONS :

- The school should conduct SGB elections after every three years in accordance with the South African schools' act and the national guidelines for the election of SGB members.
- A comprehensive induction programme should be conducted for all the SGB members so that they can be clear of their roles, responsibilities and powers.
- The school must have one bank account as prescribed by the Public Finance Management Act ( PFMA ) and treasury regulations.
- The finance committee of the school should undergo a comprehensive financial management course \ workshop.
- A workshop on policy formulation should be conducted for all SGB members.

## GENERAL SCHOOL MANAGEMENT:

### FINDINGS

- All power is centralized in the hands of the principal –everybody reports directly to the principal.
- School systems and structures are not functional.
- Teacher aides perform functions they are not supposed to perform e.g marking of Learners' scripts and teaching.
- There are no clear roles and responsibilities for staff members due the non-existence Of management structures.
- A school vehicle – a kombi is kept by the principal even during school holidays.
- There is a poor control of government vehicles – no trip authority no log book authority no log book and as a result petrol use is not controlled.
- No standard tariffs when employees claim from school funds.
- There is evidence of **wasteful and irregular** expenditure. Evidence :
  - **R80 000.00** which was meant to procure **Assistive Devices** for learners, was used for **Shelving in the computer room.**
  - **R300 000.00** which was meant to purchase an **adapted bus** for learners with Disabilities was used to **purchase two Inyathi mini buses.**
  - **R60 000.00** was used by the Principal on cell phone calls. This was over a period of 18 months ( January 2008 to July 2009 ). **This translates to average of R 3100.00 a Month. The Principal should account for this highly exorbitant expenditure. The Departmental Policy on the use of cell phones by officials should be effected.**

### RECOMMENDATIONS

- A management and leadership workshop should be conducted for all SMT members which will include , *inter alia* , the following :
  - ~~Delegation of duties~~
  - Coaching and mentoring
  - Systems creation \ establishment

- Communications
- Conflict resolution
- Attendance register and leave management
- A workshop on policy formulation should be conducted for all SMT members
- An asset management workshop should be conducted for all SMT members including administrative staff.
- A comprehensive financial management workshop should be conducted for SMT members and administrative clerks.
- The departmental cell phone policy should be applicable to all employees using this facility.
  
- The school should adhere to all departmental finance policies, regulations and circulars.
- A comprehensive **forensic audit** of the finances and assets of the school should be conducted as there are gross financial mismanagement practices.

### EMPLOYEE HEALTH AND WELLNESS:

## Findings

### WORKING ENVIRONMENT

- All non- teaching personnel have only one set of uniform and no caps
- Laundry workers have **not been supplied with gas masks** for protection against dangerous chemical fumes.
- Laundry workers take their **lunch at the laundry**; this is detrimental to their health.
- Gardeners do not have protective clothing such as **safety goggles** and **safety boots**.
- Cleaners are not provided with **gum boots** thus causing them not to thoroughly clean bathrooms and toilets.
- Security guards are at risk because there is **no security fence** and **insufficient lighting** in the school grounds.
- There are **only two security guards**, resulting in one security guard on duty at any given time.

### RECOMMENDATIONS

- All employees should be supplied with appropriate protective clothing in line with the Occupational Health and Safety Amendment Act (No. 181 of 1993 )Section 8.1“ **Every employer shall provide and maintain , as far as is reasonably practicable , a working environment that is safe and without risk to the health of his employees. ”**
- All employees should be given sufficient clothes ( minimum of three sets of Uniform.
- School should provide a **suitable canteen** for employees to eat and dine in line with the prescripts of the Occupational Health and Safety Amendment Act ( OHSA) Section 8.1 (h) “ **Enforcing such measures as may be necessary in the interest of health and safety . ”**
- The Department of Education should **install high security fence** with a razor wire and **sufficient lighting with sensors** at strategic points.  
( OHSA)Section 8.2 (b)

“ Taking such steps as may be reasonably practicable to eliminate or mitigate any hazard or potential hazard to the safety or health of employees , before resorting to personal protective equipment.”

- Four security guards should be employed at the school so that there can be two guards on duty at any given time.
- Department of Education to secure funding to hire a private security company so that there can be efficient security to protect government assets.

## CURRICULUM MANAGEMENT

### FINDINGS

- The school has no Assessment Committee nor does it have an Annual School Assessment Programme as prescribed by National Protocol on Assessment. ( Gazette No. 29467 of 11 December 2006 )
- Teacher Aides perform duties they are neither qualified nor employed for, Such as marking of learners' scripts and teaching.
- There is no evidence of visits by Curriculum Specialists \ Subject Advisors for Foundation phase.
- There is no evidence of any workshops from the Special Needs Directorate to deal with issues of Alternative Assessment.
- There is a serious lack of human resources ; one HOD for the whole FET Band, One HOD for both Intermediate and Senior Phases.
- Teacher Aides have never been capacitated on their key responsibilities in order to enhance performance.

### RECOMMENDATIONS

- SMT members and all educators should be capacitated on National Protocol on Assessment (Gazette No. 29467 of 11 December 2006)
- SMT members need a workshop on supervisory, monitoring and support skills.
- SMT members and all educators should be capacitated in the application of Alternative Assessment strategies.
- A comprehensive workshop should be conducted for all teacher aides with respect to their key responsibilities.
- More HODs should be employed at the school in order to improve the quality of learning and teaching.

### RECOMMENDATIONS ON CRITICAL ISSUES

The Vukuhambe task team has tabulated below a series of recommendations on general critical issues which if addressed could improve the management of all special schools in the province.

