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1. PART A: GENERAL INFORMATION

1.1 Department's General Information

Free State Department of Education

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1.2 List of Abbreviations /Acronyms

ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education
ANA	Annual National Assessments
APP	Annual Performance Plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
CAPS	Curriculum and Assessment Policy Statement
CEM	Council of Education Ministers
DBE	National Department of Basic Education
DBSA	Development Bank of South Africa
DHET	Department of Higher Education and Training
FSDOE	Department of Education
DOH	Department of Health
DPW	Department of Public Works
DSD	Department of Social Development
ECD	Early Childhood Development
EEA	Educators Employment Act
EFAL	English First Additional Language
ELRC	Education Labour Relations Council
ETDP	Education, Training and Development Practices
FAL	First Additional Language
FET	Further Education and Training
FSSON	Free State School of Nursing
GET	General Education and Training
HEDCOM	Heads of Education Departments Committee Meeting
ICT	Information and Communications Technology
ICTISE	ICT Innovation in School Education
IDT	Independent Development Trust
IQMS	Integrated Quality Management Systems
LOLT	Language of Learning and Teaching
LTSM	Learning and Teaching Support Material
MST	Maths, Science and Technology
MTEF	Medium Term Expenditure Frameworks
NCS	National Curriculum Statements

NMMU	Nelson Mandela Metropolitan University
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
OBP	Outcomes Based Priority
PDMS	Performance Development Management Systems
PMDS	Performance Management Development Systems
PPSD	Printing, Packing, Storage and Distribution
PRT	Department of Police Roads and Transport
PSC	Provincial Subject Coordinator
PSLA	Provincial Strategy for Learner Attainment
PSP	Professional Service Provider
PSPP	Public Schools on Private Property
QASME	Quality Assurance, Standards, Monitoring and Evaluation
SACR	Department of Sports Arts Culture and Recreation
SAICA	South African Institute of Chartered Accountants
SASA	South African's School Act
SAPESI	South African/ Japanese Primary Education Support Initiative
SAPS	South African Police Service
SETA	Sector Education and Training Authority
SIAS	Screening, Identification, Assessment and Support
SITA	State Information Technology Agency
SGB	School Governing Body
SMGD	School Management and Governance Developer
SMLC	Senior Management Leadership Committee
SMT	School Management Team
SYRAC	Sports, Youth, Recreation, Arts and Culture
UNISA	University of South Africa

1.3 Strategic Overview

1.3.1 Vision

To be a Department that strives to ensure progressive realization of universal schooling, improving quality of education and eliminating disparities amongst Free State citizens.

1.3.2 Mission

To provide an education system that is free, compulsory, universal and equal for all children of the Free State Province.

1.3.3 Goals of the department

Strategic Goal 1	Promotion of sound corporate governance through sustainable use of resources
Goal statement	To promote accountability, predictability, participation and transparency at all times

Strategic Goal 2	Provision of effective and accessible quality basic education
Outcome Statement	Improved Literacy and Numeracy in the Free State Primary Schools
Goal statement	To improve Literacy and Numeracy performance of learners to acceptable levels to effect passes for Grade 3 , 6, and 9 learners in Language and Mathematics during the Annual National Assessment
Outcome Statement	Improved number and quality of passes in the National Senior Certificate
Goal statement	Improved learner attainment in Maths and Physical Science and increased number of learners who gain admission to Bachelor's degrees and obtain National Senior Certificate.

Strategic Goal 3	Provision of relevant and accessible FET programmes
Goal statement	To expand the National and Free State skills base for purposes of economic growth and development

1.3.4 Values

- Free from barriers to educational opportunities
- Universal access and completion
- Redress past imbalances
- Quality education for all
- Courteous and timely service
- Committed and accountable staff

1.4 Legislative and Other Mandates

The main Legislative Framework

The following are the main various pieces of legislation under which Free State Department of Education operate:

The Constitution of the Republic of South Africa Act 108 of 1996

The Constitution which is the supreme law of the Country confers to everyone in terms of Section 29,a right to basic education, including basic education, further education, which the state, through reasonable measures, must make progressively available and accessible, receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable , establish and maintain at ones expense independent educational institutions.

South African Schools Act 84 of 1996

To provide a uniform system for the organisation, governance and funding of schools. It promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged seven (7) to fifteen (15) years or the ninth (9th) grade or which ever occurs first. It provides for two types of schools – independent schools and public schools. The provision in the Act for democratic school governance through School Governing Bodies (SGB) is now in place in all public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.

Free State Schools Education Act 2 of 2000

This Act should be read with and subject to the South African Schools Act 84 of 1996. It addresses those issues which are peculiar to the Free State and are covered in the National Act, e.g. the establishment of the Free State Education and Training Council – which is a body comprised of diverse stakeholders which advises the MEC on education issues broadly, as well as the establishment of the Principals' Council and the Provincial Examination Board. The Act further gives the MEC the authority to make regulations on any matter relating to education in the Province such as:

- *Regulations for discipline of learners in Public Schools, Provincial Notice 156 of 2001:*

It states which misconduct are considered to be serious enough to warrant expulsion of learners from Public Schools. It also regulates the procedure to be followed by the School Governing Body, the District Office and the Head Office when dealing with recommendations for expulsions and the time frames thereof.

- *Regulations for financial records of Public Schools, Provincial Notice 154 of 2001:*

To ensure that all Public Schools have proper financial systems to handle and control their finances and the finances transferred to them by the Department and also to ensure accountability by the School Governing Body.

- *Regulations for the examinations: Irregularities and the Examination Board, Provincial Notice 157 of 2001:*

The objective is to regulate the matters relating to the conducting of exams, to define the nature of examination irregularities by the Departmental officials and candidates, and also to establish the Provincial Examination Board and the Irregularities Committees.

- *Code of Conduct for members of Governing Bodies of Public Schools, Provincial Notice 263 of 2006.*
- *Governance of Public Schools:*

The regulations for the election of the members of the Governing Bodies ensures participation of stakeholders at school level matters – for example determination of payment of school fees, admission policy for the school and the issues around finances, discipline and general management of the school.

The National Education Policy Act 27 of 1996

To provide for the determination of national policy for educators, including the determination of policy on salaries and conditions of employment of educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education.

Further Education Training Act 16 of 2006

The objective is to provide for the regulation of further education and training, the establishment, governance, employment of staff, promotion of quality, funding of public further education and training colleges and the registration of private further education and training colleges.

Adult Basic Education and Training Act 52 of 2000

To regulate adult basic education and training, establishment, governance and funding of public adult learning centres and ensure access to adult basic education and training and the workplace by persons who have been marginalised in the past, such as women, the disabled and the disadvantaged.

Preferential Procurement Policy Framework Act 5 of 2000

The general conditions and procedures are subject to the Preferential Procurement Policy Framework Act, 2000 (Act No 5 of 2000), and the Preferential Procurement Regulations, 2001 and are applicable to all tenders, contracts and orders, unless otherwise decided by the Accounting Officer prior to the invitation of tenders.

Public Finance Management Act 1 of 1999 and its Regulations

Public Finance Management Act, No 1 of 1999 (as amended by Act 29 of 1999), deals with funding and spending of the State monies. The Act promotes the objective of good financial management in order to maximize delivery through the efficient and effective use of limited resources.

Acts governing Human Resource Management

The following Acts govern the relations with employees, conditions of service and appointment measures to eradicate injustices of the past regarding employment practices:

- Public Service Act (Proclamation No 103 of 1994) and its Regulations
- Employment of Educators Act, No 76 of 1998,
- Personnel Administrative measures (PAM)
- Basic Conditions of Employment Act No 74 of 1997
- Labour Relations Act No 66 of 1995
- Employment Equity Act, Act no 55 of 1998

Skills Development Act 97 of 1998

To provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, learnerships that lead to recognised occupational qualifications and regulate employment services.

Skills Development levies Act 9 of 1999

To provide for the imposition of the levy with regard to improvement of work force skills where every employer is obliged to pay a skills development levy at a certain rate of percentage of the leviable amount.

Occupational Health and Safety Act 85 of 1993

The Occupational Health and Safety Act, No 85 of 1993 provides for the health and safety of persons at work as well as the protection of persons other than persons at work against hazards to health and safety arising out of or in connection with the activities of persons at work.

Government Immovable Asset Management Act 19 of 2007

To provide for a uniform framework for the management of an immovable asset that is held or used by a national or provincial department; to ensure the coordination of the use of an immovable asset with the service delivery objectives of a national or provincial department; to provide for issuing of guidelines and minimum standards in respect of immovable asset management by a national or provincial department; and to provide for matters incidental thereto.

Free State Land Administration Act 1 of 1998

The objective is to provide for the acquisition and disposal of land by the Provincial Government and for matters incidental thereto.

Court Cases

- In the case of Governing Body of Juma Masjid Primary School and others vs Essay and others 2011 (8) BCLR 761 (CC) the Constitutional Court held that the right to a basic education unlike many other social economic rights is immediately realizable. It also emphasized that the MEC has got constitutional obligation to provide a basic education to learners and which right may only be limited in terms of the law of general application. Finally, all people have got also a constitutional obligation not to interfere and impair the right of learners to basic education.
- In the case of Harmony & Welkom High Schools vs HOD: Education – Case no:766 & 767/2011: the Supreme Court of Appeal held that in terms of the South African Schools Act 84 of 1996 Governance of a public school is vested in Governing Body including the right to determine school's Code of Conduct. The provincial Head of Department was not empowered to instruct a school principal to ignore pregnancy policy even if school governing body was not empowered to adopt such a policy and even if the policy is unconstitutional.
- In the case of MEC – KZN vs Pillay – CCT 51/06. This is a Constitutional Court decision which has a bearing on the code of conduct for schooling governing bodies. In terms of this decision it is clear that the codes of school must not discriminate on the grounds of religion or culture. In this regard, the code of conduct of every school must embody all cultures and stay away from discriminating on the basis.
- In the case of N.R. Nkosi vs Vermak/ Deputy Principal (Case No. 77/2007 –Equity –Durban) – Durban High school Governing Body. This matter deals with the language policy in schools and more specifically where the vernacular is the medium of instruction. It is therefore, required of the department that in its attempts to increase access to schools, that the issue of Language Policy of all schools must be re-visited by the Department to develop a policy that will govern languages used as the medium of instruction.
- In the case of Governing Body of the Rivonia Primary School vs MEC for Education: Gauteng Province Case no: 161/12- the Supreme Court of Appeal said that in terms of the section 5 (5) read with section 5A of the South African Schools Act 84 of 1996, the SGB of the public school has authority to determine the capacity of a school as an incident of its admission policy. Provincial education authority may not override that policy after it has been determined.
- In the case of Centre for Child Law and others vs Minister of Basic Education Eastern Cape High Court [2012] 4 All SA 35 (ECG): The Eastern Cape High Court, sitting in Grahamstown said that failure by the Department to fill the vacant post in time would place the Department in breach of its constitutional obligations to respect, protect, promote and fulfill the fundamental right to basic education. Further, it is unreasonable to place time limit by the Department upon which those vacancies would be filled.
- In the case of Section 27 and 2 others vs Minister of Basic Education [2012] 3 All SA 579 (GNP): The North Gauteng High Court held that failure to provide text books is a violation of right to basic

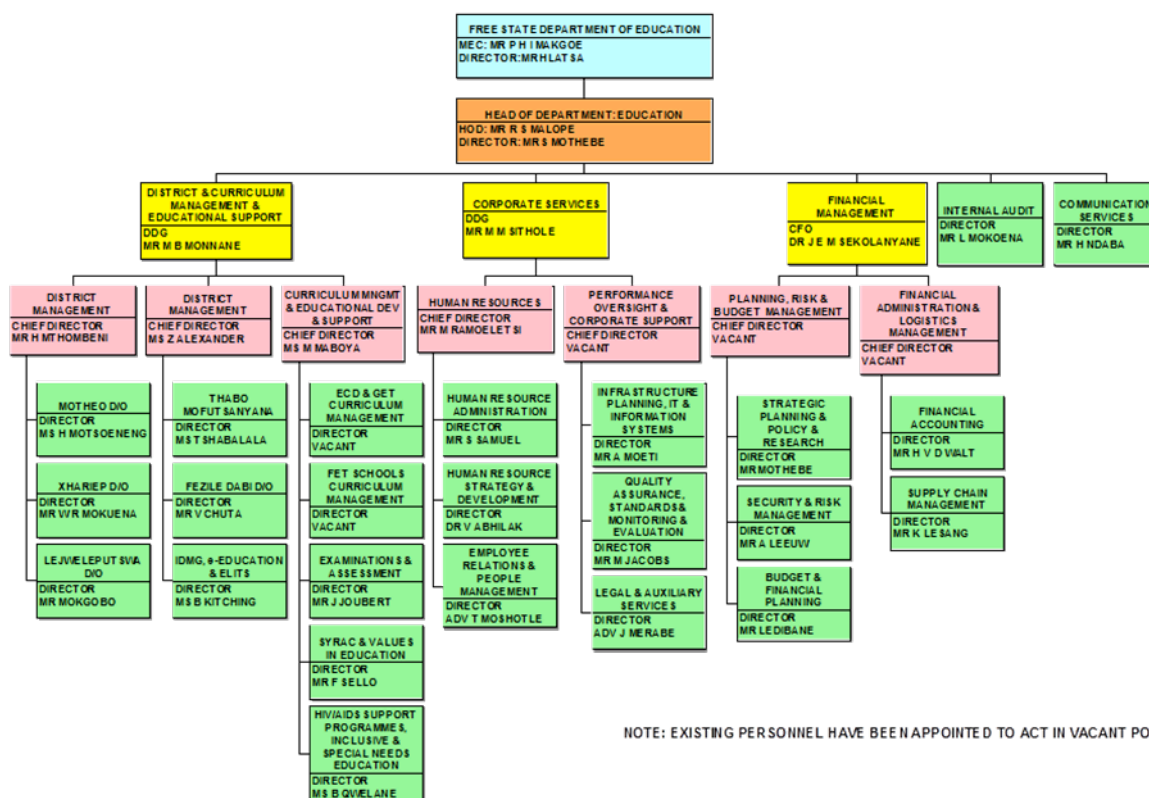
education in the Constitution of the Republic of South Africa, 1996 - Section 29(1)(a) the Court further went to say that the provision of learner support material in the form of text books, is an essential component of the right to basic education and its provision is inextricably linked to the fulfillment of the right.

Key policy developments and legislative changes

There were no major changes to relevant policies or legislation that may have affected the operations of the Department during the period under review.

1.5 Organisational Structure

APPROVED MACRO ORGANIZATIONAL STRUCTURE - FSDOE



1.6 Entities Reporting to the MEC

None



1.7 Foreword by MEC of the Department

A high performing education system at all levels is essential if we are to ensure that South Africa's young people have the skills they need to acquire the jobs of the future. This will bring the economic and social benefits that our country needs.

As South Africans we are proud of our education system, whilst there is still a gap between our high performing and low performing learners. We are determined to address underachievement in our schools, and to drive improved educational performance right across the system, to improve the education outcomes for all young South Africans.

The early years in a child's life and development are critically important and it is clear that children who don't attend any form of early childhood education start school at a significant disadvantage. Our main priority in Early Childhood Education (ECE) is to improve the participation of young learners in maths and literacy activities.

Primary and secondary education – the nucleus of most education systems are expected to ensure that all learners acquire the knowledge, skills and values necessary for the exercise of responsible citizenship.

The Schooling 2025 vision sets clear guidelines as to what is expected of learners, educators, parents and principals during the period leading to the year 2025, in the enhancement and provision of quality education in our country. The latter are however not expected to operate in a vacuum or empty handed.

School buildings and facilities which provide spacious, functional, safe and well maintained learners will be provided, and are expected to be taken good care of. The FSDoE's 2013/2014 Annual Performance Plan is informed by our 2009/10-2014/15 Strategic Plan.

Our 2009/10 Annual Report incorporated our bid to quell the chronic shortage of essential resources at our schools, through development and implementation of school infrastructure projects. Most of these projects commenced during the 2008/9 financial year, and were completed in the 2009/10 financial year.

Performance based projects which were initiated during the 2010/11 financial year, and were due for completion during the 2012/13 financial year included the FSDoE's broad strategic goals which are targeted for the 2014/15 financial year, for implementation.

New schools to the value of R 104 million will be built including additional facilities which will cost R204 million. This will incorporate a special program on the building of ECD facilities and renovations at ordinary public schools, to the value of R 45, 3 million.

A special program to address infrastructure for Inclusive Education to the value of R 13, 694 million, will also be implemented. A further amount of R 10, 574 million will be made available for the day-to- day maintenance at schools.

An amount of R 477 million is envisaged to be available as from 2012/13 to address the need for additional facilities as well as renovations at schools, in order to increase the functionality of infrastructure.

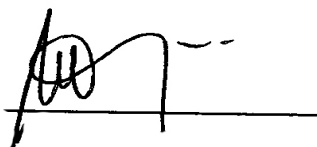
The programs to improve ECD infrastructure and Inclusive Education Imperatives will also continue.

Our 5 year plan is designed to address most, if not all of the challenges with which we are faced, by 2015. We are determined to improve performance at our schools in general, through our Provincial Strategy on Learner Attainment Campaign (PSLA).

Our Launch of the project on the Enrichment in Mathematics, Science, Technology and Accounting (EMSTA), further strengthened our campaign to lure more learners towards following careers in the Mathematics, Science, Technology and Accounting fields.

Our collaboration with the Centre for Excellence in Teaching and Learning in Natural and Agricultural Sciences (CET&LNAS), based at the University of the Free State is aimed at providing opportunities for learners from previously disadvantaged communities to do well in Mathematics, Natural Sciences, Technology and Accounting.

We are happy about our 2012 Grade 12 examinations achievement of 81.1% and we are determined to do our utmost, to reach our main goal of attaining our target of 85% in 2013 and beyond.



PHI MAKGOE

MEC for Education

Date: 23 August 2013



1.8 Overview of the Accounting Officer

The Free State Department of Education (FSDoE) is proud to report its remarkable achievements in the actualisation of its core business of teaching and learning as well as its continued excellence in the implementation of the Provincial Government's Priorities. Amongst our success stories, we hereunder provide an overview of main achievements in **2012/13**

Expansion of the Education Management Information System: 2012/ 2013

The number of 1421 schools is using SA-SAMS. The Farm School Administrators are handling the Farm Schools' data on their behalf. These farm school administrators were appointed because the Laptop computers could still not be secured for the remaining 365 schools without computers. Schools are responding better on the Errors and Omission reports that are sent to schools on a quarterly bases. More data fields were engaged on the Errors and Omissions report that included under age learners, Immigrant learners, wrong birthdates, learner attendance low frequency captured, Unknown hostel names, unknown bus routes. EMIS is taking the reporting of outstanding data to a higher level and report it to all schools with e-mail addresses.

The Post Provisioning was completed and all schools received the Post Allocation documents well in time to enable all SMTs to do proper planning for the next year.

EMIS staff from Eastern Cape, Mpumalanga, Northern Cape and Limpopo visited the FS EMIS section for help in shaping the EMIS processes and procedures. EMIS officials were invited to present the SAMS Warehouse system to the Broad Management Team at DBE and to HEDCOM.

The CES: EMIS was also invited to National Treasury to demonstrate the functioning of the EMIS system at National Treasury as part of the Treasury Education responsibility Managers and to assist the Administrator for the Limpopo budgeting process.

A more realistic budget for the years to come will help the EMIS team to provide better updated and more accurate information at all levels of Government and the broader parent community.

Examinations

- Quarterly common tests for Grade 3,6,9,10,11 and 12 were successfully conducted in most public schools in 2012 in order to measure learner performance on a uniform standard and to prepare learners for further assessment.
- Electronic copies of National Senior Certificate Examination question papers with memoranda for previous years were distributed to schools to prepare Grade 12 learners for the final examinations.

- In July and August 2012 a successful training programme for Chief Invigilators responsible for monitoring the National Senior Certificate for 2012 was undertaken. A further drastic decrease of examinations irregularities from previous years was experienced.
- A successful annual training session for 168 Chief markers and Internal Moderators was conducted on 26 and 27 September 2012 in Bloemfontein presenters from DBE, UMALUSI, Northern Cape Department Education and Gauteng Department of Education presented excellent presentations
- The Directorate trained school principals regarding subject pass rates required for the National Senior Certificate. The training also addressed the challenge of teachers and learners who are not properly informed of such requirements.
- Annual National Assessment (ANA) was conducted from 18 September to 31 September. ANA monitored the levels and quality of learning outcomes and gave empirical evidence to use in planning our interventions. Schools were informed of the outcomes in order to address gaps.

Adult Education and Training (AET)

The Department exceeded the DHET set learner target for 2012/13 by 5675. A total of 15 875 ABET level 1-4 learners were registered against the target of 10 200. More than thousand young people, i.e. 11008 enrolled for the NATED/ Report 550 qualification (senior certificate).

In 2012/13 the Department continued to employ and remunerate 1093 adult educators including centre managers on PERSAL.

The scholastic performance of AET learners continued to improve as reflected in the October/November 2012 ABET level 4 examinations whereby 1476 candidates obtained full GETC in one examination sitting, as compared to 752 in 2011. The achievement is due to a focused development programme for educators, centre managers and centre governing bodies in their respective responsibilities.

Broadening Access and Quality of Formal Education No fee school policy:

Learners in quintile 1 schools receive an allocation of R960 per learner, whilst those in quintile 2 and 3 receive R880. The allocation in quintile 1 is above the national benchmark of R880 per learner.

The department continue to broaden access to education through the provision of no fee school policy. Quintile 1,2 and 3 schools continue to be no fee schools in 2012/2013 financial year.

All schools in quintile 1,2 and 3 receive R100 per learner and this transfer payment is part of the total per learner allocation for no fee schools. The cash amount of R100 per learner is to assist schools with their normal day to day running costs in the absence of school fees.

Inclusive Education:

Inclusive and special needs education addresses matters of equity, redress, social justice and access to education for all learners irrespective of race, gender, and socio economic status, disability, language, age, HIV & AIDS and other infectious diseases. White Paper 6 outlines key strategies and levels for establishing an Inclusive Education & Training system. Towards achieving these imperatives the Free State department of Education has been consistent in:

The strengthening of special and full service schools as one of the departmental key performance areas, in the past year the following has been achieved:

- 28 Public Ordinary Primary Schools were designated as Full Service Schools, these schools are enabled to include learners with disabilities and implement all possible measures to reasonably accommodate them.
- Integrated Service delivery program was conducted in various towns across the province and 11315 people benefited. This program is the implementation of government pro-poor policies to ensure that learners access education and improvement in learner retention is realised. The department collaborated with sister departments and community organizations to bring government service closer to poor schooling communities. Through this intervention Learners are able to get birth certificates, and their parents get ID's and therefore are able to access grants.
- 80 Out of school youth that have passed matric and / tertiary education, who are still looking for jobs were trained as Peer Educators, in order to assist learners with peer education programmes.
- A total number of 3923 parents, learners and educators were reached in all districts with the Parenting with Assurance Programme, HIV/AIDS and TB awareness and school Readiness.

Addressed the backlog with regard to Educational Infrastructure: 2012/13

Since 2009 the Department has build and completed 15 new schools in the province. The Department commenced with the building of another three new schools namely, Kamohelo in Bloemfontein, Bopa-Setjhaba in Parys and Letlotlo-Naledi in Bothaville. Kamohelo was completed during 2012/13 and the other will be completed in the 2013/14 financial year.

Completion of construction of second phase project at six other schools namely Phahamisang in Virginia, Matla in Bloemfontein, Iphateleng in Wesselbron, Nthuthuzelo in Bultfontein, Kopanelang Thuto and Kahobotjha-Sakabusha both of which are in Sasolburg has commenced in 2011/12 and is at different stages of completion. Phahamisang in Virginia was completed and the rest of the schools are expected to be completed in the 2014/15 financial year.

The upgrading, additional facilities and renovations of the following specials schools have been completed in 2012/13:

1. Johan Slabbert Special School in Kroonstad (reconstruct entire school)
2. Boitumelong Special School in Thaba-Nchu (provide new facilities)
3. Fakkkel Special School in Sasolburg (upgrade existing facilities)
4. Mphatlalatsane Special schools in Viljoenskroon (provide new facilities)

5. Bartimea Special schools in Thaba-Nchu (upgrading and renovations)

To date, the following were completed:

1. Boitumelong Special School in Thaba-Nchu (provide new facilities)
2. Mphatlalatsane Special schools in Viljoenskroon (provide new facilities)

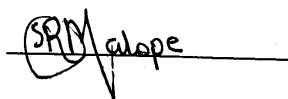
Since 2010 we embarked on a programme to upgrade schools that are not safe for use by learners and educators. We have completed the reconstruction of the entire Ithabeleng Secondary School in Wesselsbron.

We have completed 41 new classrooms and 12 grade-R classrooms during 2012/13 financial year. 4 Administration blocks have been completed in 2012/13.

The department completed two science laboratories and constructed 3 school halls during the 2012/13 financial year.

The department has taken a conscious decision to close down non-viable farm school and move learners from those schools to identified hostels. A new hostel at Bainsvlei is under construction and three other hostels in Diyatalawa, Albert Moroka and Tierpoort farms were completed during 2012/13. In our quest to improve mathematics learning and also in support of our EMSTA strategy, we have rolled-out the next phase of mathematic laboratories. In 2012/13 72 of these laboratories were completed.

Working together with the Department of Basic Education the department implemented the ASIDI programme which focused on inappropriate structures and basic services at schools without water, sanitation and electricity. 137 Farm schools will benefit from the current basic services program, whilst 30 inappropriate schools will be replaced over the next two financial years.



RS MALOPE

ACCOUNTING OFFICER EDUCATION

DATE: 23 August 2013



2. PART B: PERFORMANCE INFORMATION

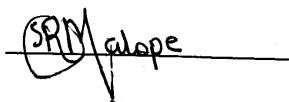
2.1 Accounting Officer's Statement of Responsibility for Performance Information

Statement of Responsibility for Performance Information

The Accounting Officer is responsible for the preparation of the department's performance information and for the judgements made in this information.

The Accounting Officer is responsible for establishing, and implementing a system of internal control designed to provide reasonable assurance as to the integrity and reliability of performance information.

In my opinion, the performance information fairly reflects the performance information of the department for the financial year ended 31 March 2013.

A handwritten signature in black ink, appearing to read 'RS Malope', is written over a horizontal line.

RS MALOPE

ACCOUNTING OFFICER EDUCATION

DATE: 31 July 2013

2.2 Auditor General's Report: Predetermined Objectives

Refer to the Auditor General's Report in the financial statements

2.3 Overview of Departmental Performance

BACKGROUND AND INTRODUCTION

The "Action Plan to 2014: Towards the realisation of schooling 2025" of the Minister of Education outlines the vision for school improvement, including strategies for improvement of teaching and learning at all schools, ensuring that pass rates of all learners, from Grades 1 to 12, improve significantly by supporting struggling schools and putting systems in place to improve in national assessments.

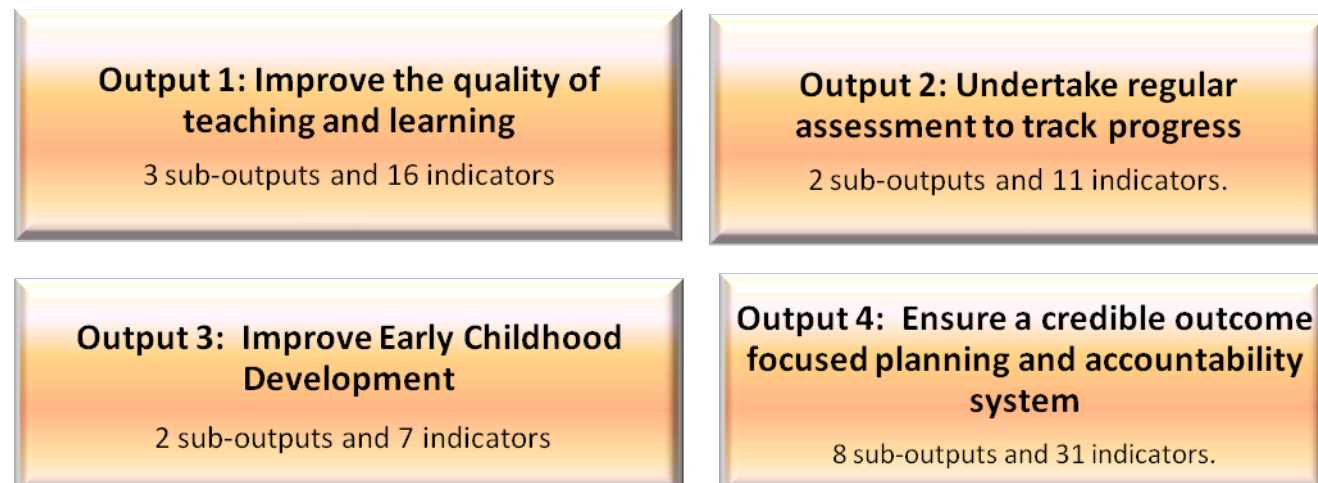
Recognising that "Education is a fundamental human right and essential for the exercise of all other human rights," (UNESCO), South Africa has enshrined "the right to basic education" within its constitution. Yet, while recognising the fact that it "promotes individual freedom and empowerment and yields important development benefits," as a country we still have those who "remain deprived of educational opportunities, many as a result of poverty". The MEC for education in the Free State adopted as his 2012 motto, "Raising the bar and leaving no child behind" in order to ensure that education is able to meet the challenges and close the gaps that face the province.

The holistic provision of education cuts across several government departments; e.g. the National School Nutrition Programme (NSNP) is supported by Rural Development (RD) with their assistance with provision of food gardens, Social Development (DSD) works in conjunction with the Free State Department of Education (FSDOE) to address the needs of vulnerable learners with grants as well as providing for pre-Grade R learners in ECD centres, Health (DOH) visits schools to optimise health of learners, the FSDOE works in collaboration with Public Works (DPW) in providing school buildings, classrooms and hostels, minimising crime at schools is being done in conjunction with Police, Roads and Transport (PRT) by formation of safety committees while co- and extra-curricular is encouraged and supported by Sports Arts Culture and Recreation (SACR).

The first of the government's twelve identified outcomes is "Improved Quality of Basic Education" (OBP 1) of which FSDOE is the lead department in the province. Departments that contribute directly to the indicators in the outcomes based plan are SACR and DSD. Where applicable, FSDOE reports to and collaborates with the departments of PRT, DPW, and DOH on outcomes 2 - 12.

The report covers all activities relating to the indicators in OBP 1 from April 2012 to March 2013. Indicators have been aligned to the Annual Performance Plans (APP) of all three departments.

An overview of the outputs and sub-outputs of Outcomes Based Priority (OBP) 1 is given as follows:



METHODOLOGY USED

On 6 August 2012 the 2012/13 OBP 1 template was circulated to all relevant departments and FSDOE directorates, followed by individual visits and electronic discourse in order to align the relevant indicators with the 2012/13 Annual Performance Plans (APP). The revised template was distributed to stakeholders as follows:

Date of distribution	Period	Submission date
28 August 2012	01 April to 30 September 2012	01 October 2012
07 January 2013	01 October to 31 December 2012	18 January 2013
11 March 2013	01 January to 31 March 2013	05 April 2013

Follow-ups were made telephonically, electronically as well as through site-visits to ensure that information was submitted with evidence. Data and evidence received was cross-referenced with that from other sources and verification visits were made.

A Technical Working Group Meeting involving all stakeholders was held on 16 April 2013 to finalise the draft 2012/13 OBP1 Self Assessment. After the self assessment, the Annual Report was collated.

GENERAL CHALLENGES ON THE PERFORMANCE DATA SUBMITTED BY KEY REPORTING DEPARTMENTS

The following challenges are experienced when conducting sector-wide monitoring and evaluation:

- A plethora (overabundance) of reports are requested by various role players, e.g. DPSA, DPME; various sections of Department of Basic Education (DBE), Office of the Premier; and Senior Management within Education. Managers and sector heads become overwhelmed with the

reporting requirements and range of templates required for each. This results in delays in the submission of reports to the M&E Units in Departments.

- Reporting requirements in relation to indicators, types of evidence required, and due dates were not adhered to.
- Channels of communication between departments needed to be clarified as this resulted in a delay in obtaining information. The Technical Working Group leader in the Office of the Premier needs to lead and guide the process to ensure common understanding amongst various Departments.
- Evidence such as documents and attendance registers for events conducted by participating departments remain outstanding, therefore verification becomes difficult.
- The M&E Units in participating departments are equipped with a very limited number of practitioners, who are in need of professional training and development in monitoring and evaluation.

PERFORMANCE TRENDS AGAINST THE SET TARGETS

Key to table:

<70%	Under-achievement	(≥70%)-(<100%)	Some progress	≥100%	Good progress
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OUTCOME NUMBER	OUTCOME NAME	Performance in relation to the Target Value (Weighted Score).	Percentage of metrics		OUTPUT WEIGHT	Summary of Performance to Target
			Performance indicators where the	Performance indicators where there		
Outcome 1	Improved Quality of Basic Education	104.99 %	32/81 = 38.54 %	52/81 = 64.04%	100%	Overall performance in this outcome was good, with the highlights being employment of young educators, purchase of electronic books by community libraries, improved pass rates in the National Senior Certificate and a decrease in underperforming schools. SACR exceeded the target value set in the number of coaches they trained. The sector achieved in 32 of its 81 outcomes in relation to their targets. Violence at schools, optimal school infrastructure and curriculum coverage are areas of concern. Of the 64% of indicators where there was an improvement on the previous baseline, 25% (20/81) did not meet the target values set.

Output 1	Improve the quality of teaching and learning	137.81 %	9/17 = 52.94 %	13/17 = 76.47%	25 %	<p>The performance of Output 1 in relation to the target values set was good and was an improvement over the previous year.</p> <p>Provision of learning material improved, particularly textbooks, as warehouses sought to anticipate and counteract shortages by having surplus stock. The employment of educators aged 30 years and under entering the education system surpassed expectations. In this output, 9 target values out of 17 were achieved.</p>
Output 2	Undertake regular assessment to track progress	93.54%	7/13 = 53.85 %	9/13 = 69.23%	25 %	<p>Secondary school learners performed well in the National Senior Certificate Examinations and FSDOE surpassed six of their seven target values, including the pass target of 80%, the number of learners passing Mathematics and Physical Sciences as well as learners obtaining a bachelor's pass. The number of schools performing below 60% declined while the number performing above 80% increased.</p> <p>Primary and Intermediate Phase learners improved in performance compared to the baseline in three of their six indicators but failed to meet their targets in five of them, including the poor performance in Grade 9 Mathematics.</p>
Output 3	Improve Early Childhood Development	70.72%	1/8 = 12.50 %	4/8 = 50.00%	25 %	<p>Through a rigorous infrastructure programme, Grade R classes were built to accommodate the increasing number of learners. However, the target values specified have not been attained; one indicator met the target and four indicators were an improvement from the previous financial year. Current verification studies of statistics undertaken by DSD have meant an adjustment in actual figures, resulting in an apparent decline in performance.</p>

Output 4	Ensure a credible outcomes-focused planning and accountability system	117.90 %	$15/43 = 34.88\%$	$26/43 = 60.47\%$	25 %	<p>The following indicators, namely; percentages of children aged nine years at the start of the school year in grade four or above, children receiving a school lunch every day, classrooms with no more than 45 learners, district officials monitoring schools at least once per quarter for support purposes, primary schools offering specialist serves for children with special needs and schools implementing IQMS, were all on target and above the baseline.</p> <p>Sport activities and training of coaches were also on par. Provision of specialised training to educators increased, although it did not meet the set target. Violence at schools as well as provision of optimum physical infrastructure to schools resulted in underperformance. Measuring curriculum coverage remains a challenge.</p>
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OVERALL PERFORMANCE IN TERMS OF THE OUTPUTS

OUTPUT 1: Improve the quality of teaching and learning

Improve teacher capacity and practices

The number of qualified teachers aged 30 and below entering the public service as teachers for first time during the past year

Progress

Goal 14 of the vision towards schooling in 2025 seeks to attract young, motivated and appropriately trained teachers into the profession. The FSDOE employed 1027 educators, aged 30 years and under, during the 2012/13 financial year. In terms of the Education Labour Relations Council (ELRC) Resolution 1/2009, fifteen temporary educators were employed permanently.

	Permanent	Permanent on Probation	Temporary	Sub-totals	Repeat appointments	TOTALS
Quarter 1: April to June 2012	0	41	50	91	-11	80
Quarter 2: July to September 2012	0	29	350	379	-42	337
Quarter 3: October to December 2012	0	5	37	42	-19	23
Quarter 4: January to March 2013	3	133	451	587	0	587
TOTALS	3	208	888	1099	-72	1027

Table 1: Educators aged 30 and below employed in 2012/13

Data from PERSAL, summarised in Table 1, shows that 1027 new educators under the age of 30 were appointed in the 2012/13 financial year, which exceeds the targeted figure of 280 due to the fact that schools appoint temporary educators as soon as there is a shortage; however, only 211 of these were permanent appointments. This is an improvement on the baseline of 231 temporary appointments in 2011 as provision still had to be made for the placement of excess educators.

Furthermore, 311 **Grade 3** teacher assistants were appointed **through the Expanded Public Works Programme (EPWP) and placed to assist in identified struggling schools.**

Average score % attained by teachers in the integrated quality management system (IQMS)

Progress

Teachers attained an average of 60% in IQMS scores at the end of 2012, as shown in the graph below:

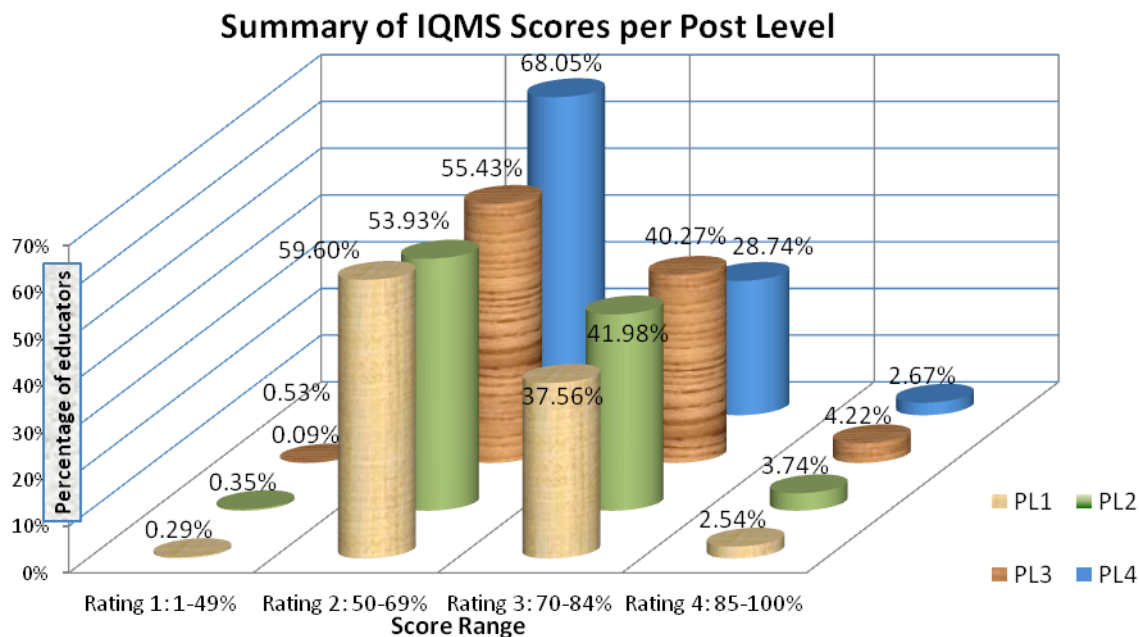


Chart 1: Summary of IQMS scores per post level

The graph in Chart 1 shows that in all four post levels very few educators were scored at rating 1: one to 49 percent and rating 4: 85 to 100 percent. The majority of scores were within the norm rating of 50 to 69 percent followed by 70 to 84 percent.

Percentage (%) office based educators and public service employees that attained a score of "fully effective" or higher in PMDS

Progress

The PDMS policy provides standardised performance plans for Salary Levels 2-5. Compliance to the PDMS policy in FSDOE is currently at 96.5 percent, which is amongst the highest in all Departments. The percentage of office-based educators and public service employees that attained a score of "fully effective" or higher is at 95.6 is slightly below the target of 98%.

Increase access to high quality learning materials (LTSM)

The percentage of learners that have access to the required textbooks, workbooks and stationery

Progress

The education sector is currently phasing in the new Curriculum and Assessment Policy Statement (CAPS). In 2011, LTSM for all subjects was ordered for Grades 1 to 6, 10 and 11 in the 2011/12 financial year. By March 2013, 100 percent of textbooks for Grades 4 to 6 and 11 (CAPS) had been delivered. Textbooks were delivered to schools in relation to the school's order. This was achieved through the FSDOE Warehouse Initiative by ordering surplus stock to anticipate and counteract shortages. The FSDOE was not able to order top-ups for CAPS for Grades 1 to 3 and 10 (provided to schools in 2011) due to budget constraints.

The supply of workbooks to learners is the competency of the National Department of Basic Education

(DBE) and 99.7 percent of the workbooks were delivered as requisitioned.

FSDOE delivered 97.1 percent of stationery to all non-section 21 as well as partial section 21 schools.

In addition, teaching and learning materials were provided to teachers as extra resources in Geography, Economics, Physical Sciences, Accounting, Mathematics, Business Studies, Tourism and Life Sciences. Science Kits were procured for 200 Primary Schools offering Senior Phase (Grades 7 – 9). The intention is to support the learning of science and to provide teachers and learners with the opportunity to conduct experiments in order to strengthen their knowledge of scientific concepts. Top-up Study Guides for all subjects were delivered to schools in the first and second academic terms while in the third term Mindset Material was received and delivered to relevant schools.

Challenges

A minority of schools experienced shortages in CAPS workbooks due to fluctuating enrolments.

Interventions that will be employed to improve requisitioning of LTSM

A management plan with regard to the requisition of LTSM for 2013 was developed and implemented during September 2012. The time-lines in the plan are closely monitored and adhered to. Systems are being put in place to have an effective retrieval system and an advocacy programme for schools has been embarked upon.

Schools that experienced shortages were requested to report them so that top-ups could be made.

It is envisaged that top-ups for CAPS material will be considered in the next financial year.

The percentage of schools with a resourced library or media centre

Progress

Of 1,364 public schools (EMIS Statistics 2011), 830 schools have a media or library centre (infrastructure) of which 322 schools have resourced libraries. Hundred and twenty four schools have classroom libraries while 192 schools are being serviced by the Mobile Library Project (library buses) provided through the partnership project with the Japanese Primary Education Support initiative (SAPESI) and SONY.

