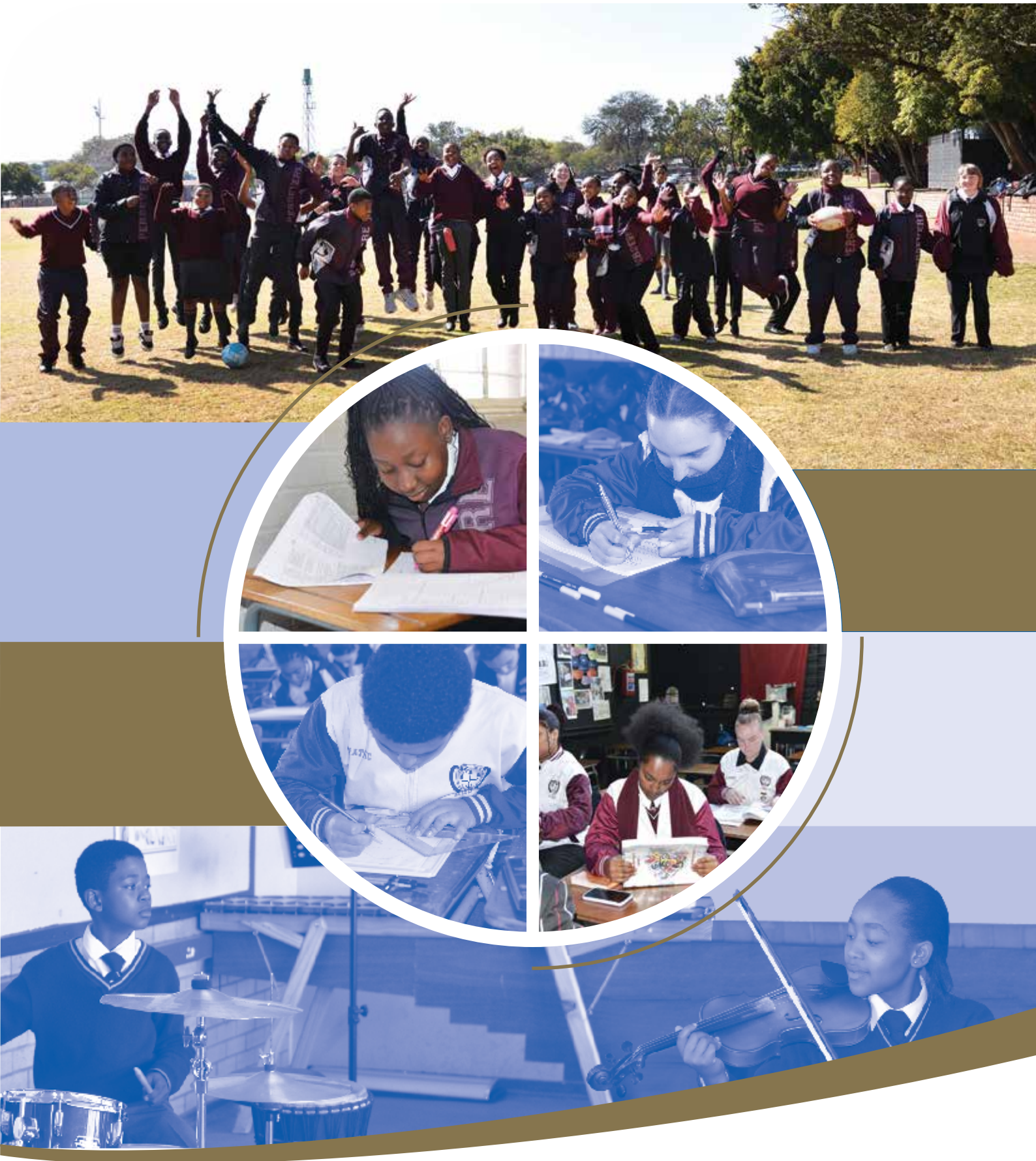


Annual Report 2024/2025



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER

**Department of Education
Province of Gauteng**

**Vote 05 – Education
Annual Report
2024/2025 Financial Year**



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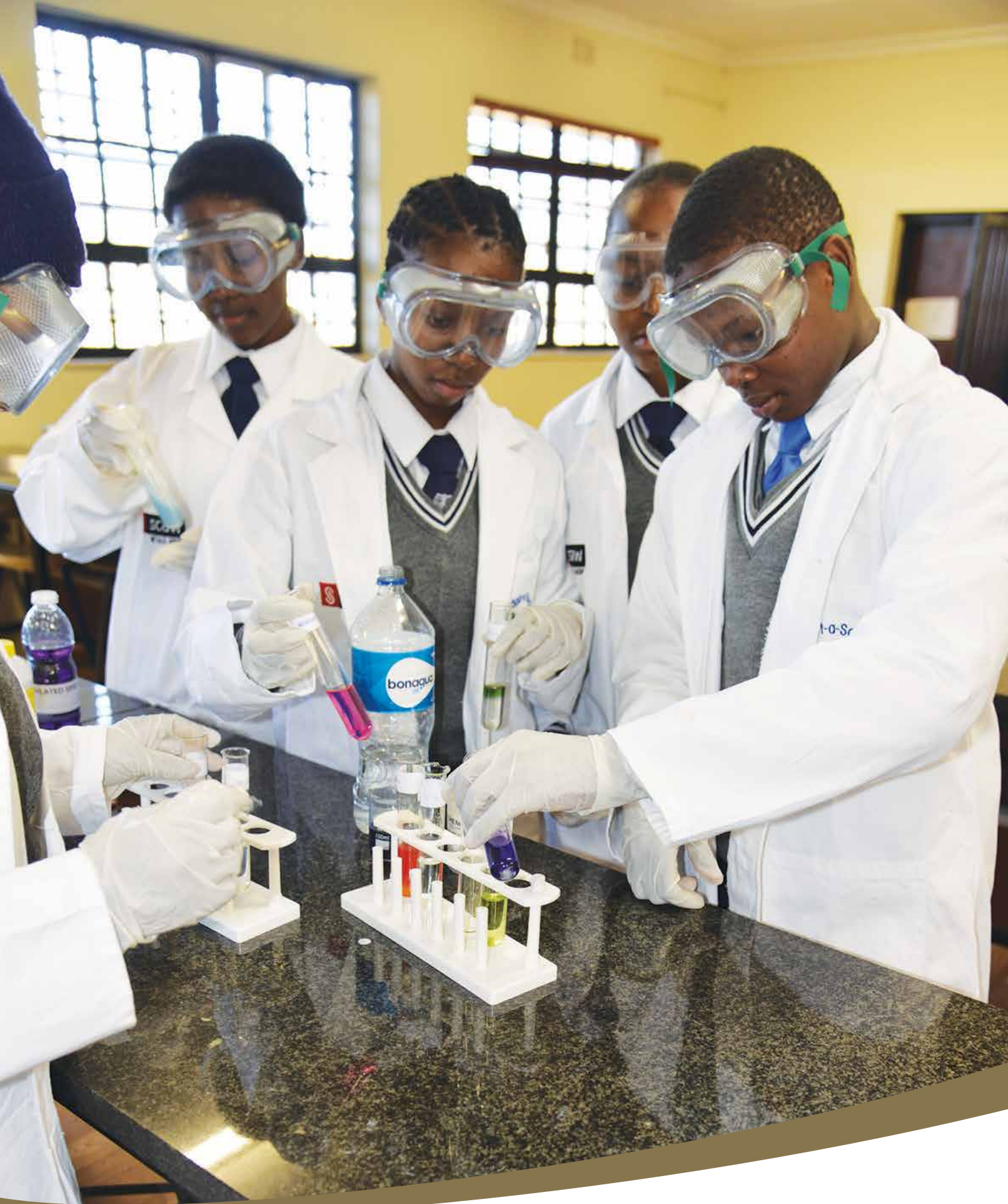
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PART A: GENERAL INFORMATION





1. Department General Information

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2. List of Abbreviations/Acronyms

ABBREVIATIONS/ACRONYMS	EXPLANATIONS
AGSA	Auditor-General of South Africa
APP	Annual Performance Plan
ATP	Annual Teaching Plans
B-BBEE	Broad-Based Black Economic Empowerment
BEC	Bid Evaluation Committee
BFI	Budget Facility for Infrastructure
CAPS	Curriculum and Assessment Policy Statement
COVID-19	Corona Virus Disease 2019
DBE	Department of Basic Education
DBST	District Based Support Teams
DCDT	Department of Communication and Digital Technology
DoH	Department of Health
DPSA	Department of Public Service and Administration
DSA	District Subject Advisor
DSACR	Department of Sport, Arts, Culture and Recreation
ECD	Early Childhood Development
EGD	Engineering Graphics and Design
EPWP	Expanded Public Works Programme
FET	Further Education and Training
FSS	Full-Service Schools
GCRA	Gauteng City Region Academy
GDE	Gauteng Department of Education
GNU	Government of National Unity
ICT	Information and Computer Technology
IIAL	Incremental Introduction of African Languages
INTERSEN	Intermediate and Senior Phases
LED	Light-Emitting Diode
LSE	Learning Support Educators
LTSM	Learning and Teaching Support Material



ABBREVIATIONS/ACRONYMS	EXPLANATIONS
MCSP	Multi-Certification Skills Programme
MEC	Member of Executive Council
MGSLG	Matthew Goniwe School of Leadership and Governance
MST	Mathematics, Science and Technology
MTSF	Medium-Term Strategic Framework
NCF	National Curriculum Framework
NEPA	National Education Policy Act
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
OHS	Occupational Health and Safety
POI	Provincial Outcome Indicator
POS	Public Ordinary Schools
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
PYEI	Presidential Youth Employment Initiative
ROS	Reorganisation of Schools
SAPS	South African Police Service
SASA	South African Schools Act
SBA	School Based Assessment
SCC	Special Care Centre
SCM	Supply Chain Management
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SOI	Standardised Output Indicator
SOP	Standard Operating Procedures
SoS	School of Specialisation
SSIP	Secondary School Improvement Programme
SSRC	Special Schools Resource Centre
TOC	Technical Occupational Curriculum
WSI	Whole School Improvement



3. Foreword by the MEC



Matome K. Chiloane
MEC for Education

It is an honour to submit my integrated Annual Report, the first of the 7th Administration, which includes a review of our performance against predetermined objectives and the audited financial statements for the financial year ending 31 March 2025, as required by our governing legislation. During this reporting period, the Gauteng Department of Education (GDE) has made significant progress in promoting equity and access though more must still be done to equip learners with the necessary skills and competencies.

The implemented Revised 2024/25 Annual Performance Plan (APP), built upon previous years foundation, has integrated the commitments and priorities of the 2024/25 State of the Province Address and 2024–2029 Gauteng Medium-Term Development Plan. The Department has continued to implement the outcomes and outputs of the 2020-2025 Strategic Plan in the last year of its implementation. In addition, we have carried forward the interventions and programmes as defined in the 2019-2024 Revised Medium-Term Strategic Framework (MTSF), Growing Gauteng Together (GGT) 2030 and Action Plan 2019-2030. The identified outcomes for the 7th Administration were maintained from the previous administration, and they are:

Outcome 1 which focuses on providing quality Early Childhood Development (ECD)

Outcome 2-4 with focus on the promotion of quality education in the Foundation Phase, Intermediate Phase and Senior Phase

Outcome 5 which focuses on ‘defending the crown’ by continuing with the improvement of quality learning at Grade 10-12 levels

Outcome 6 which focuses on access to relevant curriculum offerings through Schools of Specialisation, Technical High Schools and Special Schools

Outcome 7 seeks to create a safer schooling environment

Outcome 8 focuses on changing the educational landscape

Outcome 9 addresses the needs of the Gauteng youth through development programmes and increasing youth employability



The Department has made significant strides in enhancing access to education for young children, demonstrating a commitment to the critical early years of development. Through the establishment of 1 413 public schools that offer Grade R and the registration of over 1 600 Early Childhood Development sites, we have successfully catered to the needs of a proximately 160 000 children, supported by a dedicated workforce of more than 4 330 capacitated practitioners. This concerted effort underscores our priority to provide a strong foundation for the future of our children.

The implementation of the Screening, Identification, Assessment and Support (SIAS) framework was expedited across all districts ensuring that the Special School sector provides services to more than 43 000 learners with special needs, well-looked after by 4 672 educators and 671 therapists at the schools. Amongst the factors contributing to growth in the sector has been the Grade R and Grade 1 learners screening programme that reached 163 300 beneficiaries.

The Department remained dedicated to the continuous professional development of teachers, recognising it as a strategic investment across all subjects offered in our various schools. To strengthen educators' competencies and elevate the quality of education in Gauteng, targeted teachers participated in specialised training programmes across various fields, including Languages, Technical Subjects, Coding and Robotics, Economic and Management Sciences, as well as Mathematics, Science and Technology.

The Class of 2024 has achieved remarkable success despite disruptions from COVID-19, during the previous grades, recording an overall pass rate of 88.41% and 50.3% Bachelor passes, the highest for a Grade 12 class in Gauteng since the National Senior Certificate (NSC) examination began in 2008. This cohort improved by 6% in the overall pass rates and 3.01% in Bachelor passes, surpassing the national averages, while all districts achieved pass rates of 80% or higher, with Johannesburg West (JW) leading at 97%. Performance data also shows that more learners gained admission to Bachelor studies than to diploma and higher certificate programmes combined, alongside an increase in participation from learners with special educational needs and female learners, indicating progress towards a more inclusive education system.

Infrastructure development has remained a key priority to provide safe, eco-friendly learning environments. The Department has committed to enhancing school infrastructure in line with National Norms and Standards. The maintenance of 274 schools was completed which has been vital for creating a conducive learning environment and supporting the overall educational mission of schools. More than 700 mobile classrooms were delivered across the province as a solution in ensuring that our learners can continue their education without interruption. On the construction of new schools, 18 new schools are currently under construction using the Budget Facility for Infrastructure (BFI), at various stages of construction. These projects reflect the Department's ongoing commitment to improving educational facilities and ensuring a conducive learning environment for all learners.



The Department, in partnership with stakeholders, has displayed dedication in fostering a safe and supportive school environment for students. Safety Imbizos held in various regions of our province has shown our commitment in addressing issues such as bullying, gangsterism and drug tracking within educational institutions. The Imbizos aimed to foster dialogue between the education sector, law enforcement agencies, community leaders and parents to find sustainable solutions to ensure the safety of learners and educators.

The Department's collaboration with sector organisations through the Gauteng City Region Academy (GCRA) has accelerated projects contributing to the revitalisation of the economy. Notably, 4 105 learners were awarded bursaries, providing essential financial support for their educational goals. Additionally, over 30 000 young people accessed career education, while approximately 28 500 participated in the GCRA internship programme, gaining valuable workplace experience. Nearly 3 000 youth engaged in various skills programmes, further enhancing their personal and professional development. The Department has been resolute in empowering Gauteng's youth and fostering their successful transition into the workforce.

The implementation of Technical and Vocational Education through the Technical Secondary Schools Recapitalisation Grant (TSS-RG) has significantly improved the resourcing of our technical schools. With over 100 Technical Secondary Schools operating in the province, these institutions continue to provide learners with a career-focused education that addresses the high unemployment rate caused by a skills mismatch. Through this grant, the Department has successfully resourced additional schools during this reporting period.

Regarding the Schools of Specialisation (SoS) programme, 36 SoS have been launched to date, aimed at getting our youth ready to thrive in an Artificial Intelligence (AI)-driven world and boost our province's economic growth. The successfully held Multi-Certification Skills Programme (MCSP) mini festival showcased the general and technical competencies and skills that learners acquired in the MCSP. Learners at SoS gained skills enabling them to compete on a global level. The generous sponsorships from our industry partners allowed our learners practical experience in the various specialisations and prepared them for future careers.



In conclusion, the remarkable progress we have achieved is a testament to the collective efforts of all our stakeholders and partners who continued to provide our previously disadvantaged schools with resources to provide learners with hands-on experience and real-world knowledge in various fields of learning that is ever evolving. The unwavering support and dedication of the School Governing Bodies, trade unions, our dedicated soldiers on the ground, teachers, and the entire TeamGDE have been instrumental in our journey. I would like to thank all education stakeholders for their commitment and support to continuing to provide quality basic education in Gauteng.

Mr. Matome Kopano Chiloane (MPL)

Gauteng Department of Education

Date: 31 May 2025



4. Report of the Accounting Officer



Mr. Rufus Mmutlana
Head of Department

Overview of the operations of the Department:

Provision of ECD services

Since the implementation of the ECD Function Shift in April 2022, aligning the ECD with the education sector to improve early learning and School Readiness, the Department has made several inroads to ensure the functionality of the sector. During this reporting period, the Department implemented the Mass Registration Drive process which enabled unregistered ECD centres to register on the e-Cares system promoting compliance. Additionally, applications for new Grade R sites to expand access to early childhood education were approved, reinforcing the government's commitment to improving educational outcomes and fostering inclusivity. The successful registration of 138 000 ECD sites, exceeding the initial target by nearly 80%, marks a significant achievement in strengthening early learning in the province. The Vangasali process has revised registration requirements for ECD centres, enhancing access to compliant services. To further support learning, School Readiness assessments were conducted at the start of each term to identify potential learning challenges and facilitate timely interventions. These efforts were aimed at enhancing learning outcomes for Grade R learners.

Significant progress has been made in enhancing Grade R education within public schools. The implementation of the Grade R Language and Mathematics programme, including Home Language Improvement, complements support for the birth to four years curriculum through coordinated physical education and training for practitioners on the National Curriculum Framework (NCF). Furthermore, a total of 2 583 qualified Grade R teachers were converted to Post Level 1 positions for professional recognition and to ensure job security. This initiative has acknowledged the expertise of Grade R practitioners and elevated their status within the education system, contributing to improved quality in early childhood education.

Early Grade Reading

Early Grade Reading Assessment (EGRA) implemented in Grades 1-3 which is viewed as a critical stage for literacy development, as it involves learning the basic concepts of print, phonemic awareness, vocabulary and comprehension skills that form the basis for more advanced reading abilities. In the province, EGRA initiatives have shown significant success, as reflected in various programmes and assessments which included literacy programmes focusing on phonics, comprehension strategies and engaging reading materials. This programme was also regarded as one of the solutions to address the recent outcomes of the Progress in International Reading Literacy Study (PIRLS) to ensure that more learners continue to achieve age-appropriate reading levels, demonstrating the effectiveness of this initiative. Overall, EGRA initiatives in the province have made considerable strides, leading to improved literacy rates and laying a strong foundation for lifelong learning.



Mathematics Participation and Performance

The initiatives implemented to enhance Mathematics participation and performance have taken a comprehensive and innovative approach to improve learner outcomes. Central to these efforts was the monitoring of the Siyavula Digital Practice Programme, which provided learners with a wide range of questions across all cognitive levels, fostering critical thinking and problem-solving skills. Additionally, online learning platforms were shared with teachers to reinforce classroom learning.

In the Intermediate and Senior Phases (INTERSEN), Mathematics teachers were encouraged to utilise the Department of Basic Education's (DBE's) workbook, supporting foundational skills through structured exercises. The programme also included fortnightly thought videos, exemplar lesson plans and learner worksheets, enabling teachers to mediate complex topics and collaborate effectively through lesson study sessions.

"Maths Fridays" introduced interactive games to create an enjoyable learning environment, while weekly 45-minute intervention periods provided targeted support for learners needing extra help. Workshops were conducted on using manipulatives reinforced a hands-on learning approach, aiding in the understanding of abstract concepts.

Overall, these strategies demonstrated a robust commitment to improving educational outcomes in Mathematics, effectively addressing the diverse needs of learners and equipping them with essential skills for success.

Defending the "Crown" – Continuing the improvement of quality learning in the FET band

The Class of 2024 benefitted immensely from the innovative and intensified academic interventions borne out of the COVID-19 pandemic. In preparation for their final NSC examinations, Grade 12 learners were exposed to extended contact time, spanning several days at a time during the academic year via a variety of focused intervention programmes in both face-to-face and online formats. The support interventions for this cohort included both rapid on-site and online initiatives, aimed at addressing emerging learning gaps. Key components were the Secondary School Improvement Programme (SSIP), live lesson streaming, content voice notes and Google Drive links providing support resources for learners, alongside digital practice learning programmes. Additionally, the Practical Assessment Tasks (PAT) resource incorporated Fourth Industrial Revolution (4IR) to tailor teacher training, adapting content and pace to suit individual learner performance and preferences. Teachers received multimedia resources, including video lessons, tutorials, simulations and virtual labs, with e-content made accessible via Google Drive to support both educators and learners effectively.

As a result of these interventions, the 2024 NSC overall provincial performance reflects an increase in overall pass rate when compared to 2023. Of the 133 228 candidates that wrote the 2024 NSC examination in the province, 117 793 met the requirements for the NSC qualification. This represents an overall provincial pass rate of 88.41% which is an increase of 3.03% on the achievement of 85.38% in 2023, whilst the cohort of 2024 recorded a Bachelor pass rate of 50.27% which is a significant increase of 5.98% on the 44.29% achieved in 2023. The improvement in overall pass rate across districts in the 2024 NSC examination ranged from 0.6% to 6.9%, with remarkable improvements been made in all our



categories of schooling; Fee-Paying, No-Fee Paying, Independent Schools as well as Special Education schools.

The Section 58B Intervention Programme for Secondary Schools was a strategic support initiative designed to enhance educational outcomes. This programme provided tailored training and on-site support through the deployment of experienced mentors to 55 identified schools over a six-month period. The primary aim was to assist in the development of leadership capacities within these institutions, ultimately improving learner performance. The intervention focused on three critical areas, namely, basic functionality, curriculum management, and effective teaching and learning practices.

Expanding and enhancing the School of Specialisation

In Gauteng province, the School of Specialisation (SoS) has been established to enhance educational offerings and cater to specific skills and talents among learners. These schools focus on various fields, including arts, sciences, technology, and sports, aiming to provide a tailored curriculum that meets the unique needs of students. The schools have been strategically located along designated corridors to optimise accessibility and resource sharing.

During this reporting period, Schools of Specialisation were launched and gazetted, bringing the total of those schools to 36 located within the five disciplines, being Mathematics, Science and Information and Communication Technology (ICT), Engineering, Commerce and Entrepreneurship, Performing and Creative Arts as well as Sports. The schools were provided with continuous support during curriculum monitoring visits to improve learners' performance within the specific specialisation.

Schools of Specialisation were involved in several activities, excursions and exposure to provide learners with real-world experience, skill development and provide learners with networking opportunities as well. The Umphakathi Training Centre continued to partner with the Department to provide learners in SoSs with skills such as culinary, plumbing, construction and financial management. Several schools attended the ESKOM Expo with the primary purpose of encouraging students from diverse backgrounds to engage in scientific research and exploration through the development of projects addressing real-world challenges. These examples highlighted just a fraction of the diverse activities and opportunities provided by the Schools of Specialisations. Through such initiatives, learners did not only gain valuable real-world experience and essential skills but also built crucial networks to support their future aspirations.

The SoS programme has yielded impressive results, significantly enhancing student engagement and performance across various disciplines. Learners have demonstrated remarkable achievements in competitions and exhibitions, showcasing their skills and creativity. This initiative has fostered a strong connection between education and industry, preparing students effectively for future career opportunities and challenges.

Multi-Certification Programme

The Multi-Certification Skills Programme (MCSP) in Gauteng schools continued with the aim to equip learners with practical skills, industry-recognised certifications, and improved employability prospects while they are still in school. In Electrical and Mechanical Technology, the MCSP was successfully concluded on 21 June 2024, focusing on Automotive and Power Systems training. Selected Grade 11



learners were enrolled in Automotive and Power Systems, focusing on single-phase installation as well as automotive repairs and maintenance. All selected learners successfully completed their training and were awarded certificates of competence. Participants included 10 learners from each of the following schools: Katlehong SoS, John Orr Engineering SoS, Thuto Ke Maatla SoS, Rhodesfield Engineering SoS, Maatla SoS, and Curtis Nkondo Engineering SoS.

A group of Grade 10 learners have successfully completed a welding skills programme, funded by Phakama Research and Development. These learners earned certificates of competence at a ceremony hosted by Ekurhuleni Artisans and Skills Training Centre. These programmes managed to provide learners with practical experience, ensuring that they were well prepared for further education, employment or entrepreneurship.

The Katlehong Engineering SoS hosted the MCSP General and Technical Skills mini festival during the month of October 2024 where learners exhibited skills such as swimming, Entrepreneurship, K53 learner's license and driving license tests, plumbing, welding, electrical systems and construction.

Creation of Safe Schools' Environment and Social Cohesion

During this reporting period, the Department hosted Imbizos to promote the working together of parents, teachers, principals and key stakeholders such as the South African Police Service (SAPS) from across the regions. These Imbizos aimed to create a thorough and sustainable solution to school safety concerns, fostering a safer and more supportive educational environment for all our learners and staff across the province.

Standard Operating Procedures (SOPs) were developed to effectively manage searches, seizures and incidents of ill-discipline. District Safety Coordinators also engaged in collaborative efforts with law enforcement agencies to conduct safety talks and operations linked to local SAPS stations. Additionally, coordinators received training in customising policies and the Code of Conduct for Learners.