1. A Provincial conference for all Special Schools be convened during the first term of 2010 to address, *inter alia*, the following :



- 1.1 *Legislation and policies governing special schools ;*
  - 1.2 *Allocation of subsidies ;*
  - 1.3 *Quintile classification of special schools ;*
  - 1.4 *The roles and responsibilities of the Provincial & District Offices;*
  - 1.5 *Safety and security of persons and assets;*
  - 1.6 *Observance of communication protocol from National to Provincial to District levels.*
  - 1.7 *Association of special schools' principals.*
2. A human resources audit be conducted in all special schools with the view to Determine the suitability and appropriateness of qualifications and competences.
  3. Inter departmental cooperation between Education, Health, Social Development, Public Works and Police.
  4. Physical Infrastructure in Special Schools.
  5. Staff Establishment (Post Provisioning) to address the needs of learners in special Schools (Both teaching and non-teaching personnel).
  6. Sporting and recreation activities for learners with special needs in education.
  7. The role of Disabled People South Africa (DPSA) in Special Schools.
  8. **Revision of the salary scale structure of Therapists** in the Department of Education to be competitive with those in the Department of Health.
- Employment of Occupational Therapists** whose primary role is to make learners to be functional and independent.

## FINANCIAL MANAGEMENT

**INSPECTION PERFORMED AT VUKUHAMBE SPECIAL SCHOOL ON 19<sup>th</sup> – 25<sup>th</sup> AUGUST 2009**

### INTRODUCTION

The Financial Services- and Supply Chain Sections were commissioned to conduct an inspection at Vukuhambe Special School and to compile a report on the findings. The team dealing with financial management and procurement issues consisted of Messrs. January, Ndlumbini, Bambie, assisted by Mr. Mandla.

### METHODOLOGY

The main objective was to assess the performance of the school based on compliance to Departmental policies, procedures and regulations. The inspection approach involved: (a) interviews with Messrs. Mjila (Principal), Gobingca (Dep. Principal), Geleba (SGB Chairperson) and the Admin staff Mrs. Sesmani and Mr. Kose, (b) the examination of policies and procedures, and (c) the review of documentary evidence and supporting documentation for transactions presented for the period: 01.01.2008 to 31.07.2009.

### SCOPE OF THE INSPECTION

The areas covered are as follows:

1. School fund
2. School fees
3. Budget
4. Revenue
5. Procurement
6. Cheque payments
7. Petty cash

8. Goods received
- . Payrolls

### SCHOOL FUND

It was found that two ABSA current accounts are being maintained by the school in contravention of regulations from the Provincial Education Department (SASA, Chapter 4, par. 36) which propagates that a single account be kept by an institution. Account, number 0700940454 for monies received for school funds, and account number 0700167895 for the subsidy received from the Department. Balances in the accounts as at 31.07.2009 were R 1 637.38 and R286 216.40 respectively. The school was advised to close account 0700940454 and to operate only account number 0700167895 forthwith. Amounts above R10 000 paid into the respective accounts for the period 01.01.2008 to 31.07.2009 are tabulated below:

ACCOUNT NUMBER: 0700167895: Balance: R 286 216.40		
Date	Amount	Description
28.01.2008	11 175.28	Mixed deposit
22.02.2008	170 000	Transnet
11.05.2008	600 157	DoE
30.07.2008	16 839	No description
01.10.2008	879 503	DoE
11.03.2009	60 000	Investment Capital
27.05.2009	773 909	DoE

ACCOUNT NUMBER: 0700940454: Balance: R 1 637.38		
Date	Amount	Description
20.02.2009	425 277	DoE

Annual financial statements prepared for the 2008/2009 financial year by Moore Stephens PDP Chartered accountants was presented.

### 2. SCHOOL FEES

The school charges school fees of R50 per learner per annum. Minutes of the meeting where this amount was decided upon, could not be produced as the Principal indicated that this decision was taken long before his time and that he has accepted it.

The Principal indicated that a culture of non-payment of school fees exists and that the problem have been addressed with the parents, however, the school does not have a tangible strategy to recover outstanding fees. The Principal indicated that he has complied with directions from the DoE for the total, partial or conditional exemption of school fees for parents who cannot afford to pay, but not a single parent has responded. Documentation maintained regarding procedures followed for the granting of exemptions could not be produced for the above reason.

An amount of R 123 901.93 in school fees was collected for the period 01 January 2008 to 31 July 2009.

### 3. BUDGET 2009/2010

Minutes of a meeting dated 26 March 2009, indicating that a budget for 2009 had been tabled and were discussed and accepted by the parents present in that meeting was presented.

The school budget presented consists of only expenditure that was to be incurred for 2009/2010 financial year; the income is not reflected. (SASA, Chapter 4, par. 38 (1).

The school was advised on the proper format of budgeting, and given an example of a school budget.

#### 4. REVENUE

Letters of appointment of the Cashier and Assistant Cashier could not be produced.

Indications are that receipts are issued immediately for monies received and that one receipt is issued for a payment received. All receipts are pre-printed with the School name and are dated when issued.

One deposit-and one receipt book are in use.

Monies are deposited in the school fund bank account.

Deposits matched receipts issued for the period 28.01.2008 to 27.07.2009.

Cancelled receipts are kept in the receipt book for inspection.