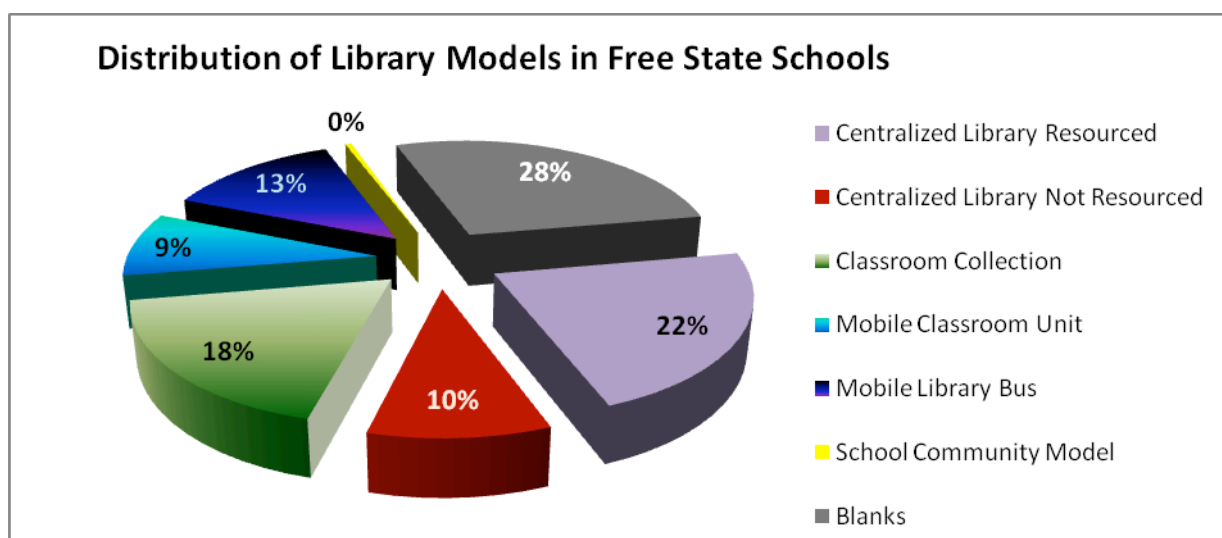


Chart 2: Distribution of Library Models in Free State schools

SAPESI and SONY donated 38 000 books obtained from Australia, New Zealand, Singapore, China, the United Kingdom, the United States of America, Japan and Canada which are utilised as part of the book stock of the mobile library service. The optimal utilisation of existing resources is dependent on the support of the media subject advisors to schools, the establishment of school library committees and the training of these committees on the use and administration of libraries.

Challenges

There was no funding available for the resourcing of additional schools with multi-media resources this year (2012/2013).

Provide access to libraries and information services

Community libraries and services

Progress

The target in the supply of community libraries was exceeded by SACR. Nine additional libraries, including Pelonomi and Universitas hospitals, the prison in Dihlabeng, Beatrix Mine, the military Base in Dihlabeng, Free State Schools of Nursing (FSSON) in the East in Phuthaditjhaba, North in Welkom and South in Bloemfontein, as well as Tshireletsong Place of Safety, were opened. The community library at Leratswana Secondary School (closed in the previous financial period) in Arlington was re-opened.

Both the equitable share and the conditional grant provided for new library materials of which 41961 books were procured for community libraries, exceeding the target of 40000. Electronic subscriptions of books exceeded the target of 250 due to the introduction of a second data base that was more cost effective and 997 new books were purchased.

Provision of ICT connectivity has increased steadily with 169 of the 173 community libraries connected. The outstanding libraries include prisons where approval for connectivity still has to be granted. FSSON East, North and South, Pelonomi and Universitas hospitals have fixed line connections provided by Health. Mangaung Maximum Security Prison also supplies a fixed line for the library on their premises.

Chart 3 below shows a steady increase in the provision of Toy Library services for community libraries.

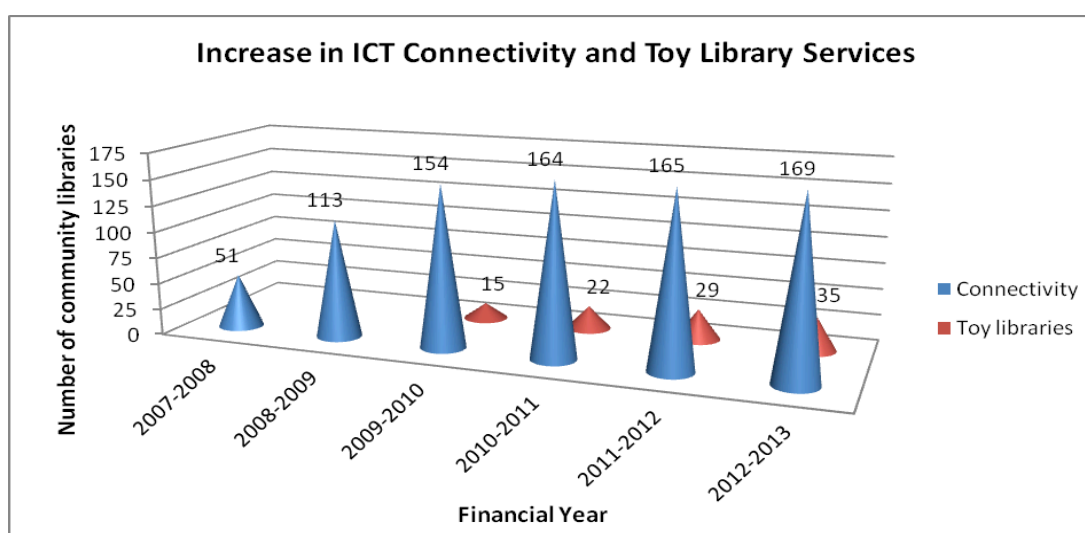


Chart 3: Increase in ICT connectivity and toy library services

Challenges

SACR did not implement any new Literary Support Services in 2012/13 in terms of the approved Departmental APP, nor did they implement the A re Ithuteng Reading programme at any additional libraries in 2012/13. Computers at Memel and Bronville were stolen. Edenville and Fateng-Tse-Ntso had cables damaged or stolen; however, Fateng-Tse-Ntso is now using wireless 3G connection.

Number of libraries with services for visually impaired declined from 15 to 13 due to the theft of Computer equipment at two libraries.

Bursaries awarded for librarianship and IT

Progress

There are currently 20 part time bursars for IT and Libraries, funded by the SACR Conditional Grant, of whom 13 bursars renewed their contracts. Three bursars completed their studies.

In addition, the bursary section located in FSDOE allocated eight percent of bursaries to bursars studying librarianship and IT at various NQF levels. In librarianship, five are currently studying for a Bachelor of Library and Information Sciences and one for a Bachelor of Library and Information Technology degree, of which two are full time bursaries. The various Information Technology fields include one MTech, five BCom, 57 BSc, 38 BTech, one Further Diploma in Education, 14 Certificate, and 365 Diplomas, bringing the total number studying IT to 482 with 178 of them being full time.

The gender distribution of the students who received the bursaries over the past four years is as follows:

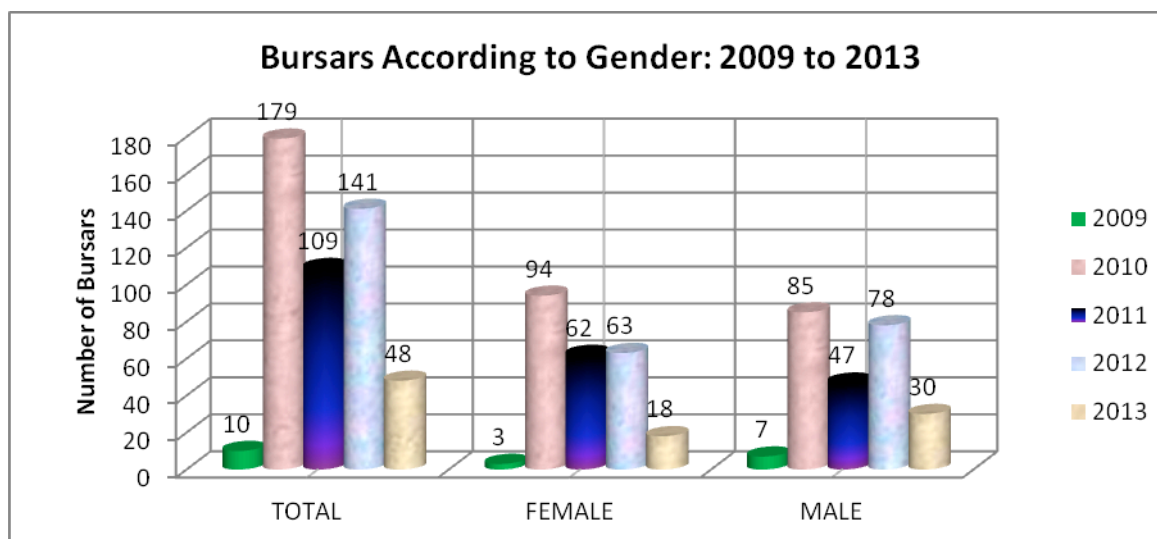


Chart 4: Bursars according to gender: 2009 to 2013

Challenges

Fourteen bursars on IT and Library studies through SACR Conditional Grant resigned or cancelled their contracts.

Not all students who applied for IT and Librarian bursaries through FSDOE were successful due to limited funds.

OUTPUT 2: Undertake regular assessment to track progress

Establish a world class system of standardized assessment

Annual National Assessments (ANA)

Progress

In Grade 3, the provincial average in the country's Annual National Assessments, i.e. 40% and above, improved in both Languages and Mathematics. For learners performing at the required levels, i.e. 50% and above, the target was only achieved for Grade 3 literacy with a steady increase seen in home language performance. Performance in Mathematics was below the 2011/12 baseline.

In Grade 6, the provincial average performance improved in Languages and Mathematics. For learners performing at the required levels, i.e. 50% and above, the targets in all subjects was not met, although performance was higher than the baseline of 2011/2012.

	Grade 3 Maths		Grade 3 Language		Grade 6 Maths		Grade 6 FAL		Grade 9 Maths		Grade 9 FAL	
	Mark average	Marks 50% or more	Mark average	Marks 50% or more	Mark average	Marks 50% or more	Mark average	Marks 50% or more	Mark average	Marks 50% or more	Mark average	Marks 50% or more
Province	44.7	41.8	56.3	65.2	28.4	11.7	37.3	24.8	14.0	3.1	37.2	22.9
National	41.2	36.3	52.0	56.6	26.7	10.6	35.6	24.4	12.7	2.3	34.6	20.8

Table 2: ANA mark average performance compared with percentage of learners achieving 50% or more.

FSDOE was above the national competence in all grades. For the purposes of the report, performance in First Additional Language (FAL), which was written by the majority of learners, was used rather than Home Language (HL). However, it is worth noting that the province registered the highest percentage (56.8%) of learners who achieved at 50% and above nationally in Grade 6 Home Language.

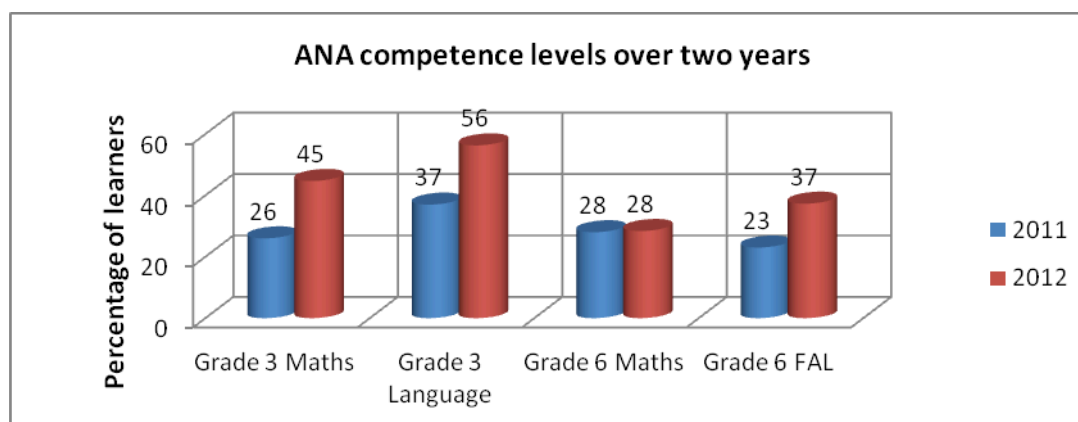


Chart 5: ANA competence levels over two years

There was an increase in performance from 2011 to 2012 in both Grade 3 and Grade 6, with the exception being in Grade 6 Mathematics where performance remained the same.

Challenges

In Grade 9, the provincial **pass percentage was 14% in Mathematics, while for learners performing at the required levels, i.e. 50% and above, the performance was 3.1%. Performance in FAL was 35.5%, which was below the set target of 40%.**

Interventions that will be employed to improve performance

ANA road shows were conducted for all under-performing schools offering Grade 9 from January to March 2013. The Purpose of Assessment, the lessons learned from Error Analysis of results, ANA, PIRLS and TIMSS were presented.

Principals presented Subject Academic Improvement Plans (SAPIPs) in which they outlined Improvement Strategies per grade as well as per phase.

Members of the SMTs and teachers responsible for Maths and English First Additional Language (EFAL) were trained on how to conduct Error Analysis in order to improve the credibility of the SAPIPs.

Parents of Grade 9 learners were informed about their roles and responsibility in the education of their children. There was ongoing content training and support to schools

40 Grade 3 teachers from underperforming schools were trained by Oxford on Mathematical concepts. 32 Foundation Phase teachers will be trained by Bidvest on EFAL. The Maths Up programme that aims to re-skill teachers in Mathematics is ongoing through UNISA and GET teachers and Subject Advisors attended a four-day training session in March 2013.

Annual National Assessments - National Senior Certificate (NSC) for Grade 12

Progress

Percentage of learners becoming eligible for a bachelors programme improved from 23% to 28.6%, with a steady increase over the last five years, 2008 to 2012 as illustrated in the graph below:

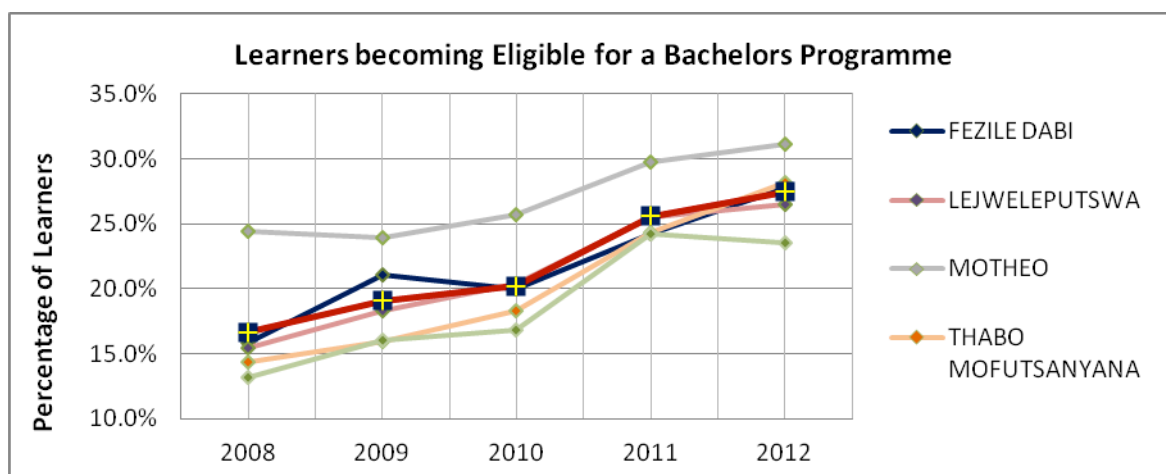
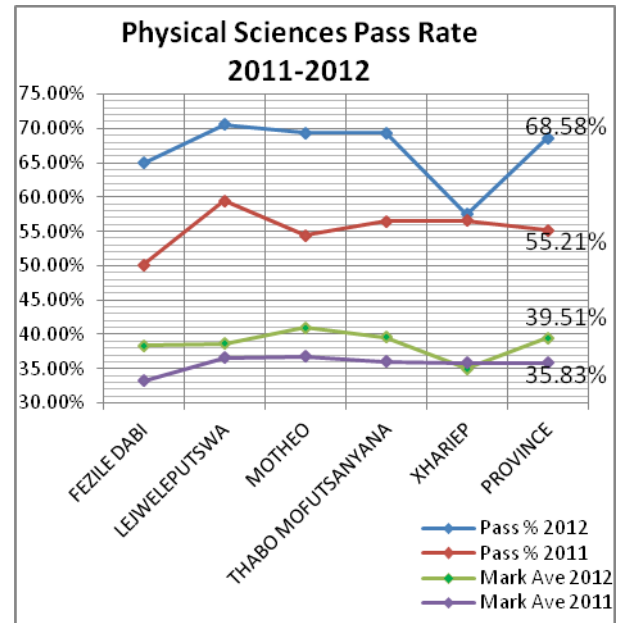
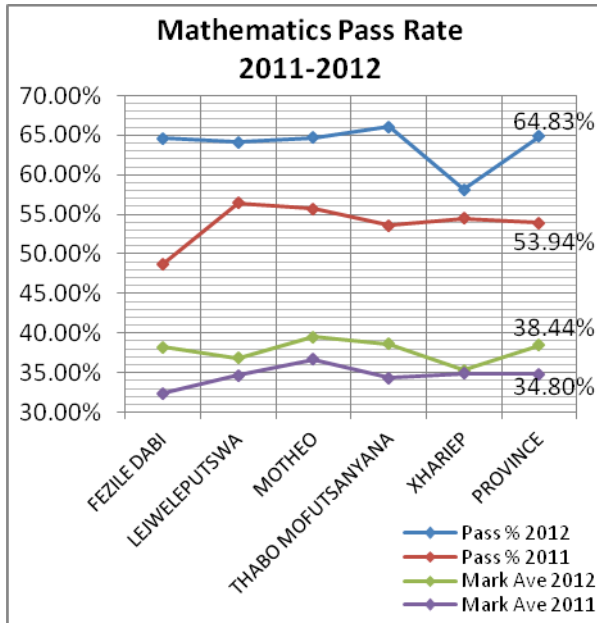


Chart 7: Learners becoming eligible for a Bachelors programme

The greatest improvement was in Thabo Mofutsanyana district followed by Fezile Dabi. There was a decrease in Xhariep. Lejweleputswa maintains its performance as having the highest number of bachelors although performance was slightly lower in 2012 than in 2011.



Charts 7 and 8: Learners performance in Physical Sciences and Mathematics respectively per district

The percentage of learners passing Physical Sciences and Mathematics improved from 50% to 68.6% and 64.8% respectively, as illustrated in the graphs above.

Fezile Dabi district had the lowest performance in Physical Sciences in both 2011 and 2012 while Lejweleputswa had the highest. Xhariep did not show improvement in the subject. Fezile Dabi showed the greatest improvement in Mathematics while Xhariep had the smallest. Motheo's average in both Physical Sciences and Mathematics was the highest of the five districts.

Challenges

Comparison of subject performance over a range of subjects indicates that significant improvement was recorded in Accounting, Mathematics and Physical Sciences. Business Studies and Life Sciences dropped while English FAL and Mathematical Literacy saw only slight improvement as illustrated in the graph below.

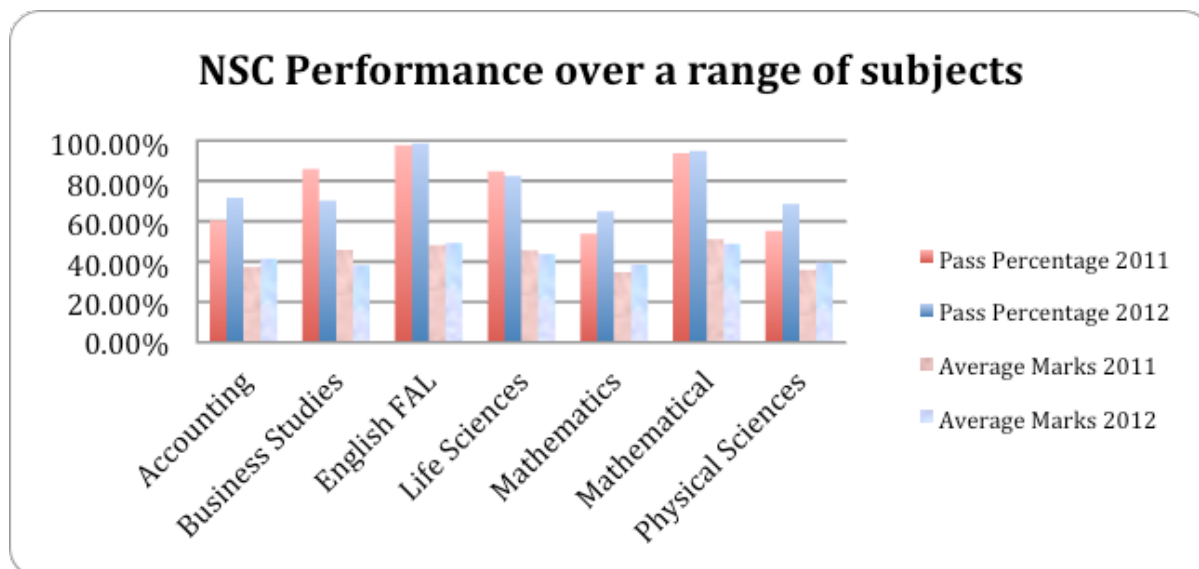


Chart 9: NSC performance over a range of subjects

Progressive elimination of underperforming schools in NSC

Progress

Elimination of under-performing schools has been on a steady decline with only 23% of schools achieving 60% and below in 2012, down from 52% in 2008.

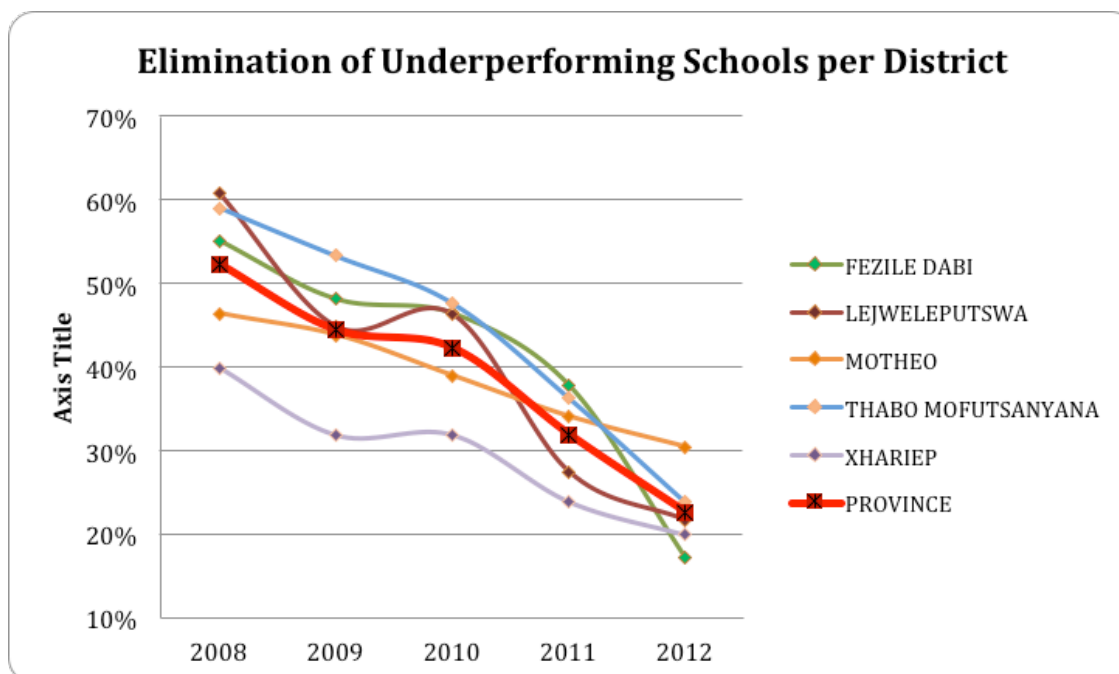


Chart 9: Elimination of underperforming schools per district

Fezile Dabi had the steepest decline in the elimination of underperformance, surpassing Xhariep as the district with the lowest percentage of underperformance.

Interventions that will be employed to improve pass rates in NSC

Previous examination papers of 2008 to 2011 have been distributed to all schools with Grade 12 candidates. The Examinations and Assessment Directorate is in the process of finalising the content and cutting CDs for each and every school. The content will comprise of the 2012 October November NSC question papers and memoranda as well as the 2013 February/March NSC supplementary examinations and CDs will be sent to districts for distribution to schools by 10 May 2013. The Directorate FET curriculum and subjects advisors in districts will ensure that schools fully utilise past question papers.

The Provincial Strategy for Learner Attainment (PSLA) will be applied, particularly to underperforming schools. It includes:

- setting targets in relation to provincial expectations for improving learner attainment,
- the reduction of the number of underperforming schools,
- improving the quality of teaching and learning,
- improving punctuality and discouraging absenteeism among both learners and teachers and
- strengthening management and leadership systems both at school and instructional levels.

Each underperforming school has developed School Academic Performance Improvement Plan (SAPIP) for implementation with a view to improve learner attainment in the NSC examinations.

The following ICT platforms were used to improve communication in making teaching and learning more effective, interesting and collaborative:

- Mindset – to afford learners the opportunity to view TV channel (319) lesson presentations covering a number of critical subjects. This is offered in two hundred (200) secondary schools including the 36 Dinaledi Schools.
- Internet Computers and Technology Innovations Supporting Education (ICTISE) – which is a live broadcast of lessons in partnership with the University of Free State covering sixty schools.
- Community Radio Stations broadcasts - where Subject Experts present one-hour lessons on air in seven community radio station throughout the Province.
- The HeyMath! Programme – an innovation that integrates IT with the teaching and learning of Mathematics. This programme provides a software package of simplified Mathematics lessons with assessment activities in the teaching of Mathematics and has been distributed to one hundred (100) secondary schools.

The technology platforms provide support in the critical and high enrolment subjects focusing on the following:

- Exam paper overviews: a look at how the exam paper is structured and practical tips on preparing for examinations.
- Topic Tips: a set of useful study tips including summaries of the ideas and concepts, common errors and study tips.
- Worked examination questions: lessons with expert teachers working through specially selected examination questions.
- Live phone-in shows: providing learners with opportunities for engagement by way of asking questions.

OUTPUT 3: Improve Early Childhood Development

Universalise access to Grade R

Progress

The percentage of children aged 3 to 5 enrolled in ECD centres increased by one percent to six percent for FSDOE. The number of children registered for Grade R as a percentage of the age 5 to 6 population cohort increased from the 2011/12 baseline of 23% to 33% by September 2012 to a final figure of 76% in March 2013. The percentage of Grade 1 learners who received formal Grade R went up from 47% to 53% while the number of schools registered to offer Grade R increased from 623 to 634.

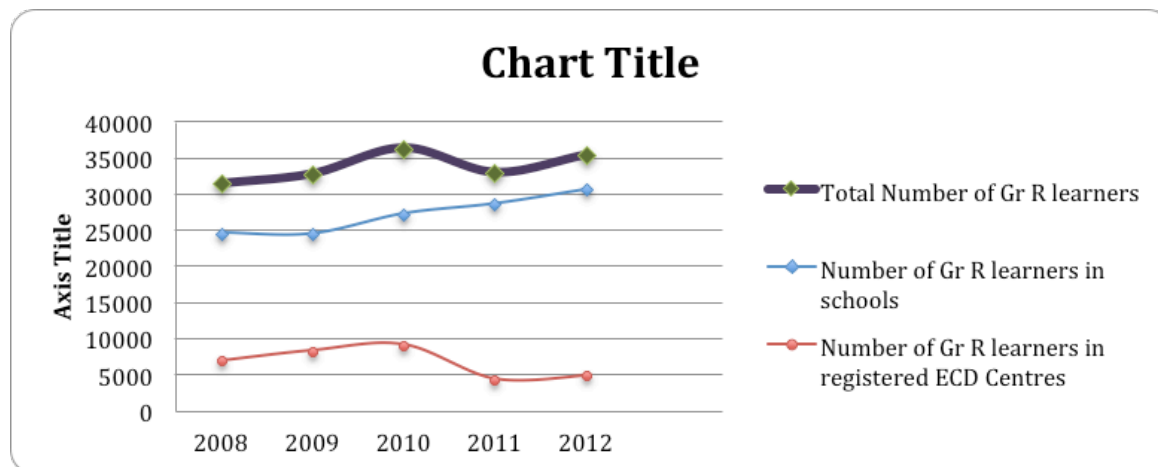


Chart 10: Number of Grade R learners in the Free State

The FSDOE embarked on a drive to increase learners attending Grade R through advocacy campaigns in different districts where prospecting parents were invited.

The total number of Grade R classes in Free State schools is currently at 1254. An additional 59 Grade R classes received subsidy from FSDOE from October 2012. Sixty six Grade R classes received subsidy from January 2013 bringing the total number of additional Grade R classes for the 2012/13 financial year to 125.

District	October 2012	January 2013	Target	Final
Fezile Dabi	10	7	20	17
Motheo	16	23	20	39
Lejweleputswa	15	6	20	21
Thabo Mofutsanyana	15	29	30	44
Xhariep	3	1	10	4
TOTAL	59	66	100	125

Table 3: Grade R classes receiving subsidy in 2012/13

Thirty four of fifty primary schools across the province that do not have space for Grade R have been identified to officially adopt a Grade R class in community based centres.

District	No of schools	No.of creches
Fezile Dabi	5	9
Motheo	3	3
Lejweleputswa	12	15
Thabo Mofutsanyana	9	9
Xhariep	5	5
TOTAL	34	41

Table 4: Schools partnering with crèches

Challenges

DSD is currently undertaking a verification study that has resulted in adjusted performance values in terms of number of children enrolled in ECD centres. The percentage of children aged 3 to 5 enrolled in ECD centres is currently estimated at 30% instead of 60% based on trends identified by the study, while the percentage of children who spend 20 hours per week in an ECD environment has been adjusted to 17.9% from the baseline of 27.6%. The number of ECD centres currently offering Grade R is 266.

With the drive to promote Grade R for all learners, schools were already full and all classes utilised, as a result, FSDOE experienced challenges in the provision of Grade R facilities.

Fewer learners are to be enrolled in Public Schools on Private Property (PSPP) (Farm schools) as learners are moving towards urban and township schools.

Through the Infrastructure Programme, a total of 18 of the envisaged 60 Grade R classrooms were completed during the 2012/13 financial year. Implementation of new projects was delayed due to budget constraints.

Interventions that will be employed

Districts will invite community based sites to their meetings with the intention to foster partnering with the principals of the neighbouring schools. **Community Based** centres have been advised to work together with schools so that they can meet the required norms for registration.

Twelve of the envisaged 60 Grade R classrooms are at different stages of completion and should be completed in the 2013/2014 financial year.

Improve the quality of early childhood development

Progress

In order to ensure that quality teaching and learning takes place in Grade R, all classes are supplied with

Teachers' Manuals and Learners' books. All Grade R learners in section 20 public schools were supplied with basic resource packs at the beginning of the academic year in 2012 and, according to the DBE Report on the Survey of the Utilisation of Grade R Resource Packs, about 60% were supplied in 2012/13. 3 000 copies of Grade R Sesotho Home Language and Mathematics material were printed by the province and delivered to schools. DBE resource packs that were ordered in 2012 for 2013 are currently being delivered to ensure that all schools are supplied.

ECD brochures on minimum expected levels of performance for Sesotho Home Language and Mathematics were shared with parents of Xhariep and Thabo Mofutsanyana during a two day Road Show. On 13 August 2012 during the MEC state of readiness visit for ANA and NCS in Frankfort, a session was conducted with parents of primary schools to educate them on their role and on the minimum expected levels of performance for Grade R learners.

In collaboration with the Department of Social Development a total of 216 Practitioners were trained on *Pre-Grade R Curriculum and Lesson Planning*. The beneficiaries are crèches that are in partnership with primary schools.

Two hundred Grade R classes in Public Schools have been supplied with Teachers' Manuals and Learners' books to ensure that quality teaching and learning takes place. In addition, 170 public schools with Grade R have been supplied with educational toys.

Challenges

The last of the DBE Workbooks for January 2013 were delivered in April 2013 and will be distributed by June 2013

Currently 170 sites have been supplied with educational toys of the targeted 200. The other 30 will be supplied in the 2013/2014 financial year.

OUTPUT 4: Ensure a credible outcomes-focused planning and accountability system

Strengthen school management and promote functional schools

Progress

Goal 18 of the "Action Plan to 2014: Towards the realisation of schooling 2025" is to increase "The percentage of learners that cover all the topics and skills areas that they should cover within their current school year". Currently, the performance in the indicator for curriculum coverage is based on the DBE Indicator Report on Grade 6 and 9 Mathematics and Language. According to the graph below, coverage for the Free State was approximately 19.8 exercises (3.8 Grade 9 Language, 3.4 Grade 6 Language, 5.8 Grade 9 Maths, 6.8 Grade 6 Maths) out of an expected 32.

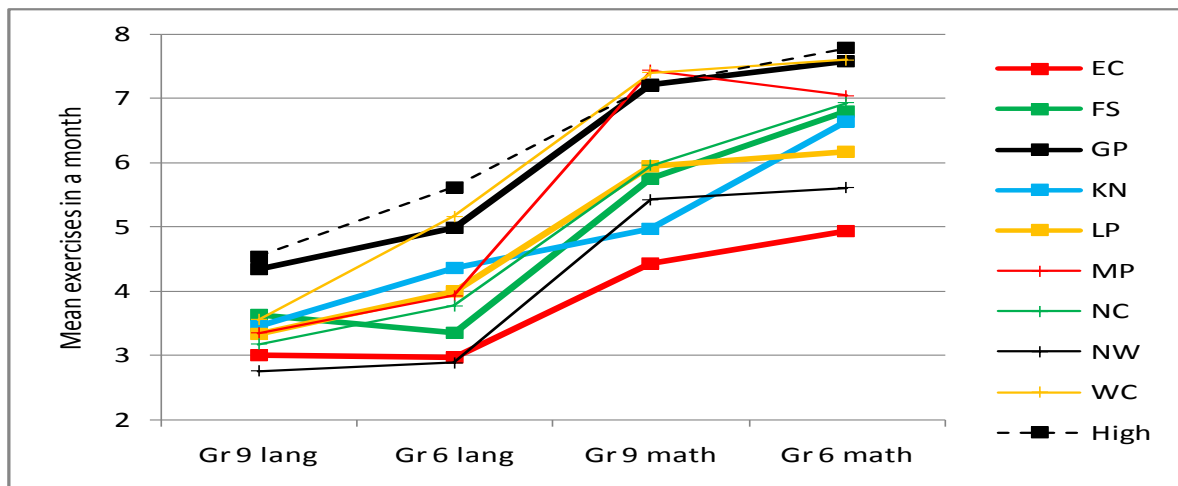


Chart 11: Curriculum coverage in grades 6 and 9, mathematics and language across the country

There is currently no change in the percentages of children aged 9 years old at the start of the year who are in Grade 4 or above.

There was a 53% improvement in the increase of the percentage of schools that have no more than 45 learners, bringing the total number to 95% of schools achieving this goal.

Current projects to further improve on this indicator include the construction of 38 classrooms in various schools. Seven classrooms at Esizibeni Secondary School, Memel, are 80% completed, five classrooms at Mosala, Allanridge, five classrooms at Matlaletsa, Odendaalsrus are 100% completed, six classrooms at Vulindlela, Harrismith are 40% completed and six at Warden in Warden are 41% completed.

To further alleviate overcrowding at schools and to cater for new settlements, DPW is building three new schools; Kamohelo in Bloemfontein 100% completed, Bopa-Setjhaba in Parys, 96% completed and Letlotlo-Naledi in Bothaville, 70% completed.

Progress of the second phase construction of six other schools is currently as follows:

- Matla in Bloemfontein is 65% completed
- Phahamisanang in Virginia, 100% completed
- Iphateleng in Wesselsbron is 92% completed
- Nthuthuzelo in Bultfontein, 74% completed
- Kopanelang Thuto in Sasolburg, 65% completed
- Kahobotjha-Sakubusha in Sasolburg is 56% completed.

The progress in building four classrooms in each of the following schools is indicated: Bongani/Lebohlang, Cornelia, 80% completed, Clarens in Clarens, 75% completed, while completion is at 100% at RT Mokgopa in Thaba Nchu, Aramela in Boshof, Senszile in Hertzogville as well as Samuel Johnson in Zastron.

To ensure that all children of school going age attend school and that learner drop out is minimised, FSDOE provides daily transport to farm school learners who meet the criteria. 8369 Learners are

transported over 367 routes to 166 farm schools. 2688 Farm school learners are accommodated in 24 hostels. Construction of hostels in Virginia, Tierpoort Farm and Diyatalawa has been completed during 2012/2013.

A total of 524613 learners in 1186 schools benefitted from the National School Nutrition Programme (NSNP). The programme has engaged the services of 2 957 Volunteer Food Handlers (VFHs) who are parents of learners from surrounding areas within the school communities and are employed on six (6) months rotating agreements. The VFHs receive a stipend of R720/month.

There are currently 130 principals taking part in the two year part time ACE leadership program at the University of the Free State. The ETPD SETA offered the department the training of 80 SMT members in underperforming secondary schools in order to improve management.

SGB elections were completed and newly elected members were orientated on their roles and responsibilities by the districts. Outgoing SGB members were thanked for their service and incoming members were welcomed. 11 264 members were elected in 1365 schools in March 2012. SGB members in 763 schools were orientated in their new roles and responsibilities as initial training. According to SASA, initial training should be followed up with intensive training. DBE compiled guidelines on 11 topics that should be covered during intensive training. The SGB Forum organisations were consulted on the content of the 11 topics to be trained. Districts compiled roll out plans to cover these topics over a period of time. There is no funding for catering during training. Not all SGBs were immediately functional.

The percentage of schools where all allocated teaching posts are filled exceeded the target with three percent due to temporary educators being appointed by schools as soon as a vacancy arises to ensure that teaching and learning are not compromised. There are also educators additional to the staff establishment (excess) that could not be placed at other schools.

Although the target was not met, Inclusive Education trained 225 educators in Screening, Identification, Assessment and Support (SIAS), up from three percent in 2011/12 to 32 percent.

The Whole School Evaluation (WSE) evaluated a sample of 29 schools that comprised of mainly 2012 failing or underperforming schools and their feeder schools. The most common finding by WSE is the fact that control by the SMT needs to be strengthened to enhance the quality of teaching and learning. Monitoring of School Improvement Plans in relation to WSE took place in January.

OVERALL WSE PERFORMANCE/ EVALUATION RESULTS																								
No. of schools with rating of: Outstanding					No. of schools with rating of: Good					No. of schools with rating of: Acceptable					No. of schools with rating of: Needs improvement					No. of schools with rating of: Needs urgent support				
middle	Secondary	Primary	Combined	Total	middle	Secondary	Primary	Combined	Total	middle	Secondary	Primary	Combined	Total	middle	Secondary	Primary	Combined	Total	middle	Secondary	Primary	Combined	Total
	0					2	2		4	1	1	5	3	10	1	4	6	1	12		2		1	29

Table 5: Results of Whole School Evaluations in sampled schools

In the 2011/12 financial year, 25 Full Service Schools were funded, bringing the total number to 28. No new schools were funded in 2012/13.

Challenges

The indicator on percentages of 7 to 15 year olds attending school was more than 10 percent below its set target while the indicator on children aged 12 years old at the start of the year who are in Grade 7 or above was one percent below.

A total of 7 947 Farm school learners are being transported on 367 routes in the province by 673 service providers. FSDOE experienced a lack of funds to sustain the transport of farm school learners.

Construction of a new hostel in Bainsvlei is underway but progress is generally slow and is currently at 8%.

There was no change in the number of schools which have acquired the full set of financial management responsibilities on the basis of the assessment of their financial management capacity as all schools attaining this status are currently being granted only partial and not full status.

The percentage of evaluated schools (WSE sample) that comply with all the components and elements of professionally managed schools were only 37% as opposed to the targeted value of 70%. WSE currently only sampled underperforming schools due to financial and staff constraints.

Each SGB member should have received his/her own training material but the budget did not allow this. Small schools will receive one set of training material while larger schools (with more SGB members) will receive three sets. Intensive training will start in the 2012/2013 financial year.

Interventions that will be employed

The possibility of contracting a new service provider to finish the construction of a new hostel in Bainsvlei is under investigation.

Strengthen the capacity of district offices

Progress

The percentage of schools visited at least once a quarter by district officials, went up to 100% for each district. Every school is allocated a School Management and Governance Developer (SMGD) who visits his/her school regularly. The SMGDs are required to visit each of their schools at least once per quarter. There is one SMGD responsible for the 20 special schools. At end Sept 2012, there was a total number of 85 SMGDs responsible for the 1371 ordinary public schools.

In addition there are subject advisors who visit the schools for their particular subjects and officials responsible for inclusive education, rural education and learner support who all visit schools for purposes of support and monitoring.

The provincial office and district directors regularly have meetings with principals.

District	No of schools	No. of SMGD's
Fezile Dabi	244	15
Motheo	314	25
Lejweleputswa	269	13
Thabo Mofutsanyana	472	27
Xhariep	72	6
TOTAL	1371	41

Table 6: SMGDs per District

The percentage of school principals rating the support services of districts as being satisfactory was up to 87.34%, as measured by the School Readiness Survey conducted at the start of the schools' academic year.

Basic infrastructure backlog

Progress

A list of 30 schools was approved by DBE for reconstruction through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) for inappropriate structures. Contractors are in the process of being appointed for 20 schools to be reconstructed in 2013/14.

Currently reconstruction of previously identified schools has progressed at different rates:

- The entire Ithabeleng S/S in Wesselsbron is 100% completed.
- **Upgrading and renovation of Bartimea in Thaba Nchu is 45% completed while Boitumelong in Thaba-Nchu is 95% completed.**
- The **reconstruction and rehabilitation of Johan Slabbert Special School in Kroonstad is 36% completed.**

Challenges

Schools that have maintenance needs do not have sufficient budget to carry them out, with the result that conditions deteriorate to the extent where major renovations need to be done.

The ASIDI reconstruction projects are managed by DBE at national and not the province. Budget constraints will be the most critical challenge in reaching the targets.

- Bopa-Setjhaba in Parys had the anticipated completion date being the end November 2012; however the contract was terminated due to slow progress and had to be re-advertised.
- Slow progress at Letlotlo-Naledi in Bothaville was experienced, as well as at the following sites due to non-payment, Matla in Bloemfontein, Iphateleng in Wesselsbron and Nthuthuzelo in Bultfontein.
- **Problems of slow progress by contractors were experienced at all special schools; Bartimea and Boitumelong in Thaba-Nchu as well as with the second contractor at Johan Slabbert Special School in Kroonstad.**

Interventions that will be employed

A submission to terminate the contractors at Kopanelang Thuto School in Sasolburg was sent to DPW while Mora letters were issued to contractors at Kahobotjha-Sakubusha in Sasolburg and **Johan Slabbert in Kroonstad. The Bartimea** project contract is to be re-advertised in 2013/14.

The process of reconstructing the 20 schools with inappropriate structures commenced in 2012/13. DBE appointed IDT for the construction of 10 schools and DBSA for the other 10. IDT appointed a consultancy Consortium "Crane Consortium" for professional services in order to have contractors on site before the end of the financial year.

Access to basic services

Progress

Backlogs of access to basic services are being eradicated through the ASIDI programme. Twelve contractors have been appointed for the installation of water reticulation and drilling of boreholes at 51 schools. Five contractors have been identified for electrical installations at 26 schools. Currently two contractors have been identified for the installation of mobile and VIP toilets at 13 schools.