Furthermore, community patrollers were deployed to over 1 500 schools, with rigorous screening processes undertaken to ensure that only individuals with appropriate backgrounds, skills and attitudes were selected. This initiative was crucial in minimising the risk of potential harm or misconduct within educational settings.

These proactive measures and collaborative efforts exemplified our dedication to improving safety and support within the educational environment. We remain committed to empowering students to thrive free from bullying and other forms of harassment, ensuring their overall well-being.

Pro-poor interventions

During this reporting period, the Department implemented several pro-poor interventions aimed at supporting learners from disadvantaged backgrounds. By targeting the most vulnerable groups, pro-poor interventions helped to alleviate the barriers that prevent these learners from fully participating in the educational system. Furthermore, such measures contributed to improved academic performance, enhanced well-being and increased opportunities for social mobility, ultimately fostering a more equitable society. The commitment to these interventions reflected a broader societal responsibility to support all students in achieving their full potential, regardless of their socio-economic circumstances.



The National School Nutrition Programme (NSNP) exceeded its target by providing meals to 1 730 356 learners across quintile 1-5 primary, secondary, and identified Special Schools, ensuring they receive daily nutritious meals. Additionally, the No-Fee School Policy supported 1 403 schools, with a total enrolment of 1 584 343 learners. Furthermore, the Learner Transport Programme provided transport for 228 592 learners residing five kilometres or further from the nearest school, surpassing its initial target. These initiatives demonstrated the Department's commitment to enhancing educational access and support for vulnerable students.

Challenges faced by the Department

- **Registration of ECD Centres:** The Pre-Grade R officials faced challenges in registering unregistered ECD centres due to non-compliance with municipal by-laws. This non-compliance hindered the completion of the Masterlist and overall planning for ECD. Bilateral engagements with individual municipalities were initiated to address the matter.
- **Home Education Registration:** Some parents failed to inform the Department of their children's withdrawal from Home Education. This lack of disclosure affected the provision of support and Departmental planning. Parents were requested to submit withdrawal letters to remove their children from the Home Education database.
- **Learning and Teaching Support Material (LTSM) in public schools:** Inaccurate reporting from schools regarding LTSM stock resulted in delayed procurement, negatively impacting teaching and learning. Districts were encouraged to verify reports each term and schools to develop annual retrieval plans.
- **School Readiness Verification:** Non-compliance in submitting requirements through e-copy by some districts affected the School Readiness process, impacting support and planning. To mitigate this, District Directors appointed officials to manage these processes and promote accountability.
- **Reading Engagement Initiatives:** Limited learner engagement in reading activities like the Reading Blitz was identified as a challenge, negatively affecting reading and writing reinforcement. Interactive sessions using digital tools was introduced to increase engagement.
- **Incremental Introduction of African Languages (IIAL):** Implementation of IIAL programme was hindered in some schools due to insufficient resources. The Department planned advocacy meetings and encouraged schools to utilise online resources to promote participation.

Summary of Non-Financial Performance

During this reporting period, the Department registered significant achievement in being efficient and effective in achieving out targets set for the year, despite numerous challenges encountered. The approved Revised 2024/25 financial year APP was implemented and monitored in each quarter. As a result, the GDE achieved and exceeded most of the targets, resulting in an overall achievement level of 92.31%. Of the 52 indicators, 48 were achieved and 4 were not achieved.



Overview of the financial results of the Department

Departmental receipts

Departmental receipts	2024/2025			2023/2024		
	Estimate	Actual Amount Collected	(Over)/ Under Collection	Estimate	Actual Amount Collected	(Over)/ Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Tax Receipts	-	-	-	-	-	-
Casino taxes	-	-	-	-	-	-
Horse racing taxes	-	-	-	-	-	-
Liquor licences	-	-	-	-	-	-
Motor vehicle licences	-	-	-	-	-	-
Sale of goods and services other than capital assets	38 126	42 163	(4 037)	36 380	38 585	(2 205)
Transfers received	-	-	-	-	-	-
Fines, penalties and forfeits	109	148	(39)	104	75	29
Interest, dividends and rent on land	285	1 209	(924)	272	740	(468)
Sale of capital assets	-	-	-	-	-	-
Financial transactions in assets and liabilities	4 396	28 370	(23 974)	4 195	14 458	(10 263)
Total	42 196	71 890	(29 694)	40 951	53 858	(12 907)

The table above displays the contribution of each revenue source towards the total revenue generated for the 2023/24 and 2024/25 financial years. The Department exceeded its main appropriation by 67.51% as of 31 March 2025. This performance is due to the following:

Sales of goods and services other than capital assets contributed R42.1 million to the total own revenue, compared to an estimated R38.1 million. The over-collection of revenue can be attributed to the following factors:

- Increase in the commission received from insurances and garnishees.
- Increase in the number of applications for examination certificates.
- Parking allocations.

The revenue collected from fines, penalties and forfeitures amounted to R148 000, exceeding the estimated R109 000. This revenue was primarily derived from domestic fines. The variance is attributed to an increase in the number of employees charged with misconduct and an increase in cases resolved through the payment of fines as a sanction.

Interest, dividends and land rent contributed R924 000 to the total own revenue collected. This item includes interest on debt from private entities and staff debt. The excess in revenue is due to interest received on Departmental debt.



Financial assets and liabilities over-collection is due to recoveries from Departmental debt and previous expenditures, as well as salary reversals.

Bad debts for the fiscal year total R46 million.

New measures instituted during the year to raise additional revenue

Licensing for Unsubsidised Independent Schools – The Department formed a committee to conduct a feasibility study, which has now been completed and the final report issued.

Revenue Rates

2024/2025 Financial Year Tariffs		
Source of Revenue	Tariff	Policy on Tariff
Replacement of Security Cards	R60.00	Determined by Gauteng Department of Education
Rental Dwellings	R900.00	Determined by Department of Public Service and Administration (DPSA)
Parking	R80.00 External	Determined by Provincial Treasury
	R100.00 Internal	
Examination Certificates	R170.00	Determined by Department of Basic Education
Marking of Exam Paper	R120.00	
Commission on Insurance and Garnishee	2.5%	Determined by National Treasury
Request for Access to Information	R140.00	Determined by Promotion of Access to Information Act

Programme Expenditure

Programme Name	2024/2025			2023/2024		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	4 736 146	4 725 919	10 227	4 446 082	4 445 193	889
Public Ordinary School Education	48 171 913	47 922 758	249 155	45 622 604	45 445 400	177 205
Independent School Subsidies	1 036 284	1 035 961	323	1 125 581	1 125 580	1
Public Special School Education	4 805 049	4 804 523	526	4 494 489	4 493 669	820
Early Childhood Development	2 375 592	2 375 437	155	2 152 832	2 152 677	155
Infrastructure Development	2 740 314	2 719 872	20 442	2 231 953	2 201 178	30 775
Examination and Education Related Services	2 277 641	2 241 114	36 527	3 286 023	3 282 952	3 071
Total	66 142 939	65 825 584	317 355	63 359 564	63 146 649	212 916



1. Programme 1: Administration

Underspending in Administration is mainly in the finance lease contract of photocopying machines which expired in some offices with no replacement contract scheduled to be signed and delays in the procurement process of new laptops for officials and replacement of laptops which are out of warranty. In addition, the programme has also indicated a slight underspending in transfers and subsidies resulting from research of the 30 years education review that did not take place.

2. Programme 2: Public Ordinary Schools

Underspending in Public Ordinary Schools relates to Compensation of Employees where salary runs were cancelled by GPT. The final salary run for the 2024/25 financial year took place on 19 March 2025. All subsequent runs scheduled after this date were cancelled which resulted to Human Resource (HR) commitments and salary accruals not paid. These were due to Basic Accounting System (BAS) Standard Chart of Accounts (SCOA) upgrade. In addition, there was also a decrease in the head count in the fourth quarter. Non-existence of space for procurement of furniture under school nutrition grant was put on hold also contributed to the underspending in payment for capital assets.

3. Programme 4: Public Special Schools

Underspending in Payment of Capital assets mainly relate to the delays in the procurement process of Labour-Saving Devices (LSD) at the district offices.

4. Programme 5: Early Childhood Development

Payment of Capital Assets underspending relates to the delays in procurement process of Labour-Saving Devices (LSD) at the district offices.

5. Programme 6: Infrastructure Development

Goods and Services overspending is due to the higher requirement for repairs and maintenance of aged infrastructure that were mostly built before 1994. Over utilisation of schools due to the higher number of learners which resulted in a need for maintenance. Declining reliability of basic services supply by the municipality resulted in the Department's need to provide alternative supply. Incessant vandalising, breakages and theft of infrastructure and electrical cabling, in particular, resulted in the need for maintenance. In addition, the programme has also underspent in transfers and subsidies due to delays in getting municipal approval and underspending on building and fixed structure, resulted from slow progress on implementation of the 18 BFI projects.

6. Programme 7: Examination and Education Related Services

Underspending in Examination and Education Related Services is mainly in payment of capital assets due to delays in payments of invoices under machinery and equipment in relation to printing for examinations. In future, the Department will continue to monitor expenditure on the monthly basis and encourage managers to prioritise spending according to the plans to avoid over/under spending.



Virements/roll overs

The Department had for the year under review, experienced pressures which needed to be addressed through Sec 43 of Public Finance Management Act on virements.

- Unspent funds for Compensation of Employee (CoE) amounting to R115.0 million in Public Ordinary School programme and Public Special School programme were utilised to offset the CoE and Households (H/H) overspending in Administration programme through virements.
- **Goods and services'** savings in Public Ordinary School programme, Early Childhood Development programme, and Public Special School programme were shifted to cover budget shortfalls in the following programmes through virements:
 - **Infrastructure Development:** the programme received a total amount of R79.5 million to address over-expenditure in goods and services caused by higher requirements for repairs and maintenance due to aged infrastructure, incessant vandalising, breakage and theft of infrastructure and electrical cabling.
 - **Examination and Education Related Services:** R3.1 million was received in this programme to address the shortfall related to the GCRA bursaries programme.
- **Transfers and subsidies'** savings in Public Ordinary School programme, Early Childhood Development programme, and Public Special School programme were shifted to cover budget shortfall in the following programme through virements:
 - Examination and Education Related Services: R33.0 million was received in this programme to address the shortfall related to the GCRA bursaries programme.

The Public Ordinary School programme received R28.8 million from Infrastructure Development to cover budget shortfall in buildings and other structures which resulted from the building of kitchens for schools that are in dire need of such structures.

The Department requested a rollover of R280.8 million on equitable share to 2025/26 financial year as per Section 31 (g) of the Public Finance Management Act (PFMA) for settlement accruals and commitments on ICT in the school programme and external examinations service's printing machine. Furthermore, R20.3 million ECD maintenance grant was requested to be rolled over to finalise delivery of ECD maintenance project which experienced challenges due to confirmation of land ownership.

Unauthorised, Fruitless and Wasteful Expenditure

Classification	AFS Note Ref:	Prior year Amount R'000	Current year Amount R'000	Reasons	Steps taken to prevent recurrence
Fruitless and Wasteful Expenditure (FE)	25	4	73	Interest charged for late payment of the municipality accounts and late payment of the legal claims	Internal controls within the GDE were enhanced to include training to the affected districts and head offices. In all instances, the cases were referred for investigation to determine the root causes for overdue payment so that the most appropriate corrective action could be taken.



Strategic focus over the short- to medium-term period

The Department's programmes and policies, as stated in the 2020-2025 Strategic Plan, will continue to provide equal access to educational opportunities for all learners with the core focus being the enhancement of the educational landscape in the townships, informal settlements and rural areas. To provide equal access and quality education, there will be an increase in the provisioning of infrastructure requirements. The strengthening of the Human Resource capacity of the Department prioritises the safety, health and holistic wellness of our learners and educators. A curriculum that drives critical 21st century thinking skills will accelerate the social cohesion initiatives in all schools whilst preparing our learners to be enablers of our economic recovery effort.

The Department is committed to consolidating its elevated priorities till the end of term of the 6th Administration. This will be achieved through accelerated top management support, the improvement of Grade 12 results and educational outcomes, the modernisation of the education system through further investment in infrastructure, the online admissions system, investment in future skills through the further expansion of Schools of Specialisation and the integration and incorporation of wellness programmes across the educational landscape that will focus on employee and learner well-being.

The key concern for the Department is to provide access to quality education for learners in the impoverished areas, especially those in informal settlements and expanding Pre-Grade R services in poor communities. This effort will require additional funding.

There is a need to address the growth in learner numbers and the shortage of learning spaces that is leading to levels of overcrowding in high-pressure areas. This negatively impacts on the provision of quality education to all learners.

The following five key strategic areas will drive all priority interventions in our schools:

1. The provisioning of quality ECD services.
2. The delivering of high-quality basic education services across the Foundation, Intermediate, Senior and the Further Education and Training Phases.
3. The creation of safe schools' environment and the promotion of social cohesion.
4. The changing of the education landscape within the aftermath of the COVID-19 pandemic.
5. The facilitation of the transition to post-schooling opportunities and the world of work.

The five key strategic areas will be underpinned by the nine educational outcomes and priorities that emphasises the "Premiers Elevated Priorities" and will reinforce the principle of providing quality education in the province.

The Premiers Elevated Priorities

The Premier unveiled the Elevated Priorities of the 6th Administration to focus on accelerated implementation of key initiatives in the remainder of the 6th Administration. This is within the context of the adopted five-year plans and GGT2030. In education, the elevated priorities involve:

- Improving Grade 12 results and measuring progress against educational outcomes.
- Expanding access to ECD sites across poor and marginalised communities, including residential hostels.



- The continued ICT schools' rollout in the townships.
- Investing in skills of the future by continuing to open Schools of Specialisation to reach 35 schools by the end of the term and introduce a system of multi-certification.
- Promoting modernisation by investing in school infrastructure in townships and continuously improving the online admissions systems to ensure accelerated delivery of smart public infrastructure to meet the demand for admission.
- Integrating and incorporating wellness programmes, and rehabilitation of children in conflict with the law into the education system by assessing those in care centres and rehabilitation centres to prepare them for schooling and to ensure that they are reintegrated into the schooling system.
- School safety to ensure learner and teachers safety.
- The redefining of youth development to increase youth employability and employment.

Public Private Partnerships

There were no public private partnerships in the year under review.

Discontinued key activities/activities to be discontinued

There were no discontinued key activities in the year under review.

New or proposed key activities

There were no new or proposed key activities in the year under review.

Supply Chain Management

The Department filled the post of Director: Procurement and Administration in June 2024. The Supply Chain Management (SCM) processes and systems were put in place to prevent irregular expenditure. The SCM Policy was reviewed and implemented and awareness to all GDE officials about the prevention of irregular expenditure was communicated in a form of a circular. All Standard Operating Procedures were reviewed in progress with reviews to ensure we close all identified procedural gaps. Ongoing trainings were provided to Bid Evaluation Committee (BEC) members to ensure that BEC members follow the required procurement process in the evaluation of projects. (BEC members were inducted prior to commencement of evaluation).

Challenges experienced in SCM and how they were resolved

- *Non-compliance to SCM Policy and Regulations*

SCM workshop was conducted on 9 September 2024. The workshop was intended to address non-compliance to SCM Policy and Regulations findings and presented what is required to comply with the SCM Policy and Regulations. The workshop was attended by all procurement officials including districts.

- *Inadequate planning and budget constraints*

SCM encouraged business units to plan their procurement needs aligned to the budget allocated to their respective units and submit their plans to the SCM for the SCM to consolidate an annual procurement plan, which was submitted to the Gauteng Provincial Treasury (GPT). The plan clearly allocated budgets for each procurement activity, ensuring that spending remains within financial constraints. The annual procurement plan performance was monitored by GPT and GDE top management on a weekly basis.

- *Inadequate and inconsistency in risk management/irregularities in SCM*

The SCM unit has published an importance notice on the prevention of irregular expenditure as it affected all officials within the Department. All suspected irregularities were reported to the Risk Management unit for assessment/investigation.

- *Inadequate monitoring and evaluation of SCM*

Monthly meetings are conducted to ensure the SCM unit is performed in an optimal, effective and efficient manner.

- *Ethics and Conflict of Interest*

All SCM role players signed

the SCM Code of Conduct and adhere to the Code of Conduct for the persistence of advancing ethical behaviours and guard against any conflict of interest within the SCM processes.

- *Lack of proper knowledge, skills and capacity*

The Department filled the position of Director: Procurement and Administration on 3 June 2024 and commenced with a process of filling in the position of the Chief Director: SCM to ensure SCM was capacitated with experienced and knowledgeable individuals. GPT is in the process of assessing the SCM capacity within GPG departments in line with the provisions of the PFMA Section 18 (e), which states that Provincial Treasury may assist provincial departments in building their capacity.

Gifts and Donations received in-kind from non-related parties

There were no gifts and donations provided by the Department or received in-kind from non-related parties for the year under review.

Exemptions and deviations received from the National Treasury

There were no exemptions and deviations received from the National Treasury.

Events after the reporting date

There were no events after the reporting date.

Other

Nil



Acknowledgement/s or Appreciation

I would like to extend my appreciation to the Member of the Executive Council (MEC), Provincial Treasury, departmental leadership, staff and the Audit Committee for their hard work, dedication and inspiring leadership, without whom we would not have been able to achieved the results we achieved.

Conclusion

I, therefore present to you the Annual Financial Statements of the Gauteng Department of Education for the financial year 2024/25. The Annual Financial Statements were prepared and submitted in terms of the Public Financial Management Act, 1999 (Act No. 1 of 1999).

Approval and sign off

Mr. Rufus Mmutlana

Accounting Officer

Gauteng Department of Education

Date: 31 May 2025



5. Statement of Responsibility and Confirmation of Accuracy for the Annual Report

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed throughout the Annual Report are consistent.

The Annual Report is complete, accurate and is free from any omissions.

The Annual Report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part F) have been prepared in accordance with the modified cash standard and the relevant frameworks and guidelines issued by the National Treasury.

The Accounting Officer is responsible for the preparation of the Annual Financial Statements and for the judgements made in this information.

The Accounting Officer is responsible for establishing and implementing a system of internal control that has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the Annual Financial Statements.

The external auditors are engaged to express an independent opinion on the Annual Financial Statements.

In my opinion, the Annual Report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the Department for the financial year ended 31 March 2025.

Yours faithfully

Mr. Rufus Mmutlana

Accounting Officer

Gauteng Department of Education

Date: 31 May 2025



6. Strategic Overview

6.1 Vision

Every learner feels valued and inspired in our innovative education system.

6.2 Mission

We are committed to provide functional and modern schools that enable quality teaching and learning to protect and promote the right of every learner to quality, equitable and relevant education.

6.3 Values

We uphold the following core institutional values that are focused on **Learner IMPACT**:

- **I**ntegrity (honesty and truth)
- **M**otivated
- **P**assionate
- **A**ccountable
- **C**ommitted
- **T**ruth



7. Legislative and other Mandates

To realise the Constitutional mandate, the Department uses the following programmes: Administration, Public Ordinary Schools, Independent School Subsidies, Public Special Schools, Early Childhood Development, Infrastructure Development and Examination and Education Related Services.

The Department is primarily responsible for providing educational services to:

- **Public Ordinary Schooling (POS):** This involves the provision of public ordinary schooling to all learners in Gauteng (primary and secondary schools).
- **Independent Schooling:** This involves providing subsidies to qualifying Independent Schools and monitoring the conditions that are prerequisites for continued funding.
- **Special Schools Education:** This involves providing schooling to all learners with special education needs from Grade 1 to Grade 12, and non-formal education programmes.
- **Early Childhood Development:** This programme focuses on providing Grade R in state, private and community centres. The programme also provides support for Pre-Grade R learners.
- **Skills Development:** This entails the improvement of skills in the province.

Education Legislation

The National Education Policy Act, 1996 (Act No. 27 of 1996) (NEPA), as amended

This Act empowers the Minister to determine national policy for the planning, resourcing, management, governance, programmes, monitoring and evaluation of the general well-being of the education system. The Act embodies the principle of cooperative governance. In addition, it serves to advance and protect the rights of every person as guaranteed in Chapter Two (Bill of Rights) of the Constitution and international conventions.

Some of the principles of the National Education Policy Act are to provide opportunities for and encourage lifelong learning, achieve equitable education opportunities and redress past inequalities in education, which includes the promotion of gender equality and the advancement of women.

The South African Schools Act, 1996 (Act No. 84 of 1996), as amended

The South African Schools Act (SASA), 1996 (Act No. 84 of 1996) provides the comprehensive framework for the provision of basic education to all those who live in the country.

This Act provides for a uniform set of norms and standards for a public schooling system, based on the principles of access, redress, equity, democracy and quality. The object of this Act is to ensure that all learners have access to the provision of high-quality education. The Act further provides for the establishment of School Governing Bodies of Public Ordinary Schools with responsibilities to perform certain functions relating to democratic governance and resourcing at school level. In addition, the Act makes school attendance compulsory for all learners aged seven to 15, or who reaches the ninth grade – whichever comes first. In line with the Constitution, the Act makes provision for two types of schools,



namely, public and independent schools. It further makes provision for Learner Representative Councils to represent the interest of learners in educational matters at school level.

The Amended Norms and Standards for School Funding provides the legislative framework for maximising learner access through the introduction of the No-Fee School Policy and further describes the rights and obligations of schools and the State, with regards to the financial allocations granted to Public Ordinary Schools. In principle, the Norms and Standards for School Funding deals with the funding of public schools, the exemption of parents who are unable to pay school fees and public subsidies to Independent Schools.

Early Childhood Education

The Education White Paper 5 (May 2001) on Early Childhood Development provides a legislative framework to expand access to all learners, with the focus on attaining universalisation of Grade R.

In essence, the White Paper protects the rights of children to develop their full cognitive, emotional, social, and physical potential from birth to nine years. The Department of Education is only responsible for the delivery of Early Childhood Development programmes to children in Grade R, up to the period of compulsory schooling. To reaffirm the Department's commitment to transforming the provision of Early Childhood Education, the Department has provided policy guidance through the publication of a notice titled, Transforming ECD in Gauteng: Early Childhood Development Policy (General Notice 5807 of 2001).

The Reception Year (Grade R) programme has been progressively introduced to begin delivering on the government's commitment to providing 10 years of basic and compulsory education (Grades R-9). The Reception Year programme has been informed by the process and findings of the National ECD Pilot project (1998-2000) and Education White Paper 5 on Early Childhood Development. The progressive phasing-in of the Reception Year as a compulsory school year would begin to address the Department's commitment to the key constitutional principles of access, redress, equity and the provision of quality education.

The National Norms and Standards for School Funding for Grade R was promulgated in January 2008 to determine how funding for Grade R in public schools will be provided. The model favours schools in previously disadvantaged communities, in line with the pro-poor policy of government and supports the attainment of universalisation of the Early Childhood Development, as indicated in the goals of the White Paper 5, which includes, among others, the delivery of quality services to all the Grade R learners.

The National ECD Policy, 2015

The development of this policy was necessitated by two critical gaps in the governing ECD policy and legal framework: the poor recognition of ECD services as a universal right; and the lack of acknowledgement of the significant benefits that ECD services can produce for individual children, their families, communities and for the nation. This policy thus translates this recognition into associated responsibilities of the Government of the Republic of South Africa. It also seeks to provide clarity on definitional issues and to create an enabling, multi-sectoral framework to guide actions and ensure a coordinated response of public and private sector stakeholders, communities, parents and caregivers.



The policy covers the period from conception until formal school entry (until young children enter Grade R) or until they reach the age of eight years in the case of children with developmental difficulties and/or disabilities, whichever occurs first.

Children's Act, 2005 (Act No. 38 of 2005), as amended

The Children's Act gives effect to certain rights as contained in the Constitution; to set out principles relating to the care and protection of children; to define parental responsibilities and rights; to provide partial care for children; to provide early childhood development. This was the responsibility of the Department of Social Development.

The function shift from the National Department of Social Development (NDSD) to the Department of Basic Education (DBE) was affected to transfer ECD Partial Care function, through a Section 97 Proclamation. The Proclamation was signed by the Ministers of DBE, DSD, the DPSA and the President on 27 June 2021. The national Proclamation was gazetted on the 30 June 2021. To give effect to the transfer at the provincial level, a Section 137 Proclamation was passed. The Proclamation was signed by the MECs for GDSD, the GDE and the Premier on 04 August 2021.

A function shift is generally recognised as a legal and administrative process where functions or roles and responsibilities, are transferred from one Minister to another. The Proclamation does not impact the contents of an Act but only changes the reference from one Minister to another. In the case of ECD, it will mean that on each occasion where reference is made to the Minister or MEC of Social Development in Chapter 5 and Chapter 6 of the Children's Act, the implication would be a direct reference to the Minister or MEC for Education. The DBE at the national level and the MEC for Education at the provincial level will be completely accountable for the delivery, funding, registering, monitoring and support of the full ECD sector.