The following discrepancies were identified:

##### **Finding: Original cancelled receipt not in the book.**

Receipt #	Date	Amount	Beneficiary
13045	01.02.08	160.00	Skweyiya S

##### **Finding: original receipt still in the book and not handed to the beneficiary.**

Receipt #	Date	Amount	Beneficiary
1 2	03.03.08	150.00	Zizopho Ndaleneni
13105	03.03.08	200.00	Zali Anele
13106	03.03.08	700.00	Sphamandla Busakwe
13113	06.02.08	8.29	Zenani N
13287	23.01.09	100.00	Mpuku Sazi
13372	16.02.09	93.50	Vukuhambe -- Valentine
13379	23.02.08	400.00	Makhenke Wanele
13259	03.06.08	100.00	N Mayaphi
13590	12.08.09	100.00	Mayaphi Gumile
13591	13.08.09	550.00	Lehobo Itumeleng

##### **Finding: Amendments on receipts**

Receipt #	Date	Amount	Beneficiary
13119	14.04.08	50.00	Rubushe Asenahle
13574	10.02.08	150.00	Sotondashe Naledi Sarah
13560	20.07.09	160.00	Madosi Aviwe

##### **Finding: Receipts made out in the name of the school.**

Receipt #	Date	Amount	Beneficiary
13054	04.02.08	500.00	Vukuhambe
13097		500.00	Vukuhambe
13225		70.00	Vukuhambe

Face value forms are kept in the safe.

No record in the remittance register that money was received through the post. The Clerk indicated that the school does not receive money through the post.

R 3 120.00 was found in the safe on 24.08.2009. Treasury Regulation Paragraph 15.5.1 states that "All revenue received by a department must be paid daily into its Paymaster-General account or, for amounts

*less than R500, as soon as practicable, but at least by the last working day of the month.*" The Principal earlier indicated that he was under the impression that the school can keep amounts up to R10 000 before banking. This is also captured in the School's finance policy.

No segregation of duties: the same Clerk that issues receipts also does the banking.

No indication at the back of the deposit book of which receipts make up that deposit.

No indication in the receipt book of the deposit number for a particular batch of receipts making up that deposit.

Revenue received for the period: 01.01.2008 to 31.07.2009 in excess of R10 000:

- (1) Hiring out school facilities for the period 01.01.2008 to 31.07.2008 totaled **R20 200.00**. There is no policy guiding the fee structure for hiring out school facilities which is predominantly done to churches. Exemption certificates are not completed.
- (2) R170 000.00 donation from Transnet on 21.02.2008.
- (3) Subsidies from DoE:
  - a. R 600 157 on 16.05.2008
  - b. R 879 503 on 08.10.2008
  - c. R 425 277 on 20.02.2009
  - d. R 773 909 on 27.05.2009

Other sources of income: Casual day, renting vehicles to the DoE, selling skills development products, renting grounds for agricultural purposes.

## 5. PROCUREMENT / EXPENDITURE

The school does have a procurement policy however it is fundamentally flawed in terms of Departmental policy and procedures.

Expenses are approved and authorized by the correct people in terms of school policies and procedures.

Delegations however are not clear.

Procurement is done predominantly from one supplier per purchase irrespective of the amount involved. No evidence exist that 3 quotations are being called for purchases above R 2 000 or that suppliers are rotated.

Supporting documents match payments made out of the school fund.

Supporting documents are made out in the name of the School.

Supporting documents are correctly dated.

No commitment registers are maintained, making budget control very difficult, which may lead to over expenditure. No evidence exist that the expense item agrees with the item budgeted.

Expenditure relating the Principal's cell phone is not regulated in the Finance policy of the school. The cell phone expenditure as tabulated below appears to be excessive:

**Cell phone claims for the period January 2008 to July 2009:**

Supplier	Period	Amount
Vodacom	Jan 2008	R 4 552.77
	Feb 2008	R 3 597.26
	Mar 2008	R 3 112.06
	Apr 2008	R 2 977.50
	May 2008	R 3 433.44
	Jun 2008	R 3 672.39
	Jul 2008	R 3 120.33
	Aug 2008	R 2 934.85
	Sep 2008	R 3 211.34
	Oct 2008	R 3 224.48
	Nov 2008	R 3 180.13
	Dec 2008	R 3 073.59

	Jan 2009	R 2 875.92
	Feb 2009	R 2 859.41
	Mar 2009	R 3 505.05
	Apr 2009	R 3 792.13
	May 2009	R 3 591.17
	Jun 2009	R 3 015.58
	Jul 2009	R3 179.85
	TOTAL	R 60 049.84

August  
SEPT.  
OCTO  
NOV

2964-55  
2740-42  
2904-31  
4181-29

Dec.  
JAN  
Feb.

2521-61  
2730-08  
12971-60

**CHEQUE PAYMENTS**

Payments for purchases from the school fund are by means of a cheque. The school uses a system of requisitioning for cheque payments. There is a prevailing system of refunding staff for using their own funds, not regulated by the School financial policy in terms of rate(s) of payment. However, cheques for these expenses are made out either as Cash or in the name of the Principal. The Clerk then cashes these cheques and distribute the money to the respective beneficiaries (claimants). The same holds for advances paid to newly appointed staff, payments to Casuals and Winter School payments.