Reported cases and incidents of violence and vandalism by schools

Progress

The number of schools reporting incidences of violence and misconduct increased by a total of 9% from the baseline of 10%, but this figure is still far below the targeted value of 80%.

There is a national protocol between SAPS and Education to ensure that safety of learners and prevention of crime programmes are implemented. In accordance with the protocol, there are already 1227 schools linked with police stations and 1213 schools have school safety committees.

Crime prevention campaigns in the province are run in partnership with SAPS, DSD, DH and PRT. Special programs are offered at "hot spot schools" with a high incidence of disturbing learner behaviour.

A training manual was developed and 105 office based educators were trained in dealing with violence and addressing discipline problems in learners.

There is a provincial inter-departmental stakeholder forum that oversees, co-ordinates and directs provincial strategic plans towards ensuring the safety of learners. A working session was held with 213 SAPS members and SMGDs to address crime prevention at school level.

Challenges

There was a marked increase in the reported incidences of violence at schools. This increase was attributed to a wave of occult activities at schools, gangsterism, and the use of drugs and other illegal substances.

There was lack of funds for training of educators to address disciplinary problems.

The current SASAMS school administration programme does not provide for a nil report, making it difficult for all schools to report when no incidences occur. There are still schools that do not report cases of ill discipline.

Interventions that will be employed

There is a protocol in place between FSDOE and SAPS on how to bring about safe schools. The protocol is being implemented by linking schools to police stations, currently 1 179, and by establishing school safety committees, currently 1154. Each committee has to undertake an analysis of the safety situation at their school and subsequently develop a safety policy and a safety intervention strategy for the school.

The school safety committees need to be empowered to perform these functions. A submission was prepared and submitted for accessing of the skills levy for the training of 750 safety committee members from 250 schools.

Socio economic factors are being addressed in partnership with sister departments, Social Development, Health as well as Police, Roads and Transport via inter-departmental structures.

Backlog in respect of fencing of schools

Progress

Seven schools received fences in 2012/13.

Challenges

The schools that received fences are not part of the backlog of schools that have never received fencing but rather part of the FSDOE Infrastructure Planning programme to replace dilapidated fences.

The construction of fences at 14 farm schools that never had fencing was delayed due to budget constraints.

Interventions that will be employed

Infrastructure Planning is busy with a programme to replace existing fences that are in poor condition.

The Farm School Infrastructure Maintenance Programme is to address the problem of the 14 farm schools that have no fencing. Bids were re-advertised due to non-responsiveness of Professional Service Providers (PSP). Evaluation is scheduled for April 2013.

Access to extra-mural activities

Progress

The percentage of schools participating in sport events within at least three summer and three winter codes was reported as 82.6%.

The percentage of schools observing Wednesday, or any other day of the week, as a sport day per district was 76.20%.

In conjunction with SACR, FSDOE organised leagues with learners in different age groups from school level to zones, district and provincial levels, and culminate in provincial championships. Football leagues included the Danone under 12, Milo under 13, McDonald under 14, Coca-Cola under 15, Metropolitan under 16, Sanlam, K Motsepe and Dr. Irvin Khoza under 19. The National School League finals took place on 10 to 16 December 2012 in Pretoria and 417 participants in all codes took part. In basketball, boys under 13 achieved bronze while girls under 18 achieved silver, in chess, boys under 15 obtained gold, in rope skipping the under 14 team obtained silver, in football, both the deaf boys team and the under 17 girls obtained silver. The boys under 16 obtained a bronze for athletics. In athletics, learners achieved three gold, seven silver and eight bronze medals. Louis Botha Secondary School won first prize

of R 50,000.00 in the Dr. Irvin Khoza League.

900 Learners participated on the 2 March 2013 in the Provincial and National Primary Schools Athletics held in Sasolburg on the 15-16 March 2013 and 177 athletes qualified for the National Championships. Overall position was three with nine gold medals. 1 683 learners participated in the Provincial and National Secondary Schools Athletics held on 8 and 9 March 2013 in Bloemfontein on 21-23 March 2013. 180 learners qualified for the SA Secondary Schools Championships held in East London. Overall position was two with 16 gold medals for girls in the 1500m, which was a new record for the province.

SYRAC is supporting the implementation of Mathematics and Science Campaign through Sport for Math.

Challenges

No training camps were conducted in 2012/2013.

Learners had to pay for accommodation, attire and transport to participate in Provincial and National Primary Schools Athletics resulting in 177 instead of 220 participants, which impacted on the results, over-all position and the number of medals obtained.

Under the indicator, percentage of schools with sport facilities, FSDOE can only report on existing sport facilities in schools and not on the provision thereof and there is currently no change from the previous baseline. The province does not allocate funds for construction of sports facilities in schools.

Interventions that will be employed

Funding for training camps will be secured for 2013/2014.

Government Garage busses were used to transport athletes to East London.

Number of artists and administrators trained / developed

Progress

A total of 645 cultural administrators were empowered and 1967 artists were trained by SACR. The FSDOE trained 739 coaches.

Thirty six educators from the Xhariep District were trained in Sport Administration and five District Sport officials as well as the provincial coordinator attended the national physical education briefing session in February 2013.

The National Department of Education trained 46 educators from 24 schools in Botshabelo, Motheo District, in Physical Education. One ECD official plus four SYRAC, (Sport) officials were also part of the course as trainees.

Challenges

Educators and coaches did not attend training sessions as expected.

OVERALL PERFORMANCE IN TERMS OF THE OUTCOME

The highlight in education in this reporting period has been the National Senior Certificate Results, with the province achieving a pass percentage of 81.1%, exceeding the set target of 80%. Performance in Mathematics and Physical Sciences improved as well as number of learners achieving a bachelor's pass. This is due to the successful implementation of the Provincial Strategy for Learner Attainment (PSLA) and commitment from employees at all levels, especially educators.

Districts have done a lot of work during the 2012 academic year to support schools and ensure better scholastic performance, as was evident in improved ANA (Grades 3 and 6) and NSC results. Districts exceeded their targets in the Grade 12 NSC examination results and the Free State is the only province where all districts recorded pass rates above 80%. For example, in the Thabo Mofutsanyana district, 13 schools reached gold medal status (100% pass rate), 18 reached silver medal status (90 – 99%) and 26 reached bronze medal status (80 – 89.9%).

The high delivery rate of textbooks, workbooks and stationery ensured that all learners had access to LTSM at the beginning of the 2013 academic year. This was due to improved provisioning processes as warehouses sought to anticipate and counteract shortages by procuring surplus stock.

There are ten more community libraries across the Free State to ensure that more learners have access to reading and reference material.

The province made great strides over the last few years to reduce overcrowded classrooms through the implementation vigorous infrastructure programme to build new schools, renovate existing infrastructure and provide more classrooms to schools.

All learners in Quintile 1, 2 and 3 schools, both primary and secondary, benefitted from the nutrition programme (NSNP) in 2012/2013.

Points of concern are the following:

- The learner performance of 14% in Grade 9 Maths is not good. Furthermore, the progressive decline in learner attainment from Grade 3 to Grade 9 as depicted in Annual National Assessments needs to be addressed.
- There is a high repetition rate in Grades 9 and 10.
- The growing lack of discipline amongst learners, the emergence of gangs, the increasing use of drugs and drug related substances and the negative impact caused by increased occult activities, all of which caused the incidence of violence in schools to soar.

CONCLUSION

The education sector registered a lot of progress towards achieving the targets in OBP 1: Improved quality of basic education.

The Annual National Assessments as well as Grade 12 NSC results are key indicators of the level of service delivery in education, and the steady improvement in learner attainment over the last few years is an indication of improved service delivery at all levels in the sector. The results in ANA showed improvement in the learning outcomes in most of the subjects and Grades, however, the desired goal where 60% of learners obtain the minimum language and numeracy competencies (marks above 50%) by the end of Grade 3, 6 and 9 are not yet achieved.

The sector has to develop ways and means to measure the curriculum coverage in every school. This is crucial in ensuring that learners cover all curriculum content during the academic year, and are assessed accordingly.

It is the responsibility of every manager to plan well, to ensure thorough implementation of the plan and to embark on monitoring and evaluation to measure the success of implementation.

Going forward, it is clear that all managers should plan to achieve the goals set out in the education sector's long-term plan "Schooling 2015". In the words of the MEC for Education, Mr. PHI Makgoe "The commitment and effort we put into the provincial education is, therefore, one of the most fundamental investments we can make towards the future wellbeing of the people of the Free State province."

TRIANGULATION WITH OTHER SOURCES OF INFORMATION

Three verification surveys have been conducted to measure district support by officials as well as a survey to determine the efficacy of mathematics interventions at schools. In addition, EMIS data was received as well as data from Human Resource Development on bursaries, data for community libraries as well as programmes of schools visited by curriculum. Books used in interventions of Foundation Phase learners were received as well as lists of schools with teaching assistants. NSNP data was supported by proof of funding and lists of schools as well as numbers of learners benefitting from the programme.

Reports on the OBP were also compared with the reports on the Annual Performance Plans of various departments, as well as reports that served at the Heads of Education Departments Committee meetings (HEDCOM) at DBE.

2.4 Strategic Outcome Oriented Goals

OUTPUT 1: IMPROVE THE QUALITY OF TEACHING AND LEARNING

Since 2009 to date, the department has converted 2612 temporary teaching posts into permanent posts in order to ensure that there is no class without a teacher. Furthermore, 1027 educators aged 30 years and under, were employed during the 2012/13 financial year.

In order to ensure that by 2014 each child has a textbook for each subject and grade, textbooks were provided for all grades 1 to 6, 10 and 11 learners in our public schools. The high delivery rate of textbooks, workbooks and stationery was due to improved provisioning processes such as procuring directly from publishers and manufacturers as well as procuring surplus National Curriculum Assessment Policy Statement (CAPS) textbooks in anticipation of shortages. The remaining grades will be provided with textbooks in 2014.

The department is also enabling access to further and higher education by providing bursaries. Full time bursary holders increased from 55 in 2008 to 6749 in 2012. By the end of 2012, 758 bursary holders graduated in various fields of study such as education, medicine and Information Technology.

OUTPUT 2: UNDERTAKE REGULAR ASSESSMENT TO TRACK PROGRESS

National Senior Certificate (NSC)

The highlight in education in this reporting period has been the National Senior Certificate results, whereby the province achieved a pass percentage of 81.1, exceeding their set target of 80%. This marks an improvement of 11.7% from 69.4% in 2009, positioning the Free State as the third best province in

the country. Districts exceeded their targets in the Grade 12 NSC examination results and the Free State is the only province where all districts recorded pass rates above 80%. In addition, out of 41 schools that registered a 100% pass rate, 12 of them were historically disadvantaged.

The percentage of learners becoming eligible for a bachelors programme improved from 19.1% in 2009 to 27.4% in 2012 due to the successful implementation of the Provincial Strategy on Learner Attainment (PSLA) and commitment from employees at all levels. In 2013 these interventions will be intensified to achieve a new target of 85%.

There was a significant improvement in the Grade 12 Mathematics and Physical Sciences performance. This was attributed to the 'Maths for All' campaign which seeks to increase performance and participation of learners in Mathematics. In Mathematics the provincial performance was 53.9% in 2011 and 64.8% in 2012. Learner performance in Physical Science increased by 13.4%, from 55.2% in 2011 to 68.1% in 2012.

In addition, there were various interventions implemented such as extra and holiday classes, residential teacher development programmes, installation and use of the Mindset Channel, provision of Hey! Math Programmes, distribution of science kits and mobile science labs as well as reskilling of Mathematical Literacy teachers to be Mathematics teachers.

Annual National Assessments (ANA)

The provincial average Grade 3 performance in Languages improved from 37% in 2011 to 56.3% in 2012 whilst Mathematics improved from 26% to 44.7%. The provincial average Language performance in Grade 6, improved from 23% in 2011 to 52.2% in 2012 while there was a slight improvement in Mathematics from 28% to 28.4%. **The Free State** registered the highest percentage of learners (56.8%) who achieved 50% and above nationally in Grade 6 Home Language.

To ensure better scholastic performance in Annual National Assessments (ANA) during the 2012 academic year, the Literacy and Numeracy (LITNUM) strategy interventions were implemented. These included the deployment of Teacher Assistants to Grade 3 classes, the 'Dancing Pencil' project in which Grade 3 learners wrote their own story books, competitions (mental maths, spelling, chess), ANA Road shows, exemplars question papers, booklets on minimum expected competency levels as well as back to basics materials such as Ntataise and Mathlasedi. This strategy will be intensified in 2013.

CHALLENGES

Grade 9 learner performance in ANA Mathematics of 14% was below the expected target of 40%. Furthermore, the progressive decline in learner attainment from Grade 3 to Grade 9, as depicted in Annual National Assessments, needs to be addressed. There is a high repetition rate in Grades 9 and 10.

OUTPUT 3: IMPROVE EARLY CHILDHOOD DEVELOPMENT

In quest of expansion of Grade R provisioning, 125 additional classes were added in 2012 of which 41 are in ECD centres. To ensure quality teaching and learning in this phase, 552 teachers are being trained to obtain NQF Level 5 ECD qualifications. Furthermore, a total of 216 pre-grade R practitioners in crèches that have partnership with primary schools were trained on *Pre-Grade R Curriculum and Lesson*

Planning. Educational Toys were delivered to 170 schools with Grade R to enhance teaching and learning.

ECD brochures on minimum expected levels of performance for Sesotho Home Language and Mathematics were shared with parents of primary schools to educate them on their role and on the minimum expected levels of performance for Grade R learners.

OUTPUT 4: ENSURE A CREDIBLE OUTCOMES-FOCUSED PLANNING AND ACCOUNTABILITY SYSTEM

In order to identify learners with learning barriers and provide the necessary support, 225 educators were trained on the revised Screening, Identification, Assessment and Support (SIAS) strategy. The training of a further 1000 educators is envisaged in the coming year. Currently learners with mild to moderate disabilities are accommodated at 28 Full Service Schools. These are set to increase to 128 in 2013/14.

In the 2012/13 financial year, 493,287 learners benefitted from no-fee subsidies in quintile 1, 2 and 3 schools. The no-fee subsidy for quintile 1, 2 and 3 schools for 2012/13 was R807, R740 and R605 per learner respectively. The subsidy will increase in 2013/14 to R1 010 for all three quintiles, benefitting 500,371 learners.

In pursuit of increasing access to education and learner retention at schools, 25 hostels were made available to accommodate 2817 farm school learners throughout the province. In addition, 7947 learners from 166 farm schools were transported on 367 routes by 185 operators. Furthermore, ten 60 seater buses were handed-over to districts across the province to transport farm learners to schools.

A total of 524 613 learners in 1 186 Quintile 1, 2 and 3 schools benefitted from the National Schools Nutrition Programme (NSNP) in 2012/2013. The programme engaged the services of 2 957 Volunteer Food Handlers (VFHs) as well as 129 Local Women Cooperatives (LWCs) at 193 schools.

The province made great strides over the last few years to reduce overcrowded classrooms by 53% through the implementation of a vigorous infrastructure programme in 2012/2013. Apart from new classrooms built by both Public Works and Education, construction of a new school, Kamohelo Primary in Bloemfontein was completed as well as the reconstruction of the entire Ithabeleng Secondary in Wesselsbron. Through the Accelerated School Infrastructure Delivery Initiative (ASIDI) programme, the department will replace inappropriate structures in 30 schools in the next two years.

The following partnerships among others, were established to enhance teaching and learning at schools; KPMG, EduSciMaths Project, Kagiso Trust, Star Schools Project, SAICA projects, MTN Project, MasterMaths Project, Mindset, University of the Free State, Goldfields Mining South Africa, Microsoft SA, Universal Service and Access Agency of South Africa (USAASA), Sentech, Investec: Tshiya Group and the Kutlwanong Centre, SASOL, Voorspoed Mine and Central the University of Technology.

Furthermore, the Department has signed a Memorandum of Understanding (MOU) with Kagiso Trust and Shanduka Foundation in order to enhance effective learning and teaching in more than 400 Fezile Dabi District, Thaba-Nchu and Botshabelo schools in the next five years at a cost of R400 million.

In the 2012/13 financial year seven Dinaledi schools were connected to ICTs, and computer laboratories and internet connectivity were installed in 15 schools in order to improve quality teaching and learning.

In collaboration with Microsoft, 200 farm schools will be provided with free access to internet connectivity in 2013/14.

CHALLENGES

The growing lack of discipline amongst learners, the emergence of gangs, the increasing use of drugs and drug related substances and the negative impact caused by increased occult activities, all of which caused the incidence of violence in schools to soar.

2.5 Performance Information by Programme

Programme 1: ADMINISTRATION

Programme objective: to provide overall management of the education system in accordance with the National Policy Act, the Public Finance Management Act and other policies.

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of public schools that use SA SAMS to provide data to the national learner tracking system	141	100	100	0	
Number of public schools that can be contacted electronically (e-mail)	500	500	500	0	No schools were connected due to financial constraints
Percentage of education current expenditure going towards non-personnel items	22.0%	29.0%	16.0%	-13	Non Personnel spending decreased due to increase of Compensation of Employees by improving of conditions of service.

Programme 2: PUBLIC ORDINARY SCHOOL EDUCATION

Programme objective: To provide public ordinary education for Grades 1 to 12 in accordance with the 'South African School's Act'

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of schools visited at least once a quarter by a circuit manager	1 600	1 600	1 600	0	
Number of learners enrolled in public ordinary schools	635 981	641 805	614 805	0	
Number of educators employed in public ordinary schools	175	-	2488	2488	More temporary educators appointed due to the challenge of placing excess educators.
Number of non-educator staff employed in public ordinary schools	5 135	3 939	4 374	435	435 more people were appointed at schools due to approved Post Provisioning
Number of learners in public ordinary schools benefiting from the "No Fee School" policy	502 813	515 504	493 287	-22 217	The learner number declines between January and September each year.
Number of public ordinary schools to be provided with water supply	12	70	21	-49	Due to delays from DBE the ASIDI projects were only approved in Dec 2012. The projects will therefore only be completed in 2013/14
Number of public ordinary schools to be provided with electricity supply	22	50	1	-49	Due to delays from DBE the ASIDI projects were only approved in Dec 2012. The projects will therefore only be completed in 2013/15

Number of public ordinary schools to be supplied with sanitation facilities	26	28	2	-26	Due to delays from DBE the ASIDI projects were only approved in Dec 2012. The projects will therefore only be completed in 2013/16
Number of classrooms to be built in public ordinary schools	45	284	89	195	All projects have not been completed. Some have been terminated and some experienced delays and applied for extension of time. These projects will only complete in the next FY
Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms- INCLUDE: laboratories, stock rooms, sick bay, kitchen, etc	39	204	237	33	Some projects that were targeted to have been completed in 2011/12 only completed in 2012/13.
Number of learners with special education needs that are enrolled in public ordinary schools	14 259	14 269	12 225	2044	Learners with special needs are mostly identified by Educators through SIAS training; if educators are not trained it becomes difficult for them to identify these learners. Due to financial constraints 224 Educators were trained in the fourth quarter and will only be able to screen after they are trained.
Number of full service schools	28	3	-	-3	Priority budget for strengthening of Full Service schools was not allocated in the current financial year therefore the directorate could not designate any new schools.

Programme 3: INDEPENDENT SCHOOLS

Programme objective: To support independent schools in accordance with the South African Schools Act

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of subsidised learners in independent schools	12 461	15 038	11 791	3247	Overall fewer learners were enrolled than was expected. Two schools which were planned for to receive subsidy did not comply for receiving subsidy.

Programme 4: PUBLIC SPECIAL SCHOOL EDUCATION

Programme objective: To provide compulsory public education in special schools in accordance with The South African Schools Act and White Paper 6 on Inclusive Education

Sub-programme 4.1: Schools

Sub-programme objective: To provide specific public special schools with resources

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of learners enrolled in public special schools	5 619	4 224	4 224	0	
Number of educators employed in public special schools	574	497	497	0	
Number of professional non-educator staff employed in public special schools	85	54	83	29	Strengthening of special schools is one of the focal areas of the department, more post were advertised and filled through the process of identifying critical posts.

Programme 5: FURTHER EDUCATION AND TRAINING

Programme objective: To provide further education and training at public FET colleges in accordance with the Further Education and Training Act

Sub-programme 5.1: Public Institutions

Programme objective: To provide specific public FET colleges with resources

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of students enrolled in NC(V) courses in FET Colleges	4 448	3 950	5 402	1 452	The Province improved its marketing strategies by using different types of media to advertise and recruit more learners
Number of FET College NC(V) students who completed full courses successfully	330	1 303	707	596	The FET Colleges have provided the province with their individual college analysis reflecting number of students who successfully completed full courses. The final results are still to be published the by Minister.

Programme 6: ADULT BASIC EDUCATION AND TRAINING

Programme objective: To provide Adult Basic Education and Training (ABET) in accordance with The Adult Basic Education Act.

Sub-programme 6.1: Public Centres

Programme objective: To establish and maintain specific public ABET sites

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of learners enrolled in public ABET Centres	14 117	10 200	15 875	5675	This target has been exceeded because of the huge learner interest in the newly introduced vocational learning areas (Early Childhood Development, Information Communication Technology and Wholesale and Retail) which translated the curriculum from academic to vocational. More learners have shown interest in the v studies hence the increase in the learner numbers.
Number of educators employed in public ABET Centres	1 208	1 100	1 093	-7	Educator numbers in the AET sector fluctuated due to the unfavourable conditions of service in the sector. Seven educators left their part-time appointment for full time opportunities

Programme 7: EARLY CHILDHOOD DEVELOPMENT

Programme objective: To provide early childhood education (ECD) at the Grade R and earlier levels in accordance with White Paper 5.

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of learners enrolled in Grade R in public schools	29 207	31 985	32 894	909	The shortage of qualified Grade R practitioners have resulted into the appointed of unqualified grade practitioners as a result thereof the financial saving made it possible to afford additional classes.
Number of public schools that offer Grade R	68	30	26	-4	Expansion of 125 additional grade R classes in 2013 happened within schools with existing grade R.

Programme 8: AUXILIARY AND ASSOCIATED SERVICE

Programme Objective: To provide the education institutions as a whole with training and support

Sub-Programme 8.4: EXAMINATION

Sub-Programme objective: To provide for Departmentally Managed Examination Services

Performance Indicator	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations
Number of candidates for the Grade 12 senior certificate examinations (matric exams)	35 060	34 000	24 700	-9300	The projected number included end of the year as well as supplementary examinations. The actual achievement only represents the end of year examinations. Separate provision is made for supplementary examinations
Number of candidates for the ABET NQF Level 4 examinations	5 544	8 300	9 183	-883.0	This target has been exceeded because of the huge learner interest in the newly introduced vocational learning areas (Early Childhood Development, Information Communication Technology and Wholesale and Retail) which translated the curriculum from academic to vocational. More learners have shown interest in the v studies hence the increase in the learner numbers. Furthermore, due to more aggressive marketing, the numbers have increased. As the clients are out of school learners, the department has little control over their enrolment. The 5544 candidates mentioned in the first column was the number of candidates for November 2011 and not the total for the year. The total for the year was 7751. That was why the planned target for 2012/13 was put at 8300

Strategy to overcome areas of under performance

Changes to planned targets

NON STANDARDIZED REPORT

NON STANDARDIZED REPORT						
Programme / Sub-programme	Actual Achievement 2011/12	Planned Target 2012/13	Actual Achievement 2012/13	Deviation from the Planned Target to Actual Achievement for 2012/13	Comment on Deviations	
Number of schools providing information to EMIS on disturbing behavior quarterly	150	300	1103	803		
Number of schools that are linked with police stations	1050	1050	132	918		
Provincial Safety Stakeholder Forums functioning	1	1	1			
District Safety Stakeholder Forums functioning	2	5	5			
School Safety Committees functioning	723	500	571	71		
Number of office based officials trained in dealing with violence	105	125	25	-100		
Number of therapists appointed	54	70	65	-5	This field is a scarce skill which we are unable to retain as the department is not paying competitive salaries as opposed to private sector and private practice.	
Number of students supplied with bursaries (Education Qualifications)	191	500	72	-428	Full time bursaries are allocated by the Provincial Bursary Committee. The needs of all Departments in the Province are taken into consideration when bursaries are allocated.	

Number of un/under qualified teachers supplied with bursaries	380	100	242	142	It is a priority for the Department to ensure that all the educators are qualified. Part-time bursaries are thus prioritized for the un- and under qualified educators
Number of teachers awarded bursary for higher qualification in MST, English and Accounting	130	360	130	230	Part-time bursaries were allocated to educators who applied. The number of applications received for higher qualification in MST, English and Accounting was 130
Number of learners awarded bursaries in recognition of their performance	1538	2400	686	1 714	The sustainability of bursaries are taken into consideration when bursaries are allocated. The number of bursaries allocated were reduced to ensure that the Province can maintain the bursaries allocated.
Increase the number of employees that use the Education Library by 100 every year.	126	100	111	11	
Number of material banks established (all districts Education Resource Centers)	5	5	5	0	
Number of schools providing information to EMIS on curriculum performance	700	900	900	0	
Number of schools that use SA SAMS to provide data on the Annual Schools Survey	1442	1495	1495	0	
Number of schools that use SA SAMS to provide data on the Snap Survey	1442	1495	1495	0	
To provide ICT infrastructure and training to improve learning and teaching :					

• ICT roll out of new computer centers to schools	47	121	22	-99	Target could not be met due to financial constraints
• Replacement of outdated and obsolete computer centers	21	22	14	8	Target could not be met due to financial constraints
• Number of schools receiving Internet connectivity	7	31	0	-31	Target could not be met due to financial constraints
• Number of schools receiving email connectivity	500	500	0	-500	Target could not be met due to financial constraints
• Establishing and connecting e-learning centre	21	60	0	-60	Target could not be met due to financial constraints
Provide sustainable and accessible ICT infrastructure:					
• Upgrades a Data Centre for data/information storage	1	1	0	-1	Target could not be met due to financial constraints
• Monitor and deploy LAN hardware and software for connectivity	100%	100%	100%	0	
• Deploy hardware and software to Schools and the Department	100%	100%	100%	0	
To provide quality and reliable ICT services to users					
• Develop a service catalogue	1	1	0	-1	It was a once off project which was concluded in the first year of the APP
• Implement a call centre/helpdesk	1	1	1	0	
• Develop and implement policies and standards	1	4	4	0	
• Develop and implement Master System Plan	-	1	1	0	
Enhance communication through the use of ICT:					
Development and maintenance of website and portals	1	3	0	-3	The websites were completed. The department is currently maintaining and uploading information on the websites
Number of audits performed per year	26	20	20	0	
Number of periodic reviews done internally	3	4 ⁶⁶	4	0	
Provide both MEC and HOD register of all cases received	12	12	12	0	

Present quarterly legal awareness sessions at the senior management meetings	4	4	4	6	2	
Hold legal sessions with each branch twice a year	4	6	6	0		
Make quarterly security advises to the management of the department	4	4	5	1		Target was exceeded due to advices to exam directorate on exam security
Promote professional ethics and awareness to prevent and combat fraud through conducting quarterly sessions with senior management	4	4	4	0		
Compile Departmental Annual Performance Plan	1	1	1	0		
Compile Departmental Annual Report	1	1	1	0		
Collate, compile and arrange for Quarterly/Annual Performance Reports and Reviews	4	4	4	0		
Prepare and present a Risk Register for the Department	2	2	2	0		
Ensure PROPAC compliance according to prescripts	100%	100%	100%	0		
Provide support to the Auditor General	100%	100%	100%	0		
Prepare and submit Departmental Budget to Treasury	1	1	1	0		
Submission of the monthly In-Year-Monitoring Report	12	12	12	0		
Transfer payments to section 21, independent and special schools	-	4	4	0		
Analyse Audited Financial Statements from section 21 schools	810	1	1	0		
Adherence to statutory requirements as well as normative measures and minimum standards for month end	88%	92%	87%	-9%		Contributing factors include Department not being able to pay all creditors within 30 days and investigations of Fruitless & Wasteful as well as Irregular expenditure not completed.
Number of signed Performance Agreements for SMS members by 31 May annually	41	40	33	-7		

Number of signed annual end of cycle assessments by 30 April annually:	SMS	41	40	36	-4	Employees who have not been assessed have forfeited performance rewards for 2011/2012 assessment cycle in 2012/2013 financial year. These employees have been informed in writing. Branch Managers have been provided with the lists of the employees who have not been assessed by the supervisors in order to determine the name of responsible supervisors for corrective action to be taken.
Office Based Educators	716	798	794	-4	Employees who have not been assessed have forfeited performance rewards for 2011/2012 assessment cycle in 2012/2013 financial year. These employees have been informed in writing. Branch Managers have been provided with the lists of the employees who have not been assessed by the supervisors in order to determine the name of responsible supervisors for corrective action to be taken.	
Public Service Act appointees SL 1-12	5 680	5 697	5 920	223	Employees who have not been assessed have forfeited performance rewards for 2011/2012 assessment cycle in 2012/2013 financial year. These employees have been informed in writing. Branch Managers have been provided with the lists of the employees who have not been assessed by the supervisors in order to determine the name of responsible supervisors for	

									corrective action to be taken.
Number of surveys conducted on indicators in Outcomes Based Plan	-	2		2			0		
Number of submitted summative evaluation score of educators	-	1545		1545			0		
Organisational structure awareness sessions with office based staff	-	4		0			-4		
Ensure that post provisioning processes are finalised before end of September	-	1		1			0		
Advertising of funded vacant post monthly	-	12		12			0		
Random auditing of leave of Institutions	-	40		77			37		
Provide focused/content training to GET and FET educators:									
GET Numeracy	-	150		281			131		Target exceeded in the fourth quarter with assistance from Oxford University Press.
FET Accounting	-	150		198			48		Target exceeded with assistance obtained from SAICA.
FET Geography	-	150		155			5		Target exceeded with assistance from the Dept of Rural Development with no additional costs to the Department of Education.
GET MST	-	1000		514			-486		Target not achieved due to the unavailability of educators as a result of the examinations and assessment priorities during the 3 rd quarter.
FET MST	-	750		822			72		Target exceeded with assistance provided by Boitjhorisong Resource Centre at no extra cost for the department.
Provide schools with school library resources	-	12		0			-12		Unfortunately no funds were made available for this activity in the 2012/13 financial year. (Target was determined before budget allocation).

Participate in outreach programmes	0	30 000	20 373	-9 627	Two Programme Coordinators only recently joined the ERC Sector and were not previously involved in the delivery of the NSW activities. No deviation
Provide mobile library services to under resourced schools	150	150	150	0	No deviation
Provide Edu-Toys training:					
Grade R - 3 Educators	-	200	268	68	Target exceeded because the strategy changed and the activity was included in the NSW programme which was not done before, at no extra cost to the department.
Foundation Phase learners	-	1000	908	-92	Due to a vacant Resource Coordinators post at Xhariep ERC, the target could not be achieved
Number of educators trained on ICT skills					
GET educators	-	540	717	177	The remaining e-learning contract workers are based in Phuthaditjhaba where the Kaghiso trust is also doing basic skills training. No coordination exists between departmental training and training provided by the Kaghiso Trust. Hence many of the targeted FET schools already had Kaghiso trust trainers assigned to them. These school were then replace by primary schools, resulting in the over achievement at GET schools.
FET educators	-	1310	404	-906	Target not achieved due to the following: <ul style="list-style-type: none"> The inability retain the services of appointed e-learning contract workers 6 of 13 appointed e-learning contract workers resigned to except permanent employment and/or better salaries. Vacated contract post are not filled

						<ul style="list-style-type: none"> The remaining e-learning contract workers are based in Phuthaditjhaba where the Kagiso Trust is also doing basic skills training. No coordination exists between departmental training and training provided by the Kagiso Trust. Hence many of the targeted FET schools already had Kagiso trust trainers assigned to them. These school were then replace by primary schools, resulting in the under achievement at FET schools.
Office Based Officials	-	240	424	184	Higher than expected enrollment into the training program.	
Number of Educational Managers receiving ICT Leadership Training	-	100	100	0	No deviation	
Provide learners with career and subject choices:						
Grade 9 learners	-	3000	3000	0	No deviation	
Grade 8 learners	-	1000	1000	0	No deviation	
Provide training and support to LO Educators on Career Guidance	-	280	563	283	Target exceeded due to the appointment of Career Guidance Coordinators at two ERCs	
Train educators on Information Skills:						
GET educators	-	500	438	-62	<p>This activity is done on site at schools. The following are reasons for underachievement:</p> <ul style="list-style-type: none"> Primary school teachers are responsible for a number of subjects, thus they are not always available for workshops. Secondary schools ensure that there is a teacher-librarian available for managing the school library and training which is not always the case at 	

						targeted primary schools. • Secondary schools even employ volunteers to provide access to library services and this is hardly the case in primary schools.
FET educators	-	100	299	199		More teachers turned up for the workshops than originally planned for. Since the training is done in-house, after school hours, in modular format and without catering, these educators were accommodated at no additional financial cost for the Department.
Train primary and secondary school educators on library administration:						
GET educators	-	500	286	-214		Workshops organised by Subject Advisors (curriculum) were prioritise; this resulted in fewer educators availing themselves for the workshops of the Media LFs, thus contributing to the underachievement of the targets.
FET educators	-	100	89	-11		Vigorous marketing by the Principal Librarian created more awareness among employees of the department about the services offered by the Education Library.
Increase the number of employees that use the Education Library by 100 every year.	126	100	111	11		
PST 200						
% of non-section 21 schools to be supplied with LTSM (whole Province)	65%	100%	100%	0		
Easy to use learning and support materials (LTSM) to bottom 80% of the schools and teachers such as Lessons plans, G.1-9, Gr. 1 - 6 Workbooks and Gr. 7 - 12 Workbooks	100%	100%	100%	0		
Teacher Manuals to educators	100%	100%	100%	0		

· Textbooks to learners	100%	100%	100%	100%	0	
· Stationery to all schools	100%	100%	100%	100%	0	
% of section 21 schools monitored for LTSM procurement	100%	100%	100%	100%	0	
Number of schools participating in the twinning programme	50	10	10	10	0	
Number of MST educators trained (550 GET and 1000 FET educators) as part of content focused development						
500 GET	568	550	550	550	0	
1000 FET	200	1000	1000	1000	0	
Number of schools reporting quarterly on IQMS	1383	1410	1410	1410	0	
Average % scores attained by teachers in integrated Quality Management System (IQMS) evaluated	60%	60%	60%	60%	0	
Allocate a teacher to every class and subject	100%	100%	100%	100%	0	
Number of educators capacitated in MST subjects/ learning areas towards improving results	1200	1200	1200	1200	0	
% of underperforming schools conducting extra classes for MST learning areas and English	100%	100%	100%	100%	0	
Number of schools supported with educational software and digital content through e-learning	100	25	25	0	-25	
Number of Mathematics and Science Academy established in each district	-	2	2	2	0	
compiled list of educators who are councilors	-	1	1	1	0	
Number of schools that submitted their learner improvement plan	900	900	900	0	-900	
Number of schools implementing the rural/farm school strategy	50	50	50	50	0	
Number of brochures distributed to rural and farm communities in all districts to advocate and stimulate rural/farm school strategy	-	400	400	0	-400	The challenge is distance between farm schools. Strategy was changed. No brochures were distributed but instead

								the advocacy of farm school strategy was implemented via workshops and school visits to address timetables, classroom arrangements, CAPS and teaching in multi-grade environment supported with handouts.
% of the PSLA implemented	100%	100%	100%	100%	0			
% of schools with credible School improvement plans	100%	100%	100%	100%	0			
PST 201								
Monitor and support the implementation of the reviewed NCS at all levels:								
Number of GET educators trained	8108	6000	7266	1 266				The ANA Roadshow usage workshops conducted in the four Educational Districts in 2012 enabled the Directorate to reach more teachers over and above the teacher development program conducted to strengthen the content knowledge of teachers.
Number of GET educators trained with regard to content in LOLT and MST subjects	668	600	1191	591				
Number of Grade R - 3 teachers trained on numeracy and literacy	5345	5000	5000	0				The focus on phonics teaching and the development of booklets on Phonics and Phonemic Awareness for all grades 1-3 teachers and the training of teachers on the usage led to the improved result. This skill was severely neglected in grade 2 and 3 in the previous academic years.
Percentage of Grade 3 learners functioning at the required level in Literacy	30%	55%	65,2%	10.2%				
Percentage of Grade 3 learners functioning at the required level in Numeracy	38%	55%	42%	-13%				The ANA Roadshow usage workshops have led to an improvement in the subject even though it is below the expected performance threshold. More

								time will be dedicated to Operations and Relationships.	Number
Number of Grade 4 - 6 teachers trained on numeracy and literacy	-	2000	2000	2000	0				
Percentage of Grade 6 learners functioning at the required level in Literacy	32%	55%	40.8%		-13.2%			The ANA Roadshow usage workshops have led to an improvement in the subject even though it is below the expected performance threshold.	
Percentage of Grade 6 learners functioning at the required level in Numeracy	31%	55%	11.7%		-43.3%				
Number of Grade 7 - 9 teachers trained on maths and language	-	2200	2200	2200	0				
Percentage of Grade 9 learners functioning at the required level in Languages(LoLT)	-	50%	35.8%		-14.2%			The ANA Roadshow usage workshops have led to an improvement in the subject even though it is below the expected performance threshold.	
Percentage of Grade 9 learners functioning at the required level in Maths	-	50%	3.1%		-46.9			Non availability of Assessment guidelines on time and the overloaded content to be covered in three terms.has contributed to the poor performance The extended hours programme in the pipe line will improve the performance in ANA.	
Number of Grade R - 3 teachers provided with basic resource packs	-	1500	0		-1500			DBE competency	
Number of Grade 4 - 6 teachers provided with basic resource packs	-	1500	0		-1500			DBE competency	
Number of Grade 7 - 9 teachers provided with basic resource packs	-	1500	0		-1500			DBE competency	
Number of Grade 3 tests and exams written in Numeracy and Literacy	5	4	4		0				
Number of Grade 6 tests and exams written in Numeracy and Literacy	5	4	4		0				
Number of Grade 9 tests and exams written in Numeracy and Literacy	5	4	4		0				

PST 202						
Monitor and support the implementation of the reviewed NCS at all levels:						
Number of FET educators trained	14600	5000	7889	2889		
% of learners provided with basic resource packs to Grade 12 learners (18 000)	91%	100%	100%	0		
Number of FET educators trained with regard to content in MS subjects	2450	2000	2000	0		
PST 203						
Number of schools that comply with all the elements of non-negotiables	500	900	900	0		
Number of SMT members capacitated	90	90	90	0		
Number of SGB members capacitated	-	10480	10480	0		
Number of SMGD members capacitated	139	125	125	0		
Number of principals participating in the ACE programme	121	130	130	0		
% of newly appointed principals attending induction	98%	100%	0%	-100%		
Number of TLOs trained	62	300	300	0		
Number of District Based Teams capacitated	5	5	5	0		
PST 204						
Number of schools supplied with learning resource material in terms of QIDS-UP	0	100	0	-100		Not on current structure this Performance Measures to be removed in 2013/14
Conduct and report on annual systemic evaluation surveys for Grade 3, 6 and 9	1	1	0	-1		Not on current structure this Performance Measures to be removed in 2013/14
Hold annual provincial colloquium to release survey reports	1	1	0	-1		Not on current structure this Performance Measures to be removed in 2013/14
Hold district colloquia in clusters to release the reports	5	5	0	-5		Not on current structure this Performance Measures to be removed in 2013/14
Number of schools externally evaluated	24	30	43	13		Schools that were not monitored will overlap to the new financial year. The

							policy dictates that when a school is evaluated it should be given four weeks after the receipt of the report before they can compile the SIP document. Therefore schools that were evaluated in March could not be monitored.
Training of DSS and principals on WSE processes	-	1	41	40			Due to the shift from a provincial unit to a decentralized district based unit, training of both DSS and principals had been aligned to the new model. Whereas the provincial model required one training session, with the district model training was adapted to suit the needs of each district. Each school was trained prior to evaluation, that is, during the pre-evaluation as a measure to save on costs. The District Support Services were trained separately at their respective districts.
Number of Schools monitored for School Improvement Plan	30	30	26	-4			Monitoring of School Improvement Plans takes place according to time frames as dictated by the WSE policy. Monitoring can only take place four weeks after the delivery of the report. Therefore the remaining schools were scheduled to be monitored subsequent to reports being delivered and schools responding through formulation of SIP.
PST 205							
Number of schools participating in sport events within at least three summer and three winter codes	988	970	970	0			
Number of schools participating in art of public	389	220	224	4			The schools became overzealous, hence

speaking and debate.									the increase in numbers, however the were no budgetary implications
Number of schools participating in choral singing	350	350	350	350	350	0			
Number of schools participating in instrument music	50	50	50	50	50	0			
Number of schools participating in indigenous games	400	400	400	400	400	0			
Number of schools participating in indigenous songs and dance	100	100	100	100	100	0			
Number of schools participating in performance & visual arts and exhibitions	200	200	200	200	0	-200			
Number of schools monitored as to whether they provide physical education	150	200	200	200	200	0			
Number of meetings held with provincial SYRAC structure	12	12	12	12	12	0			
Programme 4: Public Special School Education									
Number of special schools receiving quarterly subsidy	19	19	19	19	19	0			
Number of special schools receiving training	19	19	19	19	19	0			
Number of employees from Special schools capacitated	109	295	295	109	109	-186			Priority budget for strengthening of special schools was not allocated in the current financial year, the directorate requested funds from skills levy budget and with those funds we could only cover 109 employees.
% of special schools in which teachers receive training on NCS for the FET band	100%	100%	100%	100%	100%	0			
Number of special schools participating in sport events within at least two summer and two winter code	19	19	19	19	19	0			
Number of schools participating in art of public speaking and debate.	13	14	14	14	14	0			
Number of schools participating in performing	13	13	13	0	0	13			

and visual arts and exhibition									
Number of special schools participating in indigenous games music and dance festival.	17	17	17	15 992	5 377	0			
Programme 5: Further Education and Training									
Number of FTE's enrolled in Report 191 in FET Colleges	-	10 615	15 992	5 377			The Province improved its marketing strategies by using different types of media to advertise and recruit more learners		
Number of differently challenged learners enrolled in FET Colleges	10	73	434	361			The Province improved its marketing strategies by using different types of media to advertise and recruit more learners		
Number of Learners enrolled in Occupational and other Programmes	-	2 800	1 294	-1 506			Colleges Increased enrolments in formal programmes covered by NSFAS bursaries		
Number of students in technical fields(Civic, Mechanical, Design,Electrical fields).	-	1 800	24 775	22 975			The Province improved its marketing strategies by using different types of media to advertise and recruit more learners		
Number of female students in technical fields(Civic, Mechanical, Design,Electrical fields).	-	700	11 985	11 285			The Province improved its marketing strategies by using different types of media to advertise and recruit more learners		
Number of students enrolled in programmes linked to specific artisan trades	-	3 092	1 806	-1 286			Colleges could not recruit suitable candidates for specific artisan trades depending on the available student qualifications to pursue artisan trades.		
Number of students awarded bursaries (NSFAS)	1135	2 400	20 324	17 924			NSFAS has increased budget allocation to the FET Colleges that led to increase of students receiving bursaries.		
Number of students participating in academic	-	14 565	17 903	3 338			Colleges increased academic support		

support programmes in line with SSS framework							programmes through additional funding from NSF funding and Student Camps were also hosted during holidays to support more students.
% of learners who have textbooks in line with the field of study	-	100%	91%	-9%			Notes were availed to students who did not receive textbooks
Number of Report 191 (NATED) students who completed courses successfully	-	33%	38%	-5%			Academic support programmes initiated by the colleges increased students performance
Number of students that have successfully completed programmes(Learnerships and Skills) programmes	-	321	1 292	971			The demand for occupational programmes increase and colleges were to increase the number of students to be trained in occupational skills
Number of students retained	-	80%	80%	0			None
Number of monitoring and support visits conducted at FET Colleges.	10	73	434	0			None
Number of financial reports submitted	31	25	25	0			None
Number of Management staff trained	-	68	68	11			The FET colleges funded the training from College funds.
Number of support staff trained	-	16	27	55			The FET colleges funded the training from College funds.
Number of lectures trained	-	120	345	86			National training led to colleges training more lecturing staff. The FET colleges funded the training from College funds
Number of Multi purpose resource Centres established and installed with modern equipment	5	4	0	-4			Target was identified before funding was finalised and there was no funding allocated for establishment of Multi purpose centres
Number of lectures who gained workplace exposure	-	50%	15%	35			Lack partnerships with business/industries pose a challenge to placement of

							lecturers and colleges are working closer with SETAs and Business to ensure partnerships for workplace exposure to lecturers
Programme 6: Adult Basic Education and Training							
	752	800	1 476	676			The increase in learning and teaching hours from 9 to 12 per week . The passing requirements for obtaining GETC-ABET qualification has been changed by DHET from 8 Learning Areas to 5 or 6 hence more learners managed to obtain GETC one examination sitting.
Number of learners that graduated in the ABET/NQF level programme							Two new AET public centres were not established due to the reduced budget for public centres in 2012/13 financial year.
AET public centres are established	-	2	0	-2			A budget request has been made for the funding of two new centres in the 2013/14 financial year.
NQF level 4 (senior Certificate) learners are recruited	-	200	14 023	13823			The extension to complete old NATED Report 550 that was advocated throughout the media and this attracted more learners to register to meet the deadline of June 2014.