Education of learners with special educational needs

The Education White Paper 6 (July 2001) on Special Needs Education – Building an Inclusive Education and Training System, provides access to all learners who experience systemic, intrinsic and socio-economic barriers to learning. The Policy on Screening, Identification, Assessment and Support (SIAS), 2014, provides a policy framework for the standardisation of the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school.

e-Learning Education

According to the e-Education White Paper (2003/04), e-Learning is about learning and teaching philosophies and methodologies within the context of Outcomes-Based Education, using Information and Computer Technologies (ICTs) in the learning environment. Enriching the learning environment, using ICTs is a continuum; it is a process that takes learners and teachers through learning about ICTs (i.e., exploring what can be done with ICTs), learning with ICTs (i.e., using ICTs to supplement normal processes or resources), and learning through the use of ICTs (i.e., using ICTs to support new ways of teaching and learning).



e-Learning is an alternate way of teaching and learning. It includes instructions delivered through all electronic media, including the Internet, intranets, extranets, satellite broadcasts, audio/video tapes, interactive TV and CD-ROMs. The success of e-Learning depends on how effectively learning takes place online. The underlying pedagogy and the real value of e-Learning lies in our ability to deploy its attributes to train the right people to gain the right knowledge and skills at the right time.

The Employment of Educators Act, 1998 (Act No. 76 of 1998), as amended and the Public Service Act (Proclamation 103 of 1994), as amended

The Employment of Educators Act (EEA) is a critical piece of legislation that governs the employment, conditions of service, discipline, retirement and discharge of educators in the public education system in South Africa. The Act empowers the National Department of Basic Education and Provincial Departments of Education to manage the employment of educators, including creating posts, making appointments, promotions and transfers, as well as addressing issues of incapacity and misconduct.

The Public Service Act (Proclamation 103 of 1994), provides the overarching framework for the management of public servants, including educators. Together, these two Acts establish the conditions of service for educators and public service staff.

South African Council for Educators, 2000 (Act No. 31 of 2000), as amended

The Gauteng Department of Education is also responsible for effecting the provisions of the South African Council for Educators (SACE) Act 31 of 2001. The purpose of this Act is to promote the professional development of educators by ensuring that all educators are appropriately certified to carry out their professional duties. In addition, the Act attempts to ensure that all educators observe the SACE code of conduct and conduct themselves within the ethical and professional standards established for educators.

Protection of Personal Information Act (POPIA), 2013 (Act No. 4 of 2013).

It provides conditions for lawful processing, the establishment of an Information Regulator, and regulations for transborder information flows. It aims to protect personal information processed by public and private bodies in South Africa. It establishes minimum requirements for the lawful processing of personal information and provides for the rights of individuals regarding unsolicited electronic communications and automated decision-making.

Policy on Learner Attendance, 2010

This policy was developed in response to the need for national norms and standards for the recording, management, and monitoring of learner attendance. It provides schools with standardised procedures to manage these processes, with a view to ensuring equity in the treatment of learners across provinces. This policy promotes regular and daily attendance of all learners to schools before, during and after examinations. The policy adopts a zero-tolerance approach to learners who are absent from school without a valid reason for 10 consecutive school days. The policy also emphasises the responsibility of parents/caregivers to ensure that their children attend school regularly.



National Policy for the Creation of an Enabling School Physical Teaching and Learning Environment, 2010

This policy aims to provide an equitable teaching and learning environments for all learners, thus enriching the teaching and learning experience of learners, resulting in improved learner performance.

Regulations Relating to the Minimum Uniform Norms and Standards for Public School Infrastructure, 2013

This regulation provides the minimum uniform norms and standards for public school infrastructure and seeks to ensure that there is compliance with the minimum uniform norms and standards in the design and construction of new schools and addition, alterations and improvement to schools to address and eradicate infrastructure backlogs.

National Norms and Standards for School Funding Government Notice No. 1087, published on Government gazette No. 31496 of 8 October 2008.

It provides requirements for Provincial Education Departments and funding information to schools, guidelines for state subsidies to Independent Schools, and conditions for the allocation of funds based on learner performance and needs. It aims to ensure equitable funding for public schools and provides guidelines for the allocation of funds.

The National Curriculum Statement (Grades R to 12), 2011

The National Curriculum Statement (Grades R-12) comprises three policy documents:

- The Curriculum and Assessment Policy Statements (CAPS) for all approved subjects for Grades R-12.
- The National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statements, Grades R -12.
- The National Protocol for Assessment, Grades R-12.

The National Curriculum Statement (NCS) aims to develop the full potential of all learners as citizens of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent; literate, numerate and multi-skilled and compassionate, with respect for the environment and the ability to participate in society as a critical and active citizen.

National Education Information Policy, 2004

The effective gathering, analysis and dissemination of information in the education system is critical for sound education planning, monitoring and delivery. This policy creates an environment for advancing democracy, transparency, efficiency and effectiveness in the South African education system. It allows for the coordinated and sustainable development and use of the education information systems of institutions and education departments. Information systems increasingly yield more valuable data and statistics needed for planning and monitoring purposes and therefore allows for better quality information to be



distributed to the public. This promotes greater accountability at all levels of the education system – from the individual institutions and Provincial Education Departments to the National Department of Basic Education.

Whole School Evaluation, Government Gazette Vol. 433, No. 22512 of July 2001

Whole-school evaluation is the cornerstone of the quality assurance system in schools. It enables schools and external supervisors to provide an account of the school's current performance and to show to what extent it meets national goals and the needs of the public and communities. This approach provides the opportunity for acknowledging the achievements of a school and for identifying areas that need attention. Whole-school evaluation implies the need for all schools to look continuously for ways of improving, and the commitment of the government to provide development programmes designed to support their efforts.

The Non-Profit Organisations Act, 1997 (Act No. 71 of 1997)

Provides for an enabling environment in which non-profit organisations (NPOs) can flourish by establishing an administrative and regulatory framework within which they can conduct their affairs; and to encourage NPOs to maintain adequate standards of governance, transparency and accountability by providing a voluntary registration facility for NPOs.

National Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate, Notice 1044 of 21 October 2005.

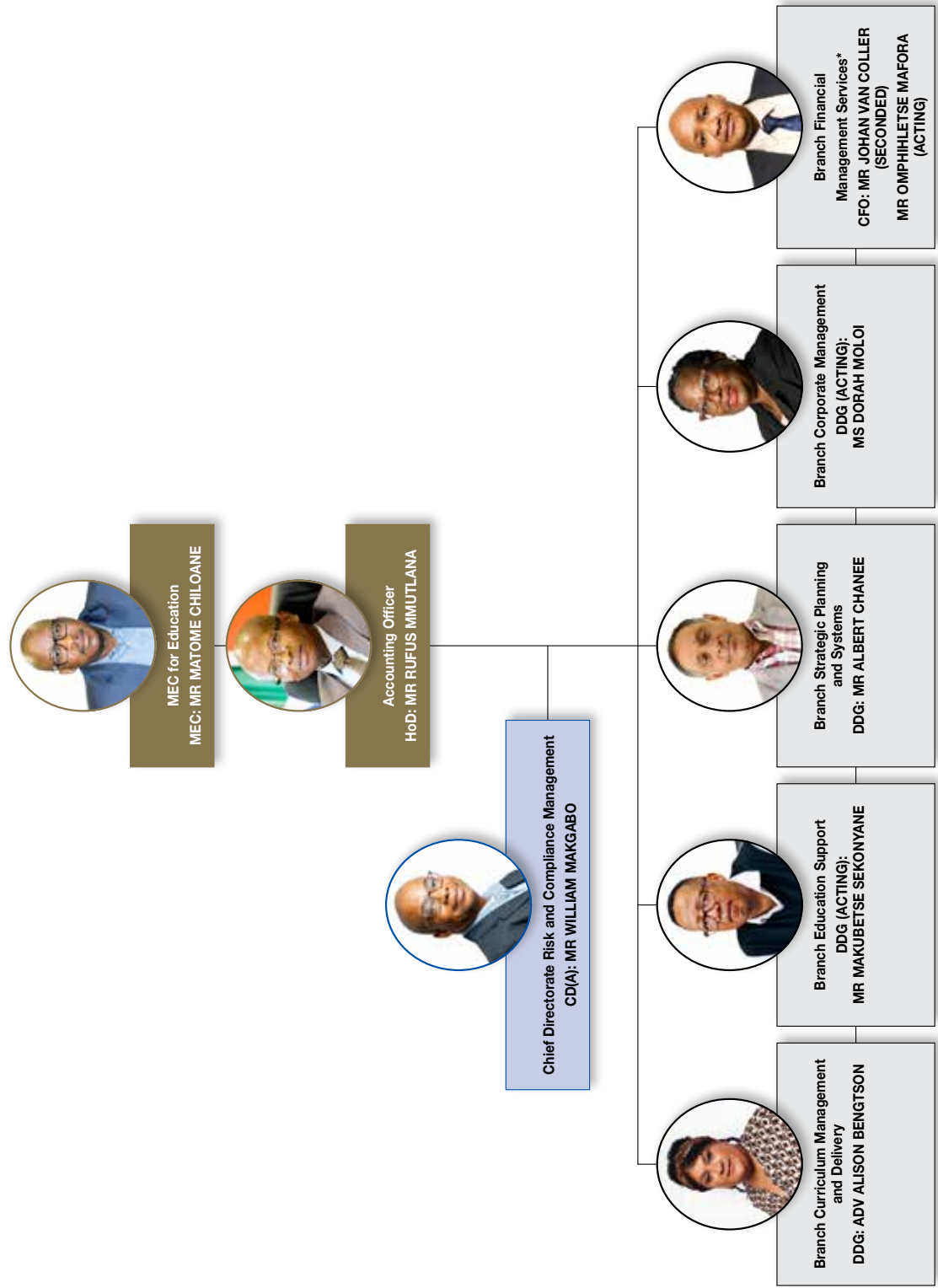
All efforts at improving efficiency in conducting examinations was directed by the National Regulations for the Conduct, Administration and Management of Assessment for the Senior Certificate, Notice 1044 of 21 October 2005.

Screening, Identification, Assessment and Support (SIAS) Policy, 2014

It outlines principles, processes and procedures for screening, identifying, assessing and supporting learners. It also details the roles and responsibilities of school-based and external support teams. The SIAS policy is designed to address barriers to learning and development for learners with disabilities in South Africa. It ensures that these learners receive the necessary support to access basic education.



8. Organisational Structure





9. Entities reporting to the Minister/MEC

The table below indicates the entities that report to the MEC.

Name of Entity	Legislative Mandate	Financial Relationship	Nature of Operations
Department of Sports, Art, Culture and Recreation	<i>Modified Cash Standard, paragraphs 18 (a)–(g) and 19–20</i>	<i>There were no transactions and balances existed in the 2024/25 financial year</i>	<i>N/A</i>



PART B: PERFORMANCE INFORMATION





1. Auditor-General's Report: Predetermined Objectives

The Auditor-General of South Africa (AGSA) currently performs certain audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

Refer to page 265 of the Report of the Auditor-General, published as Part F: Financial Information.



2. Overview of Departmental Performance

2.1 Service Delivery Environment

The Department performed well on the set performance indicators during the 2024/25 financial year. The key achievements included the following:

- Increased the percentage of employment of people with disability.
- Prioritised the safety, health and holistic wellness of our learners and educators.
- The online admissions system remains critical in the placement of learners and this system will be improved upon for the 2024 admissions process.
- The electronic applications for School Readiness and Admissions have improved the turnaround time and quality of reports and data that inform decision-making.
- The School Safety Indaba, being part of the Safe Schools Campaign, was held to prompt a collaborative effort to reduce the rampant incidents of violence and crime within Gauteng schools.
- Implementation of the Curriculum Risk Adjusted Strategy and Multi-Year Curriculum Recovery Programme in all phases.
- In promoting social cohesion, more Schools of Specialisation (SoS) were launched in the various corridors bringing the total to 36.
- This flagship programme was intensified by launching schools in the field of:
 - Tourism and Hospitality
 - ICT with focus in Mining
 - Manufacturing of Industrial Equipment.
- The broadcasting of lessons was implemented in preparation for the final examination papers.
- The Department provided numerous capacity building programmes for School Governing Bodies (SGBs) focusing on the handover process for outgoing members, policy review and special intervention.
- The Department conducted rationalisation and realignment guidelines meeting with selected regions on schools with incomplete grades.
- We have managed to send to Government Printing Publications notice to close identified school/s and also communicated intention to merge affected schools.
- The Department provided support in fast-tracking the implementation of the SIAS policy, including the fast-tracking of admission for learners with high support needs.
- The Department is committed to improving ECD to ensure increased access to this crucial building block of learning.
- The implementation of ECD registration with the use of ECD survey used to collect data.
- All new and replacement primary schools were provided with Grade R and RR facilities, separated from other phases.



- Numerous stakeholder engagements were held in the ECD sector to provide strategic leadership, promote collaborations and strengthen partnership in the various regions in the province.
- Delivered quality education infrastructure within Townships, Informal Settlements and Hostels (TISH) as various State-of-the-Art schools were provided for in different communities.

Commentary on services delivered directly to the public:

- Accelerated top management support.
- The improvement of Grade 12 results and educational outcomes.
- The modernisation of the education system through further investment in infrastructure.
- The online admissions system.
- Investment in future skills through the further expansion of Schools of Specialisation.
- The integration and incorporation of wellness programmes across the educational landscape that will focus on employee and learner well-being.

Challenges encountered by the Department when providing the relevant services, and the corrective steps to be taken in dealing with such challenges:

- **Overcrowding in schools:**

The annual increase in learner enrolment, over-utilisation, ageing infrastructure with growing maintenance requirements and natural disasters are impacting negatively on teaching and learning in schools and affects the quality of education in the province, despite all other curriculum interventions implemented.

In mitigating the challenge, the Department provided funds to 300 schools across the province for Self-Build Classrooms monitored by the Rapid Response Team officials from POS who conducted monitoring of the status of completion of these classrooms.

- **The Admission Applications and Placement:**

Some parents were linked to more than one child in their ID registration profiles when applying for children of family or friends or using internet cafés creating mismatched learners and parents as well as surnames.

In mitigating the challenge, waiting lists were returned to schools to re-verify and re-qualify applications, which resulted in a delay in the admission process. Schools were also requested to confirm sibling relationships in cases where siblings were linked to the same parent issuing a status “unable to place all siblings” due to differences in surname and mismatched languages.

- **Capacity constraints:**

The shortage of district subject personnel to support the Art subjects Engineering Graphics and Design (EGD), Technical subjects, Technical Mathematics and Technical Sciences impacted negatively on teaching and learning in schools and affected the quality of education in these subjects.



To address the challenge, a decision was made to advertise and fill all vacant posts, while in the interim, Technical subjects and EGD District Subject Advisors (DSAs) will be utilised across districts. The Mathematics and Sciences DSAs will also support Technical Mathematics and Technical Sciences subjects.

- **Independent School compliance:**

The Department encountered some Independent Schools that did not have compliance documents, such as, health and safety, and zoning certificates. In some schools, the health and safety certificate had expired or the number of learners in schools exceeded the number stipulated on the certificate.

In providing a solution to this challenge, the Department encouraged principals and directors of schools to consult municipalities for the issuing of essential compliance documents or renew the expired health and safety certificates.

- **The delivery of Learning and Teaching Support Material:**

Challenges were experienced as some of the schools did not adhere to the Learning and Teaching Support Material (LTSM) Procurement Plan. This affected the scheduled plan for timeous delivery of LTSM to schools for the 2024 academic year and the School Readiness process.

In alleviating this challenge, Departmental officials made follow-ups with the affected schools.

- **Loadshedding:**

Presented some challenges to schools during the writing of Computer Application Technology (CAT) and Information Technology (IT), as well as other practical subjects. Loadshedding remained a challenge in schools by the end of the financial year. Schools were encouraged to procure or hire generators that can assist during loadshedding.

A description of any significant developments, external to the Department, that may have impacted either on the demand for the Department's services or on the Department's ability to deliver those services:

- Budget constraints.
- Unresolved issues on Institutional Developmental Support Officer (IDSOs).
- Dependence on implementing agencies.
- Gaps in legislation for current realities.
- Governance in schools.
- Service delivery protests and related matters.
- Unfunded mandates.
- Lack of effective mediation (silo approach in delivery).
- Interference from organised labour.
- Infrastructure – stakeholders.



2.2 Service Delivery Improvement Plan

The Department has completed a delivery service plan. The tables below highlight the Service Delivery Improvement Plan and the achievements to date.

Main services and standards

Main services	Beneficiaries	Current/actual standard of service	Desired standard of service	Actual achievement
To improve provisioning of nutritious meals to learners in POS (Quintile 1-5) and Special Schools on all school days	Learners	A total of 1 665 349 learners in Public Ordinary and Special Schools in Quintile 1-5 benefitted from this programme.	A total of 1 665 349 learners were targeted to be fed nutritious meals in the 2024/25 financial year on all school days daily.	A total of 1 730 356 learners were fed nutritious meals in 1 659 Public Ordinary and Special Schools in Quintile 1-5 as of 28 February 2025. The target was exceeded by a total of 65 007 learners budgeted for.
To improve the provisioning of safe, reliable and suitable learner transport service to qualifying learners in POS (Quintile 1-5) and Special schools on all school days.	Learners	A total of 205 549 learners benefitted from the Learner Transport Programme as of 29 February 2024.	A total of 220 000 learners were targeted for the Learner Transport programme for the 2024/25 financial year from 713 Public Ordinary and Special Schools.	A total of 228 592 learners benefitted from the Learner Transport programme in 707 schools as of 28 February 2025.

Batho Pele arrangements with beneficiaries (Consultation access, etc.)

Batho Pele Principles	Current/actual arrangements	Desired arrangements	Actual achievements
PROFESSIONAL STANDARDS – PUBLIC SERVANTS	GDE employees shall act with integrity in their dealings, be ethical and comply to the code of conduct and regulations applying to all public servants.	100% of GDE employees should act with integrity in their dealings, be ethical and comply to the code of conduct and regulations applying to all public servants.	95% of GDE employees act with integrity in their dealings, are ethical and comply to the code of conduct and regulations applying to all public servants.
WORKING ENVIRONMENT	GDE shall ensure that all the infrastructures they render services in meet the acceptable minimum standards of the Occupational Health and Safety (OHS) Act of 1993 to maintain the dignity and respect towards the service recipients.	GDE always ensures that all the infrastructures they render services in, meet the acceptable minimum standards of the OHS Act of 1993 to maintain the dignity and respect towards the service recipients.	Some GDE infrastructures to render services do not meet the acceptable minimum standards of the OHS Act of 1993 to maintain the dignity and respect towards the service recipients.



Batho Pele Principles	Current/actual arrangements	Desired arrangements	Actual achievements
ACCESS	Service recipients shall be able to access all GDE service points without traveling more than 10 kilometers and shall also cater for people living with disabilities. Clients shall reach us physically at 15 districts and Head Office between 07h00 to 16h30 weekdays or telephonically.	100% of service recipients shall be able to access all GDE service points without traveling more than 10 kilometers and shall also cater for people living with disabilities. Clients shall reach us physically at 15 districts and Head Office between 07h00 to 16h30 weekdays or telephonically.	99% of service recipients can access all GDE service points without traveling more than 10 kilometers and shall also cater for people living with disabilities. Clients shall reach us physically at 15 districts and Head Office between 07h00 to 16h30 weekdays or telephonically.
INFORMATION	GDE buildings shall display the type of services that they render and the process that shall be followed to get the service they need with a clear signage and hours of operation.	100% of GDE buildings shall display the type of services that they render and the process that shall be followed to get the service they need with a clear signage and hours of operation.	99% of GDE buildings display the type of services that they render and the process that shall be followed to get the service they need with a clear signage and hours of operation.
REDRESS	In the event where the service is not rendered, an apology shall be offered, and GDE shall acknowledge the receipt of the complaint in writing within 24 hours and ensure that it is resolved within 72 hours.	In the event where the service is not rendered, an apology shall always be offered, and GDE shall acknowledge the receipt of the complaint in writing within 24 hours and ensure that it is resolved within 72 hours.	In the event where the service was not rendered, an apology was issued but the problems were not always resolved within 72 hours.
CONSULTATION	GDE shall consult stakeholders about developments through the roadshows, imbizos, community outreach, client satisfaction surveys, Annual Report to Citizens and publications in websites.	GDE shall consult all stakeholders about developments through the roadshows, imbizos, community outreach, client satisfaction surveys, Annual Report to Citizens and publications in websites.	GDE consulted stakeholders about new developments through the roadshows, imbizos, community outreach, client satisfaction surveys, Annual Report to Citizens and publications in websites.
OPENNESS & TRANSPARENCY	GDE shall inform the public on who are the Accounting Officers of the Department, the budget and the expenditure, in line with PFMA which are made available to the public and published in the Annual Reports and the Annual Report to Citizens.	GDE always informs the public on who are the Accounting Officers of the Department and the available budget expenditure in line with PFMA which are made available to the public and published in the Annual Reports and the Annual Report to Citizens.	GDE always informed the public on who are the Accounting Officers of the Department and the available budget expenditure in line with PFMA which were made available to the public and published in the Annual Reports and the Annual Report to Citizens.

Part B: Performance Information



Batho Pele Principles	Current/actual arrangements	Desired arrangements	Actual achievements
SERVICE STANDARDS	GDE shall always inform the service recipients about the quality of service they will receive as published in the Service Charter.	GDE shall always inform the service recipients about the quality of service they will receive as published in the Service Charter.	GDE always informed the service recipients about the quality of service they will receive as published in the Service Charter.
VALUE FOR MONEY	GDE shall ensure that legally binding contractual agreement with service level agreements that shall ensure accountability on the cost and quality of service delivered are signed and adhered to.	GDE shall always ensure that legally binding contractual agreement with service level agreements that shall ensure accountability on the cost and quality of service delivered are signed and adhered to.	GDE always ensured that legally binding contractual agreement with service level agreements that shall ensure accountability on the cost and quality of service delivered were signed and adhered to.

Service delivery information tool

Current/actual information tools	Desired information tools	Actual achievements
Operational Plans	Operational Plans	Operational Plans
Annual Performance Plan	Annual Performance Plan	Annual Performance Plan
Service Delivery Improvement Plan	Service Delivery Improvement Plan	Service Delivery Improvement Plan
Quarterly Performance Reports	Quarterly Performance Reports	Quarterly Performance Reports
Annual Performance Report	Annual Performance Report	Annual Performance Report
Client Satisfaction Survey	Client Satisfaction Survey	Client Satisfaction Survey
Media Communication using various platforms including social media, pamphlets, billboards, Departmental websites and media queries	Media Communication using various platforms including social media, pamphlets, billboards, Departmental websites and media queries	Media Communication using various platforms including stakeholder engagements, community meetings, social media, pamphlets, billboards, Departmental websites and media queries. Continuous meetings with principals, teachers and personnel from underperforming schools.



Complaints mechanism

Current/actual complaints mechanism	Desired complaints mechanism	Actual achievements
- The Department receives complaints/enquiries through the following channels: - Walk-in: schools, district offices and head office - Call-centre/switchboard: (011) 355 0000 - Email: gdeinfo@gauteng.gov.za - TalktotheMEC@gauteng.gov.za - Office operating hours: Monday-Friday, 08h00-16h00 - GDE WhatsApp query line: 060 891 0361 - Hotline: 0800 000 789	Queries/complaints received from stakeholders to be immediately acknowledged and customers informed of outcomes when investigations are conducted, formal feedback sessions arranged once the reports have been signed off by Senior Management. The Department to ensure that expected turn-around timeframes of 72 hours are adhered to as far as possible, depending on customer availability for meetings and investigations. GDE to provide a professional and welcoming environment to GDE visitors/callers by ensuring that they are assisted in a professional manner.	Governance cases received in 2024/25FY Public Ordinary Schools Query Management - Queries received through the following modes and means of communication: - By March 2025, a total of 328 621 queries were reported, as listed below: Walk-in centre: 168 649 - GDE visitors were assisted in a professional manner and no complains recorded. Call centre: 106 630 - No dropped calls or lost calls - No complaints - GDE received positive feedback from the clients. GDEinfo: 23 085 - GDE effectively and efficiently facilitated and resolved enquiries received. TalktotheMEC: 695 - GDE effectively and efficiently facilitated and resolved enquiries received. GDE WhatsApp query line: 29 212 100% resolutions on chats received on ECD and general enquiries and GDE effectively and efficiently facilitated and resolved enquiries received. Telephone infrastructure: 350 100% resolutions on telephone service requests logged - The Telephone Infrastructure service provided set-up, maintenance and consulting for all voice communications technologies.



2.3 Organisational environment

The 2024/25 financial year was a year of consolidation and leadership stability. Approximately 4 million residents of the Gauteng province participated in the elections held on 29 of May 2024, casting their votes for the seventh democratic elections. Hon. Matome Kopano Chiloane, who was appointed Member of the Executive Council (MEC) of the Gauteng Department of Education and Youth Development in October 2022 at the tail-end of the 6th Administration was retained in the political leadership position for the 7th Administration with a revised role of Member of the Executive Council (MEC) for Education and Sports, Arts, Culture and Recreation in Gauteng since July 2024.. Meanwhile, Mr Rufus Mmutlana, who was officially appointed as the Head of Department (HoD) of the Gauteng Department of Education from 01 November 2023, continued providing strategic leadership, coordination, and overseeing the organisation's operations into the 7th Administration.