The following cheques were made out in the name of the Principal for the above reasons:

**CHEQUES DRAWN ON THE PRINCIPAL AND/OR CASH CHEQUES**

Cheque #	Date	Amount	Sample of five biggest amounts
708	07.01.2008	R 5 159.23	
717	24.01.2008	R 1 837.00	
726	26.02.2008	R 6 000.00	Pmt of Casuals
728	04.03.2008	R 1 007.37	
731	29.04.2008	R 6 000.00	Pmt of Casuals
733	29.04.2008	R 800.00	
735	26.05.2008	R 364.00	
739	23.06.2008	R 3 953.00	
740	23.06.2008	R 2 610.00	
743	24.06.2008	R 22 000.00	Sal advances to newly appointees
745	26.06.2008	R 457.44	
746	26.06.2008	R 457.44	
750	09.07.2008	R3 585.48	
752	09.07.2008	R 700.00	
777	28.07.2008	R 1 362.76	
820	20.08.2008	R 300.00	
825	26.08.2008	R 485.50	
874	17.10.2008	R 830.00	
891	04.11.2008	R 443.26	
897	06.11.2008	R 7 350.00	Winter school pmts
906	11.11.2008	R 14 500.00	Sal advances to

			newly appointees
4	11.11.2008	R 449.76	
929	30.11.2008	R 4 480.94	
937	03.12.2008	R 3 500.00	
8	15.01.2009	R 5 445.95	
56	19.01.2009	R600.00	
960	23.01.2009	R 593.00	
17	29.01.2009	R 366.40	
1025	03.06.2009	R 1 704.00	
1053	24.06.2009	R 1 371.55	
059	31.07.2009	R 1 371.59	
		<b>R 100 085.67</b>	

Counterfoils of cheques issued are not initialed.

Cheque signatories are: A.S. Geleba, SGB Chairperson, N.B. Ncede (HOD), and W.P.Ndema (HOD). A random sample of returned cheques was tested and it was found that cheques were signed by authorized signatories.

Reconciliation performed with cashed cheques returned vis-à-vis bank statements.

#### 7. PETTY CASH

The school uses a petty cash system to a maximum amount of R 500.

Petty cash are paid upon requisition, mostly as pocket money for learners whose parents had deposited money into the school fund.

Source documentation for claims paid to staff out of petty cash is not sufficient. In most cases a note is written and the cash paid out. A standard rate does not apply.

Petty cash voucher number 40 did not tally with the cash paid out. Amount paid was R100 compared to the invoice of R 322.45. The same voucher indicated that the Principal was the beneficiary. Upon enquiry, it was said that an error occurred and that the Principal was in fact not the beneficiary.

Reconciliation is only done when the money is finished.

#### 8. GOODS RECEIVED

School collects perishable food that is being bought. Items such as cleaning material, stationery and some non-perishable food are ordered and delivered. The school could not produce a single goods received voucher for these items ordered.

No evidence exist that goods purchased were received in correct quantities and in good order.

The practice is that an Educator, Mrs. Ndema using the invoice, counts the items when they are received.

#### 9. PAYROLLS

No evidence could be produced that the Principal was appointed as pay point manager. Payrolls are signed, certified and filed.

#### 10. RECOMMENDATIONS:

##### (a) School fund

10.1 Account number 0700940454 should be closed and the funds transferred into account number 0700167895, and all cheques in the cheque book cancelled,

**b) Budget**

10.3 Minutes and attendance register of the budget meeting at which the budget for the following year is tabled should be kept in future. The minutes should indicate that the meeting is quorated and that the majority of parents present approved the budget as tabled.

10.4 The school budget should be prepared in the proper format, showing projected income as well as expenditure to be incurred for a particular financial year.

**c, Revenue**

10.4 The Cashier and Assistant Cashier should be appointed in writing, and should be rotated on an annual basis.

10.5 Duties should be segregated. The practice where the same person issues receipts and also does the banking should be terminated with immediate effect. The Principal should ensure that the person receiving should not do the banking as well. This process should be monitored.

10.6 All cancelled receipts should be kept in the receipt book for auditing purposes.

10.7 Original receipts must be issued immediately to a payer for any money received for any purpose and not kept in the receipt book.

10.8 Alterations on receipts made to the name the payer, the amount in words and the amount in figures are not allowed. Any receipt which has been incorrectly filled in must be cancelled.

10.9 Receipts for pocket money received for learners should be made out in the name of the learner and not in the name of the school.

10.10 Banking should be done on a daily basis for amounts more than R500. For amounts less than R500, as soon as is practicable, but at least by the last working day of the month. The school finance policy should be adapted to include this regulation and not the R10 000 as is currently the case.

10.11 The back of the deposit book should indicate all the receipts which make up that particular deposit for ease of reference. The school should acquire a stamp to this effect.

10.12 The back of the receipt book should indicate the deposit number for a particular batch of receipts making up that particular deposit for ease of reference. The school should acquire a stamp to this effect.

10.13 The school rents out school facilities as a source of revenue. The school should develop policy guiding a uniform fee structure to be charged. Indemnity forms should be completed indemnifying the Department against any problems that may arise.

**d) Procurement / Expenditure**

10.14 The school should adhere to Departmental procurement policies when disbursing school funds. Viz. obtaining 3 quotations for purchases above R2000, requisitioning, and approving and authorizing payments, attaching supporting documents to each payment voucher, ensuring that payment is made from the correct budget, maintaining commitment registers, etc. Training in this regard is suggested.

10.15 All financial documents should be kept in a lockable space where all needed documents will be easily accessed.

10.16 Goods received vouchers should be kept as evidence that goods purchased were received in their correct quantities and in good order.

10.17 Financial delegations to the Principal are non-existent. These should be clearly spelt out.

10.18 Expenditure relating to the Principal's cell phone should be aligned with departmental regulations and captured in the finance policy of the school. At the moment the cell phone cost average R 3 100 per month which is exorbitant.

#### **e) Cheque payments**

10.19 The financial policy of the school should include the rate at which staff members are to be reimbursed for services rendered on school business backed up by supporting documentation. E.g. petrol claimed should be paid at a set rate.

10.20 The practice of issuing cash cheques or cheques to the Principal should be terminated with immediate effect. Cheques for expenses relating to 10.19 should be made out to each individual claimant and not in cash to the Principal as is currently the case.