	-	5	0	-5	This target could not be achieved due to the postponement of the implementation for Norms and Standard for Funding Adult Learning centres indefinitely. The directive of the DG: DHET for the provinces to prepare the centres for implementation of the NSF-ALC on the date to be determined by the Minister will be followed. Five District Centre Evaluation Teams have been established to prepare, evaluate and certify centres for readiness to implement the NSF-ALC on the date to be determined by the Minister.
NSF-ALC are implemented in centres					
AET centres are monitored and supported	-	201	201	0	None
AET educators are trained in curriculum delivery	-	400	392	-8	8 educators out of 400 could not attend due to circumstances beyond their control.
AET educators are trained in centre management	-	203	184	-19	17 centre managers out of 201 could not attend due to circumstances beyond their control. Due to non establishment of 2 additional planned centres, consequently two new centre managers could not be appointed.

CGBs trained in centre governance	-	50	50	0	none
Number of learners obtaining accredited skills increase	-	-	-	0	
Adult Learner's Week and International Literacy Day are celebrated in the Free State Province	-	6	2	-4	Labour instability in the AET sector led to the cancellation of the ALW/ILD celebrations as threats were issued to the learners and educators .
Programme 7: Early Childhood Development					
Number of Grade R classes subsidized	116	100	125	25	The shortage of qualified Grade R practitioners have resulted into the appointment of unqualified grade practitioners as a result thereof the financial saving made it possible to afford additional classes.
Number by which Grade R classes are increased	116	100	125	25	
Number of children registered for Grade R as % of the age of 5 population cohort	76%	81%	82%	1%	For two consecutive years the department has not been reaching its planned targets. To address this gap, an advocacy campaign was done to schools to popularize Grade R expansion and this resulted to more schools establishing Grade R classes thus more learners were registered.
Number of scholarships awarded to ECD practitioners	100	100	100	0	
Number of ECD practitioners trained through FET colleges	352	400	252	148	The total number of ECD practitioners trained through FET colleges includes 100 awarded learnership by HRD, 200 funded from Programme 7 and 52 by ETDP SETA.

Number of Grade R classes provided with basic resources	-	100	100	0		The total number of ECD practitioners trained through FET colleges includes 100 awarded learnership by HRD, 200 funded from Programme 7 and 52 by ETDP SETA.
Number of pre Grade R practitioners provided support in each District	352	400	252	-148		
Number of ECD brochures distributed to parents and caregivers	50	1000	3000	2000		The ECD brochures were replaced by the minimum expected levels of performance for Sesotho Home Language and Mathematics. The brochures were shared with parents of Xhariep and TMED at the 2 day ANA usage workshops as well as at the state of readiness interaction for the ANA and NCS in Fezile Dabi
Number of Pre-Grade R practitioners trained on curriculum	950	200	200	0		
Programme 8: Auxiliary and Associated Services						
Number of grades writing common exams	6	6	6	0		
% of assessment tasks standardized	100%	100%	100%	0		
Number of learners qualifying to study at the Bachelors level after Grade 12	6817	6817	6937	120		There is a marked increase in the number of candidates that qualified to study for Bachelors. This can be attributed to increased efforts by the Directorate Curriculum.
Number of candidates registered for Grade 12 Senior Certificate (old certificate) May/June Examination until phased out in 2011	8711	11 000	24 422	13422		The correct number for 2012/13(actual) is 9092. The 11000 is the number for 2013. Please correct the number. Due to the phasing out of this qualification from 2013, it was expected that many learners will register to complete the qualification before it is terminated. However the increase did not realize. A contributing factor may be the

							3153	3847	further extension by DBE until 2014
Number of candidates for the National Senior Certificate February/ March Supplementary Examination	4346	7000					3153	3847	The NSC pass rate for the Free State has improved from 75, 7 % in 2011 to 81.1% in 2012 and subsequently less candidates applied for the supplementary examination.
Number of candidates for the ABET Level 4 May/June Examination	2484	3000				9390	9090		This target has been exceeded because of the huge learner interest in the newly introduced vocational learning areas (Early Childhood Development, Information Communication Technology and Wholesale and Retail) which translated the curriculum from academic to vocational. More learners have shown interest in the v studies hence the increase in the learner numbers. Furthermore, due to more aggressive marketing, the numbers have increased. As the clients are out of school learners, the department has little control over their enrolment
Number of candidates for the Grade 9 (GEC) examination	-	60 000				0	-60 000		GEC Examinations replaced by ANA
Appointing and training provincial monitors	131	95				119	24		The Department has strengthened focussed monitoring in order to ensure the integrity and credibility of examinations and appointed additional monitors to be resident monitors at specific and targeted centres.
Appointing and training of marking personnel	2861	3280				2977	-303		The number of markers depends on the number of candidates registered per subject Due to the decrease of registered candidates, less marking personnel were required.

							The actual achieved personnel include NSC, AET and SC exam. From supplementary June 2012=398 AET & SC, Dec=2136 AET & NSC, ANA in SEP=222 and NSC suppl = 221 total= 2977. Please correct this number
Selection and preparation of marking centres	20	21	20	-1			Due to the reduction in candidates, one less marking venue was used in order to save expenditure
Presentation of Well Done! Function	1	1	1	0			
Number of new schools / projects completed to eliminate platooning	-	3	1	-2			On two of the schools the contractors were terminated due to no delivery.
Number of unacceptable structures / schools upgraded	1	12	3	-9			The original target was actually 7. Of these 7, 3 of the contractors were terminated or are in the process of being terminated by PW. The other two are more than 96% completed and should be finalized in the next month.
Number of special schools upgraded	6	10	5	-5			2 of the contractors were terminated or are in the process of being terminated due to non delivery. The other contractors requested extension of time due to delays.
Number of schools renovated	18	50	10	-40			Due to budget constraints the implementation of planned projects for 2012/13 had to be delayed. These projects will only be completed in 2013/14.
Number of hostels upgraded / renovated	9	10	5	-5			Target was incorrect - target for FY 8 - 2 still outstanding. These contractors were delayed and applied for extension of time.
Number of schools provided with fences	29	50	7	-43			Due to budget constraints the implementation of planned projects for

							2012/13 had to be delayed. The fences will only be completed in 2013/14
Number of schools provided with mobile units	31	20	55	35			The target for mobile units was already exceeded in the first quarter.
The number of learners who took part in Citizenship Education programmes that shape them as active and responsible citizens.	400	450	834	384			
The number of educators and officials trained and developed in the advocacy of Human Rights Education and integration and anti-discrimination strategy:							
Educators	200	250	283	33			
Officials	100	120	103	-17			
The number of schools that celebrated and commemorated National Days and Symbols.	500	550	870	320			
The number of learners and educators who took part in Oral History Research Programmes/competitions:							
Learners	135	170	205	35			
Educators	60	80	78	-2			
The number of partnership meetings attended regarding joint programmes.	4	4	4	0			
Number of Educators trained to implement sexual and reproductive health (SRH) and TB programmes for learners and to protect themselves from HIV and AIDS Management	-	2000	1030	-970			In the first two quarters no training took place due to the delay in finalizing the partnership with UFS. The partnership was finalized in the third quarter.
Number of School Management Teams (SMTs) and School Governing Bodies (SGBs) trained to develop school implementation plans focusing Life Skills and HIV and AIDS Management	-	200	104	-96			In the first two quarters no training took place due to the delay in finalizing the partnership with UFS. The partnership was finalized in the third quarter.
Number of Grade 8 - 10 Learners trained in the RADS Peer Education Programme in 90 secondary schools in Province	-	90	565	475			
Number of schools trained in the prevention of	-	100	124	24			Due high rate of substance use and

substance abuse							abuse reported by schools the directorate had to upscale the intervention.
Number of workshops conducted for Educators on Children's rights and Child Trafficking	-	25	4	-21			The initial plan was to train schools individually but due to logistical process of this approach the directorate reviewed the plan and considered clustering of schools to be more feasible and to train one cluster per district per quarter.
Number of people benefiting from integrated service delivery programs	-	10 000	8332	-1668			
Action Plan							
The percentage of learners in schools that are funded at the minimum level	-	80%	80%	0			
The percentage of learners having access to the required textbooks and workbooks for the entire school year	-	80%	80%	0			
Percentage of Grade 3 learners performing at the required literacy level according to South Africa ANA	-	54%	54%	0			
Percentage of Grade 3 learners performing at the required numeracy level according to Country's ANA	-	52%	52%	0			
Percentage of Grade 6 learners performing at the required language level according to South Africa ANA & SACMEQ assessment	-	49%	49%	0			
Percentage of Grade 6 learners performing at the required mathematics level according to South Africa ANA & SACMEQ assessment	-	40%	40%	0			
Number of Grade 12 learners enrolled in mathematics	-	10 646	9120	-1526			
Number of Grade 12 learners passing	-	6387	5643	-744			

mathematics								
Number of Grade 12 learners passing Physical Science	-	5515	5251	-264				
The percentage of 7 to 15 year olds attending education institutions (ensure that all children remain effectively enrolled in school up to the year in which they turn 15)	-	98.2%	87%	-11.2%				There has been a drop in learner numbers in the province over the past years. It is only during the last year where there was a slight increase in learner numbers which happened at the Grade R level. The effect of the previous' years drop in learner numbers are still being experienced at other grades in the system.
The percentage of children aged 9 at the start of the year who are in Grade 4 or above	-	62%	62%	0				
The percentage of children aged 12 at the start of the year who are in Grade 7 or above	-	49%	48%	1%				To ensure that learners progress through the system as expected for their age cohorts. Not all learners progress through the educational system at their expected age in each grade.
The percentage of learners who are in classes with no more than 45 learners	-	60%	76%	16%				There are more than 400 farm schools in the province, of which almost 200 have fewer than 20 learners. Due to the low learner numbers in these schools, the provincial teacher: learner ratio is lower in these farm schools than the planned provincial average.
The average hours per year spent by teachers on professional development activities	-	80	80	0				
The percentage of teachers absent from school on an average day	-	6%	6%	0				

The percentage of schools which have required a full set of financial management responsibilities on the basis of an assessment of their financial management capacity	-	40%	40%	0	Through ASIDI the basic services of schools that NEVER received any, are being addressed. The funding requirements to meet this target of minimum/optimum infrastructure standards are much more than the Department receives annually. We are working towards reaching these goals, but will not be able to achieve it unless additional funding is made available.
The percentage of schools which comply with nationally determined minimum physical infrastructure standards	-	88%	88%	0	Through ASIDI the basic services of schools that NEVER received any, are being addressed. The funding requirements to meet this target of minimum/optimum infrastructure standards are much more than the Department receives annually. We are working towards reaching these goals, but will not be able to achieve it unless additional funding is made available.
The percentage of schools which comply with nationally determined optimum physical infrastructure standards	-	15%	15%	0	Through ASIDI the basic services of schools that NEVER received any, are being addressed. The funding requirements to meet this target of minimum/optimum infrastructure standards are much more than the Department receives annually. We are working towards reaching these goals, but will not be able to achieve it unless additional funding is made available.
The percentage of children who enjoy a school lunch every school day	-	70%	82%	12%	Determination that Quintile 1,2,3 schools should feed learners Increases in enrolments at quintile 1,2,3 determines the beneficiaries
The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs	-	32%	31%	-1%	Priority budget for strengthening of inclusive and special needs education was not allocated for the financial year. The directorate wrote a submission to be granted permission to utilise skills levy

							budget and the approval was granted. During the third quarter the directorate started with printing of material for training to enable them to commence with training as early as possible in the fourth quarter.
The percentage of ordinary public schools that offer specialist services for children with special needs	-	32%	32%	0	0		
The percentage of schools that are used as a location to promote access amongst children to the full range of public health and poverty reduction interventions.	-	32%	32%	0	0		
The percentage of school principals rating the support services of districts as being satisfactory	-	55%	55%	0	0		

Strategy to overcome areas of under performance

Changes to planned targets

Linking Performance with budgets

2.6 Summary of financial information

Sub-programme	2012/13			2011/12		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
Office of the MEC	5 822	5 784	38	6 970	6 963	7
Corporate Services	398 263	365 566	32 697	441 790	438 400	3 390
Education Management	237 079	236 060	1 019	241 669	232 972	8 697
Human Resource Development	11 997	11 865	132	16 976	16 972	4
Education Management Information Systems	58 031	57 489	542	29 802	27 667	2 135
Total: Administration	711 192	676 764	34 428	737 207	722 974	14 233
Public Primary Schools	4 396 397	4 458 756	-62 359	3 993 817	3 999 767	-5 950
Public Secondary Schools	3 115 965	3 133 205	-17 240	2 876 821	2 864 726	12 095
Professional Services	237 270	237 183	87	223 636	214 835	8 801
Human Resource Development	29 910	29 829	81	34 722	34 659	63
In-school Sport and culture	23 635	23 570	65	26 671	26 596	75
Conditional Grants	295 514	287 281	8 233	273 833	267 445	6 388
Total: Public Ordinary School Education	8 098 691	8 169 824	-71 133	7 429 500	7 408 028	21 472
Primary Phase	27 022	27 020	2	24 644	24 643	1
Secondary Phase	20 364	18 781	1 583	20 611	20 611	-
Total: Independent School Subsidies	47 386	45 801	1 585	45 255	45 254	1
Schools	312 581	312 544	37	291 000	290 367	633
Professional Services	39 008	38 973	35	38 187	37 973	214
Human Resource Development			-	75	65	10
In-school Sport and culture			-	293	287	6
Total: Public Special School Education	351 589	351 517	72	329 555	328 692	863

Conditional Grants	323 804	308 265	15 539	333 216	327 493	5 723
Total: Further Education and Training	323 804	308 265	15 539	333 216	327 493	5 723
Public Centres	115 888	115 573	315	112 171	106 869	5 302
Professional Services	21 909	21 825	84	20 959	20 887	72
Human Resource Development	80	78	2			-
Total: Adult Basic Education and Training	137 877	137 476	401	133 130	127 756	5 374
Gr R in Public Schools	70 057	69 836	221	81 177	76 745	4 432
Gr R in Community Centres	16 430	16 459	-29	10 109	5 130	4 979
Pre-Grade R			-	4 423	4 412	11
Professional Services	14 752	14 751	1	9 283	9 281	2
Human Resource Development			-	14	11	3
Total: Early Childhood Development	101 239	101 046	193	105 006	95 579	9 427
Payments to SETA	7 829	7 829	-	6 678	6 678	-
Conditional Grants	545 790	535 258	10 532	513 840	507 916	5 924
Special Projects	85 690	85 318	372	68 583	68 523	60
External Examinations	83 525	83 412	113	75 786	75 741	45
Total: Auxiliary and Associated Services	722 834	711 817	11 017	664 887	658 858	6 029
Total	10 494 612	10502510	-7 898	9 777 756	9 714 634	63 122

Number of Grade R classes provided with basic resources	-	100	100	0	The total number of ECD practitioners trained through FET colleges includes 100 awarded learnership by HRD, 200 funded from Programme 7 and 52 by ETDP SETA.
Number of pre Grade R practitioners provided support in each District	352	400	252	-148	
Number of ECD brochures distributed to parents and caregivers	50	1000	3000	2000	The ECD brochures were replaced by the minimum expected levels of performance for Sesotho Home Language and Mathematics. The brochures were shared with parents of Xhariep and TMED at the 2 day ANA usage workshops as well as at the state of readiness interaction for the ANA and NCS in Fezile Dabi
Number of Pre-Grade R practitioners trained on curriculum	950	200	200	0	
Programme 8: Auxiliary and Associated Services					
Number of grades writing common exams	6	6	6	0	
% of assessment tasks standardized	100%	100%	100%	0	
Number of learners qualifying to study at the Bachelors level after Grade 12	6817	6817	6937	120	There is a marked increase in the number of candidates that qualified to study for Bachelors. This can be attributed to increased efforts by the Directorate Curriculum.
Number of candidates registered for Grade 12 Senior Certificate (old certificate) May/June Examination until phased out in 2011	8711	11 000	24 422	13422	The correct number for 2012/13(actual) is 9092. The 11000 is the number for 2013. Please correct the number. Due to the phasing out of this qualification from 2013, it was expected that many learners will register to complete the qualification before it is terminated. However the increase did not realize. A contributing factor may be the

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Number of candidates for the ABET Level 4 May/June Examination	2484	3000				9390	9090		This target has been exceeded because of the huge learner interest in the newly introduced vocational learning areas (Early Childhood Development, Information Communication Technology and Wholesale and Retail) which translated the curriculum from academic to vocational. More learners have shown interest in the v studies hence the increase in the learner numbers. Furthermore, due to more aggressive marketing, the numbers have increased. As the clients are out of school learners, the department has little control over their enrolment
Number of candidates for the Grade 9 (GEC) examination	-	60 000				0	-60 000		GEC Examinations replaced by ANA
Appointing and training provincial monitors	131	95				119	24		The Department has strengthened focussed monitoring in order to ensure the integrity and credibility of examinations and appointed additional monitors to be resident monitors at specific and targeted centres.
Appointing and training of marking personnel	2861	3280				2977	-303		The number of markers depends on the number of candidates registered per subject Due to the decrease of registered candidates, less marking personnel were required.

							The actual achieved personnel include NSC, AET and SC exam. From supplementary June 2012=398 AET & SC, Dec=2136 AET & NSC, ANA in SEP=222 and NSC suppl = 221 total= 2977. Please correct this number
Selection and preparation of marking centres	20	21	20	-1			Due to the reduction in candidates, one less marking venue was used in order to save expenditure
Presentation of Well Done! Function	1	1	1	0			
Number of new schools / projects completed to eliminate platooning	-	3	1	-2			On two of the schools the contractors were terminated due to no delivery.
Number of unacceptable structures / schools upgraded	1	12	3	-9			The original target was actually 7. Of these 7, 3 of the contractors were terminated or are in the process of being terminated by PW. The other two are more than 96% completed and should be finalized in the next month.
Number of special schools upgraded	6	10	5	-5			2 of the contractors were terminated or are in the process of being terminated due to non delivery. The other contractors requested extension of time due to delays.
Number of schools renovated	18	50	10	-40			Due to budget constraints the implementation of planned projects for 2012/13 had to be delayed. These projects will only be completed in 2013/14.
Number of hostels upgraded / renovated	9	10	5	-5			Target was incorrect - target for FY 8 - 2 still outstanding. These contractors were delayed and applied for extension of time.
Number of schools provided with fences	29	50	7	-43			Due to budget constraints the implementation of planned projects for

								2012/13 had to be delayed. The fences will only be completed in 2013/14
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The number of learners who took part in Citizenship Education programmes that shape them as active and responsible citizens.	400	450	834	384				
The number of educators and officials trained and developed in the advocacy of Human Rights Education and integration and anti-discrimination strategy:								
Educators	200	250	283	33				
Officials	100	120	103	-17				
The number of schools that celebrated and commemorated National Days and Symbols.	500	550	870	320				
The number of learners and educators who took part in Oral History Research Programmes/competitions:								
Learners	135	170	205	35				
Educators	60	80	78	-2				
The number of partnership meetings attended regarding joint programmes.	4	4	4	0				
Number of Educators trained to implement sexual and reproductive health (SRH) and TB programmes for learners and to protect themselves from HIV and AIDS Management	-	2000	1030	-970				In the first two quarters no training took place due to the delay in finalizing the partnership with UFS. The partnership was finalized in the third quarter.
Number of School Management Teams (SMTs) and School Governing Bodies (SGBs) trained to develop school implementation plans focusing Life Skills and HIV and AIDS Management	-	200	104	-96				In the first two quarters no training took place due to the delay in finalizing the partnership with UFS. The partnership was finalized in the third quarter.
Number of Grade 8 - 10 Learners trained in the RADS Peer Education Programme in 90 secondary schools in Province	-	90	565	475				
Number of schools trained in the prevention of	-	100	124	24				Due high rate of substance use and

substance abuse							abuse reported by schools the directorate had to upscale the intervention.
Number of workshops conducted for Educators on Children's rights and Child Trafficking	-	25	4	-21			The initial plan was to train schools individually but due to logistical process of this approach the directorate reviewed the plan and considered clustering of schools to be more feasible and to train one cluster per district per quarter.
Number of people benefiting from integrated service delivery programs	-	10 000	8332	-1668			
Action Plan							
The percentage of learners in schools that are funded at the minimum level	-	80%	80%	0			
The percentage of learners having access to the required textbooks and workbooks for the entire school year	-	80%	80%	0			
Percentage of Grade 3 learners performing at the required literacy level according to South Africa ANA	-	54%	54%	0			
Percentage of Grade 3 learners performing at the required numeracy level according to Country's ANA	-	52%	52%	0			
Percentage of Grade 6 learners performing at the required language level according to South Africa ANA & SACMEQ assessment	-	49%	49%	0			
Percentage of Grade 6 learners performing at the required mathematics level according to South Africa ANA & SACMEQ assessment	-	40%	40%	0			
Number of Grade 12 learners enrolled in mathematics	-	10 646	9120	-1526			
Number of Grade 12 learners passing	-	6387	5643	-744			

mathematics							
Number of Grade 12 learners passing Physical Science	-	5515	5251	-264			
The percentage of 7 to 15 year olds attending education institutions (ensure that all children remain effectively enrolled in school up to the year in which they turn 15)	-	98.2%	87%	-11.2%			There has been a drop in learner numbers in the province over the past years. It is only during the last year where there was a slight increase in learner numbers which happened at the Grade R level. The effect of the previous' years drop in learner numbers are still being experienced at other grades in the system.
The percentage of children aged 9 at the start of the year who are in Grade 4 or above	-	62%	62%	0			
The percentage of children aged 12 at the start of the year who are in Grade 7 or above	-	49%	48%	1%			To ensure that learners progress through the system as expected for their age cohorts. Not all learners progress through the educational system at their expected age in each grade.
The percentage of learners who are in classes with no more than 45 learners	-	60%	76%	16%			There are more than 400 farm schools in the province, of which almost 200 have fewer than 20 learners. Due to the low learner numbers in these schools, the provincial teacher: learner ratio is lower in these farm schools than the planned provincial average.
The average hours per year spent by teachers on professional development activities	-	80	80	0			
The percentage of teachers absent from school on an average day	-	6%	6%	0			

The percentage of schools which have required a full set of financial management responsibilities on the basis of an assessment of their financial management capacity	-	40%	40%	0	Through ASIDI the basic services of schools that NEVER received any, are being addressed. The funding requirements to meet this target of minimum/optimum infrastructure standards are much more than the Department receives annually. We are working towards reaching these goals, but will not be able to achieve it unless additional funding is made available.
The percentage of schools which comply with nationally determined minimum physical infrastructure standards	-	88%	88%	0	Through ASIDI the basic services of schools that NEVER received any, are being addressed. The funding requirements to meet this target of minimum/optimum infrastructure standards are much more than the Department receives annually. We are working towards reaching these goals, but will not be able to achieve it unless additional funding is made available.
The percentage of schools which comply with nationally determined optimum physical infrastructure standards	-	15%	15%	0	Through ASIDI the basic services of schools that NEVER received any, are being addressed. The funding requirements to meet this target of minimum/optimum infrastructure standards are much more than the Department receives annually. We are working towards reaching these goals, but will not be able to achieve it unless additional funding is made available.
The percentage of children who enjoy a school lunch every school day	-	70%	82%	12%	Determination that Quintile 1,2,3 schools should feed learners Increases in enrolments at quintile 1,2,3 determines the beneficiaries
The percentage of schools with at least one educator who has received specialised training in the identification and support of special needs	-	32%	31%	-1%	Priority budget for strengthening of inclusive and special needs education was not allocated for the financial year. The directorate wrote a submission to be granted permission to utilise skills levy

							budget and the approval was granted. During the third quarter the directorate started with printing of material for training to enable them to commence with training as early as possible in the fourth quarter.
The percentage of ordinary public schools that offer specialist services for children with special needs	-	32%	32%	0	0		
The percentage of schools that are used as a location to promote access amongst children to the full range of public health and poverty reduction interventions.	-	32%	32%	0	0		
The percentage of school principals rating the support services of districts as being satisfactory	-	55%	55%	0	0		

Strategy to overcome areas of under performance

Changes to planned targets

Linking Performance with budgets

2.6 Summary of financial information

Sub-programme	2012/13			2011/12		
	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
Office of the MEC	5 822	5 784	38	6 970	6 963	7
Corporate Services	398 263	365 566	32 697	441 790	438 400	3 390
Education Management	237 079	236 060	1 019	241 669	232 972	8 697
Human Resource Development	11 997	11 865	132	16 976	16 972	4
Education Management Information Systems	58 031	57 489	542	29 802	27 667	2 135
Total: Administration	711 192	676 764	34 428	737 207	722 974	14 233
Public Primary Schools	4 396 397	4 458 756	-62 359	3 993 817	3 999 767	-5 950
Public Secondary Schools	3 115 965	3 133 205	-17 240	2 876 821	2 864 726	12 095
Professional Services	237 270	237 183	87	223 636	214 835	8 801
Human Resource Development	29 910	29 829	81	34 722	34 659	63
In-school Sport and culture	23 635	23 570	65	26 671	26 596	75
Conditional Grants	295 514	287 281	8 233	273 833	267 445	6 388
Total: Public Ordinary School Education	8 098 691	8 169 824	-71 133	7 429 500	7 408 028	21 472
Primary Phase	27 022	27 020	2	24 644	24 643	1
Secondary Phase	20 364	18 781	1 583	20 611	20 611	-
Total: Independent School Subsidies	47 386	45 801	1 585	45 255	45 254	1
Schools	312 581	312 544	37	291 000	290 367	633
Professional Services	39 008	38 973	35	38 187	37 973	214
Human Resource Development			-	75	65	10
In-school Sport and culture			-	293	287	6
Total: Public Special School Education	351 589	351 517	72	329 555	328 692	863

Conditional Grants	323 804	308 265	15 539	333 216	327 493	5 723
Total: Further Education and Training	323 804	308 265	15 539	333 216	327 493	5 723
Public Centres	115 888	115 573	315	112 171	106 869	5 302
Professional Services	21 909	21 825	84	20 959	20 887	72
Human Resource Development	80	78	2			-
Total: Adult Basic Education and Training	137 877	137 476	401	133 130	127 756	5 374
Gr R in Public Schools	70 057	69 836	221	81 177	76 745	4 432
Gr R in Community Centres	16 430	16 459	-29	10 109	5 130	4 979
Pre-Grade R			-	4 423	4 412	11
Professional Services	14 752	14 751	1	9 283	9 281	2
Human Resource Development			-	14	11	3
Total: Early Childhood Development	101 239	101 046	193	105 006	95 579	9 427
Payments to SETA	7 829	7 829	-	6 678	6 678	-
Conditional Grants	545 790	535 258	10 532	513 840	507 916	5 924
Special Projects	85 690	85 318	372	68 583	68 523	60
External Examinations	83 525	83 412	113	75 786	75 741	45
Total: Auxiliary and Associated Services	722 834	711 817	11 017	664 887	658 858	6 029
Total	10 494 612	10502510	-7 898	9 777 756	9 714 634	63 122

4. SCOPE

This policy is applicable to:

All employees of the Department of Education; Free State Province within their work environment and responsibilities or any other irregular conduct observed that could be to the detriment of the department.

Service Providers, Consultants, Contractors and other parties that receive contracts or any other benefits from the Free State Department of Education.

5. FRAUD AND CORRUPTION PREVENTION STRATEGY

- 5.1. Annually a Fraud Prevention Plan will be compiled and submitted to the Risk Management Committee for approval and distributed to Senior Management for implementation
 - 5.1.1. The Plan will be compiled by Risk Management in conjunction with Anti-Fraud and Corruption by utilising the risk assessment and the findings made by Internal Audit and the Auditor-General
 - 5.1.2. Responsible Managers will report to the Risk Management Committee on the progress with the implementation of the Fraud Prevention Plan.
- 5.2. The Directorate: Security Management and Anti-Fraud and Corruption will ensure that awareness campaigns are conducted through out the Department of Education:
 - 5.2.1. On Fraud and Corruption issues including new developments in this area.
 - 5.2.2. On IT Security and the protection of the information environment as well as the classification of information and documents.
 - 5.2.3. On Security clearance of all officials and the clearance of all new appointees.
 - 5.2.4. On the safe guarding of assets and the protection of the Departments property.

6. REPORTING OF FRAUD AND CORRUPTION

- 6.1. All employees in the Department of Education Free State Province have a legal responsibility as well as an ethical responsibility to report any alleged fraud, corruption or irregular conduct.
 - 6.1.1. Any person who holds a position of authority and who knows or ought reasonably to have known or suspected that any other person has committed –
 - (a) an offence under Part 1,2,3 or 4, or section 20 or 21 (in so far as it relates to the aforementioned offences of Chapter 2; or

(b) the offence of theft, fraud, extortion, forgery or uttering a forged document, involving an amount of R 100 000 or more, must report such knowledge or suspicion or cause such knowledge or suspicion to be reported to any police official. **{Section 34 1(a) & (b) of Prevention and Combating of Corrupt Activities, Act 12 of 2004}**

6.1.2. For purposes of Subsection (1) the following persons hold a position of authority, namely –

- (a) the director-General or head, or equivalent officer, of a national or provincial department;
- (c) any public officer in the Senior Management Services of a public body;
- (d) any head, rector or principal of a tertiary institution;
- (f) any person contemplated in paragraphs (a) to (i)' who has been appointed in an acting or temporary capacity. **{Section 34 4(a), (c), (d)& (f) of Prevention and Combating of Corrupt Activities, Act 12 of 2004}**

6.1.3. An employee in the course of his or her official duties shall report to the appropriate authorities, fraud, corruption, nepotism, maladministration and any other act which constitutes an offence, or which is prejudicial to the public interest. **{Chapter 2(C 4.10) of the Public Service Regulations as amended}**

6.1.4. An employment relationship based on trust commenced from the day when the employer and employee enter into a contract of service. This also required the employee to act ethically towards the assets and interest of the employer and therefore have an obligation due to the trust relationship that requires the employee to report any alleged fraud, theft and/or corruption that come to an employee's attention.

6.2. Reporting of alleged fraud, theft, corruption or any other irregularity could be done as follow:

6.2.1. In writing to the office of the Superintendent General of the Department of Education; either through a letter or a fax.

6.2.2. Via the toll free line of the Department of Education. (0800 006 266)

6.2.3. Via the national hot line. (0800 701 701)

6.2.4. Via a submission for approval by the Superintendent General of the Department of Education.

6.2.5. Reporting it to the Director: Security Management by any means available.

6.2.6. Report directly to the Anti-Fraud and Corruption Unit.
{See the policy on Whistleblowing}

7. CONFIDENTIALITY

All information relating to irregularities that is received and investigated will be treated as confidential. The progression of investigations will be handled as confidential and will not be disclosed or discussed with any other person(s) other than those who have a legitimate right to such information. No person is authorized to supply any information with regard to issues covered within this policy with the media or any other agency without the express permission in writing from the Accounting Officer.

8. INVESTIGATION

- 8.1. All cases that are reported will be registered in the Anti-Fraud and Corruption Register. An Official file will be open for each case registered. The case will be marked as follow:
 - 3/11/1/ numeric number – year (3/11/1/001-2010)
- 8.2. When a case is received from any other place than the office of the Superintendent General; approval will be obtained to investigate the case from the Superintendent General.
- 8.3. After approval is obtained the case will be allocated to an Investigator depending on the work load and the priority of the case to conduct the investigation. A report will be submitted to the Superintendent General with regard to the findings made for his decision.
- 8.4. Monthly a report will be made to the Superintendent General and the MEC on the progress on all cases.
- 8.5. No case will be close without the prior approval of the Superintendent General.

9. FINANCIAL MISCONDUCT

- 9.1. After an investigation as contemplated in paragraph 8 is finalised and it is discovered that in accordance with Chapter 10 of the Public Finance Management Act, 1999 (PFMA) read together with Chapter 4 of the Treasury Regulations that it is alleged that an employee of the Department of Education have committed Financial misconduct the following will take place:
 - 9.1.1. The case must be reported to the Accounting Officer within 48 hours.
 - 9.1.2. The Accounting Officer must appoint in accordance with paragraph 4.1.2 of the Treasury Regulations a person to investigate and report on the findings to the Accounting Officer within 30 days on the findings.
 - 9.1.3. When the findings are received by the Accounting Officer and the facts indicate that Financial Misconduct did take place the case must be report to the South African Police Service (SAPS). {Section 86 of the PFMA}
 - 9.1.4. The Accounting Officer must advice the MEC of Education, Free State Provincial Treasury and the Auditor-General of criminal charges laid against any person in terms of section 86 of the PFMA.

- 9.1.5. The Accounting Officer must report the results of the criminal proceedings to the MEC Education, Free State Provincial Treasury and the Auditor-General in accordance with paragraph 4.3. of the Treasury Regulations.

10. DIMENSIONS OF IRREGULAR CONDUCT

10.1. FRAUD

Fraud is the unlawful and intentional making of a misrepresentation which causes actual prejudice or which is potentially prejudicial to another.

It means that it is a course of an action by deceit or other dishonest conduct, involving acts or omissions of the making of false statements, orally or in writing, with the object of obtaining money or other benefit from, or of evading a liability for personal gain or to damage with the knowledge that the deception could result in some unauthorised benefit to himself or some other person.

10.2. CORRUPTION

Corruption is any conduct or behavior in relation to persons entrusted with responsibilities in public office which violates their duties as public officials and which is aimed at obtaining undue gratification of any kind for themselves or for others.

Corruption deals are normally agreed to in secret. Only two parties are usually involved in the discussion and they have a vested interest in making the deal work. It usually have some sort of payment for ensuring that the deal has a smooth ride from inception to its conclusion.

10.3. BRIBERY

Bribery is the act of allowing an action to take place through keeping quiet or by receiving any kind of compensation.

It involves the promise, offering or giving of a benefit that improperly affects the actions or decisions of a public servant. This is also relating to the turning of a blind eye or the acceptance of a gift for services.

10.4. THEFT

Theft is when someone removes any property belonging to government, a person or an institution without the necessary authorisation.

It is not how large the amount or irrespective of the type of property or its value, it is the action that constitutes theft.

10.5. EMBEZZLEMENT

Embezzlement is when money, property or any other asset is placed in the control of a person and that person steal or misappropriate it.

It is when people entrusted with resources with the authority to execute control other that resources steal that resources or can not explain the whereabouts of that resources.

10.6. EXTORTION

Extortion is when a public servant obtain a benefit from another public servant, a service provider or in the line of duty by force, threats or any other unfair means.

This involves coercing a person or entity to provide a benefit to a public servant, another person or an entity in exchange for acting in a particular manner.

10.7. ABUSE OF POWER

Abuse of power is when a public servant is using the vested authority to improperly benefit another public servant, person or entity.

Tampering by an employee of a department with the tender process or the appointment of officials in vacant posts.

10.8. NEPOTISM

Nepotism is the act of favoring friends, family members, relatives, gender or religion with regard to appointments, promotion and all other fringe benefits.

This involves a public servant ensuring that family members are appointed or are awarded contracts with the department.

11. ADMINISTRATION

The custodian of this policy is the Accounting Officer who is supported in its implementation by the Directorate: Security Management and the Risk Management Committee.

The Free State Department of Education Risk Management Committee is responsible for the administration, revision, interpretation and application of this policy. It will be reviewed annually and revised if required.

3.4 Minimising Conflict of Interest

3.5 Code of Conduct

The purpose of the Code of Conduct is to regulate the conduct and behavior of the Public Servants, such function within the competence of the Directorate Employee Relations and People Management.

The process followed by the Directorate in implementing the Code of Conduct is to investigate the complaints and allegations pertaining to issues of Code of Conduct and follow the Disciplinary steps and procedure contained and contemplated in the Disciplinary Code and Procedures for Public Servants.

The Directorate also Conducts training on the Code of Conduct to the employees and also distributes copies of the Code of Conduct to the newly appointed appointees.

3.6 Health Safety and Environmental Issues

OHS Report

- The OHS Policy for the department has been developed, circulated for comments and will be presented to SMLC for recommendation for HOD's approval.
- 20 Officials were trained on Health and Safety during the reporting period.
- 1 Inspection and walk through survey was conducted.
- The Section has only one official at Provincial level and none at District level.
- Possible Safety and environmental risks for our organization are
 - Infrastructure(un-safe buildings)
 - Water supply and sanitation
 - Un-save play grounds
 - Aces controls in the school premises
 - Food preparation and facilities at school hostel

3.7 Internal Control Unit

Internal audit and Audit committee

The Internal Audit Activity (IAA) and the Audit Committee of the Department managed to achieve the following in the discharge of their duties and in compliance with the internal audit and audit committee charters:

- Substantially completed all assignments for 2012/13 in line with the approved internal audit plan.
- Conducted follow up audits on 2011/12 assignments and reported the results for implementation to management and the Audit Committee.

- The Audit Committee of the Department held 4 meetings during the year as per the Audit Committee Charter. The Committee has been effective in discharging the responsibilities contained in the Audit Committee Charter as well as sections 76 and 77 of the PFMA.
- Internal audit and Audit Committee achieved 95% and 98% compliance respectively based on the evaluation of Key Performance Indicators (KPI) by Provincial Treasury.
- All internal auditors in the unit are registered with the professional body, The institute of Internal Auditors and they subscribe to the code of conduct and professional standards
- The results of client satisfaction surveys from management and other stakeholders confirm that the Internal audit Function(IAF) staff provides quality service and that they are competent and professional.
- A good working relationship exists between Internal Audit and the Auditor-General.
- There are procedures in place to ensure that the responsibilities of the accounting officer as determined by section 38 and 40 of the PFMA are performed.
- Governance structures of the Department are functioning optimally and there is general adherence to the code of conduct as well as high awareness on safety and health issues. The IAF provides independent assurance on these matters.
- There is process to deal with disclosure of business interests by the employees of the Department. Where a conflict may arise there are mechanisms in place to declare conflict of interest.

Compliance with Section 38 and 40 of the Public Finance Management Act, Act 1 of 1999 as amended forms part of the corporate governance arrangements within the department on an continues basis.

3.8 Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2013.

Audit Committee Members and Attendance:

The Audit Committee consisted of the members listed hereunder. During the current year, four (4) meetings were held. These members operated the committee from 1 April 2010 to 31 March 2013.

Name of the Member	Meetings	Apologies
Dr. AV Bouwer (Chairperson)	4	0
Adv. NM van Heerden	4	0
Mr. S Ngwenya	4	0
Mr TG Motloi	4	0

All four (4) members of the Audit Committee are independent, with no interest in the management or conduct of the business of the Department.

Audit Committee Responsibility

The committee reports that it has complied with its responsibilities arising from section 38 (1) (a) of the PFMA and Treasury Regulations 3.1.13.

Section 38 (1)(a) of the PFMA states that the Accounting Officer for a Department must ensure that the Department has a system of Internal Audit under the control and direction of an Audit Committee complying with and operating in accordance with the regulations and instructions prescribed in terms of sections 76 and 77 of the PFMA.

The Audit Committee reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

The effectiveness of internal control

The system of controls is designed to provide cost effective assurance that assets are safeguarded and that liabilities and working capital are efficiently managed.

In line with the PFMA and the King III Report on Corporate Governance requirements, Internal Audit provides the Audit Committee and management with assurance that the internal controls are appropriate and effective. This is achieved by evaluation of controls, risk management processes, as well as the identification of corrective action and suggested enhancements to the controls and processes.

From the various reports of the Internal Auditors, it was noted that there was no significant breach of controls although the audit reviews disclosed significant risk exposures. Accordingly, we can report that the system of internal control for the period under review was, partially effective and efficient.

We are of the view that management needs to urgently institute effective control measures to address control weaknesses on a sustainable basis in the following areas:

- Performance Information
- Irregular Expenditure
- Contingent liability
- Accruals
- Commitments
- Inventory

Lastly, we encourage management to continue to fully implement the recommendations of Auditor-General, Internal Audit and Risk Management in an integrated manner.

The quality of in year management and monthly / quarterly reports submitted in terms of the PFMA and the Division of Revenue Act

The Audit Committee is satisfied with the content and quality of monthly and quarterly reports issued during the year under review.

Evaluation of Financial Statements

The Audit Committee has

- Reviewed and discussed the annual financial statements to be included in the annual report of the Accounting Officer 's reports;
- Reviewed changes in accounting policies and procedures;
- Reviewed significant adjustments resulting from the audit.

Conclusion

The Audit Committee is of the opinion that the audited annual financial statements should be accepted as a fair presentation of the state of affairs in the Department as at 31 March 2013 taking into consideration the findings of the Auditor General in this regard.


 Dr. AV Boucher
 Chairperson of the Audit Committee

Date 31/07/2013



4. PART D: HUMAN RESOURCE MANAGEMENT

4.1 Legislature that govern HR management

4.2 Introduction

The Department strives to recruit suitably qualified staff at all times to improve teaching and learning. There is also a concerted effort to train and retain staff, especially in areas of scarce skills. Promotion of sound labour practices with staff and Labour Unions to enhance productivity and labour peace is also prioritized.

The Department has placed emphasis in appointment of Mathematics and Sciences educators. Offering of long term contracts to foreign educators in an effort to bring about stability in affected schools has been targeted in this year.

PERFORMANCE AND DEVELOPMENT MANAGEMENT

- **INTRODUCTION**

Performance management is aimed at improving performance by directing attention to key areas of activity, which are identified through strategic planning processes. It seeks to establish clear links between organizational development and culture change, the delivery of quality services and the personal and professional development of jobholders at work.