The Gauteng Department of Education sustained its focus on all educational developmental planning in alignment with national priorities to ensure that the educational strategies in the province, contributed to inclusive economic growth and job creation; the reduction of poverty, tackling the high cost of living and the building of a capable, ethical and developmental state, which are the three fundamental pillars of the Government of National Unity (GNU).

The Gauteng Department of Education implemented the commitments of the last year of the Medium-Term Strategic Framework (MTSF) which was aligned to the 5-year Strategic Plan that supported the National Development Plan (NDP) 2030 aimed at eradicating poverty, reducing inequality, growing the economy and reducing the unemployment rate by 6% in 2030. With the establishment of the GNU, the Department's strategies and plans in the sector supported an inclusive economic growth to revitalise the economy with a targeted focus on the empowerment of women, youth and persons with disabilities.

Early Childhood Development (ECD) remained the focus on which the foundation upon which all future learning is built. The Department formalised the sector by ensuring ECD centres were registered and that they have the necessary facilities, training and materials to provide quality early learning. Access to ECD was expanded and supported by district officials to ensure that all children, regardless of socio-economic background, can benefit from early education thereby providing a strong foundation for lifelong learning. Improvements to ECD were accomplished through the implementation of a measurable plan to achieve universal access to ECD and mass registration of ECD facilities was ably supported by the MEC. The GDE collaborated with all stakeholders to create a structured framework for ECD services and policy implementation, with the core focus being on vulnerable children. Financial resources were strategically aligned to ensure quality service delivery in the sector through the upgrading of facilities to ensure safe and conducive learning environments. This investment in the early years ensures the development of future learners capable of achieving academic success, which is critical for their eventual transition into the workforce or higher education institutions.

The education sector has continued to see an increase in learner enrolment in both public and Independent Schools. The continued increased volume of migration into the province rapidly intensified learner enrolment in the province, with most pressure being placed on the Public Ordinary School system. These higher volumes of unplanned influx into the province continues to place severe pressure on educational resources relating to the provisioning of infrastructure, teaching materials and educators. The provincial



schools are burdened with overcrowding that adds strain on the security and safety of learners and educators. In the coming financial year, the Department intends to continue with the rollout of mobile classrooms to address the growing demand for schooling in addressing this challenge.

The Department's challenges remain compounded by many anti-social activities, such as bullying, gangsterism, learner-on-learner violence, learner-on-teacher violence and theft at schools, which all have a negative impact on the teaching and learning environment. We recognise that achieving our educational goals requires a collective effort. We have actively engaged and collaborated with various stakeholders, including parents, teachers, school governing bodies, community organisations and industry partners. By fostering strong partnerships, we have leveraged diverse expertise and resources to drive meaningful change and have strived to create a brighter future for our learners. Our existing working relationships with other sector departments and municipalities are strengthened to promote social cohesion, improved health and school safety within our communities and learning spaces. We strive to ensure that our schools become safe, weapons-free, substance-free spaces for learners and educators, where corporal punishment, sexual abuse, gender-based violence, homophobia, racism and bullying is not tolerated. The Safe Schools Programme that integrates psycho-social and physical security in schools and addresses the escalation of incidents of violence in schools is intensified. Together with the Gauteng Department of Social Development (GDSD), we have assisted with the rehabilitation of children, who are in conflict with the law, by providing them with a structured re-entry into the schooling system.

Infrastructure development is critical to transforming education in Gauteng. Our focus on building and modernising schools, reducing overcrowding and upgrading facilities will ensure learners have access to conducive learning environments. By integrating technology into the curriculum through smart classrooms, laboratories and digital learning tools, we have prepared our learners for the demands of the Fourth Industrial Revolution (4IR). Modernised school infrastructure is key to ensuring that our learners are equipped with the skills required to compete globally.

Developing a capable and skilled workforce, which is at the heart of our strategy, will drive investments in critical skills. Through the Three-Stream Model, we will offer differentiated educational pathways, focusing on academic, technical vocational, and technical occupational streams. Our focus on Technical High Schools help reduce drop-out rates, provide learners with viable career pathways and address the demand for skilled tradespeople and technicians. This approach not only supports individual learners in securing meaningful employment but also contributes to Gauteng's broader economic development by addressing skills shortages in key sectors.

The Department continued to adopt and implement stringent and effective resource allocations through the continuous review of current funding models to ensure that intended educational outcomes are achieved. All district and head office officials will be held to high accountability standards pertaining to curriculum delivery, assessments and intervention programmes.

The strategic alignment of initiatives, with the Medium-Term Development Plan (MTDP) 2024-2029, and implementation thereof, provides a clear roadmap for educational reform in the province. Our holistic development approach which is a combination of skills development, infrastructure upgrades and inclusive practices are aimed at preparing our learners not just for academic success, but also for social and economic participation. The Department's proactive interventions, especially in terms of early learning,



technological integration and inclusivity, thereby creating a more robust, equitable and future-ready educational landscape in Gauteng is aimed at driving long-term educational transformation across the province.

The impact of cash flow affected operations at all levels. Goods and services including in areas of procurement were immensely impacted which resulted in high levels of accruals.

2.4 Key policy developments and legislative changes

During the reporting period, there have been no major changes to relevant policies or legislation that have affected the operations of the Gauteng Department of Education.

The Basic Education Laws Amendment (BELA) Act, 2024, signed into law in September 2024, aims to enhance the quality and accessibility of education in South Africa. The BELA Act introduces significant reforms, including compulsory Grade R, strengthened enforcement of compulsory education, and updated governance provisions for SGBs. The amendments to BELA necessitate the alignment of the GDE's policies, regulations and legislation and therefore impacted on the implementation of the Department's legislative programme.

The Department is still in the process of working towards the promulgation of the following Regulations and Notices to maintain compliance with primary legislation:

- Amendment Regulations Relating to Admission of Learners in Public Schools, 2001 (General Notice No. 4138 of 2001);
- Amendments to the Notice on the Misconduct of Learners at Public Schools and Disciplinary Proceedings, 2000 (General Notice No. 6903 of 2000);
- Amendments to the Notice for the Registration and Subsidy of Independent Schools, 2013 (General Notice 2919 of 2013); and
- Amendments to the Notice on the Guidelines for the Establishment, Election and Functions of Students' Representative Councils.



3. Achievement of Institutional Impacts and Outcomes

Impact Statement

Access to quality education that leads to improved quality of life (eliminating poverty and reducing inequality), employability and social cohesion

Outcome 1: All children completing Grade R should be school-ready

Complete the universalisation of Grade R

The Department has successfully established the universalisation of Grade R in line with its deliverables, ensuring that young children receive a solid foundation for their educational journey and ensure enhanced Grade R education and practitioner training.

Pertaining to enrolment and participation, a total of 1 413 primary schools offered Grade R, with 136 529 learners enrolled in both public and registered Independent Schools. A total of 4 333 Grade R practitioners were appointed to facilitate learning in this grade during this financial year, 72% of them have a National Qualifications Framework (NQF) Level 6.

Efforts have been made to enhance compliance and registration among ECD centres. During this year, registration certificates were issued upon completion of quality assurance procedures. The mass registration drive continued to ensure that more ECDs were granted approval for applications submitted. Stakeholder engagement has been identified as one of the cornerstones of successful ECDs as the GDE held engagements with municipalities to assist ECD centres in complying with legislation and local by-laws, promoting a supportive regulatory environment.

Comprehensive resource materials were produced for the Home Language Improvement Programme, including activity guides and story-based materials, distributed to Special Schools and ECD centres in all South African languages.

Support and training initiatives were undertaken to build capacity to help develop the capabilities of ECD practitioners, improving their confidence and competence in managing diverse classroom environments and addressing individual learner needs. Grade R support focused on monitoring learners with barriers to learning as well as training of practitioners in Special Schools and community sites. District Improvement Plan and an analysis of learner performance were developed to support these efforts.

Additional capacity building activities were provided for more than 260 practitioners who were registered for B.Ed. Foundation Phase through the University of South Africa (UNISA) and the North-West University (NWU). More than 150 practitioners were registered for the Diploma in Grade R Teaching, with some in their final year of study. Upskilling initiatives were further provided for more than 465 Grade R practitioners enrolled in B.Ed. NQF Level 7 programmes as well as a Diploma in NQF Level 6. ICT training programme was offered for trainers across selected schools, with each trainer supporting four schools weekly.



The introduction of Pre-Grade R

The GDE continued to show commitment in fostering a rich learning environment, supporting the holistic development of young children. Significant strides in the introduction of Pre-Grade R, focusing on enhancing the quality of Early Childhood Development (ECD) in the province, were made.

The implementation of the Mathematics and Language Improvement Programme (MLIP) for Grade R, designed to enhance teachers' capabilities in teaching Language and Mathematics, was concluded. The programme focused on enhancing language literacy through oral learning opportunities and storytelling, emphasising the importance of language in early education. Additionally, parents have been engaged in a parenting programme, while Pre-Grade R teachers have received training in play-based learning and development in physical and language skills.

In efforts to create a nurturing and stimulating environment that allowed children to explore, learn and develop a love for learning, setting a strong foundation for the future education journey, several activities were concluded. Inclusivity in ECD services was promoted by encouraging all ECD centres to admit children with disabilities, with plans in place for collaboration with the Department of Health (DoH) to facilitate early identification and intervention. Curriculum support was provided for ECD centres as per schedule, to enhance early stimulation and ensure universal curriculum access across districts, fostering early learning and development.

The implementation of ECD sports and creative arts activities through the Wellness2Life programme has supported the development of essential skills, including gross and fine motor skills, problem-solving and social-emotional skills.

Strengthening Foundations across all GET Grades

The Department has made significant strides in strengthening foundations across the General Education and Training (GET) grades, enhancing the quality of education. In the Foundation Phase, African Language teachers were encouraged to integrate essential skills and use differentiated teaching methods to address gaps, utilising materials from previous grades for reinforcement. The INTERSEN Phase benefited from the Learning Recovery Improvement Plan, which provided specialised resources for targeted schools, alongside baseline assessments in Mathematics to identify learning gaps at the beginning of each term.

Continuous professional development focused on innovative teaching methodologies, technology integration and effective classroom management. Teachers received support in implementing the Curriculum Assessment Policy Statements (CAPS), ensuring all language components were covered. Ongoing monitoring of Mathematics CAPS implementation ensured that district officials and teachers received necessary assistance, while core reading and literacy components were emphasised to enhance teaching practices.



Under the Curriculum Risk Adjusted Strategy, the Department addressed learning losses from the COVID-19 pandemic through grade-specific Annual Teaching Plans (ATPs) for English, Afrikaans and Mathematics, integrating previously topics that were not taught. District Subject Advisors (DSAs) provided support in all 15 districts for Home Languages and First Additional Languages, focusing on group guided reading and shared reading, with learner performance results analysed to identify gaps for targeted support.

Training for teachers and School Management Teams (SMTs) on the Learning Recovery Programme was conducted, ensuring effective implementation. Revised ATPs were introduced to tackle learning backlogs in English and Afrikaans, aligning with the Learning Recovery Programme to recover lost content. Resource packs with lesson plans, worksheets, PowerPoint presentations and other relevant resources were developed and distributed to aid implementation.

Regular school visits by DSAs established systems to enhance curriculum delivery and support quality education. These visits ensured the effective execution of recovery plans and allowed for ongoing adjustments based on diagnostic assessments. Professional Learning Committees (PLC) were established in all districts to support teacher development and improve classroom practices, ensuring adaptable and effective educational programmes.

Reading Plan and Early Grade Reading

During this financial year, significant progress was made in enhancing literacy initiatives across the province, creating a cohesive framework for improving reading skills among learners. A variety of simple language "story books" were recommended as part of the reading plan, with teachers selecting titles based on availability to support their students' learning needs. The effective implementation of the GET Reading Programme Deck included key activities, such as, the quarterly Grade 3 Reading Blitz and the development of various reading resources, fostering an environment that encouraged a love for reading. The Read to Lead Campaign further strengthened this effort, with reading clubs established in 30 schools across each district, promoting community engagement through shared stories.

In the Foundation Phase, random sampling of learners' reading and comprehension skills was encouraged during school visits to evaluate proficiency, with appropriate readers provided according to the Early Grade Reading Assessment (EGRA). Reading methodologies adhered to CAPS requirements, integrating strategies such as shared reading, group guided reading, paired reading and independent reading. For the INTERSEN Phase African languages, there was a strong emphasis on enhancing teaching through the assessment, diagnosing and remediation process within classrooms, ensuring that the provincial reading plan aligned with the national framework to guide district implementation.

To support literacy monitoring, reading clubs were monitored, while various literacy celebrations, including World Book Day and South African Library Week, were held in schools to promote reading culture. The Phendulani Literacy Quiz distributed nearly 900 books to several schools, ensuring each district received resources to prepare for the 2024 competition. The IIAL was successfully implemented in identified primary schools, fostering social cohesion through exposure to African languages, while the Drop All and Read (DAR) initiative encouraged schools to dedicate at least 30 minutes weekly for reading activities.



In the Senior Phase, the Maths, Science and Technology (MST) Intervention Programme supported the procurement of kits for MST schools, reinforcing literacy development strategies across the schools in the province. This initiative aimed to cultivate a culture of literacy, with a focus on aligning efforts with the General Education Certificate (GEC) framework in pilot schools to ensure coherence in literacy initiatives. Overall, these concerted efforts have significantly advanced literacy across the province, setting a solid foundation for ongoing educational success.

Mathematics participation and performance

The initiatives undertaken to enhance Mathematics participation and performance demonstrated a multifaceted approach aimed at improving learner outcomes through innovative strategies and resources.

The monitoring of the Siyavula Digital Practice Programme served as a cornerstone of this effort, offering learners access to a diverse array of questions across all cognitive levels. This programme not only facilitated individualised learning but also encouraged learners to engage with material that challenged their understanding, thereby fostering critical thinking and problem-solving skills. The integration of online learning platforms as revision tools, shared with teachers for distribution to learners, further extended this support, ensuring that students had access to resources that reinforced their classroom learning.

In the INTERSEN Phase, Mathematics teachers were actively encouraged to leverage the DBE workbook. This resource was particularly beneficial for addressing foundational skills in Mathematics, as it provided structured exercises designed to strengthen learners' grasp of basic concepts. The focus on word problems and challenging exercises within the Maths curriculum, highlighted a commitment to developing learners' ability to apply Mathematical concepts in real-world contexts.

A key feature of the programme was the use of fortnightly thought videos, exemplar lesson plans and learner worksheets. These resources were designed to mediate complex topics and provided teachers with concrete methodologies aligned with the prescripts of the Teaching and Learning Management unit. The incorporation of lesson study sessions fostered collaboration among educators, allowing them to share best practices and refine their teaching strategies, ultimately benefiting learner engagement and understanding.

The introduction of "Maths Fridays," which incorporated interactive maths games, added an element of enjoyment to the learning process, promoting a positive attitude towards Mathematics. Additionally, the extra 45-minute intervention periods once a week offered targeted support to learners who may need additional help, ensuring that no student is left behind.

Workshops focused on the use of manipulatives and concrete objects further emphasised a hands-on approach to learning. This strategy was particularly effective in helping learners conceptualise abstract mathematical ideas, enhancing their overall comprehension and retention. The provision of Olympiad exemplars and supplementary worksheets reinforced the initiative's commitment to challenging learners and promoting excellence in Mathematics.



In summary, the comprehensive strategies implemented to enhance Mathematics participation and performance reflected a robust commitment to improving educational outcomes. Using digital resources, collaborative teaching practices and engaging learning activities, the programme effectively addressed the diverse needs of learners, equipping them with the skills necessary to succeed in Mathematics.

Provincial, National, Regional and International Learner Assessment

The Reading Improvement Strategy was implemented to address challenges identified in the Progress in International Reading Literacy Study (PIRLS). Relevant teaching materials, including textbooks, digital resources and hands-on activities that align with the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS) content areas, were provided to schools. Guidance was provided to both learners and teachers to enhance the learning experience and ensure consistent application of effective teaching methodologies. Foundation Phase schools included in the Primary School Reading Improvement Program (PSRIP) were supported with resources such as tailored teaching materials, lesson plans and interactive activities designed to engage young readers as well as age-appropriate books.

The province has developed a Languages and Mathematics Strategy to support the Literacy and Reading Improvement Programme (LRIP), an initiative designed to enhance literacy and reading skills among learners in the country. Implementation of LRIP was continued in 459 schools which were provided with curriculum resources and aligned assessment tasks, amongst other resources. Teachers from the implementing schools were capacitated to equip them with effective teaching strategies and methodologies for literacy instruction.

With regard to Mathematics and Languages Systemic Evaluation for Grades 3, 6 and 9 learners, the GDE formed part of the 98% of the sampled schools by the DBE. Evaluations were conducted for Section 58B primary schools, at sixty-two Public Ordinary Primary Schools in accordance with Circular D3 of 2023.

The Department implemented Curriculum Information Forum (CIF) meetings in all subject areas, led by officials from the head office and attended by DSAs. The discussions included the development of School-Based Assessment (SBA) tasks for the purposes of standardisation. Subsequently, district moderation sessions were conducted in April, July and October 2024. The GDE also conducted e-moderation of SBA tasks in the eight identified subjects across all 15 districts. At the provincial level, trained moderators reviewed all internal assessment components, including oral, SBA and Provincial Assessment Tasks (PATs). This ensured the validity, reliability and fairness of these assessments. Schools received exemplars of question item banks for various forms of assessments as guidance for teachers to develop quality assessment tasks for practise purposes.

For the NSC examination, each subject in the province developed “quick wins/last push” strategies targeting key content areas, such as the 40%:50%:60% interventions, to help learners identify and secure “easy” marks in examinations. Differentiated “Last Push” support strategies were rolled out to improve learner performance and to ensure that no learner was left behind.



To enhance the quality of assessment and examinations, and to ensure that learners were well-prepared for the Grade 12 NSC examination, the Department provided provincial examination papers in selected subjects for the June and Preparatory examinations in 2024, targeting schools with an overall pass rate lower than 80% in the November 2023 NSC examination.

The provincial Preparatory examination was conducted in accordance with a timetable which was compiled and distributed by the province and commenced on 22 August 2024 and concluded on 17 September 2024. Provincial question papers and accompanying marking guidelines were set in 15 subjects, 10 being gateway subjects. In total, 25 papers were set and availed by the province. All Preparatory examination material was externally moderated by GDE-appointed external moderators.

The 2024 NSC examination commenced on 21 October 2024 and concluded on 28 November 2024. Contingency days were allocated to allow candidates who faced technical or logistical challenges during the Computer Applications Technology (CAT) and Information Technology (IT) practical papers to complete their examinations.

'Defending the crown' by continuing with the improvement of quality learning at Grade 10-12 levels

Learners in the Further Education and Training (FET) band had access to the GDE e-Content Platform, which provided a range of digital learning materials. These included digital lessons, videos, 2D/3D animations with sound, study guides and enhanced examination resources such as past examination papers with videos and animated memoranda. The platform aimed to complement and enhance the use of ICT solutions provided to schools, including Light-Emitting Diode (LED) boards, laptops and connectivity solutions.

To support digital learning, over 60 000 learner devices preloaded with digital content were distributed to all secondary full ICT schools and SoS. These devices contained e-books aligned with the CAPS, GDE freely available content and multimedia digital resources for key subjects with high enrolment. Additionally, content for Grade 10 to 12 Languages, including IsiZulu, Sepedi, IsiXhosa, Sesotho Home Languages and English First Additional Language (EFAL), was included. Grade 12 learners also received hard copies of revision lessons, subject-specific voice notes with "quick win" strategies, past examination question papers, Mind-the-Gap study guides, and personalised support through learner clinics and coaching to assist with answering techniques.

In collaboration with Siyavula Education, the GDE continued its initiative to enhance Mathematics and Physical Sciences performance in high schools. This programme, running for four years, provided all high school learners, including the 2024 Grade 12 cohort, access to Siyavula's adaptive practice software to improve learning outcomes. Reports from Siyavula indicate that approximately 33 000 Grade 12 learners engaged with the platform in 2024, collectively completing 2.3 million practice exercises.

Furthermore, daily live-streamed revision lessons were conducted from Monday to Friday for Grade 12 learners in the 10 gateway subjects and four African languages. The frequency of these sessions increased as the Preparatory and NSC examinations approached. Additionally, "Just-in-Time" revision broadcasts were aired a day before each examination to provide learners with last-minute revision support.



These efforts have highlighted the GDE's commitment to leveraging technology to ensure inclusive, accessible and effective education for all learners.

Secondary School Improvement Programme

The SSIP served as a key strategic intervention, consisting of some of these components: Saturday and holiday classes, learner support materials, online learning platforms, as well as teacher training and development. The programme specifically targeted progressed and high-risk learners, equipping them with the necessary academic support to prepare for their final NSC examination. SSIP sessions were held over weekends and during school holidays, with intensified support from August to October 2024, focusing on problem-solving approaches, examination revision and exam strategies to reinforce learning.

The SSIP teacher training was provided for Grade 10-12 teachers in underperforming subjects to enhance teaching quality, improve learner outcomes and address subject-specific challenges.

To ensure the effectiveness and quality of the programme, SSIP materials were quality assured across all subjects, ensuring that both teachers and learners had access to high-quality learning resources to improve academic performance in underperforming subjects.

Matric Results

The 2024 NSC overall provincial performance reflects an increase in the overall pass rate when compared to 2023. Of the 133 228 candidates that wrote the 2024 NSC examination in the province, 117 793 met the requirements for the NSC qualification. This represents an overall provincial pass rate of 88.41% which is an increase of 3.03% on the achievement of 85.38% in 2023. The cohort of 2024 recorded a Bachelor pass rate of 50.27% which is a significant increase of 5.98% on the 44.29% achieved in 2023. The Diploma achievement rate of 26.3% in 2024 was slightly lower than the 27.44% of 2023 and it is expected that as the Bachelor level passes increase, the Diploma level passes must decrease.

The 2024 NSC district performance reflects an increase in overall NSC achievement across all districts in Gauteng compared to an improvement in 10 districts in 2023. All 15 districts recorded an overall NSC achievement rate above 80% for the third consecutive year in 2024, with three surpassing the 90% provincial target (JW, TS and TN). Seven districts performed above the 2024 NSC overall provincial achievement of 88.41%. Johannesburg West and Tshwane South retained their respective 2023 NSC rankings of first and second during 2024. Johannesburg West, therefore, remained the top-performing district in 2024 with 97.0%; while Gauteng East ended at the bottom of the rankings with 84.5%. The top and lowest performing districts differed by 12.5%.

The performance gap between key school categories also narrowed significantly, with the difference between independent and public schools reduced by 2.8% (from 8.3% to 5.5%), between Fee-Paying and No-Fee-Paying schools by 2.11% (from 9.7% to 7.59%), and between township and other schools by 6.3% (from 11.0% to 5.7%). Furthermore, the number of schools achieving a 100% pass rate increased, and a 90% pass rate was recorded in most subjects, marking a significant milestone in academic excellence.



Outcome 6: Access to relevant curriculum offerings

Expand and Enhance Schools of Specialisation

In Gauteng province, the SoS programme has been established to enhance educational offerings and cater to specific skills and talents among learners. These schools focus on various fields, including arts, aviation, engineering, sciences, technology and sports, aiming to provide a tailored curriculum that meets the unique needs of students. The schools have been strategically located along designated corridors to optimise accessibility and resource sharing.

During this reporting period, two schools were launched, bringing the total of those schools to 36 located within the five disciplines, Mathematics, Science and ICT, Engineering, Commerce and Entrepreneurship, Performing and Creative Arts as well as Sports, already gazetted. The schools were provided with continuous support during curriculum delivery to improve the learners' performance within their specific specialisation.

The SoSs have been involved in several activities, excursions and exposure to provide learners with real-world experience, skill development and provide learners with networking opportunities as well. Katlehong Engineering SoS hosted the MCSP General and Technical Skills mini festival during the month of October 2024 where learners exhibited skills such as swimming, entrepreneurship, K53, plumbing, EGD, welding, electrical systems and construction. Several schools attended the ESKOM Expo with the primary purpose of encouraging students from diverse backgrounds to engage in scientific research and exploration through the development of projects that address real-world challenges.

Learners from various schools actively participated in various activities that highlighted their skills and knowledge, supported by several industry partners. Through Prominent Paints, learners from Kwa Thema Skills SoS qualified as painters as part of the MCSP, while SAAB Grintek Defence facilitated a career day where students showcased their projects. Open days at Vaal University of Technology (VUT) allowed engagement, particularly for those in Commerce and Science, Technology, Engineering and Mathematics (STEM) fields. Additionally, learners completed an AgricTech workshop sponsored by Maponya Poultry Farming and participated in a manufacturing process project supported by EPOL. They also excelled in the Energy Innovative competition organised by Sasol. The University of Pretoria hosted a career exhibition, providing insights into various career paths. These competitions fostered skill development and collaboration with industry leaders, effectively preparing students for future challenges.