10.21 Cheque counterfoils should reflect the date, the name of the drawer, amount and a description of the service rendered or goods purchased as well as initialed by the signatories who signed the cheque.

#### **(f) Petty cash**

10.22 Reconciliation to be done on a weekly basis.

10.23 Supporting documentation should tally with amounts paid out.

#### **(g) Goods received**

10.24 Goods received vouchers should be kept as evidence that goods purchased were received in their correct quantities and in good order.

#### **(h) Payrolls**

10.25 The Principal should be appointed as pay point manager.

#### **(i) Conclusion**

It is our assessment that significant control weaknesses have been identified. To mitigate risks the agreed upon recommendations should be implemented.

Training by a multi-disciplinary district team in financial management and procurement procedures is highly recommended.

We wish to thank the participants from the school for their co-operation.



## ASSET MANAGEMENT

### UTILISATION & MAINTENANCE OF GOVERNMENT \ SCHOOL VEHICLES

The school has eight (8) vehicles and three (3) trailers. Their types and conditions are as follows:-

TYPE OF VEHICLE	REG. NO.	DATE PURCHASED	CONDITION	MILEAGE	REMARKS
1.BUS-AME-TOYOTA	BMM 819EC	1982	FAIR	199132	STILL WORKING
2.BUS-LEYLAND	DPD 725EC	2006	GOOD	752661	WORKING ORDER
3.MINIBUS NYATHI	DYM 196EC	2008	GOOD	023230	WORKING ORDER
4.MINIBUS NYATHI	DYT 925EC	2008	GOOD	40614	WORKING ORDER
5.VENTURE TOYOTA	BVK 701EC	1998	FAIR	3580592	STILL WORKING
6.MICROBUSV.W.	BPV 634EC	1991	BAD	38477	IN REPAIRS SINCE 2007. NO SPARES
7.TRUCK-FORD	BWC 466EC	1986	BAD	83200	IN REPAIRS SINCE 2007
8.TRACTOR	BTD 458EC	1978	BAD	-	NOT WORKING
9.TRAILER	BWJ 182EC	1989	BAD	N/A	NOT WORKING
10.TRAILER	FCX 625EC	2008	GOOD	N/A	WORKING ORDER
11.TRAILER	FCX 632EC	2008	GOOD	N/A	WORKING ORDER

There is evidence of **illegal and un-procedural** use of Government \ school vehicles . The policy on the use of Government vehicles dictates the following pre-scripts : ( *All extracts are taken from Government Motor Transport Operational Policy, Transport Circular No. 3 of 2006 , Transport Circular No. 9 of 2008 , Public Service Regulations Chapter E and Public Service Staff Code D .IV .* )

- o Completion of a **Request form** to use a Government vehicle ;
- o Completion of a **Trip Authority** ( “ *All movements must have a signed trip authority before the vehicle is moved. A trip authority must be authorized by an official who is senior to the person traveling and in their direct management line.* ” )
- o Request for **After Hours use and Garaging**. ( “ *Permission must given for a vehicle to be parked overnight at a home of an official. The location must have been reviewed by the transport officer and security has been considered to be adequate.* ” )
- o Completion of a daily **Control Register**.
- o Maintenance of the **Vehicle Asset Register / Management systems** ( “ *The following key indicators must be kept for each vehicle : Actual kilometers traveled , Fuel utilization ( km\l), Total maintenance cost ,*

*Maintenance cost per kilometer. The Provincial Transport Division must monitor, in conjunction with the drivers, the indicators and address short comings of deviances immediately. "*

- **Petrol Slips** should be attached to **Trip Authorities** and **filed properly**. ( " *All fuel receipts must be kept and made available when the vehicle is returned to the transport officer. The driver has to fill in the vehicle log book legibly and accurately. All petrol receipts attached to the trip authorities. "* )

#### Efficient maintenance of **Vehicle Accident Register**

- A **transport officer** should appointed in writing ( " *The duties of a transport officer are to exercise control over the maintenance of and expenditure involved in the use of Government Vehicles and to ensure optimal utilization of vehicles at all times and to ensure that all vehicles are kept in good roadworthy condition and that they are serviced on a regular basis.* ")

- Vehicles should be kept in **road worthy** condition ( Two vehicles , **VW Micro Bus**

Registration **BPV 364 EC** and a **Ford Truck** registration **BWC 466 EC** have been in a garage for repairs since **2007**.)

Two vehicles , a tractor registration **BTD 458 EC** and a trailer **BWJ 182 EC** are in an appalling state of disrepair thus not in working conditions.

- One of the school's vehicles , registration **DYM 196 EC** "**Inyathi** " is used by the principal and parked at his home even during school holidays. This is highly irregular.

There are drivers appointed who use the vehicles to fetch learners. Drivers park vehicles in school. The Principal is using a school vehicle Registration No. **DYM 196 EC**. On enquiry it was established that:

- The Principal is always on call as he has to take sick learners to hospital as he is the Superintendent of the school. This was a verbal arrangement between the Principal and the SGB Chairperson and was never reported at an SGB meeting.
- It was also established that the school does not have a transport policy.

#### **VEHICLE LOG BOOKS.**

The school uses loose Log Sheets instead of a Log book. The risk of this arrangement may result in improper/unauthorized use of government vehicles. Vehicles are not inspected on departure and arrival.

#### **ASSET REGISTER**

The school does not maintain the asset register. Their register is non-compliant. Inventory records are in place. The following details were omitted from the asset register.

- (a) Asset serial number
- (b) Asset unique No.
- (c) Asset location
- (d) Purchase date
- (e) Condition of an asset

(f) Depreciation rate

(g) Details of any write-offs and disposal

As a result of the above assets may be misappropriated without detection. Appropriate recommendations are made.