The philosophy of performance management is to form a common bond of ownership amongst all jobholders. To create an environment where all individuals are being developed, motivated and inspired to deliver a quality service based on effective performance. The objective of this policy on performance management is to provide a corporate framework to manage and secure effective and efficient organizational performance in meeting customer needs.

- **AUTHORISATION**

The Public Service Regulations, Chapter 1, Part VIII 2001, B.1 requires from an executing authority to determine a system for performance management and development for jobholders, other than Senior Management Service Members, in her/his department.

GOAL, OBJECTIVES AND PRINCIPLES OF PERFORMANCE AND DEVELOPMENT MANAGEMENT

• GOAL

The aim of performance and development management in the Free State Provincial Government is to optimise individual excellence and achievement, in order to contribute to the achievement of organizational goals and objectives and improve service delivery.

• OBJECTIVES

In order to achieve individual excellence and achievement, the Free State Provincial Government has the following objectives for performance management:

- To establish a performance and learning culture in the Public Service;
- To ensure that all jobholders know and understand what is expected of them;
- To promote contact and interaction about performance between jobholders and their supervisors;
- To identify and manage jobholders' development needs and meet those needs where possible;
- To evaluate performance fairly and objectively;
- To reward good performance;
- To improve service delivery; and
- To manage unacceptable performance.

• PRINCIPLES

Performance shall be managed: -

- by a designated supervisor;
- in a consultative, supportive and non-discriminatory manner;
- to enhance efficiency and service delivery;
- to minimize administrative burden on supervisors;
- to link to broad and consistent plans for skills development;
- by aligning departmental objectives and strategic plans to performance;
- to support two way feedback;
- in a planned way by setting regular dates for reviews and feedback;
- by aligning assessments with core competencies and set criteria;
- by having in-built equity and fairness.

• SCOPE AND APPLICATION

This Performance and Development Management Policy is applicable to all jobholders on salary levels 1 to 12 appointed in terms of the Public Service Act, 1994 (Proclamation 103 of 1994) within the Free State Provincial Government (permanently appointed as well as contract appointments).

The Performance and Development Management instrument shall be used to inform decisions on probation, rewards (pay progression and cash bonuses) and skills development of jobholders.

Performance will be reviewed on individual level but be linked to:

- Unit performance
- Organisational performance

- **JOB DESCRIPTIONS**

Job descriptions form a key component of the Performance and Development Management System. Job descriptions contribute to promote performance as it aligns individual objectives (required output) with the strategic objectives of the organization and by improving the knowledge and understanding of employees of what is expected from them. For this purpose a job description policy and format was developed for Free State Provincial Government and is attached as **Annexure A** to this document.

- **PERFORMANCE AND DEVELOPMENT MANAGEMENT CYCLE**

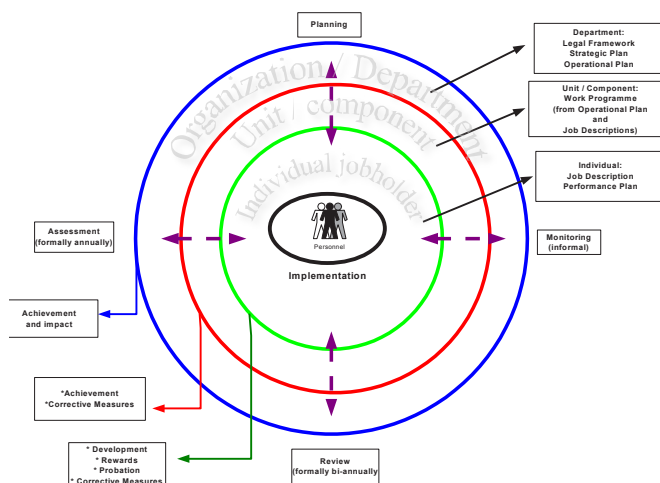
The Performance and Development Management cycle is a one-year period and is linked to a financial year for pay progression and cash bonuses. The probation cycle is however linked to the appointment date of jobholders (see paragraph 7.9.2 which deals with probation).

- PHASES AND CORE ELEMENTS OF THE PERFORMANCE AND DEVELOPMENT MANAGEMENT PROCESS IN ORGANISATIONAL CONTEXT

The Performance and Development Management phases include the following:

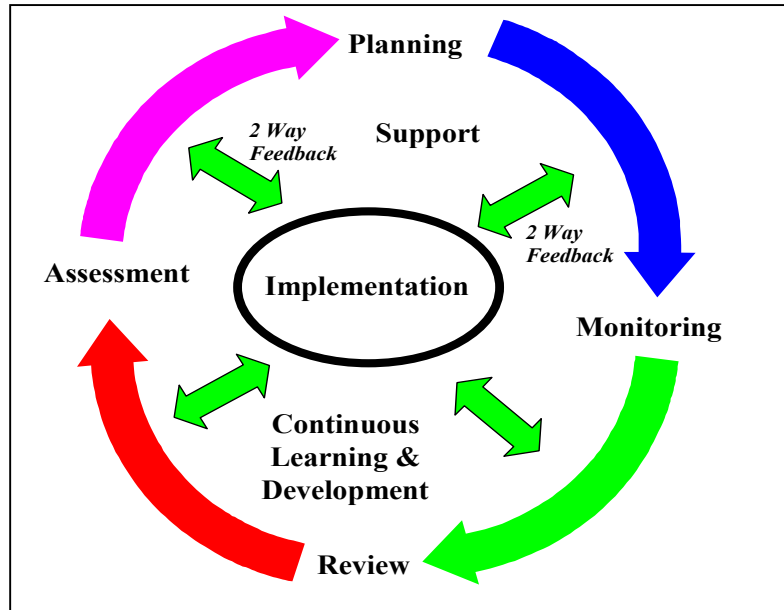
- Performance Planning
- Performance Monitoring
- Performance Review and Annual Assessment Support
- Two Way Feedback
- Continuous Learning and Development
- Annual (End-of-Cycle) Performance Assessment
- Pay Progression, Rewards and other Non-financial Decisions on Key Career Incidents
- Budget
- Appeals

SCHMATIC OVERVIEW OF PERFORMANCE MANAGEMENT IN ORGANIZATIONAL CONTEXT



SCHEMATIC OVERVIEW OF PERFORMANCE MANAGEMENT PHASES

The Performance and Development Management System include the following phases:



7.1 PERFORMANCE PLANNING

Both supervisor and subordinate (hereinafter referred to as the jobholder) should understand the significance of performance management, how it is conducted in the organization and what influence it could have on the jobholder's future.

The following need to be in place in order to be able to plan and manage the performance of a jobholder with a performance and development plan:

- Strategic Plan/Service Delivery Plan
- Written standards/competency profiles
- Job Descriptions
- Job requirements/Specifications
- Skills audit/identified training and development needs

7.1.1 PERFORMANCE AND DEVELOPMENT PLANS

A performance cycle starts on 1 April each year insofar as linkages to rewards are concerned (pay progression and cash bonuses). A bi-annual Performance and Development Plan (Annexure B) must be developed for every jobholder on salary level 1 to 12, as a minimum, with the first period of 6 months commencing on 1 April each year (quarterly Performance and Development Plans can also be developed if deemed necessary or in the event of jobholders being on probation).

It is important to note that performance management is not primarily about rewards, but about *managing performance*. As such, bi-annual Performance and Development Plans must also be developed for jobholders who are on personal notches higher than the salary level attached to the post and jobholders who are on the maximum notch of their salary level.

4.3 Human Resources Oversight Statistics

3.1 Personnel related expenditure

TABLE 3.1.1 – Personnel costs by programme, 2012/13

Programme	Total Expenditure (R'000)	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Professional and Special Services Expenditure (R'000)	Personnel expenditure as a % of total expenditure	Average personnel cost per employee (R'000)
Prog 1: Administration	676,694	387,478	0	0	57.3	12
Prog 2: Public Ord School Educ	8,169,824	6,999,847	0	0	85.7	222
Prog 3: Independent School Sub	45,801	0	0	0	0	0
Prog 4: Public Spec School Edu	351,517	297,821	0	0	84.7	9
Prog 5: Further Educ & Training	308,265	142,016	0	0	46.1	5
Prog 6: Adult Basic Educ & Training	137,476	133,768	0	0	97.3	4
Prog 7: Early Childhood Dev	101,046	92,104	0	0	91.1	3
Prog 8: Auxiliary & Ass Service	711,818	66,892	0	0	9.4	2
Total	10,502,510	8,119,926	0	0	77.3	257

TABLE 3.1.2 – Personnel costs by salary bands, 2012/13

Salary bands	Personnel Expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower skilled (Levels 1-2)	235,827	2.9	2426	97,208
Skilled (Levels 3-5)	512,630	6.2	4043	126,794
Highly skilled production (Levels 6-8)	4,548,470	55.4	18164	250,411
Highly skilled supervision (Levels 9-12)	2,683,484	32.7	6807	394,224
Senior management (Levels 13-16)	37,041	0.5	42	881,929
Contract (Levels 1-2)	5,932	0.1	51	116,314

Contract (Levels 3-5)	10,360	0.1	62	167,097
Contract (Levels 6-8)	907	0	6	151,167
Contract (Levels 9-12)	1,956	0	4	489,000
Contract (Levels 13-16)	697	0	1	697,000
Periodical Remuneration	6,283	0.1	840	7,480
Abnormal Appointment	94,644	1.2	2912	32,501
Total	8,119,926	99.2	35358	230167

TABLE 3.1.3 – Salaries, Overtime, Home Owners Allowance and Medical Aid by Programme 2012/13

Programme	Salaries		Overtime		Home Owners Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel cost	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Aid as a % of personnel cost
Fed: administration	280849	68.9	2474	0.6	12492	3.1	22470	5.5
Fed: adult basic education & training	127255	90.6	0	0	389	0.3	1004	0.7
Fed: auxiliary & associated services	16720	63.9	1942	7.4	504	1.9	1182	4.5
Fed: Early childhood development	85561	91.1	78	0.1	557	0.6	1078	1.1
Fed: further education & training	84	100	0	0	0	0	0	0
Fed: independent school subsidies	111	99.1	0	0	0	0	0	0
Fed: Public ordinary school education	5274334	74.3	1755	0	211732	3	372142	5.2
Fed: public special school educ	224096	74.4	64	0	9355	3.1	16095	5.3
Prog 5: Further Educ & Training	107442	75.6	0	0	4422	3.1	6894	4.9
Total	6116452	74.5	6313	0.1	239451	2.9	420865	5.1

TABLE 3.1.4 – Salaries, Overtime, Home Owners Allowance and Medical Aid by salary band, 2012/13

Salary Bands	Salaries		Overtime		Home Owners Allowance		Medical Assistance	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel cost	Amount (R'000)	HOA as a % of personnel cost	Amount (R'000)	Medical Assist as a % of personnel cost
Lower skilled (Levels 1-2)	158407	67	440	0.2	18990	8	23004	9.7
Skilled (Levels 3-5)	373960	72.6	1966	0.4	27048	5.3	40902	7.9
Highly skilled production (Levels 6-8)	3424719	75	1175	0	137716	3	248056	5.4
Highly skilled supervision (Levels 9-12)	2034171	74.6	2631	0.1	55295	2	108221	4
Senior management (Levels 13-16)	31114	77.8	0	0	150	0.4	561	1.4
Contract (Levels 1-2)	5714	96.3	0	0	20	0.3	1	0
Contract (Levels 3-5)	9390	90.6	100	1	223	2.2	80	0.8
Contract (Levels 6-8)	760	83.8	0	0	9	1	27	3
Contract (Levels 9-12)	1704	84.4	0	0	0	0	14	0.7
Contract (Levels 13-16)	623	81.4	0	0	0	0	0	0
Periodical Remuneration	0	0	0	0	0	0	0	0
Abnormal Appointment	75891	80.2	0	0	0	0	0	0
Total	6116453	74.5	6312	0.1	239451	2.9	420866	5.1

3.2 Employment and Vacancies

TABLE 3.2.1 – Employment and vacancies by programme

Programme	Number of posts on	Number of posts filled	Vacancy Rate	Number of employees additional to the
education, Permanent	28976	27141	6.3	3
Fed: Public ordinary school education, Temporary	5	5	0	0
Fed: public special school education, Permanent	1421	1244	12.5	1
Prog 5: further education & training, Permanent	653	597	8.6	0
TOTAL	34058	31606	7.2	46

TABLE 3.2.2 – Employment and vacancies by salary band

Salary band	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Lower skilled (Levels 1-2) Permanent	2600	2441	6.1	7
Lower skilled (Levels 1-2) Temporary	2	2	0	0
Skilled (Levels 3-5) Permanent	4084	3757	8	9
Skilled (Levels 3-5) Temporary	286	286	0	0
Highly skilled production (Levels 6-8) Permanent	19772	18145	8.2	11
Highly skilled production (Levels 6-8) Temporary	4	4	0	0
Highly skilled supervision (Levels 9-12) Permanent	7140	6805	4.7	13
Senior management (Levels 13-16) Permanent	46	42	8.7	1
Contract (Levels 1-2), Permanent	51	51	0	0
Contract (Levels 3-5), Permanent	62	62	0	3
Contract (Levels 6-8), Permanent	6	6	0	2
Contract (Levels 9-12), Permanent	4	4	0	0
Contract (Levels 13-16), Permanent	1	1	0	0
Total	34058	31606	7.2	46

TABLE 3.2.3 – Employment and vacancies by critical occupations

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy Rate	Number of employees additional to the establishment
Administrative related, Permanent	92	86	6.5	3
Appraisers-valuers and related professionals, Permanent	1	1	0	0
Artisan project and related superintendents, Permanent	1	1	0	0
Building and other property caretakers, Permanent	156	140	10.3	0
Bus and heavy vehicle drivers, Permanent	15	5	66.7	1
Cleaners in offices workshops hospitals etc., Permanent	2227	2108	5.3	7
Cleaners in offices workshops hospitals etc., Temporary	2	2	0	0
Client inform clerks (switchboard, reception, inform clerks), Permanent	11	11	0	0
Communication and information related, Permanent	9	9	0	0
Computer programmers, Permanent	3	3	0	0
Farm hands and labourers, Permanent	44	42	4.5	0
Farming forestry advisors and farm managers, Permanent	3	2	33.3	0
Finance and economics related, Permanent	54	41	24.1	2
Financial and related professionals, Permanent	30	26	13.3	1
Financial clerks and credit controllers, Permanent	215	206	4.2	0
Food services aids and waiters, Permanent	15	13	13.3	0
General legal administration & rel. professionals, Permanent	7	5	28.6	1
Head of department/chief executive officer, Permanent	2	2	0	0
Household and laundry workers, Permanent	1311	1141	13	0
Household food and laundry services	4	4	0	0

related, Permanent				
Human resources & org dev & related profs, Permanent	26	20	23.1	0
Human resources clerks, Permanent	251	237	5.6	0
Human resources related, Permanent	51	50	2	2
Inspectors of apprentices works and vehicles, Permanent	10	9	10	0
Librarians and related professionals, Permanent	7	7	0	0
Library mail and related clerks, Permanent	61	58	4.9	1
Light vehicle drivers, Permanent	33	31	6.1	0
Logistical support personnel, Permanent	16	16	0	2
Material-recording and transport clerks, Permanent	151	145	4	0
Messengers porters and deliverers, Permanent	14	12	14.3	0
Motor vehicle drivers, Permanent	3	3	0	0
Motorised farm and forestry plant operators, Permanent	4	4	0	0
Other admin & related clerks and organisers, Permanent	1790	1685	5.9	9
Other admin & related clerks and organisers, Temporary	3	3	0	0
Other administrative policy and related officers, Permanent	47	43	8.5	3
Other information technology personnel., Permanent	29	28	3.4	0
Other occupations, Permanent	26761	24835	7.2	9
Other occupations, Temporary	287	287	0	0
Printing and related machine operators, Permanent	14	14	0	1
Professional nurse, Permanent	12	11	8.3	0
Secretaries & other keyboard operating clerks, Permanent	80	76	5	1
Security guards, Permanent	71	66	7	0
Security officers, Permanent	19	17	10.5	2
Senior managers, Permanent	34	30	11.8	1
Social work and related professionals, Permanent	23	16	30.4	0
Staff nurses and pupil nurses, Permanent	1	1	0	0
Trade labourers, Permanent	58	54	6.9	0
Total	34058	31606	7.2	46

3.3. Job Evaluation

TABLE 3.3.1 – Job Evaluation by Salary band

Salary band	Number of posts on approved establishment	Number of Jobs Evaluated	% of posts evaluated by salary bands	Post Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower Skilled (Levels 1-2)	2602	0	0	0	0	0	0
Contract (Levels 1-2)	51	0	0	0	0	0	0
Contract (Levels 3-5)	62	0	0	0	0	0	0
Contract (Levels 6-8)	6	0	0	0	0	0	0
Contract (Levels 9-12)	4	0	0	0	0	0	0
Contract (Band A)	1	0	0	0	0	0	0
Skilled (Levels 3 – 5)	4370	0	0	0	0	0	0
Highly skilled production (Levels 6-8)	19776	0	0	1	0	0	0
Highly skilled supervision (Levels 9-12)	7140	0	0	0	0	0	0
Senior Management Service Band A	32	0	0	0	0	0	0
Senior Management Service Band B	8	0	0	0	0	0	0
Senior Management Service Band C	4	0	0	0	0	0	0
Senior Management Service Band D	2	0	0	0	0	0	0
TOTAL	34058	0	0	1	0	0	0

TABLE 3.3.2 – Profile of employees whose positions were upgraded due to their posts being upgraded

Beneficiaries	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability	0	0	0	0	0

TABLE 3.3.3 – Employees with salary levels higher than those determined by job evaluation by occupation

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
	0	0	0	0
	0	0	0	0
Percentage of total employment				

The following table summarises the beneficiaries of the above in terms of race, gender, and disability.

TABLE 3.3.4 – Profile of employees whose salary levels higher than those determined by job evaluation

Beneficiaries	African	Asian	Coloured	White	Total
Female	0	0	0	0	0
Male	0	0	0	0	0
Total	0	0	0	0	0
Employees with a disability	0	0	0	0	0

Total Number of Employees whose remuneration exceeded the grade determined by job evaluation in 2012/13

3.4. Employment Changes

TABLE 3.4.1 – Annual turnover rates by salary

Salary Band	Number of employees at beginning of period-April 2012	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Lower skilled (Level 1-2) Permanent	2330	93	69	3
Lower skilled (Levels 1-2) Temporary	3	0	0	0
Skilled (Levels 3-5) Permanent	3706	306	390	10.5
Skilled (Levels 3-5) Temporary	344	53	154	44.8
Highly skilled production (Levels 6-8) Permanent	18079	998	1165	6.4
Highly skilled production (Levels 6-8) Temporary	4	0	0	0

Highly skilled supervision (Levels 9-12)	6822	22	378	5.5
Senior Management Service Band A	29	0	0	0
Senior Management Service Band B	6	1	1	16.7
Senior Management Service Band C	4	0	0	0
Senior Management Service Band D	2	0	0	0
Contract (Level 1-2) Permanent	131	105	15	11.5
Contract (Level 3-5) Permanent	100	89	47	47
Contract (Level 6-8) Permanent	3	3	0	0
Contract (Level 9-12) Permanent	3	1	0	0
Contract (Band A) Permanent	1	0	0	0
Total	31567	1671	2219	7

TABLE 3.4.2 – Annual turnover rates by critical occupation

Critical Occupation:	Number of employees at beginning of period – April 2012	Appointments and transfers into the department	Terminations and transfers out of the department	Turnover rate
Administrative related, Permanent	81	1	2	2.5
Appraisers-valuers and related professionals, Permanent	1	0	0	0
Artisan project and related superintendents, Permanent	1	0	0	0
Building and other property caretakers, Permanent.	146	9	14	9.6
Bus and heavy vehicle drivers, Permanent	5	0	0	0
Cleaners in offices workshops hospitals etc., Permanent	2016	118	80	4
Cleaners in offices workshops hospitals etc., Temporary	3	0	0	0
Client inform clerks(switchboard, reception, inform clerks), Permanent	11	0	0	0
Communication and information related, Permanent	8	1	0	0
Computer programmers, Permanent	3	0	0	0

Farm hands and labourers, Permanent	43	0	1	2.3
Farming forestry advisors and farm managers, Permanent	1	1	0	0
Finance and economics related, Permanent	39	2	1	2.6
Financial and related professionals, Permanent	22	1	1	4.5
Financial clerks and credit controllers, Permanent	213	6	6	2.8
Food services aids and waiters, Permanent	16	0	3	18.8
General legal administration & rel professionals, Permanent	4	1	0	0
Head of /chief executive officer, Permanent	2	0	0	0
Household and laundry workers, Permanent	1128	93	72	6.4
Household food and laundry services related, Permanent	1	0	0	0
Human resources & organ dev & relate profs, Permanent	22	0	1	4.5
Human resources clerks, Permanent	219	11	3	1.4
Human resources related, Permanent	43	0	0	0
Inspectors of apprentices works and vehicles, Permanent	9	0	0	0
Librarians and related professionals, Permanent	7	0	0	0
Library mail and related clerks, Permanent	62	0	2	3.2
Light vehicle drivers, Permanent	29	1	1	3.4
Logistical support personnel, Permanent	16	0	0	0
Material-recording and transport clerks, Permanent	153	0	34	22.2
Messengers porters and deliverers, Permanent	13	1	2	15.4
Motor vehicle drivers, Permanent	3	0	0	0
Motorised farm and forestry plant operators, Permanent	4	0	0	0
Other admin & related clerks and organisers, Permanent	1681	86	66	3.9
Other admin & related clerks and organisers, Temporary	3	0	0	0
Other administrative policy and	45	1	0	0

related officers, Permanent				
Other information technology personnel., Permanent	27	1	1	3.7
Other occupations, Permanent	24843	1279	1760	7.1
Other occupations, Temporary	345	53	154	44.6
Printing and related machine operators, Permanent	15	0	1	6.7
Professional nurse, Permanent	11	1	1	9.1
Secretaries & other keyboard operating clerks, Permanent	77	1	0	0
Security guards, Permanent	72	0	5	6.9
Security officers, Permanent	18	0	0	0
Senior managers, Permanent	30	1	1	3.3
Social work and related professionals, Permanent	17	2	2	11.8
Staff nurses and pupil nurses, Permanent	1	0	0	0
Trade labourers, Permanent	58	0	5	8.6
Total	31567	1671	2219	7

The table below identifies the major reasons why staff left the Department

Table 3.4.3 – Reasons why staff left the Department

Termination Type	Number	% of total Resignations
Death, Permanent	202	9.1
Death, Temporary	2	0.1
Resignation, Permanent	363	16.4
Resignation, Temporary	6	0.3
Expiry of contract, Permanent	875	39.4
Expiry of contract, Temporary	146	6.6
Transfers, Permanent	2	0.1
Discharged due to ill health, Permanent	41	1.8
Dismissal – misconduct, permanent	28	1.3
Retirement, permanent	554	25
Total	2219	100
Total number of employees who left as a % of the total employment		7

Table 3.4.4 – Promotions by critical occupation

Occupation	Employees 1 April 2012	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progressions as a % of employees by occupation
Administrative related	81	7	8.6	56	69.1
Appraisers-valuers and related professionals	1	0	0	1	100
Artisan project and related	1	0	0	1	100

superintendents					
Building and other property caretakers	146	0	0	54	37
Bus and heavy vehicle drivers	5	0	0	3	60
Cleaners in offices workshops hospitals etc.	2019	1	0	846	41.9
Client inform clerks (switchboard, reception, inform clerks)	11	0	0	5	45.5
Communication and information related	8	0	0	3	37.5
Computer programmers.	3	0	0	2	66.7
Farm hands and labourers	43	0	0	23	53.5
Farming forestry advisors and farm managers	1	0	0	1	100
Finance and economics related	39	6	15.4	15	38.5
Financial and related professionals	22	2	9.1	11	50
Financial clerks and credit controllers	213	0	0	121	56.8
Food services aids and waiters	16	0	0	2	12.5
General legal admin & related professionals	4	0	0	1	25
Head of department /chief executive officer	2	0	0	2	100
Household and laundry workers	1128	3	0.3	590	52.3
Household food and laundry services related worker	1	0	0	1	100
Human resources & org dev & relate profs	22	1	4.5	14	63.6
Human resources clerks	219	14	6.4	140	63.9
Human resources related	43	4	9.3	31	72.1
Inspectors of apprentices works and vehicles	9	0	0	0	0
Librarians and related professionals	7	0	0	3	42.9
Library mail and related clerks	62	1	1.6	33	53.2
Light vehicle drivers	29	0	0	13	44.8
Logistical support personnel	16	0	0	6	37.5
Material-recording and transport clerks	153	3	2	91	59.5
Messengers porters and deliverers	13	0	0	7	53.8
Motor vehicle drivers	3	0	0	1	33.3
Motorised farm and forestry plant operators	4	0	0	1	25
Other admin & related clerks and organisers	1684	7	0.4	880	52.3
Other administrative policy and related officers	45	2	4.4	21	46.7
Other information technology	27	1	3.7	9	33.3

personnel.					
Other occupations	25188	374	1.5	21593	85.7
Printing and related machine operators	15	0	0	7	46.7
Professional nurse	11	0	0	0	0
Secretaries & other keyboard operating clerks	77	8	10.4	49	63.6
Security guards	72	0	0	26	36.1
Security officers	18	1	5.6	11	61.1
Senior managers	30	0	0	21	70
Social work and related professionals	17	0	0	2	11.8
Staff nurses and pupil nurses	1	0	0	0	0
Trade labourers	58	0	0	37	63.8
Total	31567	435	1.4	24734	78.4

Table 3.4.5 – Promotions by salary band

Salary Band	Employees 1 April 2012	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progressions as a % of employees by salary band
Lower skilled (Levels 1-2) Permanent	2330	0	0	813	34.9
Lower skilled (Levels 1-2) Temporary	3	0	0	0	0
Skilled (Levels 3-5) Permanent	3706	23	0.6	2164	58.4
Skilled (Levels 3-5) Temporary	344	0	0	0	0
Highly skilled production (Levels 6-8) Permanent	18079	191	1.1	15092	83.5
Highly skilled production (Levels 6-8) Temporary	4	0	0	0	0
Highly skilled supervision (Levels 9-12) Permanent	6822	219	3.2	6610	96.9
Senior management (Levels 13-16)	41	1	2.4	28	68.3
Contract (Level 1-2), Permanent	131	0	0	0	0
Contract (Level 3-5) Permanent	100	0	0	25	25
Contract (Level 6-8) Permanent	3	0	0	0	0
Contract (Level 9-12) Permanent	3	1	33.3	2	66.7
Contract (Level 13-16) Permanent	1	0	0	0	0
Total	31567	435	1.4	24734	78.4

3.5. Employment Equity

3.5.1 – Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2013

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	23	0	1	0	6	1	0	2	33

Professionals, Permanent	7346	183	4	1061	13126	299	10	2885	24914	
Professionals, Temporary	114	3	0	0	154	6	0	10	287	
Technicians and associate professionals	69	1	0	9	48	2	0	29	158	
Clerks, Permanent	704	17	0	13	1313	54	0	317	2418	
Clerks, Temporary	0	0	0	0	0	0	0	3	3	
Service and sales workers	74	0	0	3	10	0	0	1	88	
Craft and related trades workers	6	0	0	1	3	0	0	0	10	
Plant and machine operators and assemblers	47	1	0	3	2	4	0	0	57	
Elementary occupations, Permanent	1554	59	0	58	1664	81	0	202	3618	
Elementary occupations, Temporary	1	0	0	0	1	0	0	0	2	
Other Permanent	4	0	0	0	12	0	0	2	18	
Total	9942	264	5	1148	16339	447	10	3451	31606	
Employees with disabilities		19	1	0	0	26	0	0	1	47

3.5.2 – Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2013

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management –permanent (L 15-L16)	6	0	0	0	0	0	0	0	6
Senior Management –permanent (L13-L14)	23	0	1	2	7	1	0	2	36
Professionally qualified and experienced	2440	92	4	644	2446	79	6	1094	6805

specialists and mid-management									
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents - permanent	4900	91	0	423	10518	232	4	1977	18145
Skilled technical and academically qualified workers, junior management, supervisors, foremen and superintendents-temporary	0	0	0	0	0	0	0	4	4
Semi-skilled and discretionary decision making-permanent	1198	41	0	53	2056	89	0	320	3757
Semi-skilled and discretionary decision making-temporary	114	3	0	0	154	6	0	9	286
Unskilled and defined decision making-permanent	1217	35	0	23	1092	40	0	34	2441
Unskilled and defined decision making-	1	0	0	0	1	0	0	0	2

temporary Contract (Senior Management) Permanent	1	0	0	0	0	0	0	0	1
Contract (professionally qualified) permanent	4	0	0	0	0	0	0	0	4
Contract (Skilled technical) permanent	1	0	0	1	4	0	0	0	6
Contract (semi-skilled) permanent	12	2	0	2	37	0	0	9	62
Contract (unskilled) permanent	25	0	0	0	24	0	0	2	51
Total	9942	264	5	1148	16339	447	10	3451	31606

3.5.3 – Recruitment

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management- permanent	1	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid- management	6	0	0	3	11	0	0	2	22
Skilled tech & academically qualified workers, junior management, supervisors, foremen & superintendents Permanent	247	5	0	53	442	9	0	242	998
Semi-skilled and discretionary decision making, Permanent	104	2	0	11	160	4	0	25	306
Semi-skilled and discretionary decision making, Temporary	21	0	0	0	32	0	0	0	53
Unskilled and defined decision making	39	0	0	0	53	0	0	1	93
Contract (Professionally	1	0	0	0	0	0	0	0	1

qualified) -permanent									
Contract (skilled technical) -permanent	1	0	0	1	1	0	0	0	3
Contract (semi-skilled) - permanent	20	2	0	2	48	0	0	17	89
Contract (unskilled) - permanent	47	3	0	1	49	0	0	5	105
Total	487	12	0	71	796	13	0	292	1671
Employees with disabilities	0	0	0	0	0	0	0	0	0

3.5.4 – Promotions

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management-permanent	3	0	0	0	0	0	0	0	3
Senior Management-permanent	14	0	1	2	6	1	0	2	26
Professionally qualified and experienced specialists and mid-management	2453	91	4	637	2448	77	7	1112	6829
Skilled tech & acad qualified workers, junior management, supervisors, foremen and superintendents	4157	73	0	324	9034	196	3	1496	15283
Semi-skilled and discretionary decision making-permanent	733	27	0	25	1162	57	0	183	2187
Unskilled and defined decision making-permanent	402	8	0	11	366	13	0	13	813
Contract (Professionally qualified)-permanent	3	0	0	0	0	0	0	0	3
Contract (semi-skilled)-permanent	8	0	0	1	15	0	0	1	25
Total	7773	199	5	1000	13031	344	10	2807	25169
Employees with disabilities	11	0	0	0	7	0	0	0	18

3.5.5 – Terminations

Occupational Bands	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Senior Management	0	0	0	0	1	0	0	0	1
Professionally qualified and experienced specialists and mid-management	142	8	0	45	123	3	0	57	378
Skilled tech & acad qualified workers, junior management, supervisors, foremen and superintends-permanent	359	9	0	36	517	11	0	233	1165
Semi-skilled and discretionary decision making-permanent	115	4	0	10	226	9	0	26	390
Semi-skilled and discretionary decision making-temporary	60	0	0	0	92	1	0	1	154
Unskilled and defined decision making-permanent	45	1	0	1	21	0	0	1	69
Contract (semi-skilled)-permanent	18	0	0	1	26	0	0	2	47
Contract (unskilled)-permanent	5	1	0	0	6	0	0	3	15
Total	744	23	0	93	1012	24	0	323	2219
Employees with disabilities	1	0	0	0	0	0	0	1	1

3.5.6 – Disciplinary action

	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Disciplinary action	0	0	0	0	0	0	0	0	0

3.5.7 – Skills development

Occupational categories	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Legislators, senior officials and managers	208	10	3	30	95	10	2	40	398
Professionals	6069	500	20	989	11269	520	31	1000	20398

Technicians and associate professionals	0	0	0	0	0	0	0	0	0
Clerks	436	14	3	86	811	14	3	100	1467
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	0	0	0	0	0	0	0	0	0
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	0	0	0	0	0	0	0	0	0
Elementary occupations	28	3	0	5	52	3	0	3	94
Total	6741	527	26	1110	12227	547	36	1143	22357
Employees with disabilities	0	0	0	0	0	0	0	0	0

3.6 Performance rewards

3.6.1 – Performance Rewards by race, gender, and disability

	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African, Female	686	16313	4.2	4,342	6,329
African, Male	502	9923	5.1	2,990	5,956
Asian, Female	0	10	0	0	0
Asian, Male	1	5	20	38	37,999
Coloured, Female	66	447	14.8	444	6,728
Coloured, Male	20	263	7.6	106	5,314
Total Blacks, Female	752	16770	4.5	4,786	6,364
Total Blacks, Male	523	10191	5.1	3,134	5,993
White, Female	266	3450	7.7	2,473	9,296
White, Male	39	1148	3.4	378	9,700
Employees with a disability	7	47	14.9	38	5,489
Total	1587	31606	5	10,809	6,811

TABLE 3.6.2 – Performance Rewards by salary bands for personnel below Senior Management Service

Salary Bands	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee
Lower skilled (Levels 1-2)	331	2426	13.6	1,232	3,722
Skilled (Levels 3-5)	816	4043	20.2	4,302	5,272
Highly skilled production (Levels 6-8)	365	18164	2	3,614	9,901

Highly skilled supervision (Levels 9-12)	66	6807	1	1,354	20,515
Contract (levels 1-2)	0	51	0	0	0
Contract (levels 3-5)	1	62	1.6	5	5,000
Contract (levels 6-8)	0	6	0	0	0
Contract (levels 9-12)	0	4	0	0	0
Periodical remuneration	0	840	0	0	0
Abnormal Appointment	0	2912	0	0	0
Total	1579	35315	4.5	10507	6654

TABLE 3.6.3 – Performance Rewards by critical occupation

Critical Occupations	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Administrative related, Permanent	27	85	31.8	543	20,111
Appraisers-valuators & rel professionals, Permanent	0	1	0	0	0
Artisan project and related superintendents, Permanent	0	1	0	0	0
Building and other property caretakers, Permanent	21	139	15.1	88	4,190
Bus and heavy vehicle drivers, Permanent	3	5	60	19	6,333
Cleaners in offices, workshops, hospitals, etc.,	327	2110	15.5	1,293	3,954
Client inform clerks (switchb receipt inform clerks), Permanent	5	11	45.5	34	6,800
Communication and information related, Permanent	2	9	22.2	22	11,000
Computer programmers, Permanent	2	3	66.7	25	12,500
Farm hands and labourers, Permanent	9	42	21.4	30	3,333
Farming forestry advisors and farm managers, Permanent	0	2	0	0	0
Finance and economics related, Permanent	10	40	25	235	23,500
Financial and related professionals, Permanent	12	26	46.2	120	10,000
Financial clerks and credit controllers, Permanent	54	206	26.2	344	6,370
Food services aids and waiters, Permanent	3	13	23.1	9	3,000

General legal admin & rel professionals, Permanent	1	5	20	18	18,000
Head of department /chief executive officer, Permanent	0	2	0	0	0
Household and laundry workers, Permanent	153	1141	13.4	697	4,556
Household food and laundry services related	0	4	0	0	0
Human resources & org dev & relate profs, Permanent	9	20	45	102	11,333
Human resources clerks, Permanent	118	237	49.8	1,050	8,898
Human resources related, Permanent	23	50	46	454	19,739
Inspectors of apprentices works and vehicles	0	9	0	0	0
Librarians and related professionals, Permanent	1	7	14.3	5	5,000
Library mail and related clerks, Permanent	27	58	46.6	185	6,852
Light Vehicle drivers	12	31	38.7	66	5,500
Logistical support personnel, Permanent	6	16	37.5	73	12,167
Material-recording and transport clerks, Permanent	60	145	41.4	450	7,500
Messengers porters and deliverers, Permanent	6	12	50	28	4,667
Motor vehicle drivers, Permanent	0	3	0	0	0
Motorised farm and forestry plant operators, Permanent	1	4	25	4	4,000
Other admin & related clerks and organisers, Permanent	565	1688	33.5	3,875	6,858
Other admin policy and related officers, Permanent	12	43	27.9	149	12,417
Other information technology personnel., Permanent	8	28	28.6	81	10,125
Other occupations	30	25107	0.1	160	5,333
Printing and related machine operators	8	14	57.1	37	4,625
Professional nurse	4	11	36.4	81	20,250
Rank: Unknown	0	18	0	0	0
Secretaries & other keyboard operating clerks	28	76	36.8	177	6,321
Security guards	21	66	31.8	61	2,905
Security officers	4	17	23.5	27	6,750
Senior managers	5	30	16.7	207	41,400

Social work and related professionals	2	16	12.5	30	15,000
Staff nurses and pupil nurses	0	1	0	0	0
Trade labourers	8	54	14.8	29	3,625
Total	1587	31606	5	10808	6810

TABLE 3.6.4 – Performance related rewards (cash bonus), by salary band, for Senior Management Service

Salary Band	Beneficiary Profile			Cost		
	Number of beneficiaries	Number of employees	% of total within salary bands	Total Cost (R'000)	Average cost per employee	Total cost as a % of the total personnel expenditure
Band A	7	32	21.9	250	35,714	0.9
Band B	1	5	20	52	52,000	0.9
Band C	0	4	0	0	0	0
Band D	0	2	0	0	0	0
TOTAL	8	43	18.6	302	37750	0.9

3.7. Foreign Workers by salary band

TABLE 3.7.1 – Foreign Workers by salary band

Salary Band	01 April 2012		31 March 2013		Change	
	Number	% of total	Number	% of total	Number	% change
Lower skilled (Levels 1-2)	1	1.6	1	1.3	0	0
Skilled (Levels 3-5)	4	6.3	9	11.8	5	38.5
Highly skilled production (Levels 6-8)	49	77.8	58	76.3	9	69.2
Highly skilled supervision (Levels 9-12)	7	11.1	6	7.9	-1	-7.7
Abnormal Employment	2	3.2	2	2.6	0	0
Total	63	100	76	100	13	100

TABLE 3.7.2 – Foreign Workers by major occupation

Major Occupation	1 April 2012		31 March 2013		Change	
	Number	% of total	Number	% of total	Number	% change
Administrative office workers	1	1.6	2	2.6	1	7.7
Elementary occupations	1	1.6	1	1.3	0	0
Other occupations	61	96.8	73	96.1	12	92.3
Total	63	100	76	100	13	100

Leave utilisation

TABLE 3.8.1 – Sick leave

Salary Band	Total days	% days with medical certification	Number of Employees using sick leave	% of total employees using sick leave	Average days per employee	Estimated Cost (R'000)
Lower skilled (Levels 1-2)	8184	83.9	1460	6.8	6	1,951
Skilled (Levels 3-5)	13706	77.7	2212	10.3	6	4,431
Highly skilled production (Levels 6-8)	76780	73.6	13089	60.9	6	52,112
Highly skilled supervision (Levels 9-12)	27411	74.7	4653	21.7	6	29,241
Senior management (Levels 13-16)	166	84.9	26	0.1	6	529
Contract (levels 1-2)	6	100	4	0	2	1
Contract (levels 3-5)	133	60.2	31	0.1	4	38
Contract (levels 6-8)	10	100	2	0	5	6
Contract (levels 9-12)	5	0	1	0	5	9
Total	126401	74.9	21478	100	6	88318

TABLE 3.8.2 – Disability leave (temporary and permanent)

Salary Band	Total days	% days with medical certification	Number of Employees using disability leave	% of total employees using disability leave	Average days per employee	Estimated Cost (R'000)
Lower skilled (Levels 1-2)	847	100	29	4.1	29	214
Skilled (Levels 3-5)	4587	100	77	11	60	1,519
Highly skilled production (Levels 6-8)	21768	100	403	57.7	54	14,727
Highly skilled supervision (Levels 9-12)	11890	100	190	27.2	63	12,665
Total	39092	100	699	100	56	29125

TABLE 3.8.3 – Annual Leave

Salary Bands	Total days taken	Number of Employees using annual leave	Average per employee
Lower skilled (Levels 1-2)	27826.92	15	1901
Skilled (Levels 3-5)	42865.02	16	2606
Highly skilled production (Levels 6-8)	24848	7	3797
Highly skilled supervision (Levels 9-12)	24377	8	2941
Senior management (Levels 13-16)	710	17	43
Contract (levels 1-2)	23	8	3

Contract (levels 3-5)	509	11	48
Contract (levels 6-8)	48	10	5
Contract (levels 9-12)	50	13	4
Contract (levels 13-16)	11	11	1
Total	121267.94	11	11349

TABLE 3.8.4 – Capped leave

Salary Bands	Total days of capped leave taken	Number of Employees using capped Leave	Average number of days taken per employee	Average capped leave per employee as at 31 December
Lower skilled (Levels 1-2)	87	17	5	38
Skilled Levels 3-5)	282	82	3	69
Highly skilled production (Levels 6-8)	8273	2,964	3	57
Highly skilled supervision(Levels 9-12)	5747	2,026	3	68
Total	14389	5089	3	61

TABLE 3.8.5 – Leave payouts

REASON	Total Amount (R'000)	Number of Employees	Average per employee (R'000)
Capped leave payouts on termination of service for 2012/13	18,150	1,861	9753
Current leave payout on termination of service for 2012/13	0	6	0
Total	18150	1867	9721

3.9. HIV/AIDS & Health Promotion Programmes

TABLE 3.9.1 Steps taken to reduce the risk of occupational exposure

Units/categories of employees identified to be at high risk of contracting HIV & related diseases(if any)	Key steps taken to reduce the risk
Learnerships	Young employees and Learnerships are encouraged to test for HIV and AIDS during awareness campaigns
Young employees	

Table 3.9.2 Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)

Question	Yes	No	Details, if yes
1. Has the Department designated a member of the SMS to implement the provisions contained in Part VI E of Chapter 1 of the Public Service Regulations, 2001? If so, provide her/his name and position.			Ms. B E Qwelane is the Director responsible for management of HIV and AIDS Unit that focuses on Life Skills for Learners, Training of SMT's on HIV and AIDS Management at Schools, empowering of Educators through workshops and Training and integration of HIV and AIDS knowledge into curriculum.
2. Does the Department have a dedicated unit or has it designated specific staff members to promote the health and well being of its employees? If so, indicate the number of employees who are involved in this task and the annual budget that is available for this purpose.			The Employee Health and Wellness Unit has 3 counsellors and the Manager. The budget available is only R6.4.million, which. is not enough for the needs of the programme .R6 million is for the service provider and R400 000 is the unit's operational budget for administration and awareness campaigns.
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for its employees? If so, indicate the key elements/services of this programme.			The employee Health and Wellness Unit runs a comprehensive programme with EAP as one of the programmes. At hand the unit provides a 24 Hour counselling service, HIV and AIDS disease management programme, Face to face Counselling services for both personal and work related programmes, health promotion and awareness creation programmes.
4. Has the Department established (a) committee(s) as contemplated in Part VI E.5 (e) of Chapter 1 of the Public Service Regulations, 2001? If so, please provide the names of the members of the committee and the stakeholder(s) that they represent.			The departmental Employee Health and Wellness Forum is currently being re-established to ensure that educators are being represented at all the districts. Another new forum called the Employee Health and Wellness Labour Forum has been established where the unions can engage in discussions about HIV and AIDS and wellness issues. Already PSA, SADTU and NEHAWU are on board.