Skills for a Changing World including Technical High Schools

The Three Stream Model curriculum was continued including developing the technical skill amongst our learners to prepare them for post-schooling transition. Partnerships with external stakeholders assisted in improving the role out of the programme. Various schools have also continued to expand their curriculum offering to support this model such as Tebogwana and Ekangala Engineering SoSs as well as Hoërskool Alberton.

Schools enrolled for Automotive and Power Systems in Electrical and Mechanical Technology have successfully completed the training and were awarded certificates and toolboxes during the technical skills mini festival held in October 2024 at Katlehong Engineering SoS. A total of 25 learners per programme benefitted from this initiative.



In Mechanical Technology, funding by Phakama Research and Development ensured the completion of a Welding Skills Programme by 10 Grade 10 learners. Learners were awarded a certificate of competence at a ceremony hosted by Ekurhuleni Artisans and Skills Training Centre.

A total of 60 Civil Technology Grade 11 learners were enrolled in plumbing with a focus training on High-Density Polyethylene (HDPE) Drainage system Level 1 to 3, Water Supplies Mepla Level 1 and 2, Everite Autoclaved Aerated Concrete (AAC) Block laying Level 1 and 2 and Setting out Level 1. Six learners from Langlaagte Technical High school, 18 learners from Katlehong Engineering SoS and five learners from John Orr Engineering SoS, received certificates and iPads.

Fourth Industrial Revolution ICT and e-Learning

The implementation of the Coding and Robotics programme has been intensified during this financial year. All districts have now established Coding and Robotics project management teams. In the Foundation Phase, school visits were conducted cross the districts to support teachers implementing the Coding and Robotics programme. The focus during the visits was on Grades 1-3 curriculum coverage, quantity and quality of learner activities, optimal utilisation of resources which were Coding and Robotics Kits, lesson plans as well as learner activities. Reports from these visits revealed that the programme is being implemented in accordance with the curriculum on Coding and Robotics.

Teachers and DSAs in the Intermediate and Senior Phases attended Coding and Robotics trainings with the focus on advocacy of the signed off CAPS Policy document. Schools have been resourced, and training has been done in all the identified piloting schools. Resource blitz took place in the piloting school in the province. An online monitoring form was utilised by all district to monitor the optimal usage of resources. The Department identified just over 60 MST Conditional Grant schools which were supplied with Coding and Robotics kits for Grade 7 learners. All Grade 7 schools in the pilot group have identified teachers that have been orientated in Coding and Robotics. Additionally, more than 45 secondary schools have been identified for piloting the Coding and Robotics programme. Training for these schools has been conducted, furthermore, the updated Coding and Robotics policy document has been shared with all these secondary schools.

The eight Twinning schools have established Robotics clubs with the collaboration of the Sci-Bono Centre. These schools are also taking part in the Multi-certification programme within the Department.

Improve Quality of Programmes for Learners with Special Needs

In the vibrant landscape of education in Gauteng, the District Based Support Teams (DBSTs) play a crucial role in fostering collaboration between Special Schools as Resource Centres (SSRCs) and Full-Service Schools (FSSs). This partnership is vital for creating a supportive network that enhances the learning experiences of all students, particularly those with special needs. Through a dedicated outreach allocation, the SSRCs actively procured assistive devices for learners not only from FSS but also from various schools throughout the districts. This initiative ensured that students have access to the tools they need to thrive, breaking down barriers to learning and fostering an inclusive environment.



Moreover, the SSRs contribute significantly to the assessment of learners in FSS, where the streamlined assessments assisted fast-tracking the implementation of the SIAS framework, ensuring that every child receives the tailored support they require.

A key component of this inclusive approach has been the ongoing professional development of educators. A group of educators from Special Schools attended an Education, Training and Development Practices Sector Education and Training Authority (ETDP/SETA) programme titled "Unlocking Inclusive Education" to equip them with the necessary skills and knowledge to better support diverse learners.

The Global Education Conference (GEC) integrated project was implemented in all Special Schools offering the Technical Occupational Curriculum (TOC). The piloting of the TOC was done in 16 Special Schools within the province, focusing on integrating practical skills training, tailored for students with special needs. The initiative aimed to enhance employability and independence by providing hands-on experiences in various technical fields. The programme included curriculum adaptations to accommodate diverse learning requirements and fosters collaboration among educators, industry partners and support services. The schools were visited to provide support on the implementation of this GEC integrated project.

The Department implemented the initiative to provide ICT upgrades and electronic assistive devices to enhance the learning experience for learners with disabilities. Schools received specific budget allocations to acquire these essential resources. As a result, almost 80% successfully procured ICT-related LTSM. Additionally, more than 70% obtained the necessary assistive devices and therapeutic materials. This concerted effort significantly improved accessibility and support for students with disabilities across the schools.

Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence

Safe Schools and Social Cohesion

During this reporting period, the Anti-Bullying Policy was reviewed and approved to foster a safe and supportive learning environment for all students. The Department has established clear guidelines for preventing and addressing bullying while promoting awareness and a culture of respect. District Safety Coordinators were trained in customising policies and the Code of Conduct for Learners, and SOP were developed to manage searches, seizures and bullying incidents. Coordinators also collaborated with law enforcement agencies for safety talks and operations linked to local SAPS stations.

Additionally, community patrollers were deployed to over 1 500 schools, where the screening of incumbents was completed to help identify individuals with suitable backgrounds, skills and attitudes, reducing the risk of potential harm or misconduct within schools. Fire blankets, fire extinguishers and first aid kits were distributed to several schools to enhance physical safety.



School Sports

The Department's Under 15 Boys and Girls teams have demonstrated once more that Gauteng is, indeed, the Home of Champions by emerging as winners for South Africa at the Confederation of African Football (CAF) African Schools Championships, held in Walvis Bay, Namibia, October of 2024. This victory continued South Africa's unbeaten run in the competition, with the South African teams having won both Boys and Girls titles in 2022 and 2023.

Gauteng learners competed in the South African Schools Choral Eisteddfod (SASCE), an annual competition run by the Departments of Basic Education and Sport, Arts and Culture, in partnership with the Motsepe Foundation. The Eisteddfod has been a lever for delivering key messages to young people on current challenges and threats facing South Africa, Africa and the world, such as human trafficking, crime, drug and alcohol abuse, teenage pregnancy and other social ills. Brandvlei Primary School, a farm school in Randfontein, performed very well in the Chamber Choir category on the –first day of the competition, impressing the judges to scoop the coveted –first prize. Mogobeng Primary from Katlehong came second in the Mixed Choir category.

School Health, Anti-Drugs Programmes, Girl-Child Support and Guidance Programme

In a quest to prevent and manage learner pregnancy in schools, the GDE continued to conduct in-service training for Life Skills and Life Orientation educators and related stakeholders around its 15 districts. A three-day in-service training on Comprehensive Sexuality Education (CSE) through scripted lesson plans was held for Grades 4 to 12 teachers. Selected educators from Tshwane South, Gauteng North, Ekurhuleni South, Ekurhuleni North and Gauteng East were part of this training. DBE policies that support CSE were mediated and included but not limited to Prevention and Management of Learner Pregnancy, Integrated School Health Policy (ISHP), National Policy on Human Immunodeficiency Virus (HIV), Tuberculosis (TB) and Sexually Transmitted Illnesses (STIs) and the Protocols of Reporting Sexual Abuse in Schools.

Pro-Poor Interventions

During this reporting period, the Department implemented several pro-poor interventions aimed at supporting learners from disadvantaged backgrounds, recognising the critical need to address systemic inequalities in education. By targeting the most vulnerable groups, these interventions helped to alleviate barriers such as hunger, lack of transportation and financial constraints that prevent learners from fully participating in the educational system. The NSNP was vital for impacting their ability to focus and perform academically, exceeded its target by providing meals to 1 730 356 learners across Quintile 1-5 primary, secondary and identified Special Schools. Through this programme, the Department ensured that students were nourished and ready to learn.

Moreover, the No-Fee School Policy played a crucial role in making education accessible by supporting 1 404 schools and accommodating a total enrolment of 1 584 343 learners, thus removing financial barriers that could hinder educational attainment. The Learner Transport Programme further complemented these efforts by facilitating safe transport for 228 592 learners to their respective schools, surpassing its initial target. These initiatives collectively contributed to improved academic performance, enhanced well-being and increased opportunities for social mobility, ultimately fostering a more equitable society.



The commitment to these pro-poor interventions reflected a broader societal responsibility to ensure that all students, regardless of their socio-economic circumstances, received the support they need to achieve their full potential.

Outcome 8: Change the education landscape to accelerate relevant and quality learning

With the aim of rationalising under-subscribed schools in the year under reporting, some schools made requests to establish and register new POS across various district offices, reflecting the ongoing demand for accessible education in underserved areas. By expanding the network of public schools, the Department aimed to reduce travel distances for students, thereby promoting consistent attendance and improving overall educational outcomes.

The mergers of schools, such as those between Gorogang and Redumeletswe Primary Schools, as well as Mohlakeng Primary School with Tswelelo Primary School, were facilitated in response to various contextual factors aimed at improving educational efficiency and access. These mergers were often driven by considerations such as declining student enrolment, limited resources and the need to enhance the quality of education provided to learners. In many cases, smaller schools often struggled to maintain adequate staffing, infrastructure and a diverse curriculum, which can negatively impact student learning experiences.

Twinning and Resource Optimisation

The Twinning and Resource Optimisation Programme, as part of the Re-organisation of Schools Strategy, has been instrumental in fostering collaboration and enhancing educational experiences across participating schools. This initiative has facilitated a range of engaging activities designed to promote skills development and community building among students. For instance, Laerskool Morester and Gugulesizwe Primary School hosted soccer and netball matches for their under 12 and 13 teams, alongside Coding and Robotics sessions that highlighted critical skills for the future. Similarly, Norwood and Iphutheng Primary Schools participated in a "Build a Book" event for Grade 3 learners, which included storytelling, shared reading and presentations in both Sepedi and English, thereby enriching the literacy skills of young learners. Other schools, such as Cultura High and Zithobeni, engaged in various sporting activities, including netball, soccer, and chess matches, further promoting teamwork and healthy competition.

The introduction of the virtual solution marked a significant advancement for the Twinning Programme, ensuring its sustainability by allowing schools to benefit from a collaborative framework. This initiative not only supported educators through mentorship opportunities from experienced teachers but also enabled the sharing of expertise among subject specialists, aligning with the programme's core objectives of professional growth and collaboration within the education sector.

The Twinning Festival, held on 7 September, was another highlight, bringing together primary and secondary school learners to showcase their talents in a vibrant atmosphere. Tailored activities ensured that the festival catered to various age groups, promoting inclusivity and engagement.

Furthermore, all gazetted Twinning Pairs participated in a strategic planning session to review their activities for this reporting cycle. This critical engagement addressed challenges faced by the pairs and facilitated discussions on how to elevate the Twinning Programme. The session resulted in actionable



outcomes and reaffirmed the commitment of stakeholders to the programme's objectives, showcasing a collaborative effort to enhance educational opportunities for all learners involved.

New Improved School Infrastructure

This initiative has made significant strides in enhancing the educational environment across the region, reflecting a strong commitment to providing quality facilities for learners. During the reporting period, a total of 274 schools benefited from ongoing day-to-day maintenance, ensuring that existing infrastructures are kept in good condition to support effective teaching and learning. This proactive maintenance was crucial, as it helped to create a safe and conducive environment for both students and educators.

Additionally, the delivery of mobile classrooms further addressed the pressing need for adequate learning spaces, particularly in areas experiencing high enrolment figures. These mobile units served as a flexible solution, allowing schools to accommodate more learners while permanent infrastructure was being developed or upgraded.

Reposition Principals and Educator Development and Support

During the reporting period, significant advancements were made in education training and development, focusing on enhancing teacher capacity and improving student outcomes. The training on the Learning Recovery Programme was implemented, focusing on equipping teachers with essential skills and methodologies to address learning gaps caused by previous disruptions. This training ensured alignment with both provincial and district curricula and included collaboration with assessment managers, facilitating effective assessment practices. Over 2 200 teachers participated in these sessions, reflecting the Department's dedication to professional development.

In addition to the Learning Recovery Programme, targeted training sessions were held for various subjects. Specifically, more than 5 650 Foundation Phase teachers were trained in Literacy and Numeracy content and methodology. Moreover, over 3 000 teachers received training in language content, highlighting a comprehensive approach to strengthening core subjects. Additional training initiatives were implemented across subjects such as MST, Economic and Management Sciences (EMS), Tourism, and Agricultural Sciences. These extensive efforts underscore the Department's commitment to enhancing teaching quality and fostering better student outcomes throughout the curriculum.

Increase and Intensify SGB Support and Advisory Work

During the reporting period, significant efforts were made to enhance support and advisory work for School Governing Bodies (SGBs) in Gauteng. During May 2024, a capacity-building session was held for the Section 58B Schools Intervention Programme, aimed at underperforming schools, equipping their SGBs with strategies to improve learner performance. Subsequently, two virtual sessions were conducted to orient newly elected SGB members, clarifying their roles and responsibilities. Additionally, a virtual induction for elected learners on the Representative Council of Learners (RCL) was organised to outline their responsibilities within the programme.

In July 2024, further capacity-building initiatives continued, beginning with a virtual session on Cyber Bullying and Learner Discipline, featuring insights from the Department of Communications. A face-to-face



workshop for the Universal SGB Association took place in the Tshwane Region. Additional capacity-building sessions were targeted alongside the distribution of a standard template Functionality Tool to sampled schools for evaluation. An induction for Teacher Liaison Officers was also conducted via MS Teams, focusing on their roles in supporting the RCLs.

The National Conference for Provincial RCL Executives was held addressing the need to equip learners with essential skills for a changing world. Collectively, these initiatives strengthened governance and empowered students within the educational landscape.

Improve District Support and Labour Dispute Resolutions Mechanism

The Department conducted a thorough analysis of data related to the 2024/25 GDE Performance Framework to identify common challenges faced by groups of schools. This led to the creation of detailed reports containing recommendations to address the identified needs. Furthermore, additional schools were incorporated into the Masterlist after their locations were verified through Google Earth to ensure they were accurately placed within their respective districts.

In response to specific challenges hindering effective governance at various districts, an SGB capacity building workshop was implemented on a special intervention basis for selected schools. This targeted initiative equipped SGB members with essential skills and knowledge necessary for overseeing school finances, supporting educational initiatives and fostering a positive school environment. The capacity-building programme included modules on Roles and Responsibilities and Basic School Financial Management.

During the reporting period, a range of cases related to discipline, grievances and disputes were handled, with varying outcomes. In the area of discipline, a significant number of cases were managed, with a portion concluded and some resolved within the expected timeframes. Grievance cases were also addressed, though the resolution rate remained below expectations, with only a limited number finalised within the designated period. Dispute resolution efforts demonstrated strong results, with all reported cases successfully settled and none resulting in adverse outcomes. A substantial number of disciplinary cases were processed, with a steady rate of completion. Grievance handling showed modest improvement, with more cases being addressed. Disputes continued to be effectively resolved, maintaining a high success rate.

Resolve Education Disputes and Implement Resolutions: Intervention Unit

The increase in cases of violence in schools, particularly incidents of gangsterism and bullying, emerged as a pressing challenge within the province. A collaborative effort was initiated among various directorates, including School Safety, Learner Psycho-social Support, as well as Special Investigations, was used to enhance reporting mechanisms and address the root causes of violence. Social workers were also involved in addressing these issues, offering trauma debriefing support to the affected families. Additionally, ongoing dialogues with learners were prioritised to raise awareness about the detrimental effects of bullying and to promote a culture of respect and empathy within schools.

The observations of learner suicides at some schools contributed to heightened anxiety among students, contributing to overall poor academic performance. In response, the Department provided Psycho-social



services to the affected schools and supported districts' efforts to disseminate information aimed at preventing suicide. This initiative has fostered increased collaboration among various partners and stakeholders, allowing for a comprehensive mapping of support services within school communities to address such issues. Additionally, efforts have been made to address staff capacity issues, ensuring that educators were equipped to handle cases of attempted suicide among learners, effectively.

To further support students and their families after experiencing traumatic events, the Childline 24/7 crisis number was actively promoted, ensuring that individuals had access to vital resources for incidents of bullying, drowning incidents and other traumatic incidences.

Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability

Youth Empowerment Programmes Initiatives

The Department, in collaboration with key sector organisations, particularly the GCRA, remained committed to addressing the developmental needs of Gauteng's youth through various empowerment initiatives. The GCRA expanded training opportunities for young people within the Technical and Vocational Education and Training (TVET) system, fostering an ecosystem that promotes skills development and career progression across the province.

As part of its APP targets, 30 873 young people in Gauteng accessed career guidance education, equipping them with essential knowledge to make informed career choices. Additionally, 3 011 youth participated in the Gauteng Learnership Programme, gaining valuable industry-relevant skills. To further support practical learning, 28 137 young people were placed in workplace experience programmes, including the Presidential Youth Employment Initiative (PYEI), enhancing their employability through internships.

A total of 4 105 bursaries were awarded to deserving youth to enable them to pursue higher education and specialised training. Through these initiatives, the Department and GCRA continued to empower Gauteng's youth, bridging the gap between education and employment while fostering a skilled and competent workforce for the future.



4. Institutional Programme Performance Information

4.1 Programme 1: Administration

Programme Purpose

- To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other policies.
- To provide for the functioning of the Office of the Member of the Executive Council (MEC) responsible for education in line with the ministerial handbook.
- To provide management services which are not education specific for the education system.
- To provide administration and update of the online system in preparation for admissions.
- To provide education management services for the education system.
- To provide human resource development and health and well-being services for office-based staff.
- To provide an Education Management Information System in accordance with the National Education Information Policy.
- To provide for projects under Programme 1 specified by the Department of Basic Education and funded by conditional grants.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Office of the MEC

During the year under review, the Office of the MEC continued in providing coherent strategic leadership by providing media statements, interviews conducted by the MEC and GDE spokesperson on various media platforms. Some of the issues which were dominant during the sessions included but was not limited to Online Admissions, SoS and learner deaths. The Department intervened in the Youth Parliamentary House Resolutions where the Office of the MEC assisted in soliciting responses from the various Provincial Departments. The tabling of the budget and the delivering for the speech was conducted by the Gauteng Education MEC at the Gauteng Legislature.

Additionally, the Department coordinated various initiatives and supported campaigns and programmes which included the 2024 Gauteng Online Admissions, School Safety Indaba, Operation Kgutla Molao, consultation sessions on the amended SGB regulations and SoS.



Corporate Services

The Corporate Services were able to provide other services within the organisation. During the period under review, the GDE managed to successfully place selected qualifying graduates at our various schools. The plan to place remaining graduates in all types of posts including short-term and other ad hoc posts as they become available, has continued. The placement percentage of graduates at the end of the financial year was achieved. The Department continued to ensure that formats of Strategic Plans were linked to Departmental budgets, performance agreements, in-year and post-year reports and included meaningful financial and non-financial performance information. A presentation on the GDE's strategic direction and budget trend analysis were developed for the 2024 Medium-Term Expenditure Framework (MTEF) presentation with emphasis on budget cut scenarios.

Education Management

The modernisation of Departmental Human Resources (HR) functions encompassed the Datalake Project, which sought to centralise and consolidate key HR PERSAL reports to improve accessibility and user-friendliness. This project was implemented during the financial year under review.

An Operational Functionality Assessment study was carried out to assess areas of success, weaknesses, challenges and gaps, with the aim of strengthening Departmental operations through a Service Delivery Improvement Plan designed to enhance support for schools.

Additionally, business process documents and SOPs have been developed for both the head office and district offices to establish relationships and service standards. A total of 65 SOPs and mapped business process documents have been approved, while a further 47 have been finalised and submitted for approval by process owners. Finally, the finance function model was centralised to enhance client support, having received approval in 2018.

Human Resource Development

The Department continued monitoring the introduction and implementation of programmes related to the Procedure on Incapacity Leave and Ill-Health Retirement (PILIR), with progress reports submitted to the chamber.

As part of its commitment to disability inclusion, the Department procured and distributed 10 000 booklets on the GDE Policy for Reasonable Accommodation and the Provisioning of Assistive devices for employees with disabilities, along with informational flyers on disabilities, disseminated to districts, offices and schools.

The Employee Health and Wellness programme provided comprehensive support, including psycho-social services, trauma interventions and bereavement support. Employees also accessed HIV counselling and testing and TB screening. Additionally, various wellness and development activities were offered, such as retirement planning, financial wellness, sports and recreation, gender-based violence and anti-bullying awareness workshops.



The Department has strengthened candidate verification processes, ensuring checks on qualifications, citizenship, fraud, criminal records and registration against the sexual offences and child protection registers. Several verifications were conducted during the year, including checks specifically against the sexual offences register. Additionally, several temporary educators and school-based public servants were converted to permanent status on PERSAL.

The national revision of the Funza Lushaka Placement Strategy ensured equal opportunities for all graduates, regardless of their funding source. As part of this strategy, 878 graduates were received from the DBE for potential school placements. The Department also monitored the allocation of growth posts for the 2024 academic year and completed appointments accordingly.

The GDE achieved significant progress in data management and school administration through the continued use of the South African School Administration and Management System (SA-SAMS). Key activities included data collection and management across Ordinary Education (OE), Learners with Special Needs Education (LSEN), and Early Childhood Development (ECD), ensuring accuracy through direct verification from schools. To streamline processes, Google Forms were created for FSS.

Feeder zones for affected schools were revised in preparation for the 2025 learner admissions, incorporating district officials' inputs. Geographic coordinates for newly registered schools were obtained, and updates were made for Independent Schools that had relocated. Additionally, a learner tracking database was developed, using 2018 as a baseline, enabling the Department to monitor dropouts, flow-through rates and repetition trends.

The Department demonstrated a forward-thinking approach through proactive support for LSEN and FSS, coupled with a strategic business plan for continued development. Learner enrolment in LSEN schools for 2022, 2023 and 2024 was compiled. In response to Auditor-General's findings on specialised education support gaps, targeted SA-SAMS training was conducted for LSEN and FSS, ensuring improved compliance and data accuracy.

Further achievements included the completion of quarterly data, audit readiness and enhancements in service delivery. Overall, the year under review saw notable improvements in data collection, verification and audit preparations, reinforcing the Department's commitment to high standards in education management.

Education Management Information Systems

Data collection, data management and guiding the data-driven decision-making processes were viewed as some of the primary objectives of the Department. The effective gathering, dissemination and analysis of data in the education system by the Department is vital for sound education planning, monitoring and delivery. Support was provided during SA-SAMS Data Quality Audit by conducting the audit during school visits to the sampled LSEN and FSS schools.

The geographic coordinates for newly registered schools were obtained using Google Earth and a cadastral dataset as reference data. The coordinates for Independent Schools that have changed locations were updated, based on their new addresses.



An ECD Programme (centre) can be registered fully or conditionally. In addition, there is a high prevalence of unregistered ECD centres. The status of the former categories needed to be confirmed thus the authenticated dataset that was composed assisted the Department to determine relevant targets and indicators to account for the learners and centres in the GDE Annual Performance Plan (APP).

Summary of Performance

The Department continued to change the education landscape to accelerate relevant and quality learning by ensuring that 2 212 public schools used the SA-SAMS or any alternative electronic solution to provide data and were able to be contacted electronically as well. There was optimal distribution of financial, physical and human resources across the system, although there was a decrease in performance on expenditure towards non-personnel items due to the delay in payment of invoices of 25.47%. During the 2024/25 financial year, the Department employed 48.28% female employees in top management, which was an improvement of 1.47% from the previous financial year. The employment of people with disabilities has reached 3.00% to date. The MTSF indicators under this programme have been achieved.

Table 4.1.1: Revision of the 2024/25 Annual Performance Plan

Targets: The table below represents performance (or actual achievement) against the original targets set for the indicator titled: POI 101: Percentage of female employees in top management. Note that the table includes one indicator that had a target that was revised in the 2024/25 Annual Performance Plan.

Actual achievement: As per the Annual Report Guide for National and Provincial Departments, actual achievement in this table is reported as at the date of tabling of the Revised APP. The actual achievement below reflects performance for the indicator titled: POI 101: Percentage of female employees in top management as at Quarter 2 (30 September 2024) of 2024/25 FY.

Deviation: Deviation between the target and actual performance reflects the difference between the original target and the Quarter 2 performance.