## LOSS CONTROL

School incurred some losses but were not correctly reported. The school reports to police and their audit firm but not report to the District Office for proper channeling. The school does not have a **Loss Control Register** as required.

## LEARNER WELFARE

### Representative Council of Learners (LRC)

V. Moyo (Chairperson), N Mntuyedwa (Deputy Secretary), S. Fuma (Secretary), A. Madyibi (Additional Member), S. Vayi (Educational Desk), S. Njunju (Additional Member), L. Monde (LRC Catering), Mxesibe (Additional member), K. Mdinayi (LRC Entertainment), S. Makume (Deputy Chairperson), O. Mnyibilika (LRC Sports and Culture)

## INDINGS

1. Bed-linen donated by Correctional Service Department and German University getting "lost" when schools re opened and learners had to use their own.
2. Heaters donated by German sponsor only given to learners at the end of July 2009, explanation given to the learners was that they were not enough for the entire school, the school needed to purchase some more but that never happened.
3. Issue of stationery and uniform not being issued by school to learners even though they have paid.
4. Older learners being told that they are not being subsidized by government on Tuition. *ESP needs to provide policy pertaining to subsidy of learners.*
5. LRC not involved in decision making and are not part of SGB.
6. In two separate instances, **Portia Qwele and Aphiwe Jwili** got ill and transport was not available to take them to hospital. **Two learners with disabilities** along with **two female caregivers** had to accompany them to hospital. They all came back from Cecilia Makhiwane after 22h00.
7. No meetings are held between the RCL and the SMT.
8. **Portia Qwele had an epileptic attack** but instead of her being taken for medical attention, the Principal said someone should slap her.
9. Older learners do not get physiotherapy.
10. A grade R day learner, **Lisakhanya did not get a diaper change** because she had used all the **three diapers allocated to a learner per day**. She had to go home wet.
11. Learners are changed their diapers **after eight hours** on average irrespective of whether they are incontinent or not.
12. One incontinent learner **was not changed** and this was compounded by the fact that **she was having her menstrual periods**.
13. ~~Care Givers and their Supervisors work a total of sixteen (16) hours per day, from 16h00 to 10h30 the next day. This is an unfair labour practice.~~ The Basic Conditions of Employment Act (BCEA) of 1997, Section 9 ( 2.2) states as follows, "*No employer shall require or permit an employee to*

*work more than 45 hours in any week, nine hours if the employee works for five days or less or eight hours in any day if an employee works more than five days.”*

14. According to the Care Givers, Day Scholars are made to pay Fifty Rand ( R50.00) monthly to pay for diapers.
15. The two nurses in the school ( A Staff Nurse & Enrolled Nurse) do not work during weekends, this is School Policy.

## RECOMMENDATIONS

1. Diaper changes should be frequent or should be carried out whenever is necessary. If learners are not frequently changed they often present with bedsores. **This is unhygienic, detrimental to their health and destroys their self esteem.**
2. Care Givers should be given an induction/orientation on what their jobs entail. Workshops should also be given to these Care Givers **to ensure continuous professional development.**
3. The school must develop a time schedule/rooster so that there can be seven Care Givers per shift. The school should consult the District Human Resources Administration and Planning ( HRA & P) Section in this regard.
4. The school vehicle should be available at all times to transport sick learners to hospital. **There should always be a driver on standby. The staff cottage in school premises should be made available for accommodating the driver.**
5. Infection control measures should be observed, surgical gloves, hand sanitizers as well as antiseptic liquids should be made available to caregivers.
6. The school budget processes, starting from budget estimates to the final budget allocation, the District ESSS and the Budget Section Personnel should be involved to give guidance to the School Management Team and the School Governing Body.
7. The school should submit to HRA & P a request for the payment of a **Standby Allowance** for their drivers.

## NURSES AND THERAPISTS

### RECOMMENDATIONS

1. Two additional professional nurses should be employed at the school.
2. The current two nursing staff should work on alternative weekends.
3. The nursing staff should be supervised by a Professional Nurse from Cecilia Makiwane Hospital (CMH). In some cases there is medication which can only be dispensed by the Professional Nurse.
4. The Health Professions Council of South Africa ( HPCSA ), 2005 Regulations on the scope of practice for Physiotherapist and Physiotherapy Assistants dictates as follows, **“Physiotherapy assistants shall not, under any circumstances, substitute for a physiotherapist in the performance of detailed assessment, diagnosis, programme planning or programme evaluation of patients/clients.”**
5. The scope of practice for physiotherapy assistant include, but are not limited to the following:  
*patient safety; environmental safety; staff occupational health;  
infection control; Quality assurance; escorting patients; receiving patients;  
preparing patients for treatment; Assist patients with dressing & toileting.*
6. The following functions should be emphasized in the **Job Description** of all Physiotherapists Employed in Special Schools :  
*Undertaking detailed assessment procedures; developing a physical diagnosis;*

*planning treatment programmes; modifying treatment programmes; termination of treatment programmes; recording patient in the medical records ( these records are evidence in the event of an inquiry e.g malpractice or breach of professional ethics ); referring patients to other health professionals ; after hours and weekend emergency duties.*

## **PHYSICAL INFRASTRUCTURE**

### **Admin block**

- i) There are 8 window handles missing.
- ii) The male toilet needs to be sealed with pan sealer
- iii) Behind the pan it is leaking.
- iv) There is no hot water in the kitchen.
- v) Cement is peeling off at the bottom of the wall around the building.
- vi) The entrance needs re-plastering and painting.