<p>5. Has the Department reviewed its employment policies and practices to ensure that these do not unfairly discriminate against employees on the basis of their HIV status? If so, list the employment policies/practices so reviewed.</p>			<p>The employee health and wellness programme functions under the legislative guidelines as provided by the DPSA. The programme is being guided by the DPSA framework on employee health and wellness programmes in the public service which is clear on issues of discrimination and confidentiality.</p>
<p>6. Has the Department introduced measures to protect HIV-positive employees or those perceived to be HIV-positive from discrimination? If so, list the key elements of these measures.</p>			<p>The Department is engaged in the HIV Counseling and Testing. Those who test positive are enrolled in a non-discriminatory and confidential manner. They are immediately referred to a service provider who will further screen them and provide anti-retroviral therapy. The clients can also call a toll free number or they can talk to a counsellor at the unit. Confidentiality is strictly maintained. Disciplinary steps are taken against anybody who unfairly discriminates against HIV positive employees. HIV and AIDS awareness campaigns are done to educate employees more on stigma and discrimination. No confidential information of clients is being released</p>
<p>7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have you achieved.</p>			<p>The HIV and AIDS Disease Management is currently having 500 affected and infected employees on it. Some are only affected and they get support and care. The HIV and Testing campaign is running so these numbers are expected to increase.</p>

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			<p>R5,730 million under goods and services, R364 000 under interest and rent on land, R9 000 under Departmental agencies & accounts, R1 000 under public corporations & private enterprises and R53,256 million under households was shifted to Public Ordinary school education towards goods and services and compensation of employees. R20 000 was received towards machinery and equipment to purchase computers. Savings of R1,677 million under machinery and equipment and R573 000 under software and intangible assets were shifted to Early Childhood Development towards machinery and equipment for library toys.</p>
2	Public Ordinary Schools	109 211	<p>R15,532 million was received towards compensation of employees. An amount of R3,235 million was shifted from goods and services to transfer and subsidies towards Dinaledi schools grant and newly approved section 21 schools. R103 000 was shifted from goods and services to machinery and equipment for leases of photocopiers machines and purchasing of fax machines. R609 000 was shifted from goods and services and R10 000 from machinery and equipment to Administration towards purchasing of computers and the best performing district awards.</p> <p>A saving of R26 000 under goods and services was shifted to Auxiliary and Associated services towards travel and subsistence cost. An amount of R3,514 million was shifted from goods and services to buildings and fixed structures as payment to Kagisho Trust. R78,325 million was received under goods and services towards CAPS.</p> <p>A saving of R52 000 under interest and rent on land was shifted to goods and services. An amount of R5,113 million was shifted from Non profit institutions to Households towards leave gratuities.</p>

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			R15,999 was received under households towards leave gratuities.
3	Independent Schools	(4 120)	A saving of R3,800 million under non-profit institutions was shifted to Auxiliary and associated services towards hostel subsidies. An amount of R320 000 was shifted to Public Ordinary School education, households, towards leave gratuities.
4	Public Special Schools	(3 720)	A saving of R3,710 million was shifted from compensation of employees and R10 000 from interest and rent on land to Public Ordinary School Education towards compensation of employees and CAPS. An amount of R240 000 was shifted from compensation of employees to households towards leave gratuities.
6	Adult Basic Education and Training	(8 377)	A saving of R7,658 million was shifted from compensation of employees to Public Ordinary School Education, compensation of employees. An amount of R242 000 under compensation of employees was shifted to households towards leave gratuities. A saving of R655 000 under goods and services and R64 000 under interest and rent on land was shifted to Public Ordinary School Education towards CAPS. An amount of R21 000 was shifted from non-profit institutions to households toward leave gratuities.
7	Early Childhood Development	(1 497)	A saving of R8 000 under compensation of employees was shifted to Auxiliary and associated services and R3,539 million to Public Ordinary school education towards compensation of employees. R2,714 million was received towards goods and services for library kits. A saving of R2,914 million was shifted from non-profit institutions to Public Ordinary School Education, households, towards leave gratuities. An amount of R218 000 was shifted from non profit institutions to Households towards leave gratuities.

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			R2,250 million was received for machinery and equipment towards library kits.
8	Auxiliary and Associated Services	(30 476)	R8 000 was received under compensation of employees and R26 000 under goods and services towards travel and subsistence cost. R406 000 was shifted from goods and services to compensation of employees. An amount of R113 000 under goods and services was shifted to Administration, goods and services towards travel and subsistence cost. A saving of R2,714 million under goods and services was shifted to Early Childhood development, goods and services, towards library kits. An amount of R20,746 million and R4 000 under interest and rent on land was shifted to Public Ordinary School Education towards CAPS and compensation of employees. Amounts of R1 000 under public corporations and private enterprises and R350 000 under non profit institutions was shifted to households towards leave gratuities. A saving of R6,933 million under non profit institutions was shifted to Public Ordinary school education, households towards leave gratuities
Total		0	

Important policy decisions and strategic issues facing the Department:

The Department of Education adopted a strategic goal – achieving quality education, which is a basic right for every child in South Africa. In order to achieve this goal, a theme ‘raising the bar and leave no child behind’ were adopted and implemented during the financial year under review.

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Promotion of sound corporate governance through sustainable use of resources:

- To provide overall management to the department
- To provide support and related services to educational institutions

Provision of effective and accessible quality basic education:

- To provide effective teaching and learning to all children/learners from grade 1 to 12
- To provide access to quality education to learners with special needs
- To expand and universalised Grade R

Significant events that have taken place during the year:

The department continued to maintain the current number of no-fee schools in the Province. All schools in quintile 1, 2 and 3 continued to be no-fee schools. The per capita allocation for those learners differs in line with the quintile status of the respective school. Learners in quintile 1 receive an allocation of R960 whilst those in quintile 2 and 3 received R880. The non-section 21 schools received a once off payment of R100 per learner as a transfer payment in lieu of school fees. The Department continues to strive to give equal allocation per learner in quintiles 1 to 3. This was not possible during the 2012/2013 financial year due to financial constraints, but it is anticipated that this goal might be reached during the 2013/2014 financial year.

The table below indicates the per capita learner allocation per quintile for the 2011 and 2012 academic years in public ordinary schools:

Affordable school allocation levels for 2012		
Description	2012	2011
National quintile 1 (Poorest)	R960	R905
National quintile 2	R880	R829
National quintile 3	R880	R829
National quintile 4	R480	R453
National quintile 5	R240	R240
The national adequacy benchmark is R895 per learner for 2012		

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Major projects undertaken or completed during the year:

The following are major activities which took place during the year under review:

- Provision of Learning and Teacher Support Materials (LTSM)
- Teacher development
- Improvement of learner performance in the areas of Mathematics, Science, Technology, Accounting and English.
- Improve the annual grade 12 pass rate.
- Recapitalization of technical secondary schools.
- Improvement of infrastructure

Other material matters:

During the year under review, the outstanding advance received from the Provincial Treasury, amounting to R121,218 million as per the 2011/2012 annual financial statements, was paid back to the Provincial Treasury and therefore this matter was concluded.

Approval was granted by the Accounting Officer and the Member of the Executive Council responsible for Education to close the two departmental trust funds and to transfer the money to the University of the Free State.

Unauthorised Expenditure:

Due to insufficient budget allocation the department overspent its annual budget allocation, with specific reference to programme 2, which resulted in the reporting of unauthorised expenditure amounting to R79,365 million. Details in terms of the unauthorised expenditure are disclosed in note 10 to the annual financial statements.

Irregular Expenditure

The total amount in terms of irregular expenditure which occurred during the financial year under review, including the opening balance and cases finalised during the financial year, amounts to R453,623 million as the closing balance and alleged irregular expenditure amounting to R235,223 million to be investigated during the 2013/2014 financial year. Details in terms of the irregular expenditure are disclosed in note 27 to the annual financial statements.

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Fruitless and Wasteful Expenditure

The total amount in terms of fruitless and wasteful expenditure which occurred during the financial year under review including the opening balance and cases finalised during the financial year amounts to R18,526 million. Details in terms of fruitless and wasteful expenditure are disclosed in note 11 and disclosure note 28 to the annual financial statements.

2. Service rendered by the department

2.1 Service delivery achievements and challenges per programme are dealt with in Section B of the Annual Report.

2.2 Tariff policy

The tariff structure of the Department is informed by the National and Provincial guidelines as well as external bodies such as Umalusi.

The departmental tariff structure for the year under review was approved by the Provincial Treasury as required by Treasury Regulation 7.3.1. The tariff policy is also reviewed on an annual basis as required. The Department also accept and implement on an annual basis the revised fee structure of the Council for Quality Assurance in General and Further Education and Training of South Africa, namely Umalusi, as the tariffs applicable across South Africa.

The following sources of Revenue exist in the Department of Education:

- a) Commission on insurance
- b) Services Rendered: Exam Certificates
- c) Services Rendered: Marking of Exam Papers
- d) Sales: Tender Documents
- e) Sales: Scrap
- f) Sales: Waste Paper
- g) Domestic Fines
- h) Interest Received: Private Sector Domestic: Contractual Departmental Debt.
- j) Revenue Received: Private Sector: Contractual Departmental Debt

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The Revenue tariffs are determined as follows:

- a) **Commission on insurance:** - National Treasury PERSAL
 b) **Services Rendered: Exam Certificates and Marking of Exam Papers:** - Umalusi in consultation with the National Department of Education for all the Provinces.
 c) **Sales: Tender Documents:**

Number of pages per tender document	Tariffs for 2011/12	Tariffs for 2012/13
Up to 100 pages	R67.00	R80.00
101 to 150 pages	R100.00	R120.00
151 to 200 pages	R133.00	R160.00
More than 200 pages	R194.00	R233.00

- The copy costs, monthly rental for 2x photocopier machines and paper cost were taken into consideration when tariff calculations were made.
 - The Supply Chain Management Directorate has determined that the recent increases in document prices have not been in line with the recent changes in the market price increases. To this effect the above inflation adjustment for the sale of bid documents as indicated in column 4 of Table above is proposed in order to cater for, amongst others, operational cost changes in the reproduction of these documents. New photocopier machines with higher rental agreements also have an impact on the higher costs.
- d) **Sales: Scrap:** - The amounts received for the sales of scrap are done on quotation basis through the quotation committees.
- e) **Sales: Waste Paper:** - The amounts received for the sales of wastepaper are done on quotation basis through the quotation committees.
- f) **Fines:** Domestic fines are determined by Labour Relations Directorate per individual depending on the type of misconduct and the circumstances. There is no specified fee structure.
- g) **Interest Received:** Private Sector Domestic: Contractual Departmental Debt - Interest is charged according to the applicable rate as approved by the Minister of Finances.
- h) **Revenue Received:** Private Sector: Contractual Departmental Debt - according to the contractual agreement.

2.3 Free Services

The Department of Education does not offer any free services which might yield significant revenue.

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2.4 Inventories

The total inventories on hand at year-end will be included in the Annexure on Inventory. The total amount at year end amounted to R1,175 million.

3. **Capacity constraints**

Financial constraints are the most serious capacity constraint which the department faced during the financial year under review. Engagements with the Provincial Treasury took place as this constraint will continue during the 2013/2014 financial year.

4. **Utilisation of donor funds**

The Department of Education did not receive any donor funding during the 2012/2013 financial year.

5. **Trading entities and public entities**

The Department of Education had two trust funds, namely the Thomas Robertson Bursary Fund and the James Robertson Fund. During the financial year under review, based on a directive from the Free State Executive Council, approval was granted to close the two trust funds and to transfer the available funding to the University of the Free State. The two funds were closed.

	31 March 2013 R'000	31 March 2012 R'000
Thomas Robertson Bursary Fund		
Surplus – State of Financial Performance	12	21
Total Net Assets Statement of Financial Position	403	391
Total cash per Cash Flow Statement	294	282
James Robertson Bursary Fund		
Surplus – State of Financial Performance	2	3
Total Net Assets Statement of Financial Position	62	60
Total cash per Cash Flow Statement	32	30

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There are no losses or guarantees issued by these two bursary funds.

6. Organisations to whom transfer payments have been made

The following transfer payments were made during the financial year 2012/2013: (Recipients of transfer payments are also disclosed in the financial statements in Annexure 1A - 1C.)

Name of Institution	Amount Transferred
	R'000
SETA	7,829
SABC	3
FET Institutions	166,093
MST Thintana Hubs	140
Public Ordinary Schools	772,346
Public Special Schools	50,793
Public ABET Centres	654
ECD sites	3,464
Independent ordinary schools	45,801
Employment social benefits	45,116
Bursaries	125,327
Claims against the state	114
Total Transfer Payments	1,217,680

Details in terms of transfer payments are covered as part of performance information, which is in Section B of the Annual Report.

7. Public private partnerships (PPP)

The Department of Education did not have any Public Private Partnerships during the 2012/2013 financial year.

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8. Corporate governance arrangements

Risk Management Approach

In the discharge of the Accounting Officer's responsibility to ensure effective, efficient and transparent finances and risk management, and to oversee that continuous risk assessment takes place in line with the Public Finance Management Act (PFMA), Treasury Regulations and King III Report, the Department uses the Public Sector Risk Management Framework to identify risks for the Department against strategic goals, strategic objectives for the development of a strategic profile and measureable objectives/ performance measures for the development of individual operational risk profiles for each business unit as stated in the Strategic Plan and Annual Performance Plan of the Department.

Fraud Prevention Policies

A risk Management Fraud Prevention Plan in which fraud response is embedded has been developed, approved and communicated in the Department. The implementation of the Fraud Prevention Plan and fraud related matters is being effectively monitored by the Risk Management Committee on a quarterly basis. The Risk Management Committee is functional and effective and meets at least 4 times per financial year.

Internal audit and Audit Committee

The Internal Audit Activity (IAA) and the Audit Committee of the Department managed to achieve the following in the discharge of their duties and in compliance with the internal audit and audit committee charters:

- Substantially completed all assignments for 2012/13 in line with the approved internal audit plan.
- Conducted follow up audits on 2011/12 assignments and reported the results for implementation to management and the Audit Committee.
- The Audit Committee of the Department held 4 meetings during the year as per the Audit Committee Charter. The Committee has been effective in discharging the responsibilities contained in the Audit Committee Charter as well as sections 76 and 77 of the PFMA.
- Internal audit and Audit Committee achieved 95% and 98% compliance respectively based on the evaluation of Key Performance Indicators (KPI) by Provincial Treasury.
- All internal auditors in the unit are registered with the professional body, The Institute of Internal Auditors and they subscribe to the code of conduct and professional standards

<p>8. Has the Department developed measures/indicators to monitor & evaluate the impact of its health promotion programme? If so, list these measures/indicators.</p>		<p>Awareness campaigns and workshops are used as a tool for measuring impact as many referrals are received after each intervention. The unit works hand in hand with supervisors check the performance of those employees who are on the programme or who have exited the programme. Implementation of the KABP Survey results in the perceptions on HIV and AIDS. HIV Counseling and Testing campaign impact has been measured by the number of people who go for testing against the number of people who just attend the information sessions.</p>
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3.10. Labour Relations

The following collective agreements were entered into with trade unions within the FSDoE.

TABLE 3.10.1 – Collective agreements

Subject Matter	Date

TABLE 3.10.2 – Misconduct and disciplinary hearings finalised

Outcomes of disciplinary hearings	Number	% of total (32 115)
Correctional counselling	13	0,04
Verbal warning	1	0,003
Written warning	1	0,003
Final written warning	133	0,41
Suspended without pay	19	0,059
Fine	75	0,21
Demotion	1	0,003
Dismissal	22	0,06
Not guilty	19	0,05
Case withdrawn	2	0,006
Resigned	17	0,052
Absconded	8	0,024
Total	311	

TABLE 3.10.3 – Types of misconduct addressed at disciplinary hearings

Type of misconduct	Number	% of total (32 115)
Misuse of government vehicle	7	0,02
Improper conduct	48	0,15
Assault	38	0,12
Absenteeism	40	0,12
Falsification of records	8	0,02
Failure to attend assembly	0	0
Mismanagement of school funds	19	0,06
Misuse of alcohol	10	0,03
Insolent behaviour	6	0,02
Fraud	15	0,05
Fraudulent report	7	0,02
Poor work performance	24	0,07
Corruption in regards exam	9	0,03
Corporal punishment	8	0,02
Theft	7	0,02
Child Abuse	0	0
Misuse of school funds	18	0,06
Insubordination	43	0,13
Assault on a learner	0	0
Abuse of GG Vehicle	0	0
Loss of state property	0	0
Accepting benefit	0	0
Driving GG under the influence of alcohol	0	0
TOTAL	307	

TABLE 3.10.4 – Grievances lodged

	Number	% of Total
Number of grievances resolved		
Number of grievances not resolved		
Total number of grievances lodged		

TABLE 3.10.5 – Disputes lodged

	Number	% of Total
Number of disputes upheld	0	0
Number of disputes dismissed	0	0
Total number of disputes lodged		

TABLE 3.10.6 – Strike actions

Total number of person working days lost	1	
Total costs working days lost	1	
Amount (R'000) recovered as a result of no work no pay		Still to be confirmed

TABLE 3.10.7 – Precautionary suspensions

Number of people suspended	
Number of people whose suspension exceeded 30 days	18
Average number of days suspended	10
Cost (R'000) of suspensions	Still to be confirmed

3.11 Skills development

This section highlights the efforts of the FSDoE with regard to skills development.

3.11.1 – Training needs identified

Occupational Categories	Gender	Number of employees as at 1 April 2012	Training needs identified at start of reporting period			
			Learnerships	Skills Programmes & other short courses	Other forms of training (Bursaries)	Total
Legislators, senior officials and managers	Female	10				
	Male	22				
Professionals	Female	16571				
	Male	8867				
Technicians and associate professionals	Female	80				
	Male	72				
Clerks	Female	1692				
	Male	768				
Service and sales workers	Female	9				
	Male	83				
Skilled agriculture and fishery workers	Female	2				
	Male	6				
Craft and related trades workers	Female					
	Male					
Plant and machine operators and assemblers	Female	7				
	Male	51				
Elementary occupations	Female	5352				
	Male	1683				
Sub Total	Female	23723				
	Male	11552				
Total		35275				

3.11.2 – Training provided

Occupational Categories	Gender	Number of employees as at 1 April 2012	Training provided within the reporting period			Total
			Learnerships	Skills Programmes & other short courses	Other forms of training	
Legislators, senior officials and managers	Female	10		147		
	Male	22		251		
Professionals	Female	16571		12820	821	
	Male	8867		7578	507	
Technicians and associate professionals	Female	80				
	Male	72				
Clerks	Female	1692		928	480	
	Male	768		539	225	
Service and sales workers	Female	9				
	Male	83				
Skilled agriculture and fishery workers	Female	2				
	Male	6				
Craft and related trades workers	Female					
	Male					
Plant and machine operators and assemblers	Female	7				
	Male	51				
Elementary occupations	Female	5352		58		
	Male	1683		36		
Sub-Total	Female	23723		13953	1301	
	Male	11552		8404	732	
Grand Total		35275		22357	2033	

3.12. Injury on duty

3.12.1 Injury on duty

Nature of injury on duty	Number	% of total
Required basic medical attention only	0	0
Temporary Total Disablement	0	0
Permanent Disablement	0	0
Fatal	0	0
Total	0	0

3.13. Utilisation of Consultants

Table 3.13.1 Report on consultant appointments using appropriated funds

Project Title	Total number of consultants that worked on project	Duration Work days	Contract value in Rand
CATEGORY A	1	245	R92 MILLION
CATEGORY B	1	245	R15 MILLION
CATEGORY C	1	245	R22 MILLION
CATEGORY D	1	245	R54 MILLION

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand
5	30	245	R92 MILLION
5	4	245	R15 MILLION
3	8	245	R22 MILLION
1	0	245	R54 MILLION

Table 3.13.2 Analysis of consultant appointments using appropriated funds, in terms of Historically Disadvantaged Individuals (HDI's)

Project Title	Percentage ownership by HDI groups	Percentage Management by HDI groups	Number of Consultants from HDI groups that work on the project
CATEGORY A	100%	100%	70%
CATEGORY B	57%	100%	90%
CATEGORY C	50%	50%	70%
CATEGORY D	100%	100%	100%

Table 3.13.3 Report on consultant appointments using Donor funds

Project Title	Total Number of consultants that worked on the project	Duration: Work days	Donor and Contract value in Rand

Total number of projects	Total individual consultants	Total duration Work days	Total contract value in Rand

Table 3.13.4 Analysis of consultant appointments using Donor funds, in terms of Historically Disadvantaged Individuals (HDI's)

Project Title	Percentage ownership by HDI groups	Percentage management by HDI groups	Number of Consultants from HDI groups that work on the project



5. PART E: FINANCIAL INFORMATION

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Report by the Accounting Officer to the Executive Authority and Provincial Legislature of the Free State Province within the Republic of South Africa.

1. General review of the state of financial affairs

The departmental spending over the past financial year is as follows:

Programme	2012/2013				2011/2012			
	Final Appropriation	Actual Expenditure	Variance	Exp. as % of finale appropriation	Final Appropriation	Actual Expenditure	Variance	Exp. as % of finale appropriation
	R'000	R'000	R'000	%	R'000	R'000	R'000	%
Administration	711 192	676 764	34 428	95.2	737 207	722 974	14 233	98.1
Public Ordinary Schools	8 098 691	8 169 824	(71 133)	100.9	7 429 500	7 408 028	21 472	99.7
Independent Schools Subsidies	47 386	45 801	1 585	96.7	45 255	45 254	1	100.0
Public Special Schools	351 589	351 517	72	100.0	329 555	328 692	863	99.7
Further Education and Training	323 804	308 265	15 539	95.2	333 216	327 493	5 723	98.3
Adult Basic Education and Training	137 877	137 476	401	99.7	133 130	127 756	5 374	96.0
Early Childhood Development	101 239	101 046	193	99.8	105 006	95 579	9 427	91.0
Auxiliary and Associated Services	722 834	711 817	11 017	98.5	664 887	658 858	6 029	99.1
Total	10 494 612	10 502 510	(7 898)	100.1	9 777 756	9 714 634	63 122	99.4

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The following are explanations for the variances:

Programme	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation
	R'000	R'000	R'000	%
Administration	711 192	676 764	34 428	95.2
The under spending is mainly due to non payment of transfers – bursaries. The bursaries for non-employees were not paid on time to the universities.				
Public Ordinary Schools	8 098 691	8 169 824	(71 133)	100.9
The over spending is mainly due to insufficient budget allocation to the department relating to compensation of employees and goods & services. Officials and textbooks were paid. Textbooks were delivered to schools on time.				
Independent Schools	47 386	45 801	1 585	96.7
The under spending is due to transfer payments to Independent Schools that could not be effected. The underperforming schools were not paid because their Gr12 results were below the provincial achievement which is in line with norms and standards funding.				
Public Special Schools	351 589	351 517	72	100.0
No variance				
Further Education and Training	323 804	308 265	15 539	95.2
The under spending of this conditional grant is mainly on compensation of employees and transfer payments which could not be effected before year end. The officials were not appointed on Persal and transfers were not transferred to colleges because of cash constraints.				
Adult Basic Education and Training	137 877	137 476	401	99.7
No material variance				
Early Childhood Development	101 239	101 046	193	99.8
No material variance				
Auxiliary and Associated Services	722 834	711 817	11 017	98.5
The under spending is mainly due to cash constraints and are good & services as well as buildings & other fixed structures. The department received additional funding on Education Infrastructure Grant on 26 March 2013 which was 3 days before the end of the financial year.				

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Comparison programme allocations between the 2011/12 and the 2012/2013 final appropriation as a percentage of the total budget allocation:

Programme	2012/2013	2011/2012	% Increase / (Decrease)
	%	%	%
Administration	6.78	7.54	-0.76
Public Ordinary Schools	77.17	75.98	1.19
Independent School Subsidies	0.45	0.46	-0.01
Public Special Schools	3.35	3.37	-0.02
Further Education and Training	3.09	3.41	-0.32
Adult Basic Education and Training	1.31	1.36	-0.05
Early Childhood Development	0.96	1.08	-0.12
Auxiliary and Associated Services	6.89	6.80	0.09
Total	100.00	100.00	0.00

Virements

The following virements were done between programmes after the Adjustment Appropriation Act after approval by the relevant authority within the Provincial Treasury:

No.	Programme	Virement	Reason
		R'000	
1	Administration	(61 021)	<p>A saving of R143 000 under compensation of employees was shifted to Public Ordinary school education for compensation of employees. An amount of R313 thousand was shifted from goods and services to capital expenditure, machinery and equipment. R150 000 was shifted from goods and services to households for injury on duty claims.</p> <p>R712 000 was received towards goods and services for purchase of computers less than R5 000, best performing districts and travel and subsistence cost. Savings of</p>

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- The results of client satisfaction surveys from management and other stakeholders confirm that the Internal Audit Function (IAF) staff provides quality service and that they are competent and professional.
- A good working relationship exists between Internal Audit and the Auditor-General.
- There are procedures in place to ensure that the responsibilities of the accounting officer as determined by section 38 and 40 of the PFMA are performed.
- Governance structures of the Department are functioning optimally and there is general adherence to the code of conduct as well as high awareness on safety and health issues. The IAF provides independent assurance on these matters.
- There is process to deal with disclosure of business interests by the employees of the Department. Where a conflict may arise there are mechanisms in place to declare conflict of interest.

Compliance with Section 38 and 40 of the Public Finance Management Act, Act 1 of 1999 as amended forms part of the corporate governance arrangements within the department on a continuous basis.

Safety, Health and Environmental Matters

The Departmental Occupational Health and Safety Policy have been developed, circulated for comments and will be presented to the Departmental Strategic Management Leadership Committee (SMLC) for recommendation for the Accounting Officers approval. During the year under review twenty (20) officials were trained on Health and Safety. One (1) inspection and walk through survey was conducted. The Section has only one official at Provincial level and none at District level. The following possible safety and environmental risks for our organization were identified:

- Infrastructure (un-safe buildings)
- Water supply and sanitation
- Un-safe play grounds
- Aces controls in the school premises
- Food preparation and facilities at school hostels

9. Discontinued activities/activities to be discontinued

With effect from 1 April 2013 all Further Education and Training (FET) Colleges staff and provincial officials providing auxiliary services to colleges will be transferred to the Department of Higher Education and Training (DHET).

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10. New/proposed activities

On 12 March 2013 a memorandum of understanding was signed between Kagiso Trust, Shanduka Foundation and the Department of Education. This partnership of R400 million will benefit more than 400 schools in Fezile Dabi District, Thaba-Nchu and Botshabelo schools over the next five years.

11. Asset management

Capturing of Assets in the Asset Register

The stocktaking process for the financial year was performed by the Department and completed on time. All variances that were discovered during the stocktaking process were corrected and captured on the asset register. The annual stocktaking process was finalized and the departmental annual stocktaking report for 2012/2013 was submitted to Provincial Treasury as prescribed by legislation.

Furthermore, the department achieved an important milestone by being able to use the LOGIS Asset Register as part of its submission to the Provincial Treasury.

Asset Management Reform (AMR)

All Asset management reform milestones have been achieved except the benchmarking of all supply chain officials as well as the implementation of 10% as a key performance indicator to all Performance Management and Development Systems (PDMS) of officials. Although a circular regarding the inclusion of this milestone was bulk mailed to all officials of the department, the implementation of this milestone by all officials is in the process of being factored in the Performance Management and Development Systems of the department.

Minimum Requirements

The department achieved the minimum requirements are prescribed.

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12. Inventories

All inventory opening and closing balances, together with movements for the year will be reflected in the Annexure on Inventory. Although a stock taking was not conducted at the end of March 2013, inventory balances on hand were verified with the balances on the system and all movements have been captured.

13. Events after the reporting date

Two legal actions were instituted against the department of which notification was received after the reporting date. The claimants are Office World with a claim of R1,404,714.42 for performance of a contract to restore school furniture and ABSA Technology Finance Solutions with a claim of R369,939.58 for breach of contract. Both matters are being investigated by the Legal Services Directorate and notice of intention to defend has been filed in both cases.

14. Information on predetermined objectives

Strategic Planning

In December the Department held a Strategic Planning Lekgotla whereby consideration was made to refine Pre-determined objectives. Directorates were engaged in assessing the status of performance measures and to agree on those that would qualify to be part of the operational plan than the Annual Performance Plan. Many performance measures, in particular in Programme 2, were discarded resulting in a reduction from 93 to 56.

Reporting imperatives:

In-House Reporting Systems

- The Line Managers i.e. Directors of the sub-programme are responsible for collecting all the performance information per output from the different divisions.
- The Line Managers of the sub-programme are responsible for recording all the performance information for submission to the Strategic Planning, Policy & Research Directorate.
- The Line Managers of the sub-programme are responsible for reviewing all performance information for submission to the Strategic Planning, Policy & Research Directorate.
- The Line Managers submit the reviewed information to the Strategic Planning, Policy & Research Directorate.

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- Upon receipt of the information from different Directors/Responsibility Managers that is sub-programmes, the Strategic Planning, Policy & Research Directorate will then consolidate the information into one template.
- The reports are then sent to the Chief Directors/Deputy Director Generals for scrutiny. The Chief Directors/Deputy Director Generals review all information submitted and signed as proof of review.
- Once satisfied as to the accuracy of the information, this completed template for that sub-programme will be submitted to the Strategic Planning, Policy & Research office.
- The Strategic Planning, Policy & Research office will then consolidate the submissions into one report. The noted discrepancies or gaps, non-performance that is targets vs. achieved are followed up with that affected Chief Directors/Responsibility Managers/Directors. The responses have to be in writing because it has to be incorporated into the quarterly report.

Quarterly reports are submitted to the Provincial Treasury on set dates. However source documents to give credibility to reports remains a challenge. A new arrangement is that reports will be submitted to Internal Audit for quality assurance before validation. The Department also conducts Performance Reviews as part of building credibility to our reports.

Interventions

Strategic Planning arranged meetings with Directorates where each Directorate had to determine what would constitute acceptable source documents. That is, for each performance measure Directorates stated what will be the evidence. The situation is that in 2013/14 the stated evidence will be requested after the first quarter 2013/14.

Currently, Strategic Planning is busy with formulation of Technical Indicators for each performance indicator. The formulation of technical indicators will assist in giving more details about each indicator.

15. SCOPA resolutions

The Department of Education has the following outstanding unresolved resolutions at year end:

Reference to previous audit report and SCOPA resolutions	Subject	Findings on progress
1/2013 prior 2/2010	Capacity	Finding: Ensure that the financial section of the department is sufficiently capacitated by skilled officials to

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		<p>ensure that financial functions are properly executed.</p> <p>Progress:</p> <p>The department has appointed contract workers to assist with the workload within Supply Chain Management and other critical vacant posts within the rest of the financial components are filled when funding is available.</p>
--	--	--

The Department of Education has received on 16 May 2013 via the Department of Premier new SCOPA resolutions to implement and resolve. The following SCOPA resolutions were received and will be attended to during the 2013/2014 financial year:

- Resolution 7/2013 Department of Education specific
 - The following three main aspects were included in this resolution:
 - Human Resource Management
 - Debt Management
 - National School Nutrition Grant.
- Resolution 16/2013 Transversal
 - The following main aspects were included in this resolution:
 - Enforcement of the PFMA
 - Procurement Function
 - Asset Management
 - Predetermined Objectives
 - Slow implementation of Auditor General's findings
 - Provincial Interdepartmental claims
 - Debt Management
 - Audit Committees
- Resolution 17 B/2013 Transversal
 - The following main aspects were included in this resolution:
 - Departments arguing with Auditor General on findings in the Audit report
 - Accounting Officer's Responsibilities
 - Annual Financial Statements
 - Supporting documents for audit purposes
 - Precautionary suspensions

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- Filing of Head of Departments' Performance Agreements (PA's) with the Public Service Commission (PSC)
- Filing of Financial Disclosure Forms by Senior Management Services (SMS) members with PSC
- Capacity of the Department of Public Works to facilitate projects of other departments
- Future commitments and budget management
- Appealing on the Court Cases
- Slow implementation of the Portfolio Committee's resolutions
- Information Technology Management

16. Prior modifications to audit reports

The department has put the following audit corrective action plan/measures in place:

- Narrative audit action plan covering all matters reported in the prior year's audit report
- Detailed audit implementation plan covering all matters as reported in the final audit management letter of the previous year.
- Financial management capability maturity model action plan (FMCMM)

Nature of qualification, disclaimer, adverse opinion and matters of non-compliance	Financial year in which it first arose	Progress made in clearing / resolving the matter
Emphasis of Matter		
Lease commitments relating to vehicles leased from FS government	2010/11	A revised service level agreement indicating the correct processes with regard to the treatment of GG vehicle leases has been signed and implemented.

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Predetermined objectives		
<ul style="list-style-type: none"> • Reliability of information • Targets not valid • Inadequate supporting documentation 	2008/9	<p>Quarterly reviews are held to evaluate performance targets.</p> <p>All reports submitted to Treasury on performance information are validated.</p> <p>Independent reporting on performance information by internal Audit Section.</p> <p>Task teams established to deal with challenges on performance information.</p>
Non Compliance		
Human Resources Management and compensation	2010/11	<p>The Department is recording all leave application forms received in the record keeping registers and reconcile the registers on a monthly basis.</p> <p>The Department enforces the application of 8 week rule on PERSAL</p> <p>A Circular was issued on 21 June 2012, in which the stipulations that needs to be followed with regard to overtime performed was communicated to officials within the Department</p> <p>A circular is issued annually to sensitise all employees with regard to Treasury Regulation 16A8.4 and / or Public Service Regulation 3C</p> <p>Audi Letters are issued to those officials who are doing business with the state institutions without applying to perform remunerative work outside the public service or disclosure of such interest.</p>
Employee Relations	2011/12	A circular was issued to all

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		<p>Labour Relations Officers to discontinue the practice of not giving the required time for notices of disciplinary hearing.</p> <p>Misconduct registers are in place at District level and being monitored continuously</p> <p>Progress Reports on misconduct cases are being sent to the District Directors by the Head Office.</p> <p>Head office to monitor the handling of cases monthly and report to executive management.</p> <p>Handling of suspensions will be centralized</p>
Procurement and Contract Management	2007/08	<p>Before appointing services providers per bid directors' of companies details are verified and all processes as prescribed by the SCM policies are followed consistently</p> <p>The department implement instructions as indicated in Treasury Instruction note number 17: Awards of procurement to officials and close family member. This is monitored on a continuous basis to ensure compliance.</p>

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Transfer Payments	2010/11	<p>Institutions receiving a transfer payment from the Department have to submit compliance certificate before their payments can be processed.</p> <p>Senior officials ensure that the required certificates are attached to payments and will take personal responsibility for payments that are processed without such certificate.</p>
Annual Financial Statements, performance and annual report	2010/11	<p>Quarterly interim financial statement have been implemented to improve the accuracy and completeness of the departmental financial statements</p> <p>Annual road show took place to discuss requirements for information to be provided for disclosure in the financial statements will was extended to include all Responsibility Managers.</p> <p>More emphasis was placed on the verification of information submitted for disclosure in the interim and annual financial statements before finalisation of the statements. Feedback from Provincial Treasury & Internal Audit is also considered in the finalisation of the statements.</p>

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Irregular Expenditure	2007/08	<p>Control measures are in place including the investigation of individual cases by the loss control committee of the Department.</p> <p>BAS reports are requested monthly for all irregular awards identified and the register is updated accordingly</p> <p>Policy will be reviewed in accordance with new guidelines to be issued by National Treasury and will be communicated to all officials in the department.</p> <p>Procurement was done in line with SCM regulations and monitored by the Section</p>
Revenue Management	2010/11	<p>The Department still face some challenges with debt recovery but a monthly report was developed for reporting of reconciliation done on the department debt</p> <p>Tender document development started. Currently compiling the submission and the required specification for the appointment of an external service provider to assist and improve on recovery of debt.</p>

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Programme 3 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
3.1 Primary phase									
Transfers and subsidies	28,322		(1,300)	27,022	27,020	2	100.0%	24,644	24,643
3.2 Secondary phase									
Transfers and subsidies	23,184		(2,820)	20,364	18,781	1,583	92.2%	20,611	20,611
Total	51,506	-	(4,120)	47,386	45,801	1,585	96.7%	45,255	45,254
Programme 3 - Economic classification	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies to:									
Non-profit institutions	51,506		(4,120)	47,386	45,801	1,585	96.7%	45,255	45,254
Total	51,506	-	(4,120)	47,386	45,801	1,585	96.7%	45,255	45,254

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Programme 4 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
4.1 Schools									
Current payment	264,564		(3,450)	261,114	261,078	36	100.0%	232,388	232,388
Transfers and subsidies	51,249		218	51,467	51,466	1	100.0%	57,027	57,019
Payment for capital assets	-			-		-		1,585	960
4.2 Professional services									
Current payment	39,202		(510)	38,692	38,658	34	99.9%	37,783	37,777
Transfers and subsidies	225		22	247	247	-	100.0%	180	174
Payment for capital assets	69			69	68	1	98.6%	224	22
4.3 Human resource development - PSSE									
Current payment				-		-		75	65
4.4 In-school sport and culture									
Current payment				-		-		293	287
Total	355,309	-	(3,720)	351,589	351,517	72	100.0%	329,555	328,692

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Programme 4 - Economic classification	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	301,833		(3,950)	297,883	297,821	62	100.0%	266,831	266,825
Goods and services	1,909	2		1,911	1,915	(4)	100.2%	3,706	3,690
Interest and rent on land	24	(2)	(10)	12	-	12		2	2
Transfers and subsidies to:									
Non-profit institutions	50,793			50,793	50,793	-	100.0%	56,112	56,107
Households	681		240	921	920	1	99.9%	1,095	1,086
Payment for capital assets									
Machinery and equipment	69			69	68	1	98.6%	1,809	982
Total	355,309	-	(3,720)	351,589	351,517	72	100.0%	329,555	328,692

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Programme 5 - Detail per sub-programme	2012/13					2011/12			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
5.1 Conditional grants									
Current payment	147,128			147,128	142,077	5,051	96.6%	144,053	138,330
Transfers and subsidies	176,676			176,676	166,188	10,488	94.1%	189,163	189,163
Total	323,804	-	-	323,804	308,265	15,539	95.2%	333,216	327,493

Programme 5 - Economic classification	2012/13					2011/12			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	147,128			147,128	142,016	5,112	96.5%	143,958	138,236
Goods and services				-	61	(61)		95	94
Transfers and subsidies to:									
Departmental agencies and accounts	1,400	(1,400)	-	-	-	-			
Non-profit institutions	175,276	1,305		176,581	166,093	10,488	94.1%	188,955	188,955
Households		95		95	95	-	100.0%	208	208
Gifts and donations				-	-	-			
Total	323,804	-	-	323,804	308,265	15,539	95.2%	333,216	327,493

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Programme 6 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
6.1 Public centres									
Current payment	122,886		(8,390)	114,496	114,311	185	99.8%	110,965	106,300
Transfers and subsidies	811		(21)	790	788	2	99.7%		
Payment for capital assets	602			602	474	128	78.7%	1,206	569
6.2 Professional services									
Current payment	21,863		(229)	21,634	21,562	72	99.7%	20,854	20,847
Transfers and subsidies	-		263	263	263	-	100.0%		
Payment for capital assets	12			12	-	12		105	40
6.3 Human resource development - ABET									
Current payment	80			80	78	2	97.5%	-	-
Total	146,254	-	(8,377)	137,877	137,476	401	99.7%	133,130	127,756

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Programme 6 - Economic classification	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	141,777		(7,900)	133,877	133,768	109	99.9%	123,826	119,168
Goods and services	2,909	5	(655)	2,259	2,183	76	96.6%	7,962	7,957
Interest and rent on land	143	(5)	(64)	74	-	74		31	22
Transfers and subsidies to:									
Non-profit institutions	676		(21)	655	654	1	99.8%		
Households	135		263	398	397	1	99.7%		
Payment for capital assets									
Machinery and equipment	614			614	474	140	77.2%	1,311	609
Total	146,254	-	(8,377)	137,877	137,476	401	99.7%	133,130	127,756

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**APPROPRIATION STATEMENT
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Programme 7 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
7.1 Gr R in public schools									
Current payment	63,105		1,161	64,266	61,796	2,470	96.2%	81,134	76,702
Transfers and subsidies	6,647		(3,106)	3,541	3,540	1	100.0%	43	43
Payment for capital assets			2,250	2,250	4,500	(2,250)	200.0%	-	-
7.2 Gr R in community centres									
Current payment	19,030		(2,600)	16,430	16,459	(29)	100.2%	10,109	5,130
7.3 Pre-grade R									
Current payment				-		-		4,423	4,412
7.4 Professional services									
Current payment	13,858		606	14,464	14,463	1	100.0%	9,283	9,281
Transfers and subsidies	96		192	288	288	-	100.0%		
7.5 Human resources development - ECD									
Current payment	-			-	-	-		14	11
Total	102,736	-	(1,497)	101,239	101,046	193	99.8%	105,006	95,579

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 7 - Economic classification	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	95,842		(3,547)	92,295	92,104	191	99.8%	98,428	89,014
Goods and services	151		2,714	2,865	613	2,252	21.4%	6,535	6,522
Transfers and subsidies to:									
Non-profit institutions	6,596		(3,132)	3,464	3,464	-	100.0%	-	-
Households	147		218	365	365	-	100.0%	43	43
Payment for capital assets									
Machinery and equipment	-		2,250	2,250	4,500	(2,250)	200.0%		
Total	102,736	-	(1,497)	101,239	101,046	193	99.8%	105,006	95,579

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 8 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
8.1 Payments to SETA									
Transfers and subsidies	7,829			7,829	7,829	-	100.0%	6,678	6,678
8.2 Conditional grant projects									
Current payment	31,866			31,866	27,682	4,184	86.9%	27,772	22,866
Transfers and subsidies	64,051			64,051	64,015	36	99.9%	85,437	85,437
Payment for capital assets	449,873			449,873	443,561	6,312	98.6%	400,631	399,613
8.3 Special projects									
Current payment	63,604		(11,254)	52,350	52,259	91	99.8%	36,334	36,280
Transfers and subsidies	40,257		(7,197)	33,060	33,059	1	100.0%	32,179	32,179
Payment for capital assets	280			280	280	280		70	64
8.4 External examinations									
Current payment	95,321	(235)	(12,054)	83,032	82,967	65	99.9%	75,253	75,234
Transfers and subsidies	69	235	29	333	333	-	100.0%	299	297
Payment for capital assets	160			160	112	48	70.0%	234	210
Total	753,310	-	(30,476)	722,834	711,817	11,017	98.5%	664,887	658,858