Part B: Performance Information



Programme 1: Administration									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement until date of re-tabling	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Improve management and administration at all levels of the education system	POI 101: Percentage of female employees in top management	47.37%	46.81%	47.81%	48.35%	0.54%	Achieved: The implementation of the recruitment strategy of the Department resulted in the increased employment of females in SMS posts.	The target has been revised due to budget constraints related to compensation of employees

Table 4.1.2: Report against the re-tabled Annual Performance Plan

Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 8: Change the education landscape to accelerate relevant and quality learning	School administration and Management system implemented	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data	2 213	2 216	2 216	2 221	5	Achieved: The achievement was as a result of the net effect of 5 new schools opening due to increased demand
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Effective School Communication system implemented	SOI 102: Number of public schools that can be contacted electronically (e-mail)	2 213	2 216	2 216	2 221	5	Achieved: The achievement was as a result of the net effect of 5 new schools opening due to increased demand.
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Optimal distribution of financial, physical, and human resources across the system	SOI 103: Percentage of expenditure going towards non-personnel items	29.80% (17 828 452)	30.00% (14 477 742)	25.80% (16 759 481)	25.47% (16 766 202) ¹⁾	0.33% (6 721)	Not Achieved: The budget balance was changed during the year to ensure no personnel overspending. The target was not revised downwards after the adjusted budget.

Part B: Performance Information

Programme 1: Administration							
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Improve management and administration at all levels of the education system	POI 101: Percentage of female employees in top management	47.37%	46.81%	47.00%	48.28%	1.28%
						Achieved: The implementation of the recruitment strategy of the Department resulted in the increased employment of females in SMS posts.	
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Improve management and administration at all levels of the education system	POI 102: Percentage of people with a disability employed in the Department	3.04%	2.97%	3.00%	3.00%	0
						Achieved: No deviation.	
Improved school-readiness of children	Improved school-readiness of children	MTSF 101: Conduct an annual ECD Headcount Survey ²	New Indicator	New Indicator	Approved Annual ECD Headcount Report	Approved Annual ECD Headcount Report	-
						Achieved: No deviation.	

¹The Rand value of the achievement is reflected after budget adjustment.

²MTSF 101: "Conduct an annual ECD Headcount Survey" corresponds to MTSF indicator "Operationalise an ECD Education Management Information System".



Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	MTSF 102: Number of schools connected for teaching and learning	New Indicator	200	200	218	18	Achieved: The Department in partnership with the Department of e-Government, increased the number of schools connected through the implementation of the contract to roll out connectivity.
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	MTSF 103: Number of schools with access to ICT devices ³	New Indicator	260	300	300	0	Achieved: No deviation.

³MTSF 103: "Number of schools with access to ICT devices" corresponds to MTSF indicator "Schools with access to ICT devices".

Part B: Performance Information



Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Improved school-readiness of children	Proportion of 6-year-olds (Grade R) enrolled in educational institutions by 2024	MTSF 104: Gazetted Provincial Proclamation to regulate the new ECD landscape ⁴	New Indicator	Provincial ECD Proclamation signed and approved	Target achieved in 2023/24	Approved Provincial ECD Proclamation	-	Achieved: No deviation.

⁴MTSF 104: "Gazetted Provincial Proclamation to regulate the new ECD landscape" corresponds to MTSF indicator "Amendment of legislation to regulate the new ECD landscape".



MTSF outputs not in Provincial Scope

Programme 1: Administration			
Outcome	Output	Output Indicator	Reasons
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	MTSF 105: Education facility management system is developed at Provincial level	The Education Facility Management System (EFMS) is a national system prescribed and administered by the DBE. However, the EFMS is currently being further developed and enhanced by the Department of Basic Education. Upon completion by the DBE, the solution will be rolled out to all provinces.
Improved school-readiness of children	Improved school-readiness of children	MTSF 106: Amendment of legislation to regulate the new ECD landscape	The amendment of national legislation is the responsibility of the Minister of Department of Basic Education. The province will participate in the processes outlined in the National Education Policy Act and the amendment to NEPA, SASA and the Children's Act will be completed.
Improved school-readiness of children	Improved school-readiness of children	MTSF 107: Operationalise an ECD Education Management Information System	The ECD Education Management Information System is a national system prescribed and administered by DBE.

Linking performance with budgets

Transfers and Subsidies: The Department could not implement a planned 30-year research programme for the year under review.

Payment for Capital Assets: The item underspent because after the expiry of finance lease contracts, the Department experienced delays with the procurement and signing of new contracts. There were also delays with the procurement of laptops for new appointees and the replacement of laptops that are out of warranty



Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Office of the MEC	4 971	4 969	2	6 793	6 792	1
Corporate Services	2 799 463	2 791 582	7 881	2 583 279	2 583 987	(708)
Education Management	1 867 150	1 865 062	2 088	1 763 551	1 763 216	335
Human Resource Management	54 780	54 781	(1)	74 233	73 267	966
Education Management Information System	9 782	9 525	257	18 226	17 931	295
Total	4 736 146	4 725 919	10 227	4 446 082	4 445 193	889

Strategy to overcome areas of underperformance

SOI 103: Percentage of expenditure going towards non-personnel items was not achieved because of delays in payments of invoices by the end of the financial year. The Department will offset the pressure areas during the year-end adjustments and will request rollover if necessary. Unspent funds will be surrendered to the Provincial Revenue Fund.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



4.2 Programme 2: Public Ordinary School Education

Programme Purpose

- To provide public ordinary education from Grades 1 to 12, in accordance with the South African Schools Act and White Paper 6 on Inclusive Education.
- To provide specific public primary ordinary schools with resources required for the Grades 1 to 7 levels.
- To provide specific public secondary ordinary schools with resources required for the Grades 8 to 12 levels.
- To provide Departmental services for the professional and other development of educators and non-educators in Public Ordinary Schools.
- To provide additional and departmentally managed sporting, cultural and reading activities in Public Ordinary Schools.
- To provide for projects under Programme 2 specified by the Department of Basic Education and funded by conditional grants.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Public Primary Level

During the 2024/25 financial year, the GDE successfully implemented key strategies to improve teaching quality and learner performance in SBAs for Literacy and Numeracy in the Foundation and Intermediate Phases. To address curriculum gaps from 2021–2024, ATPs for subjects in the Foundation Phase were adapted for curriculum recovery. Teachers received ATPs incorporating SBA references and assessment schedules. DSAs and lead teachers were trained to support Grade 1 Mathematics instruction. Teachers were trained in using DBE workbooks to reinforce learning and provide intervention. Early Grade Reading Assessments (EGRA) were conducted in all Home Languages (HL) and First Additional Languages (FAL) for Grades 1–3, while district officials worked with schools to evaluate literacy strategies and introduce innovative teaching methodologies.

Mathematics Diagnostic Assessments for Grades 1–3 was conducted and learner performance analysed. Grade 3 learners participated in Mental Maths and Numeracy challenges, progressing from school to cluster-level competitions. Mathematics SBA exemplar tasks for the Senior Phase were developed at the cluster level in most districts and distributed to replace the temporary suspended provincial tests and examinations.

The Mathematics Improvement Strategy was introduced in 459 primary schools, with structured 45-minute weekly sessions, supported by instructional videos, pre-tests and post-tests. Similarly, the Language Strategy was also implemented in these schools, targeting Grade 3 learners. To enhance shared reading and comprehension, Big Books were distributed to Language and Reading Intervention Programme (LRIP) schools.



Comprehensive support was provided to schools to strengthen Home Languages (HL) in the Foundation and Intermediate Phases through school visits, cluster meetings, workshops and targeted interventions. Teachers ensured a progressive approach to all CAPS/ATP components, though challenges remained in improving reading fluency and comprehension.

The IIAL was monitored and implemented across all 15 districts, reaching 356 schools. This initiative promoted linguistic diversity by requiring non-African Home Language speakers to learn an African language, fostering social cohesion, economic empowerment and cultural preservation.

INTERSEN Phase First Additional Language (FAL) training was conducted, focusing on reading skills and methodologies. Learners enhanced their writing skills by creating booklets of stories and poems and developed personalised dictionaries with a 'word a day' approach. Various reading methodologies, such as paired reading and group guided reading were introduced to improve literacy outcomes.

Public Secondary Level

The Literacy and Numeracy (LITNUM) Strategy was implemented to improve learners' proficiency in reading, writing and Mathematical skills to enhance overall academic performance. Exemplar Mathematics lesson plans were developed for each term to provide Senior Phase teachers with a structured and clear roadmaps for lesson delivery for effective teaching and learning. Additional resources, including worksheets, informal assessments and structured notes for teachers were attached to each topic. All these resources were shared with schools in electronic format.

The Grade 8/9 ICT Programme implementation was continued in the No-Fee Paying secondary schools, upon completion of profiling for the renovated classrooms to receive the LED boards. The LED boards in these schools were preloaded with the digital content with the e-Books as per the school Curriculum, Multimedia Digital Content, as well as GDE Freely Available Content.

The use of GDE Content Platform to support the 2024 examination preparations continued. Advocacy of the GDE Content Platform to support curriculum delivery was concluded to assist the Class of 2024 matric learners in preparation for the final examinations. The Grade 7–11 learners were also supported with exam preparations. All the target groups were registered on the Content Platform and provided with the login credentials to access the Multimedia Digital Content.

Broadcast lessons in Mathematics and Science for Grades 8 and 9 were delivered to several MST schools on Tuesdays and Wednesdays to reinforce critical concepts. However, connectivity issues have posed challenges, limiting access for some schools.

Exemplar lesson plans for Languages were provided as guideline documents to schools to assist novice teachers and schools that experience challenges with lesson planning and preparations. Vocabulary lists were provided, displaying the subject vocabulary/terminology to promote reading and language across the curriculum. Regular assessments of learners' language proficiency were conducted, with exemplar assessment tasks provided for standardised assessments. The 'English Across the Curriculum' initiative was emphasised through Mathematics vocabulary charts, the use of a Mathematics dictionary, and class displays to encourage incidental and peer learning.



The SSIP Programme, a strategic intervention to improve learner performance, particularly in underperforming schools, was implemented to provide additional academic support for Grade 12 learners to enhance their chances of passing the NSC examinations. SSIP walk-in lessons were provided on Saturdays and during holidays, as well as residential camps implemented for the holidays, for all the subjects catered for in this programme, including technical subjects. The e-SSIP and subject integration was implemented as a platform to pre-load content onto smartboards and learner tablets in all ICT schools. The Department has recognised efforts by 46 schools, with previous challenges from various districts who successfully graduated from the SSIP by significantly improving their 2024 NSC results.

The broadcasting of Grade 12 Live lesson streaming and Just-in-Time (JiT) revision lessons continued, which included live broadcast lessons on the pocket school platform. The materials broadcasted were quality assured by departmental subject specialists, and distributed to districts for additional support. The SSIP teacher training initiatives were implemented as per the approved Education Labour Relation Council (ELRC) training schedule, including training based on diagnostic analysis of term results.

These interventions have enabled the Department to exceed all previous NSC pass rates to achieve an overall pass rate of 88.41%, with the best Bachelor pass rate of 50.27%. All the districts have significantly improved on their overall NSC pass rate with three districts surpassing the provincially set target of 90%. The Department continued to close the performance gap between 'Fee-Paying' and 'No-Fee' Schools, which is 7.8%, an improvement of almost 2% on last year's 9.7%.

Human Resource Development

As part of its commitment to the APP, the Department successfully trained 8 907 teachers across key subject areas, including Literacy, Numeracy, Mathematics and Languages. The training provided teachers with effective pedagogical strategies, subject-specific methodologies and tools to address learning challenges, contributing to improved learner performance and fostering a more robust education system.

A comprehensive 10-session training programme was conducted as part of the Literacy and Numeracy support programme, specifically designed for Foundation Phase departmental heads. This initiative aimed to enhance their capacity to support educators in the effective teaching of Literacy and Numeracy. The training benefited over 155 participants, including departmental heads from 61 Section 58B primary schools.

The Reading Improvement Programme, designed to address literacy challenges within the province, reached over 705 teachers. Additionally, training on reading in African languages for the Intermediate and Senior Phases impacted more than 395 teachers, covering seven languages.

The Certificate in Online English Language Teaching (COELT) was successfully completed equipping educators with advanced skills for delivering English language instruction online, integrating technology into classroom practice. The training also covered strategies for teaching reading, enhancing instructional techniques across both the Intermediate and Senior Phases.



The Digital Literacy Programme enrolled and trained female educators through school-based support capacitated with skills to utilise freely available digital content from the DBE and GDE. The training focused on the MYSLDR, Siyavula and Thutong platforms and portals.

School Sport, Culture and Media Services

As part of GDE's commitment to holistic learner development, there was continued effort to implement initiatives that promote both academic excellence and extracurricular engagement. During this financial year, the Wednesday Leagues Programme remained a key initiative, focusing on netball and football in No-Fee Schools. To further enrich learner participation, the programme also introduced cultural dance, encouraging schools to engage in a diverse range of sporting and cultural activities.

The SA Schools Choral Eisteddfod district eliminations took place, featuring participation from Grade R to FET choirs and opera soloists. The Department of Water and Sanitation hosted the SA Youth Water Prize Provincial competition, where Grade 10–11 learners showcased innovations, awareness campaigns and research on water-related issues in their communities.

In celebration of Youth Month, schools participated in the Department of Sport, Arts, Culture and Recreation (DSACR) Public Speaking competition, where secondary schools engaged in Model United Nations Debate competitions on global issues. Magnet schools continued to provide music education in township areas as part of the Multi-Certification Programme.

The Gauteng Heritage Carnival was supported by providing transport for 60 schools to attend the event on 24 September 2024 at Maropeng. Additionally, the Gauteng Schools Youth Choir received logistical support for the Heritage Day celebrations. Drum majorette equipment was distributed as part of an initiative by the Department of Community Safety to empower young girls. Districts also hosted the Segarona Eisteddfods, whole-school debates and Model United Nations (UN) debate sessions.

The ECD Mini Olympics Festival was hosted at University of Johannesburg (UJ) Soweto Campus on 29 November 2024, introducing modified sporting codes to ECD centres. Furthermore, a Drum Majorettes Festival took place at Reiger Park Stadium, in collaboration with DSACR and GDSD for International Children's Day.

Four learners from HTS Nic Diedericks, who represented Gauteng in the Heritage Education Schools Outreach Programme (HESOP) finals, organised by the National Heritage Council, were recognised with certificates on 25 October 2024 at Magalies River Lodge. The team secured 4th place nationally at the Tsitsikamma National Park finals and received certificates and mobile phones alongside their educator.

Conditional Grants

In line with planned initiatives, the MST Conditional Grant has managed to deliver training for Grade 10 and 11 teachers across various MST subjects representing most of the schools. The teacher development training for the Grade 1-7 Coding and Robotics programme took place, focusing on enhancing teachers' content knowledge, pedagogical skills and resource utilisation. This training was aimed at equipping educators with the tools and techniques necessary to fully utilise the resources provided to their schools through the grant.



Further investment in educational resources for technical subjects was made through the Conditional Grant, Recapitalisation Funding, and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA) project. Additionally, resources were procured to support the administration and implementation of PAT subjects. As part of the ongoing commitment to enhancing education through technological integration, tablets were supplied to selected schools for the Grade 7 Coding and Robotics programme.

Summary of Performance

During this financial year, 270 schools were provided with multi-media resources to accommodate curriculum requirements in line with the e-Learning environment. The number of learners in No-Fee POS reached 1 584 343 out of a target of 1 581 250, in line with the National Norms and Standards for School Funding, whereas the percentage of learners in schools funded at a minimum level obtained 100% achievement. All four targets related to teacher training and development have been achieved. The nutrition and learner transport programmes have over-achieved their targets with an achievement of 1 730 356 and 228 592, respectively. SSIP has managed to reach 21 524 learners at 115 residential camps. The nine MTSF indicators implemented in the programme, have been achieved.

Table 4.2.1: Revision of the 2023/24 Annual Performance Plan

Targets: The table below represents performance (or actual achievement) against the original targets set for the indicator titled: POI 201: Number of SSIP residential camps, POI 204: Number of learners eligible to benefit from learner transport and MTSF 207: Percentage of learners with access to required Maths and EFAL textbooks in Grades 6 and 9. Note that the table includes three indicators that had targets that were revised in the 2024/25 Annual Performance Plan.

Actual achievement: As per the Annual Report Guide for National and Provincial Departments, actual achievement in this table is reported as at the date of tabling of the Revised APP. The actual achievement below reflects performance for the indicator titled: POI 201: Number of SSIP residential camps, POI 204: Number of learners eligible to benefit from learner transport and MTSF 207: Percentage of learners with access to required Maths and EFAL textbooks in Grades 6 and 9 as at Quarter 2 (30 September 2024) of the 2024/25 FY.

Deviation: Deviation between the target and actual performance reflects the difference between the original target and the Quarter 2 performance.

Part B: Performance Information



Programme 2: Public Ordinary School Education									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement until date of re-tabling	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance through curriculum implementation and support programmes	POI 201: Number ofSSIP residential camps	109	43	30	63	33	Achieved: The Department offered additional SSIP camps in response to the needs of learners in technical schools as well as in underperforming schools. This was made possible through the re-prioritisation of funds.	The target has been revised upwards due to the reprioritisation of funds. As a result, additional camps were scheduled.



Programme 2: Public Ordinary School Education									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25 until date of re-tabling	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Provide learners with access to scholar transport	POI 204: Number of learners eligible to benefit from learner transport	189 562	206 219	210 915	228 742	17 827	Achieved: Additional learners were transported due to the initial increased enrolment of deserving learners meeting the criteria on existing and new routes.	The target has been increased upwards due to the increased enrolment in qualifying schools.
Youths better prepared for further studies and the world of work beyond Grade 9	Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024	MTSF 207: Percentage of learners with access to required maths and EFAL textbooks in Grades 6 and 9	New Indicator	70.00%	80.00%	70.00%	10.00%	Not Achieved: The under-achievement is as a result of budget constraints and low textbook retrieval from learners.	The target has been revised downwards due to budget constraints and the low rate of textbook retrieval.



Table 4.2.2: Report against the re-tabled Annual Performance Plan

Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Outcome 3, 4, 5: Every learner completing the Foundation, Intermediate and Senior Phases with the required Literacy/Language and Numeracy/Mathematics competences	Multi-media resources provided to school and learners	SOI 201: Number of schools provided with multi-media resources	244	115	270	270	0	Achieved: No deviation.
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Learners in No-Fee Public Ordinary Schools in line with the National Norms and Standards for school funding	SOI 202: Number of learners in no-fee public ordinary schools in line with the National Norms and Standards for School Funding	1 557 452	1 575 904	1 581 250	1 584 343	3 093	Achieved: The increase in learner numbers is as a result of increased enrolment in qualifying new and newly declared No-Fee schools.



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Learners in schools that are funded at a minimum level	SOI 203: Percentage of learners in schools funded at a minimum level	100.00%	100.00%	100.00%	100.00%	0	Achieved: No deviation.
Outcome 3, 4, 5: Every learner completing the Foundation, Intermediate and Senior Phase with the required Literacy/ Language and Numeracy/ Mathematics competences	Capacitated Foundation Phase teachers on reading methodology	SOI 204: Number of Foundation Phase teachers trained in reading methodology ⁵	New Indicator	1,496	2,500	2,581	81	Achieved: More teachers were encouraged to participate as the training programme was offered using a virtual platform hence more teachers participated in response to communications.

⁵Refer to MTSF 204: Number of foundation phase teachers trained on teaching reading and numeracy.

Refer to MTSF 204: Number of foundation phase teachers trained on teaching reading and numeracy

Refer to MTSF 205: Number of teachers trained in Maths and Language content and methodology



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Outcome 3, 4, 5: Every learner completing the Foundation, Intermediate and Senior Phase with the required Literacy/ Language and Numeracy/ Mathematics competences	Capacitated teachers in Language content and methodology	SOI 207: Number of teachers trained in language content and methodology ⁸	New Indicator	1,649	1,500	1,497	3	Not Achieved: The number of educators trained did not produce the desired achievement owing to incorrect or incomplete personal information related to Identity numbers and PERSAL numbers provided during training.
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance through curriculum implementation and support programmes	POI 201: Number of SSIP residential camps	109	43	60	115	55	Achieved: The Department offered additional SSIP camps in response to the needs of learners in technical schools as well as in underperforming schools. This was made possible through the re-prioritisation of funds.

⁸Refer to MTSF 205: Number of teachers trained in Maths and Language content and methodology

Part B: Performance Information



Programme 2: Public Ordinary School Education							
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner performance through curriculum implementation and support programmes	POI 202: Number of learners inSSIP camps	21,255	11,228	15,000	21,524	6,524
							Achieved: Additional learners were targeted in SSIP camps in response to the needs of learners in technical schools as well as in underperforming and Section 58B schools. This was made possible through the re-prioritisation of funds.
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Provide school nutrition to disadvantaged learners in Quintiles 1-5	POI 203: Number of learners with access to the National School Nutrition programme	1,655,936	1,707,104	1,665,349	1,730,356	65,007
							Achieved: The increase in learner numbers is as a result of the increased enrolment in existing qualifying schools as well as the inclusion of new qualifying schools.
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Provide learners with access to scholar transport	POI 204: Number of learners eligible to benefit from learner transport	189,562	206,219	220,000	228,592	8,592
							Achieved: Additional learners were transported due to the initial increased enrolment of deserving learners meeting the criteria on existing and new routes.



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Outcome 7: Create Safe Schools that embody social cohesion, patriotism and non-violence	Increase the number of No-Fee Schools	POI 205: Number of Public Ordinary Schools declared as No-Fee Schools	1,407	1,414	1,395	1,403	8	Achieved: Eight (8) schools were declared as no fee as a net effect of school closures, mergers, conversions and new classifications. In addition, 20 Schools of Specialisation have retained their no-fee status as their planned reclassification as Special Schools was deferred.
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 201: Annual Report for the development of lesson plans and exemplars for Grade 1-3 Home Languages ⁹	New Indicator	Approved Provincial Annual Report on lesson plan development	Approved Provincial Annual Report on lesson plan development	Approved Provincial Annual Report on lesson plan development	-	Achieved: No deviation.

⁹MTSF 201: "Annual Report for the development of lesson plans and exemplars for Grade 1-3 Home Languages" corresponds to MTSF indicator "Lesson plans for home language literacy in Grades 1-3 have been developed in all languages".

Part B: Performance Information



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 202: Annual Report on the availability of reading material for Grade 3 learners in indigenous languages ¹⁰	New Indicator	Approved Provincial Annual Report on the availability of reading material for grade 3 learners	Approved Provincial Annual Report on the availability of reading material for grade 3 learners	Approved Provincial Annual Report on the availability of reading material for Grade 3 learners	-	Achieved: No deviation.
	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 203: Progress report on the implementation of the National Reading Plan ¹¹	New Indicator	Approved Bi-annual Progress Reports on the implementation of the National Reading Plan	Approved Bi-annual Progress Reports on the implementation of the National Reading Plan	Approved Bi-annual Progress Reports on the implementation of the National Reading Plan	-	Achieved: No deviation.

¹⁰MTSF 202: "Annual Report on the availability of reading material for Grade 3 learners in indigenous languages" corresponds to MTSF indicator "Availability of reading material for Grade 3 learners in indigenous languages".

¹¹MTSF 203: "Progress report on the implementation of the National Reading Plan" corresponds to MTSF indicator "National Reading Plan for primary schools implemented".



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 204: Number of foundation phase teachers trained on teaching reading and numeracy ¹²	New Indicator	Refer to SOI: 204 and 205	Refer to SOI: 204 and 205	Refer to SOI: 204 and 205	Refer to SOI: 204 and 205	
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining 60% and above in mathematics and physical science by 2024	MTSF 205: Number of teachers trained in maths and language content and methodology ¹³	New Indicator	Refer to SOI: 206 and 207	Refer to SOI: 206 and 207	Refer to SOI: 206 and 207	Refer to SOI: 206 and 207	

¹²MTSF 204: Number of foundation phase teachers trained on teaching reading and numeracy corresponds to MTSF indicator “% of foundation phase teachers trained on teaching reading and numeracy”. MTSF 204 is also measured separately as SOI 204: Number of Foundation Phase teachers trained in reading methodology and SOI 205: Number of Foundation Phase teachers trained in Numeracy content and methodology.

¹³MTSF 205: Number of teachers trained in maths and language content and methodology corresponds to MTSF indicator “Number of teachers trained in maths and language content and methodology.” MTSF 205 is also measured separately as SOI 206: Number of teachers trained in Mathematics content and methodology and SOI 207: Number of teachers trained in language content and methodology.

Part B: Performance Information



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Youths better prepared for further studies and the world of work beyond Grade 9	Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024	MTSF 206: Number of districts in which the teacher development plans have been implemented ¹⁴	New Indicator	15	15	15	0	Achieved: No deviation.
Youths better prepared for further studies and the world of work beyond Grade 9	Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024	MTSF 207: Percentage of learners with access to required maths and EFAL textbooks in Grades 6 and 9	New Indicator	70.00%	70.00%	70.00%	0	Achieved: No deviation.

¹⁴MTSF 206: "Number of districts in which the teacher development plans have been implemented" corresponds to MTSF indicator "Number of districts in which teacher development has been conducted as per district improvement plan".



Programme 2: Public Ordinary School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining 60% and above in mathematics and physical science by 2024	MTSF 208: Number of Schools of Specialisation (Focus Schools) ¹⁵	New Indicator	28	32	36	4	Achieved: The Department increased the number of established Schools of Specialisation to provide learners with access to specialised learning through an accelerated delivery programme.
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Schools with access to functional internet connectivity for teaching, and learning, connected through different options working with the DCDT	MTSF 209: Annual catalogue of digital material ¹⁶	New Indicator	Published Provincial catalogue on Digital Material	Published Provincial catalogue on Digital Material	Annual Provincial catalogue on Digital Material Published	-	Achieved: No deviation.