### **Junior phase block**

- i) There is no pan (seat) and cistern.3 doors can't close properly.
- ii) Wrongly doors fitted for the disabled children.
- iii) No coves to 2 cisterns and tap.

### **Class rooms**

- i) In room 2,3,4,5 and 6 there are no fluorescent tubes for lights and 4 sliding to windows are missing.
- ii) There are no burglar gates to doors = 6.

### **FET Phase Block**

- i) Room 1 has a broken window and no fluorescent tubes. In room 2 a 3 leaver lock is missing to the storeroom door.
- ii) There are no burglar gate doors = 3.
- iii) Cement is peeling of at the bottom of wall in front and back needs re-plastering in painting.

### **Intermediate Phase and GET Block**

#### **Boys Toilet**

- i) There are 3 cisterns and 1 pan missing and a broken window.
- ii) A hand basin & tap is required.

#### **Girls Toilet**

- i) Water is leaking behind the pans and need to be sealed.
- ii) 1 Peg stay is missing.

#### **Classrooms**

- i) There are 3 pegs stays, 1 sliding stay and 2 handles missing from the window.
- ii) Cornice of about 16m needs to be replaced.
- iii) Tiles needs to be patched inside.
- iv) The paint and cement is peeling of below the windows because water is seeping throw the walls.
- v) There are no burglar gates to doors.

### Physio Room

- i) The floor needs to be patched with vinyl tiles where missing.
- ii) All the verandah stoops where holes existed must be filled with concrete mix and smooth topping.
- iii) There is no grab railing for disabled between FET & Junior Phase block.
- iv) Junior phase and Pre primary block – railing needs to be bolted properly.

### Pre-Primary Block

- i) There are 7 window handles missing.
- ii) There is no door to toilet facilities for staff.
- iii) Cement is peeling off between the pans and the walls are wet.

### Binding Room

- i) There is no ceiling nor tiling on the floor and 3 windows rotten as a result the rain enters as it is and the handles are missing.
- ii) The burglar gate at entrance is rotten and must be replaced.
- iii) Water is flooding into the workshop from the existing ramp and there is no channel to divert the water.
- iv) The roller shutter door is not working and must be closed completely.

### Art Centre

- i) The burglar gate at the entrance is rotten and must be replaced. The steel window frames are also rotten because when it is raining water is seeping through.
- ii) A new meranti double door to the welding must be fitted.
- iii) The garage door must be removed because it's not functioning and be build close with bricks.
- iv) The whole building above the windows must be burglar proofed because it is made of fibre- zink or to be build closed with bricks because theft is occurring on a regular basis.
- v) Water is flooding into the garage because there's no water channel behind.
- vi) The rotten double gate must be replaced.

### Girls Hostel (Junior Block)

- i) There is no running water into cistern (toilets) with 5 taps missing, 1 hand basin broken, 1 pan and 4 cistern covers to be replaced
- ii) Tiles need to be replaced in toilets and showers that have no door and seats.
- iii) Passage needs to be [patched with tiles.
- iv) The doors have no 3 leaver locks and 10 doors needs to be replaced.
- v) Window handles and sliding stays = 27 are missing from windows.
- vi) Ceiling needs painting and leak to be sealed behind pans.

### Senior Phase

- i) 2 doors and 3 leaver locks must be replaced = 10 and 7 taps.
- ii) Shower must be replaced with a shel.

- i) 2 doors and 3 lever locks must be replaced = 10 and 7 taps.
- ii) Shower must be replaced with a shel.
- iii) Cistern must be serviced by replacing ball valves, rubbers and handles.
- iv) Sliding stays and peg stays are missing from window = 6.
- v) Passage to TV hall and senior phase roof to be cemented and painted because of the damage for the kids.
- vi) A basin must be replaced.
- vii) All the windows in the dormitories are not properly burglar proofed.
- viii) Entry is very possible because only one side is secured.

### Laundry and Kitchen

- i) 5 handles and 4 sliding stays are missing from the windows.
- ii) The floor needs patches with tiles.
- iii) The air conditioning outside is exposed open with wiring and need cover fitting.
- iv) All the windows are not properly burglar proofed (secured)

### Boys Hostel

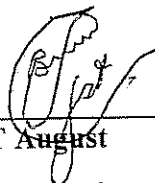
- i) Tiles to be patched in bathrooms and toilets.
- ii) There are 22 taps missing.
- iii) A broken window pane in dormitories and blinds to one window to be replaced.
- iv) There are 16 handles, 11 peg stays and 10 sliding stays missing from the window.
- v) A door must be replaced as 1 cistern in disabled toilet.
- vi) Walls and ceilings must be painted in the whole school because marks are visible everywhere in and outside.

### RECOMMENDATIONS

1. All stairs should be removed and replaced with ramps.
2. Supporting rails should be installed in all bathrooms and toilets.
3. Supporting rails should be installed along the walkways and verandas.
4. Suitable baths and sink basins should be installed in the physiotherapy room.
5. The kitchen and dormitory walls should be repainted.
6. The whole school is not suitable to accommodate learners with disabilities. Major renovations and re- planning of the school is needed.