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 8 - Economic classification	2012/13						2011/12		
	Adjusted Appropriation R'000	Shifting of Funds R'000	Virement R'000	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Expenditure as % of final appropriation %	Final Appropriation R'000	Actual expenditure R'000
Current payments									
Compensation of employees	66,545	406	8	66,959	66,892	67	99.9%	45,995	45,993
Goods and services	124,210	(619)	(23,312)	100,279	96,016	4,263	95.7%	93,356	88,385
Interest and rent on land	36	(22)	(4)	10	-	10		8	2
Transfers and subsidies to:									
Departmental agencies and accounts	7,829			7,829	7,829	-	100.0%	6,678	6,678
Public corporations and private enterprises	1		(1)	-	-	-			
Non-profit institutions	104,307	235	(7,518)	97,024	96,987	37	100.0%	117,846	117,846
Households	69		351	420	419	1	99.8%	69	67
Payment for capital assets									
Buildings and other fixed structures	449,584			449,584	443,273	6,311	98.6%	400,631	399,613
Machinery and equipment	729			729	401	328	55.0%	304	274
Total	753,310	-	(30,476)	722,834	711,817	11,017	98.5%	664,887	658,858

FREE STATE DEPARTMENT OF EDUCATION
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APPROPRIATION STATEMENT
for the year ended 31 March 2013

APPROPRIATION STATEMENT	Appropriation per programme									
	2012/13					2011/12				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure	
R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
4. Public special school education										
Current payment	303,766	-	(3,960)	299,806	299,736	70	100.0%	270,539	270,517	
Transfers and subsidies	51,474	-	240	51,714	51,713	1	100.0%	57,207	57,193	
Payment for capital assets	69	-	-	69	68	1	98.6%	1,809	982	
Payment for financial assets	-	-	-	-	-	-	-	-	-	
5. Further education and training										
Current payment	147,128	-	-	147,128	142,077	5,051	96.6%	144,053	138,330	
Transfers and subsidies	176,676	-	-	176,676	166,188	10,488	94.1%	189,163	189,163	
Payment for capital assets	-	-	-	-	-	-	-	-	-	
Payment for financial assets	-	-	-	-	-	-	-	-	-	
6. Adult basic education and training										
Current payment	144,829	-	(8,619)	136,210	135,951	259	99.8%	131,819	127,147	
Transfers and subsidies	811	-	242	1,053	1,051	2	99.8%	-	-	
Payment for capital assets	614	-	-	614	474	140	77.2%	1,311	609	
Payment for financial assets	-	-	-	-	-	-	-	-	-	

**FREE STATE DEPARTMENT OF EDUCATION
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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

APPROPRIATION STATEMENT	Appropriation per programme									
	2012/13					2011/12				
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual Expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
7. Early childhood development										
Current payment	95,993	-	(833)	95,160	92,718	2,442	97.4%	104,963	95,536	
Transfers and subsidies	6,743	-	(2,914)	3,829	3,828	1	100.0%	43	43	
Payment for capital assets	-	-	2,250	2,250	4,500	(2,250)	200.0%	-	-	
Payment for financial assets	-	-	-	-	-	-	-	-	-	
8. Auxiliary and associated services										
Current payment	190,791	(235)	(23,308)	167,248	162,908	4,340	97.4%	139,359	134,380	
Transfers and subsidies	112,206	235	(7,168)	105,273	105,236	37	100.0%	124,593	124,591	
Payment for capital assets	450,313	-	-	450,313	443,673	6,640	98.5%	400,935	399,887	
Payment for financial assets	-	-	-	-	-	-	-	-	-	
TOTAL	10,494,612	-	-	10,494,612	10,502,510	(7,898)	100.1%	9,777,756	9,714,634	

**FREE STATE DEPARTMENT OF EDUCATION
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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

	2012/13		2011/12	
	Final Appropriation	Actual Expenditure	Final Appropriation	Actual Expenditure
TOTAL (brought forward)	10,494,612	10,502,510	9,777,756	9,714,634
Reconciliation with statement of financial performance				
ADD				
Aid assistance	-		414	
Actual amounts per statement of financial performance (total revenue)	10,494,612		9,778,170	
ADD				
Aid assistance		-		414
Prior year unauthorised expenditure approved without funding				39,375
Actual amounts per statement of financial performance (total expenditure)		10,502,510		9,754,423

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

	Appropriation per economic classification							2011/12	
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	8,052,842	406	-	8,053,248	8,119,926	(66,678)	100.8%	7,573,926	7,528,672
Goods and services	639,058	(7,927)	51,471	682,602	676,471	6,131	99.1%	506,160	489,464
Interest and rent on land	1,006	(29)	(494)	483	-	483		431	305
Transfers and subsidies									
Departmental agencies and accounts	9,242	(1,400)	(9)	7,833	7,832	1	100.0%	6,678	6,678
Public corporations and private enterprises	2	-	(2)	-	-	-		-	-
Non-profit institutions	1,069,210	4,775	(19,904)	1,054,081	1,039,291	14,790	98.6%	1,061,059	1,059,849
Households	231,055	245	(31,073)	200,227	170,557	29,670	85.2%	204,727	214,286
Gifts and donations	-	-	1	1	4	(3)	400.0%	-	-
Payments for capital assets									
Buildings and other fixed structures	453,584	3,514	-	457,098	448,314	8,784	98.1%	400,631	399,613
Machinery and equipment	37,525	416	583	38,524	39,359	(835)	102.2%	23,619	15,471
Software and other intangible assets	1,088	-	(573)	515	460	55	89.3%	525	257
Payments for financial assets									
Total	10,494,612	-	-	10,494,612	10,502,510	(7,898)	100.1%	9,777,756	9,714,634

**FREE STATE DEPARTMENT OF EDUCATION
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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 1 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.1 Office of the MEC									
Current payment	5,686	(20)	84	5,750	5,673	77	98.7%	6,837	6,831
Transfers and subsidies	-			-	69	(69)		-	-
Payment for capital assets	72			72	42	30	58.3%	133	132
1.2 Corporate services									
Current payment	232,884	(125)	4,032	236,791	236,602	189	99.9%	257,282	252,400
Transfers and subsidies	209,079	150	(53,659)	155,570	125,783	29,787	80.9%	182,216	182,215
Payment for capital assets	5,960	(58)		5,902	2,885	3,017	48.9%	2,292	3,767
Payment for financial assets	-			-	296	(296)	-	-	18
1.3 Education management									
Current payment	240,074	(90)	(4,940)	235,044	234,439	605	99.7%	239,254	230,862
Transfers and subsidies	533		394	927	926	1	99.9%	950	950
Payment for capital assets	1,098		10	1,108	695	413	62.7%	1,465	1,139
Payment for financial assets	-			-		-		-	21
1.4 Human resource development									
Current payment	16,282	(123)	(4,210)	11,949	11,819	130	98.9%	16,976	16,972
Transfers and subsidies	-			-	43	(43)	-	-	-
Payment for capital assets	-	48	-	48	3	45	6.3%	-	-

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 1 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1.5 Education management information system (EMIS)									
Current payment	27,336	(105)	(491)	26,740	25,970	770	97.1%	22,588	22,584
Transfers and subsidies	1		(1)	-	-	-		319	319
Payment for capital assets	33,208	323	(2,240)	31,291	31,519	(228)	100.7%	6,895	4,764
Total	772,213	-	(61,021)	711,192	676,764	34,428	95.2%	737,207	722,974

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 1 per economic classification	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	387,374		(143)	387,231	387,478	(247)	100.1%	362,035	350,851
Goods and services	134,187	(453)	(5,018)	128,716	127,025	1,691	98.7%	180,602	178,541
Interest and rent on land	701	(10)	(364)	327	-	327		300	257
Transfers and subsidies to:									
Departmental agencies and accounts	13		(9)	4	3	1	75.0%	-	-
Public corporations and private enterprises	1		(1)	-	-	-		-	-
Non-profit institutions	140			140	140	-	100.0%	1,003	1,003
Households	209,459	150	(53,257)	156,352	126,674	29,678	81.0%	182,482	182,481
Gifts and donations	-		1	1	4	(3)	400.0%		
Payment for capital assets									
Buildings and other fixed structures	4,000			4,000	1,528	2,472	38.2%		
Machinery and equipment	35,250	313	(1,657)	33,906	33,156	750	97.8%	10,735	9,802
Software and other intangible assets	1,088		(573)	515	460	55	89.3%	50	-
Payments for financial assets									
Total	772,213	-	(61,021)	711,192	676,764	34,428	95.2%	737,207	722,974

**FREE STATE DEPARTMENT OF EDUCATION
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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 2 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.1 Public primary schools									
Current payment	4,044,802	(310)	72,945	4,117,437	4,182,290	(64,853)	101.6%	3,744,240	3,740,725
Transfers and subsidies	267,441	246	10,760	278,447	278,459	(12)	100.0%	249,442	258,923
Payment for capital assets	465	64	(16)	513	312	201	60.8%	135	119
2.2 Public secondary schools									
Current payment	2,949,349	(3,545)	12,147	2,957,951	2,972,862	(14,911)	100.5%	2,712,375	2,706,612
Transfers and subsidies	149,728		4,582	154,310	154,311	(1)	100.0%	155,744	155,738
Payment for capital assets	143	3,545	16	3,704	3,727	(23)	100.6%	8,702	2,376
2.3 Professional services									
Current payment	214,011	(8)	14,438	228,441	228,330	111	100.0%	216,721	206,854
Transfers and subsidies	8,149		500	8,649	8,648	1	100.0%	6,440	6,435
Payment for capital assets	182	8	(10)	180	205	(25)	113.9%	475	1,546
2.4 Human resource development									
Current payment	35,143		(5,233)	29,910	29,829	81	99.7%	34,722	34,659
2.5 In-school sport and culture									
Current payment	24,480		(1,075)	23,405	23,385	20	99.9%	26,299	26,296
Transfers and subsidies			157	157	156	1	99.4%	289	287
Payment for capital assets	73			73	29	44	39.7%	83	13

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 2 - Detail per sub-programme	2012/13						2011/12		
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
2.6 Conditional grants									
Current payment	20,352	(2,989)		17,363	11,809	5,554	68.0%	12,490	7,736
Transfers and subsidies	275,162	2,989		278,151	275,472	2,679	99.0%	260,803	259,702
Payment for capital assets				-	-	-		540	7
Total	7,989,480	-	109,211	8,098,691	8,169,824	(71,133)	100.9%	7,429,500	7,408,028

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**APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Programme 2 - Economic classification	2012/13					2011/12			
	Adjusted Appropriation	Shifting of Funds	Virement	Final Appropriation	Actual Expenditure	Variance	Expenditure as % of final appropriation	Final Appropriation	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Current payments									
Compensation of employees	6,912,343		15,532	6,927,875	6,999,847	(71,972)	101.0%	6,532,853	6,518,585
Goods and services	375,692	(6,862)	77,742	446,572	448,658	(2,086)	100.5%	213,904	204,275
Interest and rent on land	102	10	(52)	60	-	60		90	22
Transfers and subsidies to:									
Non-profit institutions	679,916	3,235	(5,113)	678,038	675,359	2,679	99.6%	651,888	650,684
Households	20,564		21,112	41,676	41,687	(11)	100.0%	20,830	30,401
Payment for capital assets									
Buildings and other fixed structures	-	3,514		3,514	3,513	1	100.0%		
Machinery and equipment	863	103	(10)	956	760	196	79.5%	9,460	3,804
Software and other intangible assets	-			-	-	-		475	257
Total	7,989,480	-	109,211	8,098,691	8,169,824	(71,133)	100.9%	7,429,500	7,408,028

**FREE STATE DEPARTMENT OF EDUCATION
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**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2013**

1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-D) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme	Final Appropriation R'000	Actual Expenditure R'000	Variance R'000	Variance as a % of Final Appropriation %
Administration	711 192	676,764	34,428	4.8%
The under spending on programme 1 is mainly due to non payments of transfers (bursaries). The bursaries for non-employees were not paid on time to the universities.				
Public Ordinary School Education	8,098,691	8,169,824	(71,133)	(0.9%)
The over spending on this programme is due to insufficient budget allocated to the Department. Overspending is mainly on compensation of employees and goods & services. Officials and textbooks were paid. Textbooks were delivered to schools on time.				
Independent School Subsidies	47,386	45,801	1,585	3.3%
The under spending is due to transfer payments to Independent Schools that could not be effected. The underperforming schools were not paid because their Gr12 results were below the provincial achievement which is in line with norms and standards funding.				
Public Special School Education	351,589	351,517	72	0.0%
No variance.				
Further Education and Training	323,804	308,265	15,539	4.8%
The under spending is mainly on compensation of employees and transfers & subsidies. Transfers to FET Colleges could not be effected. The officials were not appointed on Persal and transfers were not transferred to colleges because of cash constraints.				

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**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2013**

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Adult Basic Education and Training	137,877	137,476	401	0.3%
No material variance				
Early Childhood Development	101,239	101,046	193	0.2%
No material variance				
Auxiliary and Associated Services	722,834	711,817	11,017	1.5%

The under spending is mainly due to cash constraints and are on goods & services as well as building & other fixed structures. The department received additional funding on Education Infrastructure Grant on 26 March 2013 which was 3 days before the end of the financial year.

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Current payments				
Compensation of employees	8,053,248	8,119,926	-66,678	-0.8%
Goods and services	682,602	676,471	6,131	0.9%
Interest and rent on land	483	0	483	100.0%
Transfers and subsidies				
Departmental agencies and accounts	7,833	7,832	1	0.0%
Non-profit institutions	1,054,081	1,039,291	14,790	1.4%
Households	200,227	170,557	29,670	14.8%
Gifts and donations	1	4	-3	-300.0%
Payments for capital assets				
Buildings and other fixed structures	457,098	448,314	8,784	1.9%
Machinery and equipment	38,524	39,359	-835	-2.2%
Software and other intangible assets	515	460	55	10.7%
Payments for financial assets	0	296	-296	0.0%

**FREE STATE DEPARTMENT OF EDUCATION
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**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Current Expenditure

Compensation of Employees

The overspending on compensation of employee is due to insufficient budget allocation. Officials were paid salaries on time.

Goods and Services

The main contributor to under spending on goods and services is due to cash constraints experienced in the 2012/13 financial year. Some of the payments did not disburse due to cash constraints while cash was reserved by Provincial Treasury to pay compensation of employees. Textbooks were delivered on time.

Interest and rent on land

The under spending is due to the reclassification of expenditure on finance leases.

Transfers and subsidies

Non-profit institutions

The saving is due to transfer payments that could not be made to schools and FET colleges due to cash constraints. There is an overspending on gifts and donations paid.

Households

The under spending is due to the non payment of bursaries. The bursaries for non-employees were not paid on time to the universities due to cash constraints.

Payments of capital assets

Building & other fixed structures

The department received additional funding on Education Infrastructure Grant on 26 March 2013 which was 3 days before end of the financial year.

Machinery and Equipment

The overspending is due to library material under programme 7. The Grade R facilities were delivered to schools on time.

Software and other intangible

The under spending is due to cash constraints.

**FREE STATE DEPARTMENT OF EDUCATION
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**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2013**

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Basic Education				
Hiv/Aids (Life Skills Edu) Grant	13,155	9,910	3,245	24.7%
Nat School Nutrition Prog Grnt	262,329	257,762	4,567	1.7%
Tech Sec School Recap Gr	19,870	19,594	276	1.4%
Dinaledi Schools Grant	7,374	5,184	2,190	29.7%
Educ Infrastructur Grant	519,635	512,348	7,287	1.4%
Higher Education & Training				
Further Edu & Train Col Grant	323,804	308,264	15,540	4.8%
Public Works				
Epwp Inter Grnt Prov	1,000	1,000	-	0.0%
Epwp Incent Grn Prov-Soc	5,941	4,742	1,199	20.2%
Provincial Grant				
Infrastructure Enhancement Allocation	12,000	12,000	-	0.0%

The under spending on all the grants is due to cash constraints.

FREE STATE DEPARTMENT OF EDUCATION
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STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2013

PERFORMANCE	Note	2012/13 R'000	2011/12 R'000
REVENUE			
Annual appropriation	<u>1</u>	10,494,612	9,777,756
Aid assistance	<u>3</u>	-	414
TOTAL REVENUE		10,494,612	9,778,170
EXPENDITURE			
Current expenditure			
Compensation of employees	<u>4</u>	8,119,926	7,528,672
Goods and services	<u>5</u>	676,471	489,464
Interest and rent on land	<u>6</u>	-	305
Aid assistance	<u>3</u>	-	414
Unauthorised expenditure approved without funding	<u>10</u>	-	39,375
Total current expenditure		8,796,397	8,058,230
Transfers and subsidies			
Transfers and subsidies	<u>8</u>	1,217,684	1,280,813
Total transfers and subsidies		1,217,684	1,280,813
Expenditure for capital assets			
Tangible capital assets	<u>9</u>	487,673	415,084
Software and other intangible assets	<u>9</u>	460	257
Total expenditure for capital assets		488,133	415,341
Payments for financial assets	<u>7</u>	296	39
TOTAL EXPENDITURE		10,502,510	9,754,423
SURPLUS/(DEFICIT) FOR THE YEAR		(7,898)	23,747
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		(7,898)	23,747
Annual appropriation		(42,202)	5,712
Conditional grants		34,304	18,035
SURPLUS/(DEFICIT) FOR THE YEAR		(7,898)	23,747

**FREE STATE DEPARTMENT OF EDUCATION
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**STATEMENT OF FINANCIAL POSITION
as at 31 March 2013**

POSITION	Note	2012/13 R'000	2011/12 R'000
ASSETS			
Current assets		140,190	158,355
Unauthorised expenditure	<u>10</u>	79,365	-
Fruitless and wasteful expenditure	<u>11</u>	269	269
Cash and cash equivalents	<u>12</u>	-	102,635
Prepayments and advances	<u>13</u>	4,856	3,427
Receivables	<u>14</u>	55,700	52,024
TOTAL ASSETS		140,190	158,355
LIABILITIES			
Current liabilities		124,405	147,595
Voted funds to be surrendered to the Revenue Fund	<u>15</u>	71,467	23,747
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	<u>16</u>	4,017	313
Bank overdraft	<u>17</u>	47,230	-
Payables	<u>18</u>	1,691	123,535
TOTAL LIABILITIES		124,405	147,595
NET ASSETS		15,785	10,760
Represented by:			
Recoverable revenue		15,785	10,760
TOTAL		15,785	10,760

**FREE STATE DEPARTMENT OF EDUCATION
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**STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2013**

NET ASSETS	<i>Note</i>	2012/13 R'000	2011/12 R'000
Recoverable revenue			
Opening balance		10,760	10,982
Transfers:		5,025	(222)
Debts revised		(72)	(1,022)
Debts recovered (included in departmental receipts)		(1,381)	(2,125)
Debts raised		6,478	2,925
Closing balance		<u>15,785</u>	<u>10,760</u>
TOTAL		<u><u>15,785</u></u>	<u><u>10,760</u></u>

**FREE STATE DEPARTMENT OF EDUCATION
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**CASH FLOW STATEMENT
for the year ended 31 March 2013**

CASH FLOW	<i>Note</i>	2012/13 R'000	2011/12 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		10,513,694	9,793,949
Annual appropriated funds received	<i>1.1</i>	10,494,612	9,777,756
Departmental revenue received	<i>2</i>	19,082	15,779
Aid assistance received	<i>3</i>	-	414
Net (increase)/decrease in working capital		(206,314)	24,188
Surrendered to Revenue Fund		(39,125)	(85,733)
Surrendered to RDP Fund/Donor		-	(414)
Current payments		(8,717,032)	(8,058,230)
Payments for financial assets		(296)	(39)
Transfers and subsidies paid		(1,217,684)	(1,280,813)
Net cash flow available from operating activities	<i>19</i>	333,243	392,908
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	<i>9</i>	(488,133)	(415,341)
Net cash flows from investing activities		(488,133)	(415,341)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		5,025	(222)
Net cash flows from financing activities		5,025	(222)
Net decrease in cash and cash equivalents		(149,865)	(22,655)
Cash and cash equivalents at beginning of period		102 635	125,290
Cash and cash equivalents at end of period	<i>20</i>	(47,230)	102,635

**FREE STATE DEPARTMENT OF EDUCATION
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**ACCOUNTING POLICIES
for the year ended 31 March 2013**

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 1 of 2010.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The financial statements have been prepared on a modified cash basis of accounting.

Under this basis, the effects of transactions and other events are recognised in the financial records when the resulting cash is received or paid. The “modification” results from the recognition of certain near-cash balances in the financial statements as well as the revaluation of foreign investments and loans and the recognition of resulting revaluation gains and losses.

In addition supplementary information is provided in the disclosure notes to the financial statements where it is deemed to be useful to the users of the financial statements.

1.2 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.3 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.4 Comparative figures

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

**FREE STATE DEPARTMENT OF EDUCATION
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**ACCOUNTING POLICIES
for the year ended 31 March 2013**

1.5 Comparative figures - Appropriation Statement

A comparison between actual amounts and final appropriation per major classification of expenditure is included in the Appropriation Statement.

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Unexpended appropriated funds are surrendered to the Provincial Revenue Fund. Any amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised as payable in the statement of financial position.

Any amount due from the Provincial Revenue Fund at the end of the financial year is recognised as a receivable in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the Provincial Revenue Fund, unless stated otherwise.

Any amount owing to the Provincial Revenue Fund at the end of the financial year is recognised as a payable in the statement of financial position.

No accrual is made for amounts receivable from the last receipt date to the end of the reporting period. These amounts are however disclosed in the disclosure notes to the annual financial statements.

FREE STATE DEPARTMENT OF EDUCATION
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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 1A
STATEMENT OF TRANSFERS TO DEPARTMENTAL AGENCIES AND ACCOUNTS

DEPARTMENT/ AGENCY/ ACCOUNT	TRANSFER ALLOCATION				TRANSFER		2011/12
	Adjusted Appropriation R'000	Roll Overs R'000	Adjust- ments R'000	Total Available R'000	Actual Transfer R'000	Available funds Transferred %	
SETA	9,229		(1,400)	7,829	7,829	100%	6,678
SABC	13		(9)	4	3	75%	
	9,242	-	(1,409)	7,833	7,832		6,678

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 1B
STATEMENT OF TRANSFERS/SUBSIDIES TO PUBLIC CORPORATIONS AND PRIVATE ENTERPRISES

NAME OF PUBLIC CORPORATION/PRIVATE ENTERPRISE	TRANSFER ALLOCATION				EXPENDITURE			2011/12
	Adjusted Appropriation on Act R'000	Roll Overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred	Capital R'000	
Public Corporations								
Transfers								
SABC	2		(2)	-	-	-	-	-
TOTAL	2	-	(2)	-	-	-	-	-

Unaudited supplementary information

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 1C
STATEMENT OF TRANSFERS TO NON-PROFIT INSTITUTIONS

	TRANSFER ALLOCATION				EXPENDITURE		2011/12 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll overs R'000	Adjustments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds transferred %	
NON-PROFIT INSTITUTIONS							
Transfers							
FET Institutions	175,276		1,305	176,581	166,093	94%	188,955
MST Thintana Hubs	140			140	140	100%	318
Public Ordinary Schools	784,223		(9,161)	775,062	772,346	100%	769,734
Public Special Schools	50,793		(21)	50,793	50,793	100%	56,112
Public ABET Centres	676			655	654	100%	685
ECD Sites	6,596		(3,132)	3,464	3,464	100%	
	1,017,704	-	(11,009)	1,006,695	993,490		1,015,804
Subsidies							
Independent Ordinary Schools	51,506		(4,120)	47,386	45,801	97%	45,255
	51,506	-	(4,120)	47,386	45,801		45,255
Total	1,069,210	-	(15,129)	1,054,081	1,039,291		1,061,059

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 1D
STATEMENT OF TRANSFERS TO HOUSEHOLDS

HOUSEHOLDS	TRANSFER ALLOCATION				EXPENDITURE		2011/12 Appropriation Act R'000
	Adjusted Appropriation Act R'000	Roll Overs R'000	Adjust- ments R'000	Total Available R'000	Actual Transfer R'000	% of Available funds Transferred %	
Transfers							
Employment Social benefits	22,334		22,826	45,160	45,116	100%	30,405
Bursaries	208,721		(53,654)	155,067	125,327	81%	181,197
Claims against the state					114		475
Total	231,055	-	(30,828)	200,227	170,557		212,077

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 1E
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS RECEIVED

NAME OF ORGANISATION	NATURE OF GIFT, DONATION OR SPONSORSHIP		2012/13	2011/12
			R'000	R'000
Received in cash				
Edukite		Sponsorship for prizes for the Mental Maths Finalist	5	-
Subtotal			<u>5</u>	<u>-</u>
Received in kind				
Mahatammoho T/A Fast Pulse		Certificates		3
Kagiso Trust		Vouchers		10
Bibi Cash & Carry Supermarket		Vouchers		10
LR Management Group		Electronic equipment		6
Everybody's Books		Laptop		7
Mthombothi Studios		Memory sticks		2
Best Books		Stationery		1
SAPESI		Mobile Library Vehicles	60	
Honda SA		Portable Power Generators	14	
Sony Limited		Library books	380	
Sony SA		Laptops	210	
Subtotal			<u>664</u>	<u>39</u>
TOTAL			<u>669</u>	<u>39</u>

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 1F
STATEMENT OF GIFTS, DONATIONS AND SPONSORSHIPS MADE AND REMISSIONS, REFUNDS AND PAYMENTS MADE AS AN ACT
OF GRACE

NATURE OF GIFT, DONATION OR SPONSORSHIP (Group major categories but list material items including name of organisation)	2012/13	2011/12
	R'000	R'000
Paid in cash		
Award to learners who participate in Provincial Mental Math Championships	4	
TOTAL	4	-

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 2A
STATEMENT OF FINANCIAL GUARANTEES ISSUED AS AT 31 MARCH 2012 – LOCAL

Guarantor institution	Guarantee in respect of	Original guaranteed capital amount	Opening balance 1 April 2012	Guarantees draw downs during the year	Guarantees repayments/ cancelled/ reduced/ released during the year	Revaluations	Closing balance 31 March 2013	Guaranteed interest for year ended 31 March 2013	Realised losses not recoverable i.e. claims paid out
		R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
	Housing								
Standard Bank		50	475	10	475		10		
Nedbank		250	1,157	-	714		443		
FNB		-	84	-	84		-		
Peoples Bank (FBC)		281	98	-	49		49		
Old Mutual (Nedbank)		-	110	-	95		15		
Hlano Fin Services		229	46	-	7		39		
Green Start Home Loans		2,119	365	-	-		365		
VBS Mutual Bank		55	11	-	-		11		
Unique Finance		-	24	-	24		-		
FNB (Former Saambou)		872	1,137	-	918		219		
Old Mutual (Fin Ltd)		196	38	-	-		38		
TOTAL		4,052	3,545	10	2,366	-	1,189	-	-

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 2B
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2013

Nature of Liability	Opening Balance 1 April 2012 R'000	Liabilities incurred during the year R'000	Liabilities paid/cancelled during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2013 R'000
Claims against the department					
Mogopodi LG – Claim for outstanding salary	17		17		-
Standard Bank (Technofin) – Contractual claim	7,576		7,576		-
Randum Chemicals – Contractual claim	415				415
Equity Office Automation – Claim for lease of photocopiers	154		154		-
Naledi Office Automation – Claim for lease of photocopiers	475		475		-
Mothibi PMS – Injury to educator involved in accident with GG-vehicle	5,840		5,840		-
Van Deventer – Claim for medical expenses as a result of a robbery/attack at Navalsig High School	577		577		-
MC Mokitlane – Payment of gratuity	615		615		-
JM Leeuw – Breach of contract (Learner transport contracts in Xhariep)	648				648
TJ Mokoena – Breach of contract (Learner Transport contracts in Xhariep)	1,291				1,291
MG Mokoena – Breach of contract (Learner Transport contracts in Xhariep)	953				953
ME Mosala – Breach of contract (Learner Transport contracts in Xhariep)	239				239
EM Motholo – Breach of contract (Learner Transport contracts in Xhariep)	615				615
FN Stuurman – Breach of contract (Learner Transport contracts in Xhariep)	518				518
ME Mofokeng – Breach of contract (Learner Transport contracts in Xhariep)	517				517
TJ Bohata – Breach of contract (Learner Transport contracts in Xhariep)	339				339
MA Matsoso – Breach of contract (Learner Transport contracts in Xhariep)	518				518
MJ Tsotetsi – Breach of contract (Learner Transport contracts in Xhariep)	274				274
MA Mojalefa – Breach of contract (Learner Transport contracts in Xhariep)	639				639
MM Hele- Breach of contract (Learner transport contracts in Xhariep)	1,066				1,066
DM Mile - Breach of contract (Learner transport contracts in Xhariep)	2,311				2,311

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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 2B continues
STATEMENT OF CONTINGENT LIABILITIES AS AT 31 MARCH 2013

Nature of Liability	Opening Balance 1 April 2012 R'000	Liabilities incurred during the year R'000	Liabilities paid/cancelled during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2013 R'000
Oli-Pro Office Automation - Tender contract awarded to supply machines	25				25
Swinburne Stores CC - Demand in terms of alleged delict	32				32
African Paper Products (Pty) Ltd – Payment of LTSM delivered	278				278
African Paper Products (Pty) Ltd – Declaratory order application for LTSM to be delivered	38,728				38,728
Lavenderhill Country Estate – Services rendered & delivered		20			20
Brandwag Primary Aftercare – Services rendered & delivered		622			622
School Governing Bodies of Special Schools – Order to pay ad hoc subsidy in respect of general assistants at the school		2,034			2,034
Mosieleng JS		207			207
Hentiq 2715 cc		25			25
Ngcobo MT		32			32
Officeworld Bfn		1,405			1,405
Subtotal	64,660	4,345	15,254		53,751
Other					
PDMS – Court judgement	2,282		2,282		-
OSD – salaries	4,789		4,789		-
PDMS in respect of 2011/12 assessments	12,353		12,353		-
PDMS in respect of 2012/13 assessments		13,208			13,208
Subtotal	19,424	13,208	19,424		13,208
TOTAL	84,084	17,553	34,678		66,959

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FREE STATE DEPARTMENT OF EDUCATION
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ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 3
CLAIMES RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
Department						
Gauteng Department of Education			232	497	232	497
North West Provincial Government			-	189	-	189
Eastern Cape Department of Education			223	245	223	245
SA Defence Force			6	6	6	6
Free State Department of Health			-	11	-	11
National Treasury - Pension Administration			28	21	28	21
Free State Department of Premier	2,126		-	2	2,126	2
SA Police Services			-	12	-	12
Kwazulu- Natal Department of Education			-	79	-	79
Department of Basic Education		8,755	2,255	-	2,255	8,755
Free State Dept of Public Works	10		-	-	10	-
National Dept of International Relations & Cooperation			20	-	20	-
Western Cape Dept of Education			81	-	81	-
Limpopo Dept of Education			76	-	76	-
Northern Cape Dept of Education			214	-	214	-
Sub-total	2,136	8,755	3,135	1,062	5,271	9,817

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**FREE STATE DEPARTMENT OF EDUCATION
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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

29. Related party transactions

1. The Department of Public Works provided office and other accommodation to the Department of Education in various buildings. No value for this service can be attributable to this transaction.
2. The Department of Provincial Treasury paid for the use of the transversal operating systems (BAS, PERSAL and LOGIS) on behalf of the Department of Education to SITA. No value for this service can be attributed to this transaction.
3. The Department of Public Works rendered services on the administration of infrastructure contracts, free of charge to the Department of Education. No value for this service can be attributed to this transaction.

30. Key management personnel

	No. of Individuals	2012/13 R'000	2011/12 R'000
Political office bearers (provide detail below)	1	1,652	1,566
Officials:			
Level 15 to 16	4	4,840	4,729
Level 14 (incl. CFO if at a lower level)	9	7,188	5,839
Family members of key management personnel	6	1,657	1,359
Total		<u>15,337</u>	<u>13,493</u>

The comparative figure for level 15 to 16 and family members of key management personnel have been restated due to the transfer of a DDG to the Department of the Premier. His salary for both financial years was claimed from the Department of the Premier in the 2012/13 financial year.

31. Impairment

	Note	2012/13 R'000	2011/12 R'000
Impairment Debtors		<u>51,069</u>	<u>37,596</u>
Total		<u>51,069</u>	<u>37,596</u>

**FREE STATE DEPARTMENT OF EDUCATION
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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

32. Movable Tangible Capital Assets

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Curr Year Adjust- ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	26,875	35	46,811	(41,300)	32,421
Transport assets	-	-	-	-	-
Computer equipment	14,746	835	39,356	(30,311)	24,626
Furniture and office equipment	6,672	1,215	(1,519)	(218)	6,150
Other machinery and equipment	5,457	(2,015)	8,974	(10,771)	1,645
TOTAL MOVABLE TANGIBLE CAPITAL ASSETS	26,875	35	46,811	(41,300)	32,421

32.1 Additions

ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	39,378	10,141	(4,322)	1,614	46,811
Transport assets	-	-	-	-	-
Computer equipment	29,864	7,892	-	1,600	39,356
Furniture and office equipment	864	1,925	(4,322)	14	(1,519)
Other machinery and equipment	8,650	324	-	-	8,974
TOTAL ADDITIONS TO MOVABLE TANGIBLE CAPITAL ASSETS	39,378	10,141	(4,322)	1,614	46,811

**FREE STATE DEPARTMENT OF EDUCATION
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**DISCLOSURE NOTES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

32.2 Disposals

DISPOSALS OF MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Sold for cash	Transfer out or destroyed or scrapped	Total disposals	Cash Received Actual
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	2,141	39,159	41,300	-
Transport assets			-	
Computer equipment	1,809	28,502	30,311	
Furniture and office equipment	218		218	
Other machinery and equipment	114	10,657	10,771	
TOTAL DISPOSAL OF MOVABLE TANGIBLE CAPITAL ASSETS	2,141	39,159	41,300	-

32.3 Movement for 2011/12

MOVEMENT IN MOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000
MACHINERY AND EQUIPMENT	16,575	15,973	(5,673)	26,875
Transport assets	-			-
Computer equipment	10,399	8,708	(4,361)	14,746
Furniture and office equipment	3,891	3,646	(865)	6,672
Other machinery and equipment	2,285	3,619	(447)	5,457
TOTAL MOVABLE TANGIBLE ASSETS	16,575	15,973	(5,673)	26,875

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32.4 Minor assets

MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2013

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Opening balance	-	-	-	28,146	-	28,146
Curr Year Adjustments to Prior Year balances				(373)		(373)
Additions				13,560		13,560
Disposals				(1,433)		(1,433)
TOTAL MINOR ASSETS				39,900		39,900
	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets				7,503		7,503
Number of minor assets at cost				36,865		36,865
TOTAL NUMBER OF MINOR ASSETS	-	-	-	44,368	-	44,368

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MOVEMENT IN MINOR ASSETS PER THE ASSET REGISTER FOR THE YEAR ENDED AS AT 31 MARCH 2012

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Opening balance				35,014		35,014
Additions				22,412		22,412
Disposals				(29,280)		(29,280)
TOTAL MINOR ASSETS				28,146		28,146

	Specialised military assets	Intangible assets	Heritage assets	Machinery and equipment	Biological assets	Total
Number of R1 minor assets				9,246		9,246
Number of minor assets at cost				31,376		31,376
TOTAL NUMBER OF MINOR ASSETS				40,622		40,622

32.5 Movable assets written off

MOVABLE ASSETS WRITTEN OFF FOR THE YEAR ENDED AS AT 31 MARCH 2013

	Specialised military assets R'000	Intangible assets R'000	Heritage assets R'000	Machinery and equipment R'000	Biological assets R'000	Total R'000
Assets written off						-
TOTAL MOVABLE ASSETS WRITTEN OFF	-	-	-	-	-	-

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33. Intangible Capital Assets

**MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED
31 MARCH 2013**

	Opening balance	Current Year Adjust- ments to prior year balances	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	257		460		717
TOTAL INTANGIBLE CAPITAL ASSETS	257		460		717

33.1 Additions

**ADDITIONS TO INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED
31 MARCH 2013**

	Cash	Non-Cash	(Develop- ment work in progress – current costs)	Received current year, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
COMPUTER SOFTWARE	460				460
TOTAL ADDITIONS TO INTANGIBLE CAPITAL ASSETS	460	-	-	-	460

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33.2 Movement for 2011/12

MOVEMENT IN INTANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2012

	Opening balance R'000	Additions R'000	Disposals R'000	Closing balance R'000
COMPUTER SOFTWARE	-	257	-	257
TOTAL INTANGIBLE CAPITAL ASSETS	-	257	-	257

34. Immovable Tangible Capital Assets

MOVEMENT IN IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance R'000	Curr Year Adjust- ments to prior year balances R'000	Additions R'000	Disposals R'000	Closing Balance R'000
BUILDINGS AND OTHER FIXED STRUCTURES	-	-	-	-	-
Non-residential buildings	-		-	-	-
TOTAL IMMOVABLE TANGIBLE CAPITAL ASSETS	-	-	-	-	-

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34.1 Additions

**ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS PER ASSET REGISTER FOR THE
YEAR ENDED 31 MARCH 2013**

	Cash	Non-cash	(Capital Work in Progress current costs and finance lease payments)	Received current, not paid (Paid current year, received prior year)	Total
	R'000	R'000	R'000	R'000	R'000
BUILDING AND OTHER FIXED STRUCTURES	448,314	-	(448,314)		-
Non-residential buildings	448,314		(448,314)		-
TOTAL ADDITIONS TO IMMOVABLE TANGIBLE CAPITAL ASSETS	448,314		(448,314)	-	-

34.2 Assets subjected to transfer in terms of S42 of the PFMA

	No of Assets	Value of Assets R'000
BUILDINGS AND OTHER FIXED STRUCTURES	55	334,154
Non-residential buildings	55	334,154
TOTAL	55	334,154

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35. STATEMENT OF CONDITIONAL GRANTS RECEIVED

NAME OF DEPARTMENT	GRANT ALLOCATION						SPENT			2011/12	
	Division of Revenue Act/ Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (Overspending)	% of available funds spent by dept	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Basic Education											
Education Infrastructure Grant	459,635			60,000	519,635	519,635	512,348	7,287	99%	425,256	420,881
Dinaledi Schools Grant	7,179	195			7,374	7,374	5,184	2,190	70%	5,040	4,816
HIV/AIDS (Lifeskills Education	12,491	664			13,155	13,155	9,910	3,245	75%	11,772	10,434
National school nutrition programme	261,367	962			262,329	262,329	257,762	4,567	98%	254,365	248,201
Technical secondary school grant	19,870				19,870	19,870	19,594	276	99%	14,428	14,428
Public Works											
Social Sector EPWP Incentive Grant	5,941				5,941	5,941	4,742	1,199	80%		

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NAME OF DEPARTMENT	GRANT ALLOCATION				SPENT			2011/12			
	Division of Revenue Act/ Provincial Grants	Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under / (Overspending)	% of available funds spent by department	Division of Revenue Act	Amount spent by department
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
EPWP Integrated Grant for Provinces	1,000				1,000	1,000	1,000	-	100%		
Higher Education and Training											
Further Education & Training	317,955		5,849		323,804	323,804	308,264	15,540	95%	333,216	327,493
College Grant											
Provincial Grants:											
Infrastructure Grant to Provinces	12,000				12,000	12,000	12,000	-	100%	65,666	65,455
Infrastructure Enhancement Allocation											
	1,097,438	1,821	-	65,849	1,165,108	1,165,108	1,130,804	34,304		1,109,743	1,091,708

All transfers in terms of this Act were deposited into the primary bank account of the province.

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14.2 Recoverable expenditure (disallowance accounts)

	<i>Note</i> 14	2012/13 R'000	2011/12 R'000
Salary tax debt		126	211
Disallowance damages and losses		632	256
Total		758	467

14.3 Staff debt

	<i>Note</i> 14	2012/13 R'000	2011/12 R'000
Housing guarantees		1,701	2,043
Private phone debt		142	172
Interest		(1,361)	(1,436)
In-service debt		8,581	6,233
Total		9,063	7,012

14.4 Other debtors

	<i>Note</i> 14	2012/13 R'000	2011/12 R'000
Supplier debt		2,756	3,580
Bursary debt		8,492	7,646
Ex-employee debt		36,587	31,896
Interest		(11,172)	(10,455)
Total		36,663	32,667

15. Voted funds to be surrendered to the Revenue Fund

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Opening balance		23,747	69,985
Transfer from statement of financial performance		(7,898)	23,747
Add: Unauthorised expenditure for current year	10.1	79,365	-
Paid during the year		(23,747)	(69,985)
Closing balance		71,467	23,747

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16. Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Opening balance		313	282
Transfer from Statement of Financial Performance		-	-
Own revenue included in appropriation		19,082	15,779
Paid during the year		<u>(15,378)</u>	<u>(15,748)</u>
Closing balance		<u>4,017</u>	<u>313</u>

All revenue received until 31/03/2013 was paid over to the Provincial Revenue Fund in April 2013.

17. Bank Overdraft

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Consolidated Paymaster General Account		<u>47,230</u>	-
Total		<u>47,230</u>	<u>-</u>

The Department had a positive bank balance of R2 410 324,00 at year end. The consolidated account reflects a negative balance due to outstanding payments.

18. Payables – current

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Advances received	18.1	-	121,218
Clearing accounts	18.2	<u>1,691</u>	<u>2,317</u>
Total		<u>1,691</u>	<u>123,535</u>

18.1 Advances received

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Provincial revenue fund	18	<u>-</u>	<u>121,218</u>
Total		<u>-</u>	<u>121,218</u>

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18.2 Clearing accounts

	<i>Note</i>	2012/13	2011/12
	18	R'000	R'000
Salary ACB recalls		204	231
State guarantee		617	1,379
Salary deductions		870	581
Disallowance miscellaneous		-	126
Total		<u>1,691</u>	<u>2,317</u>

19. Net cash flow available from operating activities

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Net surplus/(deficit) as per Statement of Financial Performance		(7,898)	23,747
Add back non cash/cash movements not deemed operating activities		341,141	369,161
Increase in receivables – current		(3,676)	(11,655)
Increase in prepayments and advances		(1,429)	(3,195)
Decrease in other current assets		-	39,380
Decrease in payables – current		(121,844)	(342)
Expenditure on capital assets		488,133	415,341
Surrenders to Revenue Fund		(39,125)	(85,733)
Surrenders to RDP Fund/Donor		-	(414)
Own revenue included in appropriation		19,082	15,779
Net cash flow generated by operating activities		<u>333,243</u>	<u>392,908</u>

20. Reconciliation of cash and cash equivalents for cash flow purposes

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Consolidated Paymaster General account		(47,230)	102,635
Total		<u>(47,230)</u>	<u>102,635</u>

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These amounts are not recognised in the Annual Financial Statements and are disclosed to enhance the usefulness of the Annual Financial Statements.

21. Contingent liabilities and contingent assets

21.1 Contingent liabilities

		<i>Note</i>	2012/13 R'000	2011/12 R'000
Liable to	Nature			
Housing loan guarantees	Employees	<i>Annex 2A</i>	1,189	3,545
Claims against the department		<i>Annex 2B</i>	53,751	64,660
Other departments (interdepartmental unconfirmed balances)		<i>Annex 4</i>	106	521
Other		<i>Annex 2B</i>	13,208	19,424
Total			<u>68,254</u>	<u>88,150</u>

21.2 Contingent assets

		<i>Note</i>	2012/13 R'000	2011/12 R'000
Nature of contingent asset				
Performance awards i.r.o 2007/08 financial year (2006/07 assessment cycle)			-	24,639
Performance awards i.r.o 2008/09 financial year (2007/08) assessment cycle			250	2,297
Strike action of March 2012			-	383
Total			<u>250</u>	<u>27,319</u>

22. Commitments

		<i>Note</i>	2012/13 R'000	2011/12 R'000
Current expenditure				
Approved and contracted			7,068	12,257
			<u>7,068</u>	<u>12,257</u>
Capital expenditure				
Approved and contracted			620,318	524,914
Approved but not yet contracted			175,643	65,637
			<u>795,961</u>	<u>590,551</u>
Total Commitments			<u>803,029</u>	<u>602,808</u>

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58 Infrastructure projects included in capital expenditure approved and contracted are for longer than a year. One of the contracts under current expenditure approved and contracted are also for longer than a year.