¹⁵MTSF 208: "Number of Schools of Specialisation (Focus Schools)" corresponds to MTSF indicator "Number of Focus Schools for high-tech, maritime, aviation, arts and science".

¹⁶MTSF 209: "Annual catalogue of digital material" corresponds to MTSF indicator "Digitised textbook" (there are no national textbooks provided).



MTSF outputs not in Provincial Scope

Programme 2: Public Ordinary Schools Education			
Outcome	Output	Output Indicator	Reasons
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining Bachelor-level passes in NSC by 2024	MTSF 210: Skills subjects introduced that are relevant to 4IR (robotics, coding and digital learning)	Currently, only Coding and Robotics is being piloted by the DBE and has not been approved for rollout. The province is currently participating in the pilot through identified schools. The DBE is currently developing additional subjects to respond to the needs of the 4IR economy.
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 211: All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3	The DBE is currently leading on the development of EGRA assessment tools and conducting pilots across different phases in all provinces. The DBE is currently applying EGRA assessment tools through a national programme called the Primary Schools Reading Improvement Programme. This is managed by the National Education Collaboration Trust (NECT).
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 212: Coding and Robotics curriculum implemented	The DBE is currently piloting the Coding and Robotics programme in 31 primary schools in the province. The curriculum has not yet been approved.
Youth better prepared for further studies and the world of work beyond Grade 9	Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024	MTSF 213: New Systemic Evaluation is operational	The DBE is responsible for the development and implementation of the new systemic evaluation system. A systemic evaluation pilot was undertaken in 2019. The study was planned for 2021 but was only conducted in 2022.
Youth leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining 60% and above in Mathematics and Physical Science by 2024	MTSF 214: Number of ordinary schools implementing technical-occupational curriculum	The Department of Basic Education issued Circular S16 of 2024, which provided guidance regarding the piloting of vocationally oriented curriculum in ordinary schools. The draft technical-occupational curriculum and related subjects have not yet been approved as part of the Curriculum and Assessment Policy Statements (CAPS). However, the technical-occupational curriculum is being piloted in the GET Band, Grades 8-9 and as a 4-year programme in LSEN schools.



Programme 2: Public Ordinary Schools Education			
Outcome	Output	Output Indicator	Reasons
Promoting active citizenry and leadership	Active Citizenship Index	MTSF 215: Survey and monitor the development and implementation of mandatory policies and codes of conduct of SGBs for racial integration	The DBE has not developed mandatory national policies or a code of conduct directly focussing on racial integration. However, all education legislation, including guidelines and pro-forma policies prescribes compliance with non-racial practices as outlined in the Constitution.
Equal opportunities, inclusion and redress	No MTSF outcome indicator	MTSF 216: Number of programmes that promote history, culture and national heritage	On an annual basis, the Department of Basic Education (DBE) runs 2 programmes, namely, the Nkosi Albert Luthuli Oral History Competition and the National Heritage Competition. These programmes are coordinated and funded at the DBE level. Provinces assist with the administration of these programmes.
Youth leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining 60% and above in Mathematics and Physical Science by 2024	MTSF 217: Programmes implemented to enhance performance in second chance NSC pass	The Matric Second Chance Programme is a programme of the Department of Basic Education. The DBE manages and funds the programme centrally. The province assists with the administration of the programme in 18 centres. The province provides updates to the DBE at specially convened progress meetings.

Linking performance with budgets

Current Payment: As part of business continuity plan and risk management, the Departments' systems are upgraded after a certain period, therefore 2025/26 financial year was the year for systems upgrade. The 2024/25 financial year's operations had to be stopped early to accommodate the upgrades and that affected spending in the last month of the year.

Payment for Capital Assets: Procurement and operational plans under this item were impacted by cash flow challenges.



Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Public Primary Schools	26 728 541	26 728 532	9	25 528 917	25 445 868	83 049
Public Secondary Schools	19 972 883	19 723 985	248 898	18 690 349	18 596 497	93 852
Human Resource Development	185 599	185 482	117	187 218	187 049	169
School Sport Culture and Media Service	31 433	31 398	35	34 809	34 795	14
Conditional Grants	1 253 457	1 253 361	96	1 181 311	1 181 191	120
Total	48 171 913	47 922 758	249 155	45 622 604	45 445 400	177 204

Strategy to overcome areas of underperformance

All indicators were achieved in the programme.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



4.3 Programme 3: Independent School Education

Programme Purpose

- To support Independent Schools in accordance with the South African Schools Act.
- To support Independent Schools in the Grades 1 to 7 phase.
- To support Independent Schools in the Grades 8 to 12 phase.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Primary Level and Secondary Level

The GDE has continued to increase learner access to schools in the province through Independent Schools to provide additional educational opportunities to meet the growing demand in the province. Support provided within the sector throughout the year focused on various aspects such as subsidisation, registration and compliance with educational standards. As part of this initiative, 27.79% of Independent Schools received subsidies, helping to alleviate the financial burden on educational institutions, to support schools in improving educational resources, infrastructure and learning outcomes. This initiative has benefited a total of 145 101 learners in both primary and secondary Independent Schools. Ongoing oversight, inspection and audit processes ensured that subsidised schools utilised state funds appropriately to achieve the required educational outcomes.

The Department continued to carry out site verification visits to schools seeking registration to operate in 2025. Following these visits, the schools were granted approval upon demonstrating compliance with the necessary requirements for operating an Independent School within the province.

Significant support was provided to secondary schools regarding the NSC examinations. The Department also presented expectations for NSC schools in 2024, alongside strategies to improve and sustain learner performance. Special attention was given to addressing learning losses caused by the COVID-19 pandemic, as well as identifying progressed learners and those at high risk of underperforming. The NSC examination centres were monitored in all Independent Schools to ensure compliance with examination regulations and prevent academic dishonesty. As a result of these interventions, the Independent School in the province achieved 93.43% with 65.02% Bachelor passes.

In the area of Home Education, more than 610 learners in Grades 1 to 7 were registered for home education during the financial year, providing them with an alternative education pathway.

Summary of Performance

Provision of financial and governance services to registered Independent Schools that adhere to statutory requirements was achieved during this period under review. Additional schools qualified in this financial year, met the requirements for subsidy and were subsidised. As a result, the Department achieved 27.79% on this indicator. This achievement had a corresponding effect on the number of learners at subsidised registered Independent Schools which reached 145 101.



Table 4.3.1: Revision of the 2024/25 Annual Performance Plan

The Department did not amend targets for this programme in the Revised 2024/25 Annual Performance Plan.

Table 4.3.2: Report against the re-tabled Annual Performance Plan

Programme 3: Independent School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation.
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Registered Independent Schools receive subsidies	SOI 301: Percentage of registered independent schools receiving subsidies	25.73%	25.07%	24.50%	27.79%	3.29%	Achieved: Additional schools qualified in-year, met the requirements for subsidy and were subsidised.
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provide financial and governance services to registered Independent Schools that adhere to statutory requirements	SOI 302: Number of learners subsidised at registered independent schools	136 946	134 655	130 238	145 101	14 863	Achieved: Additional schools qualified for subsidies in-year as they met the requirements for subsidies and had to be subsidised. This resulted in an increase in the number of learners in registered independent schools.



Linking performance with budgets

Spending in Programme 3 is in line with the Norms and Standards of South African Schools Act.

Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Primary Phase	624 464	624 180	284	659 490	659 490	-
Secondary Phase	411 820	411 781	39	466 091	466 090	1
Total	1 036 284	1 035 961	323	1 125 581	1 125 580	1

Strategy to overcome areas of underperformance

All indicators were achieved in the programme.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



4.4 Programme 4: Public Special School Education

Programme Purpose

- To provide compulsory public education in Special Schools in accordance with the South African Schools Act and White Paper 6 on inclusive education.
- To provide specific Public Special Schools with resources.
- To provide Departmental services for the professional and other development of educators and non-educators in Public Special Schools.
- To build effective and democratic Public Special Schools and facilitate the expansion of inclusion.
- To manage the policy for building an inclusive education and training system.
- To co-ordinate the development and implementation of education psychologist and therapist services.
- To provide additional and Departmentally managed sporting, cultural and reading activities in Public Special Schools.
- To provide for projects under Programme 4 specified by the Department of Basic Education and funded by conditional grants.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Schools

The GDE has implemented various initiatives to enhance inclusive education and support for Learners with Special Educational Needs (LSEN). SIAS reports were received from all districts, ensuring a systematic approach to addressing educational challenges in Special Schools. School visits confirmed the functionality of School-Based Support Teams (SBSTs) in most institutions, reinforcing their role in inclusive education.

Efforts to improve access to Public Special Schools across the province were supported through the appointment of Learning Support Educators (LSEs). Reports were submitted each term, and designated FSS were identified to meet additional LSE needs. Schools with over 500 learners were required to have full-time trained LSEs. A survey and verification process ensured that these educators had appropriate working spaces, leading to the conversion of 51 schools into designated FSS. Under the guidance of District-Based Support Teams (DBSTs), FSS provided outreach programmes to surrounding schools and communities, while SSRs delivered specialised services, including SBSTs extending their support to POS.



To facilitate learning, Programme 4 learner support funding was allocated to Special Schools for assistive devices, with additional funding provided to SSRCs for outreach purposes. SSRCs submitted quarterly reports detailing their activities, which were verified through analysis and mediation of support strategies.

The General Education Certificate (GEC) integrated project was implemented in all Special Schools offering the TOC. Coordination of learner transitions from special classes to TOC schools for 2025 commenced, with more than 860 learners identified for exit. Support visits were conducted to ensure the effective implementation of this project. Reports from speech therapists were reviewed and analysed, with most queries resolved via email or phone, particularly regarding statistics and procurement issues. Newly appointed therapists focused on assessing new learners in the first academic term to determine their needs.

Additionally, the Provincial-Based Accommodations Committee verified over 625 emergency accommodation requests for learners in Grades R-12 and reviewed late applications for TOC learners, coordinated by district-based psychologists. Comprehensive psychological support services were provided across districts, with counsellors assisting learners facing various challenges, including trauma, suicidal tendencies, bereavement, transgender concerns, severe injuries and racism. Psychologists also helped interpret reports to determine primary disabilities and provide therapeutic interventions where necessary.

The GDE has made significant strides in enhancing the professional development and well-being of human resources in Special Schools. Training sessions, facilitated through Resource Centres and specialised Wednesday training were conducted across all schools, including FSS, to equip educators with the skills to identify and support learners requiring assistance.

To ensure appropriate placement for learners with moderate to high-level needs, DBSTs held weekly meetings to assess and coordinate placements in FSS and Special Schools. Additionally, Sensory Integration Training was successfully delivered, further strengthening expertise in this area. A targeted session on Autism Spectrum Disorder (ASD) in classroom settings exceeded expectations, reaching more participants than the initial target. This initiative also prioritised three schools catering for blind learners, ensuring inclusive training efforts.

Collaboration between POS and Matthew Goniwe School of Leadership and Governance (MGSLG) led to the development of a training manual for Section 58B Schools, with valuable contributions from Inclusion and Special Schools integrated into the framework. These achievements reflect the Department's ongoing commitment to enhancing skills, fostering inclusive education, and ensuring that educators were well-equipped to support learners with diverse needs in this financial year.

School Sport, Culture and Media Services

Sports programmes for LSEN were designed to be inclusive of all disabilities and coordinated through the Gauteng Learners with Special Needs Schools structure. These programmes provided opportunities for learners to participate in various sports at school, district and national levels. Key sporting codes such as athletics, football and netball were included in this structured pathway, ensuring that learners can compete and develop their skills.



A significant highlight in the province's inclusive sports calendar was the Gauteng Schools Paralympic Festival, hosted at Hope School in Westcliff during the second quarter of the financial year. This event, organised in collaboration with the Gauteng Department of Sport Arts, Culture and Recreation (GSACR) and the Gauteng Sports Association for the Physically Disabled (GSAPD), brought together multiple schools for a day of competitive and engaging sports. The festival focused on bocchia, wheelchair basketball and wheelchair tennis, targeting the U/19 age group. Participation included eight schools, with more than 280 athletes showcasing their talents.

Beyond fostering competition, the festival served as a platform to celebrate resilience, encourage participation and promote the integration of learners with disabilities into mainstream sporting events. Such initiatives not only developed athletic skills but also contributed to the physical and social well-being of learners, ensuring equal opportunities in school sports for all.

Conditional Grants

The GDE has made significant progress in the implementation of conditional grants to support learners with special needs and their caregivers. Under Grant Output 2, Special Care Centres (SCCs) have been integrated into the SA-SAMS for data management. The province supported selected Special Schools with plans to expand further, due to increased interest in introduction of the learning programme for Learners with Profound Intellectual Disabilities (LPID).

Additionally, SCCs have provided required services to selected learners with the support of caregivers. Some of these learners were diagnosed as functioning at Profound Intellectual Disability (PID) level, Severe Intellectual Disability (SID) level, as well as at Moderate to Mild Intellectual Disability (MMID) level, and with some having Global Developmental Delay (GDD).

Under Grant Output 4, efforts to train caregivers through accredited programmes have been prioritised. The province initially targeted 172 caregivers, but 196 caregivers were enrolled in training, including ECD Level 4, ECD Higher Certificate Level 5, and ECD Caregiver NQF Level 1 qualifications accredited by ETDP-SETA and Quality Council for Trades and Occupations (QCTO).

In Grant Output 5, outreach services continued to support children with severe to profound intellectual disabilities, including the procurement of LTSM and assistive devices.

Summary of Performance

There was increased access to education and support for learners with special needs during this current financial year. A total of 4 672 educators were employed in Public Special Schools, impacting 84 143 learners in those schools. The number of therapists/specialist staff in Public Special Schools was 671. The MTSF indicator relating to the number of Special Schools having access to electronic devices was achieved, including that on the one involving screening of learners in Grade R and Grade 1 for developmental delays as 163 300 learners were reached, during this reporting period.

Table 4.4.1: Revision of the 2024/25 Annual Performance Plan

The Department did not amend targets for this programme in the Revised 2024/25 Annual Performance Plan.

Table 4.4.2: Report against the re-tabled Annual Performance Plan

Programme 4: Public Special School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation. from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 6: Access to relevant curriculum offerings	Access to education and support for learners with special needs	SOI 401: Number of learners in public special schools	58 983	59 573	61 277	84 143	22 866	Achieved: Additional learning spaces were created for learners on the waiting lists for placement in Special Schools. This resulted in additional learners being successfully placed.
Outcome 6: Access to relevant curriculum offerings	Capacitated teachers with provision to provide support to learners with special needs	SOI 402: Number of therapists/ specialist staff in public special schools	676	655	623	671	48	Achieved: Additional specialist staff recruited to support the learners with barriers.
Outcome 6: Access to relevant curriculum offerings	Increased access to education and support for learners with special needs	POI 401: Number of educators employed in public special schools ¹⁷	4 431	4 581	4 600	4 672	72	Achieved: The Department employed additional appropriately qualified educators in public schools as a result of increased posts in Special Schools.

¹⁷MTSF 401: "Number of special schools with access to electronic devices (including tablets)" corresponds to MTSF indicator "Number of special and multi-grade schools with access to electronic devices (including tablets)". There are no multi-grade schools in Gauteng.

Programme 4: Public Special School Education							
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation. from planned target to Actual Achievement 2024/25
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	MTSF 401: Number of special schools with access to electronic devices (including tablets)	New Indicator	70 (LSEN Schools)	75	109	34
Increased access to development opportunities for children, youth and parents/guardians	Percentage of screened children with disabilities receiving individualised support	MTSF 402: Number of children in Grade R and Grade 1 screened for developmental delays and/or disabilities ¹⁸	New Indicator	160 000	160 500	163 300	2 800

^aMTSF 402: "Number of children in Grade R and Grade 1 screened for developmental delays and/or disabilities" corresponds to MTSF indicator "Number of children aged 0-8 provided screening and/or support services for developmental delays and/or disability."



Programme 4: Public Special School Education								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	MTSF 403: Number of learners with disabilities enrolled in formal education programmes.	New Indicator	40 154	40 350	43 900	3 550	Achieved: Additional learning spaces were created to accommodate more learners with disabilities from the waiting lists in Special Schools thereby increasing the number of such learners in formal education programmes.



MTSF outputs not in Provincial Scope

Programme 4: Public Special School Education			
Outcome	Output	Output Indicator	Reasons
Youth leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining 60% and above in Mathematics and Physical Science by 2024	MTSF 404: % of Schools of Skills implementing technical-occupational curriculum ¹⁹	In 2017, the Council of Education Ministers approved the piloting of the occupational oriented curriculum in Schools of Skills, which ended in 2020. The Department of Basic Education issued Circular S16 of 2024, which provided guidance regarding implementation of the occupational curriculum in schools of skill and piloting of vocationally oriented curriculum in ordinary schools. However, the draft technical-occupational curriculum and related subjects have not yet been approved as part of the Curriculum and Assessments Policy Statements (CAPS).

Linking performance with budgets

Payment for Capital Assets: New and expired lease contracts especially on labour saving devices were impacted by the cash flow challenges.

Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Schools	4 762 986	4 762 940	46	4 453 567	4 452 759	808
Human Resources Development	2 683	2 683	-	2 666	2 666	-
School Sport Culture and Media	1 674	1 671	3	2 256	2 256	-
Conditional Grants	37 706	37 229	477	36 000	35 988	12
Total	4 805 049	4 804 523	526	4 494 489	4 493 669	820

¹⁹Gauteng does not have Schools of Skills.



Strategy to overcome areas of under performance

All indicators were achieved in the programme.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



4.5 Programme 5: Early Childhood Development

Programme Purpose

- To provide Early Childhood Education (ECD) at the Grade R and earlier levels in accordance with White Paper 5 and to increase the number of learners.
- To provide specific Public Ordinary Schools with resources required for Grade R.
- To ensure that the sector is regulated by GDE Grade R Regulations and registered independent sites.
- To support a particular community centre at the Grade R level.
- To provide training and payment of stipends of Pre-Grade R practitioners.
- To provide Departmental services for the professional and other development of educators and non-educators in ECD sites.
- To provide for projects under Programme 5 specified by the Department of Basic Education and funded by conditional grants.
- To ensure that the Norms and Standards for ECD sites are implemented across the province through consultation with stakeholders.
- Verify and map all ECD sites in the Gauteng province and monitoring thereof is implemented and improved.
- To ensure that the Pre-Grade R and Grade R curricula are implemented.
- To ensure collaboration with other government departments responsible for ECD, municipalities and other ECD stakeholders.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Grade R in Public Schools

Applications for the new Grade R sites during this reporting period were approved for expanding access to early childhood education, which lays the foundation for lifelong learning. This expansion supported the government's commitment to improving educational outcomes and fostering inclusivity within the education system. The Vangasali process, an initiative aimed at improving access to quality ECD services, has revised registration requirements for the centres, expanding access to compliant services. Moreover, a mass registration drive has allowed unregistered ECD centres to register on the e-Cares system, enhancing compliance.

School Readiness was conducted for all Grade R learners during the start of each term to identify potential learning challenges or developmental delays early on to enable timely interventions, helping to address issues before they become more significant obstacles to learning. The reports thereof were analysed to enhance the learning outcomes within this grade.



The Grade R Language and Mathematics programme has been implemented, including that of Home Language Improvement, while support for the birth to 4 years curriculum included coordinating physical education and training practitioners on the NQF.

The Department has made significant strides in enhancing Grade R education within public schools. A total of 2 583 qualified Grade R teachers were converted into Post Level 1 positions, to strengthen the Foundation Phase of education whilst acknowledging their qualifications and expertise as Grade R practitioners, elevating their status within the education system.

Pre-Grade R in Early Childhood Development Centres

Pre-Grade R has initiated a programme to support unregistered ECD centres through jamborees which are events organised for unregistered ECD centres to receive support, guidance and resources to help them comply with registration requirements. During the year under review, Pre-Grade R managed the registration of new ECD centres, re-registration of existing centres with amended details, and renewal of expired or soon-to-expire registration certificates by issuing extension letters in line with the new registration directive.

Significant progress has been made in piloting the 'Bana Pele' ECD Mass Registration Drive across all districts, monitoring the ECD dashboard to track district progress for reporting and support, and identifying ECD centres eligible for health and safety benefits. Municipalities were continually engaged to ensure alignment of registration processes for Early Learning Programmes (ELPs) in preparation for the next stage of the 'Bana Pele' ECD registration drive.

The Birth to Four Masterlist has been updated with the most recent information. In collaboration with the Education Management Information System (EMIS), ECD conducted the 2024/25 online survey. The DBE has approved the ECD Subsidy Guidelines to standardise implementation.

Furthermore, additional Pre-Grade R Pictorial Daily Programmes have been secured and distributed to newly registered ECD centres to support learning stimulation. The Department has also procured and distributed Grade RR Basic Kits and Creativity Kits to aid in developing perceptual skills

Human Resource Development

Grade R practitioners (educators and non-educators, Pre-Grade R practitioners)

As part of ongoing human resource development within the ECD sector, a series of training sessions were conducted to enhance the skills and competencies of practitioners and professionals. Home Language training sessions were provided for Grade R practitioners in Community-Based Sites (CBS) and ECD centres, alongside mop-up training for practitioners in POS. A specialised training session was also conducted for Grade R practitioners working in Special Schools. Additionally, DSAs received training on the newly approved Foundation Phase (Grade R-3) Coding and Robotics curriculum, equipping them with the necessary knowledge to support for its implementation.

The MGSLG has enrolled several Pre-Grade R practitioners in the FET NQF Level 4 programme, which carries 141 credits. This programme commenced between 4-6 June 2024 and will run for 17 months until December 2025. These initiatives were aimed to equip practitioners and teachers with modern teaching methodologies and classroom strategies.



To strengthen support for families, social services professionals underwent training on the parenting programme, enabling them to guide parents in fostering positive relationships with their children and promoting healthy development. Social workers were trained on the Child Protection Register to ensure thorough vetting of all applications received, as well as the e-Cares system to assess and enhance its functionality.

The implementation of the Grade R Mathematics and Language Improvement Programme (MLIP) was continued, consisting of 12 monthly sessions covering both Language and Mathematics, with approximately 1 500 Grade R practitioners participating. The MLIP has been aligned with the CAPS, ensuring consistency with national educational standards.

Leadership and support structures within the ECD sector were also strengthened through targeted training. A mediation session for departmental heads was conducted through an online platform, including those from LSEN. Furthermore, teachers were trained in the SIAS policy and the implementation of a differentiated curriculum designed to meet the diverse needs of learners.

The professional development of ECD practitioners continued with practitioners from newly registered ECD centres trained in the implementation of the NCF. The Department also participated in the Play-to-Learn festival in collaboration with the Takalani Sesame programme. This workshop provided a valuable opportunity for parents, practitioners and ECD officials to deepen their understanding of the Takalani Sesame Play-to-Learn approach, engage with children and showcase interactive learning activities designed to enhance early childhood development.

Conditional Grant

On improving the infrastructure of the existing conditionally registered ECD centres to attain full registration status and to support unregistered ECD centres to meet norms and standards for registration, the Department was issued with the ECD Development Centre Maintenance Conditional Grant. This grant was utilised to assist ECD centres to be conditionally registered towards attaining full registration. By the end of the financial year, the identified conditionally registered ECD centres were assisted to attain full registration.

A second conditional grant, called ECD Subsidy Expansion was provided to the Department to increase the number of poor children accessing subsidised ECD services and to increase the number of children benefiting from the grant. By the end of the financial year, identified ECD sites in poor communities were assisted, thus increasing the number of children benefiting from the grant.

Summary of Performance

Support to the ECD sector was provided by ensuring that all children completing Grade R were school ready, and the Department achieved all the indicators under this programme. A total of 1 413 public schools offered Grade R, with an enrolment of 136 529 learners. As a result, the percentage of Grade 1 learners who received formal Grade R education was recorded at 78.15 %. The number of fully registered ECD sites was 1 606 out of a target of 1 560. These ECD sites registered a total of 160 810 learners in total during this financial year, as a result of the registration drive initiatives the Department undertook.

Table 4.5.1: Revision of the 2024/25 Annual Performance Plan

Targets: The table below represents performance (or actual achievement) against the original targets set for the indicator titled: POI 504: Number of children in registered ECD centres. Note that the table includes one indicator that had a target that was revised in 2024/25 Annual Performance Plan.

Actual achievement: As per the Annual Report Guide for National and Provincial Departments, actual achievement in this table is reported as at the date of tabling of the Revised APP. The actual achievement below reflects performance for the indicator titled: POI 504: Number of children in registered ECD Centres as at Quarter 2 (30 September 2024) of 2024/25 FY.

Deviation: Deviation between the target and actual performance reflects the difference between the original target and the Quarter 2 performance.