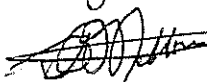
Edited &

Collated by :

  
T.T August

09.10.2009  
Date

Endorsed by :

  
B.M Ndlovu ( Mrs)  
[ CES: ESSS]

09/10/2009  
Date

  
Z. Ndlumbini  
[ Circuit Manager & Team Leader]

9/10/2009  
Date

## Izikheliso Zabafundi baseVukhambane

1-21

1. Kukho izi sponsors esingazaziyo ukuba zaphelapheli umz: Aranda blankets ezafika ngo 2006 azikho nase Djisini : Heaters, Itracksuit mazize kuthi zingaphinde zithathwe.
2. Sibatala, i school fees kodwa sitya ne Care givers although zingabatali zona: Sithukwa ngokulamba kwethu amakhaya.
3. Iinternet ayuyethu yeyabasebenzi esikwazi thina ukuyisebenzisa
4. We don't want red meat ngoba sitya amakhambane asijuni ne braai.
5. Sacela ukuba itransport zesikolo zibhalwe kodwa ayikenzeki lonto.
6. Xa kuvalwa izikolo wonke umntu makagaduswe ngoba abanye bezinye iindawo ma bayagaduswe e.g. abase Qonce.
7. Ezimolo zalapha ez esikolweni masizikhwele noba yuyiphi,
8. Bathi ba sign i cheque ze games kodwa asiziboni.
9. Kufakwa ibarglasses e ebays hostel kodwa e girls hostel azikho
10. I sikolo sangwa i hotel xa kuvalwe izikolo this school is not a bed & breakfast and imali abayibatalayo asiyazi ukuba iphelapheli.
11. Azihaywa iingxaki zethu and bayafazi ukukhulisa ngazo
12. Kudlwa ngemoto zesikolo opha and benza iingxaki zaba ngazo.
13. Abantwana bakhupha imali zokuthenga i Uniform kodwa abazifumani
14. Thing singabantu abakamba nge wheelchairs xa kufuneka sikhweliswe ezimotweni kuqale kuxoxwe. And sicela ~~the~~ wheelchairs sizimuke ingabizaxa wonto, lonto sifuna imoto e friendly for wheelchairs.
15. Masiyake ukucalucalulwa eklasini, siyake ukuxelulwa nge Ag



17. I-disposables ziyathengiswa, ukuba ungumntu osebenzisa nappie ukuba awunayo IR1,50 awuzufumana nappie.
18. I-stationary asininikwa sisuka sithengiselwe sona e.g. calculators
19. I-staff salapha siyazithatha iiproperty gestola.
20. Wonke umsebenzi makenze umsebenzi wabo. Umz: Singaba nye asikwazi ukuzondlulela ibed zethu kodwa siyaze bathona
21. Ukugula komntwana opha akuthathwa serious.
22. Wonke umntwana wesikolo uyayifuna i-physio naba umngakanani ngoba singabanye sijuna i-exercise.
23. I-sponsors zecruches ne zakwa Johnson & Johnson asizifumani umz: I-pads zithathwa ngabantu abadala.
24. Ezinye izinto asizisebenzisi umz: I-bridges, Oven.
25. I-hostels zimdata, ne-toilets mazilungiswa and ekucoeni emagumbini ethu okulalwa.
26. I-carthelors asininikwa kodwa zikhona.
27. ~~I-jeans~~ Amanzi ayabanda sijuna kulungiswa i-jeans
28. I-Vukhambé mayivalwe xa izinto zingazukulungwa or kugxothwe i-care givers.
29. Imali iyakhutshwa ngu-Department of Sport kodwa sitya izinto zingacacanga ulonke siyalamba.

**To whom it may concern**

**Some observations made by Annegret Mostert,  
Occupational Therapist, regarding Vukuhambe School  
in Mdantsane, East London, June 2009**

## **Introduction**

Vukuhambe School is one of the few schools in East London which provides special services and schooling for children with disabilities. It is potentially a great resource to children with disabilities and their parents. It also has boarding facilities without which some children with severe disability, from outlying areas, would not be able to attend this school and therefore would not be able to attend any school at all.

## **Background Information**

I have been involved at Vukuhambe School since January 2009 when I was asked by a funder, who had donated wheelchairs to the school, to assist with fitting and seating the children in those wheelchairs. While working with the children and some staff members, I made the **observations** which are mentioned below. I will discuss them as follows:

- 1. Numbers and disability of learners**
- 2. Services at special schools**
- 3. Seating issues**
  - **Wheelchairs**
  - **Foot rests**
  - **Cushions**
  - **Wheelchair care**
- 4. Deformities and contractures**
  - **Spine**
  - **Ankle**
  - **Hip and knees**
- 5. Bladder and bowel training**
- 6. Pressure sores**
- 7. Computers**
- 8. Mainstream schooling for learners**

# Observations

## 1. Number and disability of learners (in March 2009)

- Total number of children at school: 188
- Number of children in wheelchairs: about 60
- Number of children in boarding facility: majority of children

Disability	Female	Male
Cerebral Palsy	49	55
Other physical disabilities	46	35
Epilepsy	3	
Intellectual impairment	?	?

## 2. Services at special schools

Many of children at this school are **not receiving the service and rehabilitation** which a special school like this should provide. It is an impossible task to provide these services without a team of rehabilitation workers. For the past 9 years one physiotherapy assistant had to try to see to the many rehabilitation needs of the children at this school. Poor services can have a detrimental effect on the children for the rest of their lives. This may result in the following:

- Their independence and general functioning is hampered.
- Social and sport activities are diminished.
- Lung capacity or other organ functions might be limited.
- Pressure sores can develop.
- Academic performance may be stifled.
- Their personal appearance is negatively affected.
- Contractures and other deformities can occur which may require expensive surgery at a later stage to correct the problem.

## 3. Seating Issues

- **Wheelchairs**

Many children are using **wheelchairs which are not suitable** for their specific needs, i.e. the chairs do not give sufficient postural support, or the children are **incorrectly seated**, e.g. the wheelchair is not adapted to their needs. **This is one of the main causes for spinal deformities.**