23. Accruals

Listed by economic classification	2012/13			2011/12
	30 Days	30+ Days	Total	Total
Goods and services	59,998	67,885	127,883	27,331
Interest and rent on land			-	18
Transfers and subsidies	15,608	106,589	122,197	61,864
Capital assets	9,047	6,341	15,388	62,257
Total	84,653	180,815	265,468	151,470

Listed by programme level	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Programme 1 – Administration		134,452	58,874
Programme 2 – Public ordinary school education		64,084	24,344
Programme 3 – Independent school subsidies		9,237	-
Programme 4 – Public special school education		599	450
Programme 5 – Further education and training		10,676	104
Programme 6 – Adult basic education and training		1,246	197
Programme 7 – Early childhood development		7,735	16
Programme 8 – Auxiliary and associated services		37,439	67,485
Total		265,468	151,470

Confirmed balances with other departments	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Confirmed balances with other departments	<i>Annex 4</i>	17,872	4,003
Total		17,872	4,003

The increase in accruals is due to budget constraints.

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24. Employee benefits

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Leave entitlement		96,254	70,855
Service bonus (Thirteenth cheque)		254,771	233,408
Performance awards		187	-
Capped leave commitments		921,583	923,605
Other		11,061	11,572
Total		<u>1,283,856</u>	<u>1,239,440</u>

Leave credits with a negative amount of R2,424,545.07 is included in the amount disclosed as leave entitlement. This represents cases where employees have exceeded the number of pro rate leave days calculated for the period 1 January 2013 to 31 March 2013 because the full number of leave days becomes available at the start of the new leave cycle on the first day of every calendar year. A negative amount of R2,363,855.88 is included in the amount for capped leave commitments. The increase in the leave entitlement is mainly due to the annual salary increase.

25. Lease commitments

25.1 Operating leases expenditure

	Buildings and other fixed structures	Machinery and equipment	Total
2012/13			
Not later than 1 year	8	18,893	18,901
Later than 1 year and not later than 5 years	-	32,254	32,254
Later than five years	-	2,020	2,020
Total lease commitments	<u>8</u>	<u>53,167</u>	<u>53,175</u>

	Buildings and other fixed structures	Machinery and equipment	Total
2011/12			
Not later than 1 year	31	12,006	12,037
Later than 1 year and not later than 5 years	-	20,016	20,016
Later than five years	-	146	146
Total lease commitments	<u>31</u>	<u>32,168</u>	<u>32,199</u>

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25.2 Finance leases expenditure

	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
2012/13					
Not later than 1 year				4,549	4,549
Later than 1 year and not later than 5 years				3,502	3,502
Later than five years					
Total lease commitments	-	-	-	8,051	8,051

	Specialised military equipment	Land	Buildings and other fixed structures	Machinery and equipment	Total
2011/12					
Not later than 1 year				2,848	2,848
Later than 1 year and not later than 5 years				3,619	3,619
Later than five years					
Total lease commitments				6,467	6,467
LESS: finance costs				652	652
Total present value of lease liabilities				5,815	5,815

26. Receivables for departmental revenue

	Note	2012/13 R'000	2011/12 R'000
Fines, penalties and forfeits		111	86
Total		111	86

26.1 Analysis of receivables for departmental revenue

	Note	2012/13 R'000	2011/12 R'000
Opening balance		86	41
Less: amounts received		250	41
Add: amounts recognised		304	86
Less: amounts written-off/reversed as irrecoverable		29	
Closing balance		111	86

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27. Irregular expenditure

27.1 Reconciliation of irregular expenditure

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Opening balance		156,319	262,235
Add: Irregular expenditure – relating to prior year		122,328	6,940
Add: Irregular expenditure – relating to current year		239,470	75,897
Less: Amounts condoned		(64,086)	(188,753)
Less: Amounts not recoverable (not condoned)		(408)	
Irregular expenditure awaiting condonation		<u>453,623</u>	<u>156,319</u>

Analysis of awaiting condonation per age classification

Current year	182,425	9,375
Prior years	271,198	146,944
Total	<u>453,623</u>	<u>156,319</u>

The prior year figure was restated due to an error of R4000 on the register. The amount reflected as amounts not recoverable (not condoned) is in respect of an amount identified not to be irregular expenditure.

27.2 Details of irregular expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2012/13 R'000
Non-compliance with SCM procedures	Under investigation	9,625
Non-compliance with procurement of Infrastructure contracts	Under investigation	176,090
Catering Services rendered	Under investigation	10
Training allocations exceed amount allowed	Under investigation	58
Consultants appointed by PWRD	Under investigation	53,593
Overtime – non-compliance with HR procedures	Under investigation	94
Total		<u>239,470</u>

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27.3 Details of irregular expenditure condoned

Incident	Condoned by (condoning authority)	2012/13 R'000
Consultants appointed by PWRD	AO: Education & AO: DPW	55,388
Contractors non-compliance with procurement of infrastructure contracts	AO: Education & AO: DPW	8,698
Total		64,086

27.4 Details of irregular expenditures under investigation

Incident	2012/13 R'000
Non-compliance with SCM procedures – prior year	396
Contractors appointed by consultants on behalf of the department – prior year	42,721
Interest in suppliers not declared – prior year	145
Non-compliance with SCM procedures – current year	191,961
Total	235,223

The alleged expenditure reported above must still be investigated to confirm the completeness.

28. Fruitless and wasteful expenditure

28.1 Reconciliation of fruitless and wasteful expenditure

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Opening balance		18,132	24,478
Fruitless and wasteful expenditure – relating to current year		129	44
Less: Amounts resolved		(4)	(6,375)
Less: Amounts transferred to receivables for recovery		-	(15)
Fruitless and wasteful expenditure awaiting resolution		18,257	18,132

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28.2 Analysis of awaiting resolution per economic classification

	2012/13 R'000	2011/12 R'000
Current	11,138	11,037
Capital	7,119	7,095
Total	18,257	18,132

28.3 Analysis of Current year's fruitless and wasteful expenditure

Incident	Disciplinary steps taken/criminal proceedings	2012/13 R'000
Interest on Telkom Account	Under investigation	20
Catering and Accommodation	Under Investigation	43
Catering and Accommodation	Under Investigation	1
Training in different directorates	Under Investigation	4
Water and Electricity accounts	Under Investigation	30
Water and Electricity accounts	Under Investigation	1
Payment made to Welkom Club	Under Investigation	30
Total		129

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2.4 Transactions in financial assets and liabilities

	Note 2	2012/13 R'000	2011/12 R'000
Receivables		1,431	2,301
Stale cheques written back		63	42
Other Receipts including Recoverable Revenue		4,962	2,110
Total		6,456	4,453

2.5 Transfers received

	Note 2	2012/13 R'000	2011/12 R'000
Public corporations and private enterprises		5	-
Total		5	-

3. Aid assistance

3.1 Aid assistance received in cash from RDP

	Note	2012/13 R'000	2011/12 R'000
Foreign			
Opening Balance		-	414
Revenue		-	414
Expenditure		-	(414)
Current		-	(414)
Surrendered to the RDP			(414)
Closing Balance		-	-

3.2 Total assistance

	2012/13 R'000	2011/12 R'000
Opening Balance	-	414
Revenue	-	414
Expenditure	-	(414)
Current	-	(414)
Surrendered / Transferred to retained funds	-	(414)
Closing Balance	-	-

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4. Compensation of employees

4.1 Salaries and Wages

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Basic salary		5,944,009	5,488,685
Performance award		20,051	19,734
Service Based		18,154	17,082
Compensative/circumstantial		81,564	43,958
Periodic payments		11,165	39,303
Other non-pensionable allowances		879,844	845,811
Total		<u>6,954,787</u>	<u>6,454,573</u>

4.2 Social contributions

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Employer contributions			
Pension		742,201	672,584
Medical		420,890	399,484
UIF		2	4
Bargaining council		513	504
Official unions and associations		1,533	1,523
Total		<u>1,165,139</u>	<u>1,074,099</u>

Total compensation of employees		<u>8,119,926</u>	<u>7,528,672</u>
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Average number of employees		<u>33,759</u>	<u>33,273</u>
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5. Goods and services

	Note	2012/13 R'000	2011/12 R'000
Administrative fees		571	770
Advertising		2,886	3,763
Assets less than R5,000	5.1	5,416	22,412
Bursaries (employees)		4,558	13,718
Catering		27,427	30,794
Communication		15,911	20,501
Computer services	5.2	14,662	33,286
Consultants, contractors and agency/outsourced services	5.3	46,179	23,158
Entertainment		71	60
Audit cost – external	5.4	10,472	13,216
Fleet services		-	-
Inventory	5.5	354,808	98,693
Housing		-	-
Operating leases		19,053	22,512
Property payments	5.6	27,779	50,160
Rental and hiring		-	7
Transport provided as part of the departmental activities		45,376	36,310
Travel and subsistence	5.7	63,639	75,946
Venues and facilities		5,311	3,217
Training and staff development		12,947	27,775
Other operating expenditure	5.8	19,405	13,166
Total		676,471	489,464

5.1 Assets less than R5,000

	Note	2012/13 R'000	2011/12 R'000
Tangible assets	5		
Machinery and equipment		5,416	22,412
Total		5,416	22,412

5.2 Computer services

	Note	2012/13 R'000	2011/12 R'000
SITA computer services	5	7,592	15,599
External computer service providers		7,070	17,687
Total		14,662	33,286

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5.3 Consultants, contractors and agency/outsourced services

	Note	2012/13	2011/12
	5	R'000	R'000
Business and advisory services		16,607	14,594
Infrastructure and planning		46	1
Legal costs		1,029	1,669
Contractors		13,502	4,756
Agency and support/outsourced services		14,995	2,138
Total		46,179	23,158

5.4 Audit cost – External

	Note	2012/13	2011/12
	5	R'000	R'000
Regularity audits		10,472	13,216
Total		10,472	13,216

5.5 Inventory

	Note	2012/13	2011/12
	5	R'000	R'000
Learning and teaching support material		335,320	74,239
Food and food supplies		3,972	3,459
Fuel, oil and gas		16	32
Other consumables materials		3,668	5,399
Materials and supplies		240	257
Stationery and printing		11,037	14,159
Medical supplies		555	1,148
Total		354,808	98,693

Increase in Learning and teaching support material due to accruals in respect of 2011/12 paid in 2012/13 and the implementation of Curriculum and Assessment Policy Statements (CAPS).

5.6 Property payments

	Note	2012/13	2011/12
	5	R'000	R'000
Municipal services		7,700	7,908
Property maintenance and repairs		18,546	16,494
Other		1,533	25,758
Total		27,779	50,160

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5.7 Travel and subsistence

	<i>Note</i>	2012/13	2011/12
	5	R'000	R'000
Local		63,339	75,604
Foreign		300	342
Total		<u>63,639</u>	<u>75,946</u>

Payment of kilometres travelled with GG vehicles in respect of December 2012 as well as January to March 2013 included in Accruals, note 23.

5.8 Other operating expenditure

	<i>Note</i>	2012/13	2011/12
	5	R'000	R'000
Learnerships		6,799	6,718
Professional bodies, membership and subscription fees		34	43
Resettlement costs		1,857	1,805
Other		10,715	4,600
Total		<u>19,405</u>	<u>13,166</u>

6. Interest and rent on land

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Interest paid		-	305
Total		<u>-</u>	<u>305</u>

Due to a change in the accounting for finance leases with effect from 1 April 2012 payments for finance leases were no longer apportioned between capital and interest. The full amount was allocated to Finance leases.

7. Payments for financial assets

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Material losses through criminal conduct		-	16
Theft	7.3	-	16
Other material losses written off	7.1	-	23
Debts written off	7.2	296	-
Total		<u>296</u>	<u>39</u>

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7.1 Other material losses written off

	<i>Note</i> 7	2012/13 R'000	2011/12 R'000
Nature of losses			
Loss of cell phone		-	17
Loss of keys		-	5
Loss of spare wheel		-	1
Total		<u>-</u>	<u>23</u>

7.2 Debts written off

	<i>Note</i> 7	2012/13 R'000	2011/12 R'000
Nature of debts written off			
Ex-employee debts		296	-
Total		<u>296</u>	<u>-</u>
Total debt written off		<u>296</u>	<u>-</u>

7.3 Details of theft

	<i>Note</i> 7	2012/13 R'000	2011/12 R'000
Nature of theft			
Theft of computer equipment		-	16
Total		<u>-</u>	<u>16</u>

1. Transfers and subsidies

		2012/13 R'000	2011/12 R'000
Departmental agencies and accounts	<i>Note</i> <i>Annex 1A</i>	7,832	6,678
Non-profit institutions	<i>Annex 1C</i>	1,039,291	1,059,849
Households	<i>Annex 1D</i>	170,557	214,286
Gifts, donations and sponsorships made	<i>Annex 1F</i>	4	-
Total		<u>1,217,684</u>	<u>1,280,813</u>

Transfer payments to Non-profit institutions that could not be processed before year-end are included under Disclosure note 23 – Accruals

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9. Expenditure for capital assets

	Note	2012/13 R'000	2011/12 R'000
Tangible assets		487,673	415,084
Buildings and other fixed structures	34.1	448,314	399,613
Machinery and equipment	32.1	39,359	15,471
Software and other intangible assets		460	257
Computer software	33.1	460	257
Total		488,133	415,341

The following amounts have been included as project costs in Expenditure for capital assets

Compensation of employees	-	-
Goods and services	-	399,613
Total	-	399,613

Due to a change in the SCOA classification there are no goods and services expenditure included as project costs.

9.1 Analysis of funds utilised to acquire capital assets – 2012/13

	Voted funds R'000	Aid assistance R'000	Total R'000
Tangible assets	487,673	-	487,673
Buildings and other fixed structures	448,314		448,314
Machinery and equipment	39,359		39,359
Software and other intangible assets	460	-	460
Computer software	460		460
Total	488,133	-	488,133

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9.2 Analysis of funds utilised to acquire capital assets – 2011/12

	Voted funds	Aid assistance	Total
	R'000	R'000	R'000
Tangible assets	415,084		415,084
Buildings and other fixed structures	399,613	-	399,613
Machinery and equipment	15,471	-	15,471
Software and other intangible assets	257	-	257
Computer software	257	-	257
Total	415,341	-	415,341

10. Unauthorised expenditure

10.1 Reconciliation of unauthorised expenditure

	Note	2012/13 R'000	2011/12 R'000
Opening balance		-	39,375
Unauthorised expenditure – discovered in current year	15	79,365	
Less: Amounts approved by Legislature without funding and written off in the Statement of Financial Performance		-	(39,375)
Capital		-	(39,375)
Unauthorised expenditure awaiting authorisation / written off		79,365	-
Analysis of awaiting authorisation per economic classification			
Current		79,365	-
Total		79,365	-

10.2 Analysis of unauthorised expenditure awaiting authorisation per economic classification

	2012/13 R'000	2011/12 R'000
Capital		
Current	79,365	-
Transfers and subsidies		
Total	79,365	-

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10.3 Analysis of unauthorised expenditure awaiting authorisation per type

	2012/13 R'000	2011/12 R'000
Unauthorised expenditure relating to overspending of the vote or a main division within a vote	79,365	-
Total	79,365	-

10.4 Details of unauthorised expenditure – current year

Incident	Disciplinary steps taken/criminal proceedings	2012/13 R'000
Overspending of Prog 2 – compensation of employees	Under investigation	79,365
Total		79,365

11. Fruitless and wasteful expenditure

11.1 Reconciliation of fruitless and wasteful expenditure

	Note	2012/13 R'000	2011/12 R'000
Opening balance		269	274
Less: Amounts resolved		-	(5)
Current		-	(5)
Fruitless and wasteful expenditure awaiting resolution		269	269

Analysis of awaiting resolution per economic classification

Current	269	269
Total	269	269

12. Cash and cash equivalents

	Note	2012/13 R'000	2011/12 R'000
Consolidated Paymaster General Account		-	102,635
Total		-	102,635

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13. Prepayments and advances

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Travel and subsistence		-	134
Advances paid to other entities		4,856	3,293
Total		4,856	3,427

13.1 Advances paid

	<i>Note</i>	2012/13 R'000	2011/12 R'000
Public entities	<i>Annex 7A</i>	4,856	3,293
Total		4,856	3,293

14. Receivables

	<i>Note</i>	2012/13			R'000	2011/12 R'000
		R'000 Less than one year	R'000 One to three years	R'000 Older than three years		
Claims recoverable	<i>14.1</i>	6,917	225	2,074	9,216	11,878
	<i>Annex 3</i>					
Recoverable expenditure	<i>14.2</i>	511	247		758	467
Staff debt	<i>14.3</i>	2,489	2,173	4,401	9,063	7,012
Other debtors	<i>14.4</i>	7,269	10,382	19,012	36,663	32,667
Total		17,186	13,027	25,487	55,700	52,054

14.1 Claims recoverable

	<i>Note</i>	2012/13 R'000	2011/12 R'000
National departments	<i>14</i>	2,309	8,794
Provincial departments		2,962	1,023
Public entities		3,945	2,061
Total		9,216	11,878

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3. Expenditure

3.1 Compensation of employees

3.1.1 Salaries and wages

Salaries and wages are expensed in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

Other employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements at its face value and are not recognised in the statement of financial performance or position.

Employee costs are capitalised to the cost of a capital project when an employee spends more than 50% of his/her time on the project. These payments form part of expenditure for capital assets in the statement of financial performance.

3.1.2 Social contributions

Employer contributions to post employment benefit plans in respect of current employees are expensed in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

No provision is made for retirement benefits in the financial statements of the department. Any potential liabilities are disclosed in the financial statements of the National Revenue Fund and not in the financial statements of the employer department.

Employer contributions made by the department for certain of its ex-employees (such as medical benefits) are classified as transfers to households in the statement of financial performance.

3.2 Goods and services

Payments made during the year for goods and/or services are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

The expense is classified as capital if the goods and/or services were acquired for a capital project or if the total purchase price exceeds the capitalisation threshold (currently R5, 000). All other expenditures are classified as current.

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Rental paid for the use of buildings or other fixed structures is classified as *goods and services* and not as *rent on land*.

3.3 Interest and rent on land

Interest and rental payments are recognised as an expense in the statement of financial performance when the final authorisation for payment is effected on the system (by no later than 31 March of each year). This item excludes rental for the use of buildings or other fixed structures. If it is not possible to distinguish between payment for the use of land and the fixed structures on it, the whole amount should be recorded under goods and services.

3.4 Payments for financial assets

Debts are written off when identified as irrecoverable. Debts written-off are limited to the amount of savings and/or underspending of appropriated funds. The write off occurs at year-end or when funds are available. No provision is made for irrecoverable amounts but an estimate is included in the disclosure notes to the financial statements.

All other losses are recognised when authorisation has been granted for the recognition thereof.

3.5 Transfers and subsidies

Transfers and subsidies are recognised as an expense when the final authorisation for payment is effected on the system (by no later than 31 March of each year).

3.6 Unauthorised expenditure

When confirmed unauthorised expenditure is recognised as an asset in the statement of financial position until such time as the expenditure is either approved by the relevant authority, recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

Unauthorised expenditure approved with funding is derecognised from the statement of financial position when the unauthorised expenditure is approved and the related funds are received.

Where the amount is approved without funding it is recognised as expenditure in the statement of financial performance on the date stipulated in the Act.

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3.7 Fruitless and wasteful expenditure

Fruitless and wasteful expenditure is recognised as expenditure in the statement of financial performance according to the nature of the payment and not as a separate line item on the face of the statement. If the expenditure is recoverable it is treated as an asset until it is recovered from the responsible person or written off as irrecoverable in the statement of financial performance.

3.8 Irregular expenditure

Irregular expenditure is recognised as expenditure in the statement of financial performance. If the expenditure is not condoned by the relevant authority it is treated as an asset until it is recovered or written off as irrecoverable.

4. Assets

4.1 Cash and cash equivalents

Cash and cash equivalents are carried in the statement of financial position at cost.

Bank overdrafts are shown separately on the face of the statement of financial position.

For the purposes of the cash flow statement, cash and cash equivalents comprise cash on hand, deposits held, other short-term highly liquid investments and bank overdrafts.

4.2 Prepayments and advances

Amounts prepaid or advanced are recognised in the statement of financial position when the payments are made and are derecognised as and when the goods/services are received or the funds are utilised.

Prepayments and advances outstanding at the end of the year are carried in the statement of financial position at cost.

4.3 Receivables

Receivables included in the statement of financial position arise from cash payments made that are recoverable from another party (including departmental employees) and are derecognised upon recovery or write-off.

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Receivables outstanding at year-end are carried in the statement of financial position at cost plus any accrued interest. Amounts that are potentially irrecoverable are included in the disclosure notes.

4.4 Inventory

Inventories that qualify for recognition must be initially reflected at cost. Where inventories are acquired at no cost, or for nominal consideration, their cost shall be their fair value at the date of acquisition.

All inventory items at year-end are reflected using the weighted average cost or FIFO cost formula.

4.5 Capital assets

4.5.1 Movable assets

Initial recognition

A capital asset is recorded in the asset register on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the movable capital asset is stated at fair value. Where fair value cannot be determined, the capital asset is included in the asset register at R1.

All assets acquired prior to 1 April 2005 are included in the register R1.

Subsequent recognition

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as "expenditure for capital assets" and is capitalised in the asset register of the department on completion of the project.

Repairs and maintenance is expensed as current "goods and services" in the statement of financial performance.

4.5.2 Immovable assets

Initial recognition

A capital asset is recorded on receipt of the item at cost. Cost of an asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the immovable capital asset is stated at R1 unless the fair value for the asset has been reliably estimated.

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Subsequent recognition

Work-in-progress of a capital nature is recorded in the statement of financial performance as “expenditure for capital assets”. On completion, the total cost of the project is included in the asset register of the department that is accountable for the asset.

Repairs and maintenance is expensed as current “goods and services” in the statement of financial performance.

4.5.3 Intangible assets

Initial recognition

An intangible asset is recorded in the asset register on receipt of the item at cost. Cost of an intangible asset is defined as the total cost of acquisition. Where the cost cannot be determined accurately, the intangible asset is stated at fair value. Where fair value cannot be determined, the intangible asset is included in the asset register at R1.

All intangible assets acquired prior to 1 April 2005 can be included in the asset register at R1.*

Subsequent expenditure

Subsequent expenditure of a capital nature is recorded in the statement of financial performance as “expenditure for capital asset” and is capitalised in the asset register of the department.

Maintenance is expensed as current “goods and services” in the statement of financial performance.

5. Liabilities

5.1 Payables

Recognised payables mainly comprise of amounts owing to other governmental entities. These payables are carried at cost in the statement of financial position.

5.2 Contingent liabilities

Contingent liabilities are included in the disclosure notes to the financial statements when it is possible that economic benefits will flow from the department, or when an outflow of economic benefits or service potential is probable but cannot be measured reliably.

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5.3 Contingent assets

Contingent assets are included in the disclosure notes to the financial statements when it is probable that an inflow of economic benefits will flow to the entity.

5.4 Commitments

Commitments are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

5.5 Accruals

Accruals are not recognised in the statement of financial position as a liability or as expenditure in the statement of financial performance but are included in the disclosure notes.

5.6 Employee benefits

Short-term employee benefits that give rise to a present legal or constructive obligation are disclosed in the disclosure notes to the financial statements. These amounts are not recognised in the statement of financial performance or the statement of financial position.

5.7 Lease commitments

Finance lease

Finance leases are not recognised as assets and liabilities in the statement of financial position. Finance lease payments are recognised as a capital expense in the statement of financial performance and are not apportioned between the capital and the interest portions. The total finance lease payment is disclosed in the disclosure notes to the financial statements.

Operating lease

Operating lease payments are recognised as an expense in the statement of financial performance. The operating lease commitments are disclosed in the disclosure notes to the financial statement.

5.8 Impairment

The department tests for impairment where there is an indication that a receivable, loan or investment may be impaired. An assessment of whether there is an indication of possible impairment is done at each reporting date. An estimate is made for doubtful loans and

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receivables based on a review of all outstanding amounts at year-end. Impairments on investments are calculated as being the difference between the carrying amount and the present value of the expected future cash flows / service potential flowing from the instrument.

5.9 Provisions

Provisions are disclosed when there is a present legal or constructive obligation to forfeit economic benefits as a result of events in the past and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate of the obligation can be made.

6. Receivables for departmental revenue

Receivables for departmental revenue are disclosed in the disclosure notes to the annual financial statements. These receivables are written off when identified as irrecoverable and are disclosed separately.

7. Net Assets

7.1 Capitalisation reserve

The capitalisation reserve comprises of financial assets and/or liabilities originating in a prior reporting period but which are recognised in the statement of financial position for the first time in the current reporting period. Amounts are recognised in the capitalisation reserves when identified in the current period and are transferred to the Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.

7.2 Recoverable revenue

Amounts are recognised as recoverable revenue when a payment made in a previous financial year becomes recoverable from a debtor in the current financial year. Amounts are either transferred to the Provincial Revenue Fund when recovered or are transferred to the statement of financial performance when written-off.

8. Related party transactions

Specific information with regards to related party transactions is included in the disclosure notes.

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9. Key management personnel

Compensation paid to key management personnel including their family members where relevant, is included in the disclosure notes.

10. Public private partnerships

A description of the PPP arrangement, the contract fees and current and capital expenditure relating to the PPP arrangement is included in the disclosure notes.

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1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for National Departments (Voted funds) and Provincial Departments:

	2012/13	2011/12
Final Appropriation	Actual Funds Received	Funds not requested/ not received
R'000	R'000	R'000
Administration	711,192	711,192
Public Ordinary School Education	8,098,691	8,098,691
Independent School Subsidies	47,386	47,386
Public Special School Education	351,589	351,589
Further Education and Training	323,804	323,804
Adult Basic Education and Training	137,877	137,877
Early Childhood Development	101,239	101,239
Auxiliary and Associated Services	722,834	722,834
Total	10,494,612	10,494,612

1.2 Conditional grants

	<i>Note</i>	2012/13	2011/12
		R'000	R'000
Total grants received	35	1,165,108	1,109,743
Provincial grants included in Total Grants received		12,000	65,666

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2. Departmental revenue

	Note	2012/13 R'000	2011/12 R'000
Tax revenue			
Sales of goods and services other than capital assets	2.1	11,738	10,790
Fines, penalties and forfeits	2.2	233	272
Interest, dividends and rent on land	2.3	650	264
Transactions in financial assets and liabilities	2.4	6,456	4,453
Transfer received	2.5	5	-
Total revenue collected		19,082	15,779
Less: Own revenue included in appropriation	16	19,082	15,779
Departmental revenue collected		-	-

2.1 Sales of goods and services other than capital assets

	Note	2012/13 R'000	2011/12 R'000
Sales of goods and services produced by the department	2	11,700	10,724
Other sales		11,700	10,724
Sales of scrap, waste and other used current goods		38	66
Total		11,738	10,790

2.2 Fines, penalties and forfeits

	Note	2012/13 R'000	2011/12 R'000
Fines	2	233	272
Total		233	272

2.3 Interest, dividends and rent on land

	Note	2012/13 R'000	2011/12 R'000
Interest	2	650	264
Total		650	264

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**NOTES TO THE APPROPRIATION STATEMENT
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1. Detail of transfers and subsidies as per Appropriation Act (after Virement):

Detail of these transactions can be viewed in the note on Transfers and subsidies, disclosure notes and Annexure 1 (A-D) to the Annual Financial Statements.

2. Detail of specifically and exclusively appropriated amounts voted (after Virement):

Detail of these transactions can be viewed in note 1 (Annual Appropriation) to the Annual Financial Statements.

3. Detail on payments for financial assets

Detail of these transactions per programme can be viewed in the note on Payments for financial assets to the Annual Financial Statements.

4. Explanations of material variances from Amounts Voted (after Virement):

4.1 Per programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Administration	711 192	676,764	34,428	4.8%
The under spending on programme 1 is mainly due to non payments of transfers (bursaries). The bursaries for non-employees were not paid on time to the universities.				
Public Ordinary School Education	8,098,691	8,169,824	(71,133)	(0.9%)
The over spending on this programme is due to insufficient budget allocated to the Department. Overspending is mainly on compensation of employees and goods & services. Officials and textbooks were paid. Textbooks were delivered to schools on time.				
Independent School Subsidies	47,386	45,801	1,585	3.3%
The under spending is due to transfer payments to Independent Schools that could not be effected. The underperforming schools were not paid because their Gr12 results were below the provincial achievement which is in line with norms and standards funding.				
Public Special School Education	351,589	351,517	72	0.0%
No variance.				
Further Education and Training	323,804	308,265	15,539	4.8%
The under spending is mainly on compensation of employees and transfers & subsidies. Transfers to FET Colleges could not be effected. The officials were not appointed on Persal and transfers were not transferred to colleges because of cash constraints.				

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**NOTES TO THE APPROPRIATION STATEMENT
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4.1 Per programme	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	%
Adult Basic Education and Training	137,877	137,476	401	0.3%
No material variance				
Early Childhood Development	101,239	101,046	193	0.2%
No material variance				
Auxiliary and Associated Services	722,834	711,817	11,017	1.5%

The under spending is mainly due to cash constraints and are on goods & services as well as building & other fixed structures. The department received additional funding on Education Infrastructure Grant on 26 March 2013 which was 3 days before the end of the financial year.

4.2 Per economic classification	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Current payments				
Compensation of employees	8,053,248	8,119,926	-66,678	-0.8%
Goods and services	682,602	676,471	6,131	0.9%
Interest and rent on land	483	0	483	100.0%
Transfers and subsidies				
Departmental agencies and accounts	7,833	7,832	1	0.0%
Non-profit institutions	1,054,081	1,039,291	14,790	1.4%
Households	200,227	170,557	29,670	14.8%
Gifts and donations	1	4	-3	-300.0%
Payments for capital assets				
Buildings and other fixed structures	457,098	448,314	8,784	1.9%
Machinery and equipment	38,524	39,359	-835	-2.2%
Software and other intangible assets	515	460	55	10.7%
Payments for financial assets	0	296	-296	0.0%

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2013**

Current Expenditure

Compensation of Employees

The overspending on compensation of employee is due to insufficient budget allocation. Officials were paid salaries on time.

Goods and Services

The main contributor to under spending on goods and services is due to cash constraints experienced in the 2012/13 financial year. Some of the payments did not disburse due to cash constraints while cash was reserved by Provincial Treasury to pay compensation of employees. Textbooks were delivered on time.

Interest and rent on land

The under spending is due to the reclassification of expenditure on finance leases.

Transfers and subsidies

Non-profit institutions

The saving is due to transfer payments that could not be made to schools and FET colleges due to cash constraints. There is an overspending on gifts and donations paid.

Households

The under spending is due to the non payment of bursaries. The bursaries for non-employees were not paid on time to the universities due to cash constraints.

Payments of capital assets

Building & other fixed structures

The department received additional funding on Education Infrastructure Grant on 26 March 2013 which was 3 days before end of the financial year.

Machinery and Equipment

The overspending is due to library material under programme 7. The Grade R facilities were delivered to schools on time.

Software and other intangible

The under spending is due to cash constraints.

**FREE STATE DEPARTMENT OF EDUCATION
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**NOTES TO THE APPROPRIATION STATEMENT
for the year ended 31 March 2013**

4.3 Per conditional grant	Final Appropriation	Actual Expenditure	Variance	Variance as a % of Final Appropriation
	R'000	R'000	R'000	R'000
Basic Education				
Hiv/Aids (Life Skills Edu) Grant	13,155	9,910	3,245	24.7%
Nat School Nutrition Prog Grnt	262,329	257,762	4,567	1.7%
Tech Sec School Recap Gr	19,870	19,594	276	1.4%
Dinaledi Schools Grant	7,374	5,184	2,190	29.7%
Educ Infrastructur Grant	519,635	512,348	7,287	1.4%
Higher Education & Training				
Further Edu & Train Col Grant	323,804	308,264	15,540	4.8%
Public Works				
Epwp Inter Grnt Prov	1,000	1,000	-	0.0%
Epwp Incent Grn Prov-Soc	5,941	4,742	1,199	20.2%
Provincial Grant				
Infrastructure Enhancement Allocation	12,000	12,000	-	0.0%

The under spending on all the grants is due to cash constraints.

FREE STATE DEPARTMENT OF EDUCATION
VOTE 6
STATEMENT OF FINANCIAL PERFORMANCE
for the year ended 31 March 2013

PERFORMANCE	Note	2012/13 R'000	2011/12 R'000
REVENUE			
Annual appropriation	<u>1</u>	10,494,612	9,777,756
Aid assistance	<u>3</u>	-	414
TOTAL REVENUE		<u>10,494,612</u>	<u>9,778,170</u>
EXPENDITURE			
Current expenditure			
Compensation of employees	<u>4</u>	8,119,926	7,528,672
Goods and services	<u>5</u>	676,471	489,464
Interest and rent on land	<u>6</u>	-	305
Aid assistance	<u>3</u>	-	414
Unauthorised expenditure approved without funding	<u>10</u>	-	39,375
Total current expenditure		8,796,397	8,058,230
Transfers and subsidies			
Transfers and subsidies	<u>8</u>	1,217,684	1,280,813
Total transfers and subsidies		1,217,684	1,280,813
Expenditure for capital assets			
Tangible capital assets	<u>9</u>	487,673	415,084
Software and other intangible assets	<u>9</u>	460	257
Total expenditure for capital assets		488,133	415,341
Payments for financial assets	<u>7</u>	296	39
TOTAL EXPENDITURE		<u>10,502,510</u>	<u>9,754,423</u>
SURPLUS/(DEFICIT) FOR THE YEAR		<u>(7,898)</u>	<u>23,747</u>
Reconciliation of Net Surplus/(Deficit) for the year			
Voted funds		(7,898)	23,747
Annual appropriation		(42,202)	5,712
Conditional grants		34,304	18,035
SURPLUS/(DEFICIT) FOR THE YEAR		<u>(7,898)</u>	<u>23,747</u>

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**STATEMENT OF FINANCIAL POSITION
as at 31 March 2013**

POSITION	Note	2012/13 R'000	2011/12 R'000
ASSETS			
Current assets		140,190	158,355
Unauthorised expenditure	<u>10</u>	79,365	-
Fruitless and wasteful expenditure	<u>11</u>	269	269
Cash and cash equivalents	<u>12</u>	-	102,635
Prepayments and advances	<u>13</u>	4,856	3,427
Receivables	<u>14</u>	55,700	52,024
TOTAL ASSETS		140,190	158,355
LIABILITIES			
Current liabilities		124,405	147,595
Voted funds to be surrendered to the Revenue Fund	<u>15</u>	71,467	23,747
Departmental revenue and NRF Receipts to be surrendered to the Revenue Fund	<u>16</u>	4,017	313
Bank overdraft	<u>17</u>	47,230	-
Payables	<u>18</u>	1,691	123,535
TOTAL LIABILITIES		124,405	147,595
NET ASSETS		15,785	10,760
Represented by:			
Recoverable revenue		15,785	10,760
TOTAL		15,785	10,760

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**STATEMENT OF CHANGES IN NET ASSETS
for the year ended 31 March 2013**

NET ASSETS	<i>Note</i>	2012/13 R'000	2011/12 R'000
Recoverable revenue			
Opening balance		10,760	10,982
Transfers:		5,025	(222)
Debts revised		(72)	(1,022)
Debts recovered (included in departmental receipts)		(1,381)	(2,125)
Debts raised		6,478	2,925
Closing balance		<u>15,785</u>	<u>10,760</u>
TOTAL		<u><u>15,785</u></u>	<u><u>10,760</u></u>

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**CASH FLOW STATEMENT
for the year ended 31 March 2013**

CASH FLOW	<i>Note</i>	2012/13 R'000	2011/12 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		10,513,694	9,793,949
Annual appropriated funds received	<i>1.1</i>	10,494,612	9,777,756
Departmental revenue received	<i>2</i>	19,082	15,779
Aid assistance received	<i>3</i>	-	414
Net (increase)/decrease in working capital		(206,314)	24,188
Surrendered to Revenue Fund		(39,125)	(85,733)
Surrendered to RDP Fund/Donor		-	(414)
Current payments		(8,717,032)	(8,058,230)
Payments for financial assets		(296)	(39)
Transfers and subsidies paid		(1,217,684)	(1,280,813)
Net cash flow available from operating activities	<i>19</i>	333,243	392,908
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	<i>9</i>	(488,133)	(415,341)
Net cash flows from investing activities		(488,133)	(415,341)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		5,025	(222)
Net cash flows from financing activities		5,025	(222)
Net decrease in cash and cash equivalents		(149,865)	(22,655)
Cash and cash equivalents at beginning of period		102 635	125,290
Cash and cash equivalents at end of period	<i>20</i>	(47,230)	102,635

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**ACCOUNTING POLICIES
for the year ended 31 March 2013**

The Financial Statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. However, where appropriate and meaningful, additional information has been disclosed to enhance the usefulness of the Financial Statements and to comply with the statutory requirements of the Public Finance Management Act, Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the Act and the Division of Revenue Act, Act 1 of 2010.

1. Presentation of the Financial Statements

1.1 Basis of preparation

The financial statements have been prepared on a modified cash basis of accounting.

Under this basis, the effects of transactions and other events are recognised in the financial records when the resulting cash is received or paid. The “modification” results from the recognition of certain near-cash balances in the financial statements as well as the revaluation of foreign investments and loans and the recognition of resulting revaluation gains and losses.

In addition supplementary information is provided in the disclosure notes to the financial statements where it is deemed to be useful to the users of the financial statements.

1.2 Presentation currency

All amounts have been presented in the currency of the South African Rand (R) which is also the functional currency of the department.

1.3 Rounding

Unless otherwise stated all financial figures have been rounded to the nearest one thousand Rand (R'000).

1.4 Comparative figures

Prior period comparative information has been presented in the current year's financial statements. Where necessary figures included in the prior period financial statements have been reclassified to ensure that the format in which the information is presented is consistent with the format of the current year's financial statements.

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**ACCOUNTING POLICIES
for the year ended 31 March 2013**

1.5 Comparative figures - Appropriation Statement

A comparison between actual amounts and final appropriation per major classification of expenditure is included in the Appropriation Statement.

2. Revenue

2.1 Appropriated funds

Appropriated funds comprises of departmental allocations as well as direct charges against revenue fund (i.e. statutory appropriation).

Appropriated funds are recognised in the financial records on the date the appropriation becomes effective. Adjustments made in terms of the adjustments budget process are recognised in the financial records on the date the adjustments become effective.

Unexpended appropriated funds are surrendered to the Provincial Revenue Fund. Any amounts owing to the Provincial Revenue Fund at the end of the financial year are recognised as payable in the statement of financial position.

Any amount due from the Provincial Revenue Fund at the end of the financial year is recognised as a receivable in the statement of financial position.

2.2 Departmental revenue

All departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the Provincial Revenue Fund, unless stated otherwise.

Any amount owing to the Provincial Revenue Fund at the end of the financial year is recognised as a payable in the statement of financial position.

No accrual is made for amounts receivable from the last receipt date to the end of the reporting period. These amounts are however disclosed in the disclosure notes to the annual financial statements.

FREE STATE DEPARTMENT OF EDUCATION
VOTE 6

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 3 continues
CLAIMES RECOVERABLE

Government Entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
Other Government Entities						
SARS			2,061	2,061	2,061	2,061
ELRC			1,884	-	1,884	-
Sub-total	-	-	3,945	2,061	3,945	2,061
TOTAL	2,136	8,755	7,080	3,123	9,216	11,878

The comparative figure for Gauteng Department of Education has been restated due to an error in the previous year's financial statements.

Unaudited supplementary information

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

**ANNEXURE 4
INTER-GOVERNMENT PAYABLES**

GOVERNMENT ENTITY	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
DEPARTMENTS						
Current						
Free State Department of Premier	377	74		243	377	317
Free State Department of Health	9			80	9	80
Free State Department of Cooperate Governance & Traditional Affairs				2	-	2
Free State Government Garage	15,970	3,927			15,970	3,927
Kwazulu- Natal Department of Education				196	-	196
Free State Provincial Treasury	61	2			61	2
Free State Department of Economic Development, Tourism & Environmental Affairs	204				204	-
Free State Department of Social Development	194				194	-
National Prosecuting Authority	5				5	-
Department of Justice & Constitutional Development	1,052		90		1,142	-
Gauteng Department of Education			16		16	-
Total	17,872	4,003	106	521	17,978	4,524

Unaudited supplementary information

ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013

ANNEXURE 5
INVENTORY

Inventory	Note	2012/13		2011/12	
		Quantity	R'000	Quantity	R'000
Opening balance		23,132	1,213	22,020	421
Add/(Less): Adjustments to prior year balance		-	-		
Add: Additions/Purchases - Cash		101,488	27,052	265,337	26,685
Add: Additions - Non-cash		17	1	104	0
(Less): Disposals		-	-	(1,785)	(52)
(Less): Issues		(102,757)	(26,922)	(262,469)	(25,824)
Add/(Less): Adjustments		(1,402)	(168)	(75)	(19)
Closing balance		20,478	1,175	23,132	1,213

Unaudited supplementary information

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

**ANNEXURE 6
MOVEMENT IN CAPITAL WORK IN PROGRESS**

MOVEMENT IN CAPITAL WORK IN PROGRESS FOR THE YEAR ENDED 31 MARCH 2013

	Opening balance	Current Year Capital WIP	Completed Assets	Closing balance
	R'000	R'000	R'000	R'000
BUILDINGS AND OTHER FIXED STRUCTURES	484,050	494,287	334,154	644,183
Non-residential buildings	484,050	494,287	334,154	644,183
TOTAL	484,050	494,287	334,154	644,183

Unaudited supplementary information

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

**ANNEXURE 7A
INTER-ENTITY ADVANCES PAID (Note 13)**

	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
PUBLIC ENTITIES						
IDT			4,856	3,293	4,856	3,293
TOTAL	-	-	4,856	3,293	4,856	3,293

Unaudited supplementary information

**FREE STATE DEPARTMENT OF EDUCATION
VOTE 6**

**ANNEXURES TO THE ANNUAL FINANCIAL STATEMENTS
for the year ended 31 March 2013**

**ANNEXURE 7B
INTER-ENTITY ADVANCES RECEIVED (Note 18)**

	Confirmed balance outstanding		Unconfirmed balance outstanding		TOTAL	
	31/03/2013	31/03/2012	31/03/2013	31/03/2012	31/03/2013	31/03/2012
	R'000	R'000	R'000	R'000	R'000	R'000
PROVINCIAL DEPARTMENTS						
Current						-
Provincial Revenue Fund		121,218			-	121,218
TOTAL	-	121,218	-	-	-	121,218
Current	-	121,218	-	-	-	121,218

Unaudited supplementary information