Programme 5: Early Childhood Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 1: All children completing Grade R should be school-ready	Pre- Grade R learners accessing public, community and private sites	POI 504: Number of children in registered ECD Centres	137,279	138,827	110,000	103,381	6,619	Not Achieved: The number of children enrolled by the 2nd quarter was lower than anticipated as there were more ECD sites being registered in year.	The target has been adjusted upwards due to the increased registration of ECD centres.

Table 4.5.2: Report against the re-tabled Annual Performance Plan

Report against the re-tabled Annual Performance Plan.

Programme 5: Early Childhood Development							
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25
Outcome 1: All children completing Grade R should be school-ready	Grade R learners accessing public, community and private sites	SOI 501: Number of public schools that offer Grade R	1 406	1 408	1 409	1 413	4
							Achieved: Additional schools opted to include the Grade R programme to cater for children in the community.
Outcome 1: All children completing Grade R should be school-ready	Grade R learners accessing public, community and private sites	POI 501: Number of learners enrolled in Grade R	130 574	132 113	130 100	136 529	6 429
							Achieved: The increase in the number of Grade R learners is as a result of increased enrolment and an increase in the number of schools offering Grade R.
Outcome 1: All children completing Grade R should be school-ready	Grade R learners accessing public, community and private sites	POI 502: Percentage of Grade 1 learners who have received formal Grade R education	76.40%	76.44%	76.00%	78.15%	2.15%
							Achieved: Additional learners in Grade 1 received formal Grade R education mainly as a result of increased access to Grade R in public and private programmes.



Programme 5: Early Childhood Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 1: All children completing Grade R should be school-ready	Pre- Grade R learners accessing public, community and private sites	POI 503: Number of fully registered ECD Centres	1 590	1 555	1 560	1 606	46	Achieved: Additional ECD centres were declared fully registered as a result of meeting the criteria for full registration.
Outcome 1: All children completing Grade R should be school-ready	Pre- Grade R learners accessing public, community and private sites	POI 504: Number of children in registered ECD Centres	137 279	138 827	130 000	160 810	30 810	Achieved: The number of children enrolled in registered ECD centres was higher than anticipated as more ECD centres that met the conditions for registration, were registered.



MTSF outputs not in Provincial Scope

Programme 5: Early Childhood Development			
Outcome	Output	Output Indicator	Reasons
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade R learners that are school ready by 2024	MTSF 501: School readiness assessment system	The development of School Readiness Assessment System is the responsibility of the DBE. In line with their role as the custodian of CAPS, the DBE needs to establish a national system to determine the readiness of Grade R learners for Grade 1.
Improved school-readiness of children	Proportion of 5-year-olds (Grade RR) enrolled in educational institutions by 2024	MTSF 502: Develop new funding models for ECD delivery	The Norms and standards for the funding of schools and ECD is the responsibility of the DBE. The DBE is mandated to develop and promulgate policy and legislation to manage the ECD sector.

Linking performance with budgets

The overall spending was in line with the norms and standards, however, the underspending on payments for capital is because of cash flow challenges that affect procurement plans.

Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Grade R in Public Schools	1 667 486	1 667 483	3	1 504 912	1 504 910	2
Grade R in Early Childhood Development Centres	23 848	23 846	2	34 588	34 588	-
Pre-Grade R in Early Childhood Development Centres	350 899	350 749	150	355 584	355 530	54
Human Resources Development	36 004	36 004	-	20 877	20 877	-
Conditional Grants	297 355	297 355	-	236 871	236 772	99
Total	2 375 592	2 375 437	155	2 152 832	2 152 677	155



Strategy to overcome areas of under performance

All indicators were achieved in the programme.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



4.6 Programme 6: Infrastructure Development

Programme Purpose

- To provide and maintain infrastructure and facilities for administration and schools.
- To provide for the project funded by the Education Infrastructure Grant.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Administration

All new schools were provided with an admin block with all facilities as per prototype plans, norms and standards. Currently, 18 new schools are in construction through the Budget Facility for Infrastructure (BFI) programme. The schools are at various stages of completion.

Public Ordinary Schools

Twenty-nine schools were built entirely or predominantly of asbestos. Four of these schools were completed, in previous financial years, namely:

- Everest Primary School;
- Paul Mosaka Primary School;
- Onverwacht Primary School; and
- Noordgesig Primary School.

The Department has further identified 84 mobile schools to be replaced, and of this number, the following schools have been replaced:

- Julius Sebolai Primary School;
- Menzi Primary School;
- Moses Kotane Primary School; and
- Nkone Maruping Primary School.

Several projects, including new and replacement schools under construction, were delayed due to contractor non-performance and disruptions within the community.

Special Schools

The Department has been allocated the Infrastructure Grant annually to address the education infrastructure challenges. An infrastructure plan has been developed, encompassing all types of schools, including Special Schools. The plan covered three programmes namely, new and replacements; upgrades, additions, refurbishment; and rehabilitation.

At present, three Special Schools are under construction, all of which remain in the procurement phase.



Early Childhood Development

All newly constructed and replacement primary schools were equipped with Grade R facilities, featuring a dedicated space separate from the main school to support early childhood education. Processes to develop several Grade R classrooms have progressed well.

To address overcrowding, mobile classrooms were deployed as needed. These mobile units have been designed to be adaptable and age-appropriate, ensuring a suitable learning environment for young learners.

Summary of Performance

The indicators under this programme were aimed at changing the education landscape with the aim of accelerating relevant and quality learning. Scheduled maintenance projects were completed in 274 schools. Eighteen schools constructed under the BFI remain under construction at various stages.

Table 4.6.1: Revision of the 2024/25 Annual Performance Plan

The Department included indicator POI 601: Number of new and replacement schools under construction funded by the Budget Facility for Infrastructure (BFI) in the Revised Annual Performance Plan in response to the audit findings from the AGSA during the 2023/24 FY audit. The reference of POI 601 remained but the name of the output indicator was changed from “Number of classrooms refurbished as smart classrooms” to “Number of new and replacement schools under construction funded by the Budget Facility for Infrastructure (BFI)”.

Targets: The table below represents performance (or actual achievement) against the original targets set for the indicator titled: POI 601: Number of classrooms refurbished as smart classrooms. Note that the table includes one indicator that was removed from the revised 2024/25 Annual Performance Plan.

Actual achievement: As per the Annual Report Guide for National and Provincial Departments, actual achievement in this table is reported as at the date of tabling of the Revised APP. The actual achievement below reflects performance for the now removed indicator titled POI 601: Number of classrooms refurbished as smart classrooms.

Deviation: Deviation between the target and actual performance reflects the difference between the original target and the Quarter 2 performance.

Part B: Performance Information



Programme 6: Infrastructure Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of smart classrooms in public schools	POI 601: Number of classrooms refurbished as smart classrooms	650	1 086	350	0	350	Not Achieved: The Department discontinued the programme as ICT readiness of classrooms are now included in the specifications of all new and replacement schools as well as major upgrades and rehabilitation of schools.	The indicator POI 601: Number of classrooms refurbished as smart classrooms has been discontinued because the Department no longer has a smart classroom refurbishment programme.

Table 4.6.2: Report against the re-tabled Annual Performance Plan

Programme 6: Infrastructure Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of water infrastructure	SOI 601: Number of public schools provided with water infrastructure ²⁰	N/A	N/A	N/A	N/A	N/A	N/A
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of electricity infrastructure	SOI 602: Number of public schools provided with electricity infrastructure ²¹	N/A	N/A	N/A	N/A	N/A	N/A

²⁰Following the successful 2017/18 FY audit (and confirmation during the 2022/23/24 FY audit) where the indicator for the number of public schools provided with water infrastructure was achieved in line with the Minimum Norms and Standards for Public School Infrastructure, the indicator was no longer applicable (N/A) for the Gauteng province.

²¹Following the successful 2017/18 FY audit (and confirmation during the 2022/23/24 FY audit) where the indicator for the number of public schools provided with electricity infrastructure was achieved in line with the Minimum Norms and Standards for Public School Infrastructure, the indicator was no longer applicable (N/A) for the Gauteng province.

Part B: Performance Information

Programme 6: Infrastructure Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of sanitation facilities	SOI 603: Number of public schools supplied with sanitation facilities ²²	N/A	N/A	N/A	N/A	N/A	N/A
Outcome 8: Change the education landscape to accelerate relevant and quality learning	Provision of Boarding facilities	SOI 604: Number of schools provided with new or additional boarding facilities ²³	N/A	N/A	N/A	N/A	N/A	N/A

²²Following the successful 2017/18 FY audit (and confirmation during the 2023/24 FY audit) where the indicator for the number of public schools provided with sanitation facilities was achieved in line with the Minimum Norms and Standards for Public School Infrastructure, the indicator was no longer applicable (N/A) for the Gauteng province.

²³The Gauteng Department of Education no longer constructs Public Ordinary Schools with boarding facilities.



Programme 6: Infrastructure Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	
Outcome 8: Change the education landscape to accelerate relevant and quality learning	School maintenance projects completed	SOI 605: Number of schools where scheduled maintenance projects were completed	559	265	295	274	21	Not Achieved: Some scheduled maintenance projects were not completed during the financial year mainly due to the underperformance of contractors.	
Outcome 8: Change the education landscape to accelerate relevant and quality learning	New and replacement schools built	POI 601: Number of new and replacement schools under construction funded by the Budget Facility for Infrastructure (BFI)	New Indicator	New Indicator	Progress report on 18 new and replacement schools under construction	Approved Progress report on 18 new and replacement schools under construction	-	Achieved: No deviation.	

MTSF outputs not in Provincial Scope

Programme 6: Infrastructure Development			
Outcome	Output	Output Indicator	Reasons for Deviation
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Increase the number of schools which reach minimum physical infrastructure norms and standards	MTSF 601: Number of ASIDI schools completed and handed over for use	The GDE is not a targeted province of the ASIDI programme

Linking performance with budgets

Current Payments: Overspending on goods and services is because of the high demand for repairs and maintenance of aged infrastructure that were mostly build before 1994. Over utilisation or demand for school accommodation because of the higher number of learners which resulted in a need for maintenance. Declining reliability of basic services supply by municipality results in the Department needing to provide alternative supply. Incessant vandalising, breakages and theft of infrastructure and electrical cabling, in particular, resulted in the need for maintenance.

Transfers and Subsidies: To address capacity demands at schools, the Department initiated a project for schools to self-build classrooms, however, the challenge with the initiative was delayed by municipalities to grant plans approval.

Payment of Capital Assets: Underspending on buildings and other fixed structures was impacted by slow progress on the implementation of 18 BFI projects.

Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Administration	73 330	64 013	9 317	62 643	65 615	(2 972)
Public Ordinary Schools	2 466 209	2 595 810	(129 601)	2 027 357	1 986 557	40 800
Special Schools	133 337	28 088	105 249	119 189	136 246	(17 057)
Early Childhood Development	67 438	31 961	35 477	22 764	12 760	10 004
Total	2 740 314	2 719 872	20 442	2 231 953	2 201 178	30 775



Strategy to overcome areas of under performance

The Department of Education did not achieve indicator SOI 605: Number of schools where scheduled maintenance projects were completed owing to delays experienced by service providers related to the underperformance of contractors. The Department will ensure that robust systems are implemented to ensure that service providers manage projects to be completed by the end of the financial year.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



4.7 Programme 7: Examination and Education Related Services

Programme Purpose

- To provide the education institutions with training and support.
- To provide employee Human Resource Development (HRD) in accordance with the Skills Development Act.
- To provide educators and learners in schools with Departmentally managed support services.
- To provide for special Departmentally managed intervention projects in the education system.
- To provide for Departmentally managed examination services.
- To provide for projects specified by the Department of Education that is applicable to more than one programme and funded with conditional grants.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Sub-programmes

Payments to SETA

In compliance with the Skills Development Act, the Department transferred payments to different SETAs for skills levies in support of the various training programmes implemented by the Department.

Professional Services

During the 2024/25 financial year, the GDE achieved several key milestones in supporting various sectors of the education system. The Learner Admissions and Placements Programme for Grades 1 and 8, as a critical component of our education system, was continued in this financial year aimed at ensuring every child receives access to quality education from the start of their learning journey. The 2025 online admissions were implemented between the months of July and August 2024. The first day of the placement period was 17 September 2024 with 94.37% achievement by first week of November 2024.

For POS, identified schools submitted reports on textbook provisions for EFAL, Mathematics and Readers in Grades 3, 6, 9, and 12, and shortages were promptly addressed through top-up orders. All public primary and secondary schools participated in Whole School Improvement (WSI) management processes, with SMTs from Section 58B Schools receiving training to utilise primary data for setting and refining WSI goals, strategies and practices.

For Independent Schools, external monitoring visits assessed School Readiness, while the Home Education Grades 1–9 database was updated to ensure accurate learner registration. Special Schools received funding for LTSM and additional resources for learner support, including electronic devices.

In the Grade R sector, verification instruments were revised and submitted to the School Readiness unit for essential data collection. Efforts to expand hostel registrations were successful, with ECD programmes aligned with provincial priorities being recommended for funding. Unregistered ECD centres received support through jamborees, capacity-building sessions, door-to-door campaigns and information sessions to facilitate compliance with registration requirements.



The DoH conducted school health screenings and assessments as per their scheduled plan. A virtual meeting on anti-substance abuse provided insights into the causes and impacts of drug use, the role of communities and possible solutions. Additionally, teams assessed psycho-social support in schools, particularly in response to substance abuse and safety concerns.

The DSD hosted a two-day stakeholder workshop in the Sedibeng district in May 2024, focusing on social issues affecting schools. The participating schools were selected from 240 institutions identified as high-risk by the DBE.

Early identification and screening of learners from Grade R to 12 ensured timely interventions for academic and emotional support. Themes such as safety first, building self-esteem, building resilience and career awareness were prioritised to support learners' well-being. The Integrated School Health Teams continued to provide weekly health screenings, vaccinations and referrals for further medical or psycho-social support when required.

External Examinations

To enhance the quality of assessment and examinations, and to ensure that learners were well-prepared for the Grade 12 NSC examination, the Department provided provincial examination papers in selected subjects for the June and Preparatory examinations in 2024. These provincial examinations specifically targeted schools with an overall pass rate lower than 80% in the November 2023 NSC examination. Schools with pass rates of 80% or higher were also permitted to participate in the examinations, although they could opt to write their internally compiled examinations. The question papers for the provincial examinations (June and Preparatory) were developed and moderated by experienced examining panels and underwent rigorous quality assurance processes to ensure compliance with all applicable regulations, and norms and standards.

The writing of the 2024 NSC examination commenced on 21 October 2024 and concluded on 29 November 2024, which included one extra day for rewrites. No incidents occurred to jeopardise the overall credibility and integrity of the examination in the Gauteng province. The Department has participated in the NSC examination cycle, in collaboration with DBE, to deliver all the required outputs in the cycle. The 2024 NSC overall provincial performance reflected an increase in the overall pass rate when compared to 2023. Of the 133 228 candidates that wrote the 2024 NSC examination in the province, 117 793 met the requirements for the NSC qualification. This represents an overall provincial pass rate of 88.41% which is an increase of 3.03% on the achievement of 85.38% in 2023 whilst the cohort of 2024 recorded a Bachelor pass rate of 50.27% which is a significant increase of 5.98% on the 44.29% achieved in 2023. The improvement in the overall pass rate across districts in the 2024 NSC examination ranged from 0.6% to 6.9%, with remarkable improvements been made in all our categories of schooling; Fee-Paying, No-Fee Paying, Independent Schools as well as Special Schools.



Special projects

The Department continued to accelerate programmes and projects to add impetus to the revitalisation and modernisation of the economy through collaboration with GCRA). Training opportunities for youth in the province were unlocked to intervene in the skills revolution, aiming to build a skills base for the future. A large-scale recruitment and data capturing for the Labour Activation Programme (LAP), through a partnership with the Department of Employment and Labour (DEL), was facilitated through the entity. About 20 000 jobs and skills development opportunities were offered by DEL's LAP, as a result.

The GCRA collaborated with TVET colleges through the 'Nasi iSpani' programme to enhance skills development, increase youth employability and address the demand for qualified professionals in various industries. The funded students were able to undergo Work Integrated Learning (WIL) to enable them to do their practical work and complete their qualifications. The GCRA team facilitated induction training for candidates enrolled in the Solar Technicians Programme across three Tshwane South College campuses: Centurion, Atteridgeville and Mabopane. During the sessions, the programme structure, learner contracts, and expectations were thoroughly presented and discussed with the participants.

More than 27 000 young individuals in Gauteng had the opportunity to access career education programmes, equipping them with valuable knowledge and guidance on various career paths, skills development and future employment opportunities. Work integrated learning was beneficial amongst the youth to bridge the gap between academic knowledge and practical workplace experience. The top three learners from the Public Ordinary Schools in Gauteng were awarded bursaries, providing them with financial assistance to pursue their education and develop the skills needed for future career opportunities.

Conditional grant

The two conditional grants under this sub-programme, namely, the Social Sector Public Works Incentive Grant and the Expanded Public Works Integrated Grant have been spent in line with the allocated amounts. Ninety-two cleaners were employed in 43 schools across the province while 234 chief voluntary food handlers were employed and provided with stipends, respectively.

Summary of Performance

The GDE's percentage on learners passing the NSC examination in the 2024 academic year was 88.41%, which was an improvement of 3.03% from the previous performance. The targets on Grade 12 learners achieving 60% and above in Mathematics and Physical Sciences achieved 22.25% and 18.55%, respectively. The number of secondary schools with NSC pass rate of 60% and above was 923. Other indicators implemented in the programme were aimed at addressing the needs of the Gauteng youth through development programmes and increasing youth employability. The number of youths in Gauteng receiving bursaries was achieved at 4 105, and all the indicators which supported the youth on their transition to post-schooling and employment, have also been achieved.



Table 4.7.1: Revision of the 2024/25 Annual Performance Plan

Targets: The table below represents performance (or actual achievement) against the original targets set for the indicator titled: POI 702: Number of youth in structured skills development programmes (apprenticeship/learnership/skills programmes/work integrated learning), POI 703: Number of youths benefitting from workplace experience programmes (including PYEI), and POI 704: Number of bursary allocations to youth. Note that the table includes three indicators that had targets that was revised in 2024/25 Annual Performance Plan.

***Actual achievement:** As per the Annual Report Guide for National and Provincial Departments, actual achievement in this table is reported as at the date of tabling of the Revised APP. The actual achievement below reflects performance for the indicator titled: POI 702: Number of youth in structured skills development programmes (apprenticeship/learnership/skills programmes/work integrated learning), POI 703: Number of youths benefitting from workplace experience programmes (including PYEI), and POI 704: Number of bursary allocations to youth as at Quarter 2 (30 September 2024) of 2024/25 FY.

Deviation: Deviation between the target and actual performance reflects the difference between the original target and the Quarter 2 performance.

Part B: Performance Information



Programme 6: Infrastructure Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 702: Number of youth in structured skills development programmes (apprenticeship/ learnership/ skills programmes / work integrated learning)	3 078	3 874	4 000	2 911	1 089	Not Achieved: The Department formed additional partnerships with sectors and industries to increase participation in the programme.	The target has been revised downwards due to budget constraints
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 703: Number of youths benefitting from workplace experience programmes (including PYEI)	42 623	34 588	35 000	29 428	5 572	Not Achieved: Additional youth were unable to be placed in the PYEI programme and other workplace experience programmes due to the reprioritisation of funds.	The target has been revised downwards due to budget constraints



Programme 6: Infrastructure Development									
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation	Reasons for revisions to the Outputs / Output indicators / Annual Targets
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 704: Number of bursary allocations to youth	3 916	4 550	4 500	4 105	395	Not Achieved: The Bursary programme was impacted by budget constraints.	The target has been revised downwards due to budget constraints



Table 4.7.2: Report against the re-tabled Annual Performance Plan

Programme 7: Examination and Education Related Services							
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25
Outcome 5: Youth better prepared for learning and world of work	Grade 12 learners passing the National Senior Certificate	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	84.43%	85.38%	88.00%	88.41%	0.41%
							Achieved: The Class of 2024 benefitted from the innovative and intensified academic interventions and were exposed to extended contact time spanning several days at a time in both face-to-face and online formats in SSIP programmes offered at school, district and provincial levels with access to an unprecedented range of digital resources consequently resulting in increased learners who passed the National Senior Certificate (NSC) examination.



Programme 7: Examination and Education Related Services								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 5: Youth better prepared for learning and world of work	Improve Grade 12 learner Bachelor Pass level passes	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level	43.42%	44.29%	44.50%	50.27%	5.77%	Achieved: The Class of 2024 benefitted from the innovative and intensified academic interventions and were exposed to extended contact time spanning several days at a time in both face-to-face and online formats in SSIP programmes offered at school, district and provincial levels with access to an unprecedented range of digital resources consequently resulting in increased learners passing at the Bachelor Pass level.



Programme 7: Examination and Education Related Services								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 5: Youth better prepared for learning and world of work	Improve Secondary School NSC pass rate	SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	880	899	900	923	23	Achieved: The Class of 2024 benefitted from the innovative and intensified academic interventions and were exposed to extended contact time spanning several days at a time in both face-to-face and online formats in SSIP programmes offered at school, district and provincial levels with access to an unprecedented range of digital resources consequently resulting in increased secondary schools with National Senior Certificate (NSC) pass rate of 60% and above.
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 701: Number of youth (including learners) that have access to career guidance and information	22,550	29,964	30,000	30,873	873	Achieved: Additional career guidance activities were conducted after the launch of the Career Guidance Programme. The programme was also redesigned to widen coverage to learners.

Part B: Performance Information



Programme 7: Examination and Education Related Services							
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 702: Number of youth in structured skills development programmes (apprenticeship/ learnership/ skills programmes / work integrated learning)	3,078	3,874	2,500	3,011	511
Achieved: The Department formed additional partnerships with sectors and industries to increase participation in the programme.							
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 703: Number of youths benefitting from workplace experience programmes (including PYEI)	42,623	34,588	28,000	28,137	137
Achieved: Additional youth were placed in the PYEI programme and other workplace experience programmes due to the reprioritisation of funds.							



Programme 7: Examination and Education Related Services								
Outcome	Output	Output Indicator	Audited Actual Performance 2022/23	Audited Actual Performance 2023/24	Planned Annual Target 2024/25	Actual Achievement 2024/25	Deviation from planned target to Actual Achievement 2024/25	Reasons for Deviation
Outcome 9: To address the needs of Gauteng Youth through development programmes and increasing youth employability	Support the transition to post-schooling and employment	POI 704: Number of bursary allocations to youth	3,916	4,550	3,800	4,105	305	Achieved: The Bursary programme is demand driven and based on the applications received, the available budget and qualifying learners, additional bursaries were awarded.



MTSF outputs not in Provincial Scope

Programme 7: Examination and Education Related Services			
Outcome	Output	Output Indicator	Reasons for Deviation
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining 60% and above in Mathematics and Physical Science by 2024	MTSF 701: Number of unemployed youths trained in an accredited course in general maintenance of school buildings.	Currently, the Department is engaging with the DBE and training institutions to identify accredited courses in general maintenance of school buildings. This will be incorporated into the PYEI programme once the course has been identified.

Linking performance with budgets

Current Expenditure: The impact of cash flow affected operations at all levels. Goods and services were immensely impacted and that resulted in high levels of accruals.

Expenditure on Interest and Rent on Land: The expenditure was generated by the outcome of a court order which was unfavourable to the Department.

Payments for Capital Assets: Buildings and Other Fixed Structures: The underspending was because of the delays encountered by schools to self-build classrooms to alleviate the problem of capacity and the upgrading and rehabilitation of dilapidated infrastructure, including that of 18 early childhood centres.

Machinery and Equipment: The Department implemented cost cutting measures, prioritised activities to address the cash flow challenge and that affected spending on machinery and equipment, particularly on labour saving devices and software

Sub-programme expenditure

Sub-programme Name	2024/2025			2023/2024		
	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Final Appropriation R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Payments to SETA	126 408	126 408	-	125 699	125 699	-
Professional Services	393 945	392 518	1 427	393 235	391 415	1 820
Special Projects	1 010 247	1 010 141	106	2 051 319	2 050 887	432
External Examination	735 373	700 455	34 918	704 452	703 622	830
Conditional Grants	11 668	11 592	76	11 318	11 329	(11)
Total	2 277 641	2 241 114	36 527	3 286 023	3 282 952	3 071



Strategy to overcome areas of underperformance

The Department of Education did not achieve indicator SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences for the past two years. Despite quality interventions through SSIP, district and school support programmes, learners were still not able to respond adequately to the more difficult and complex questions, resulting in lower than anticipated performance. The Department will continue to intensify its teacher training, focusing on Physical Science teaching in the FET band. Further focus will be targeted on training teachers that are teaching Physical Science in the SSIP programme. Lastly, the Department will continue to intensify support to Physical Science programmes under one MST grant to assist in the overall improvement in Physical Sciences in the province.

Performance in relation to Standardised Outputs and Output Indicators for Sectors with Concurrent Functions

The Basic Education sector had not adhered to the minimum requirements of the standardisation process as prescribed in the Guidelines for Standardisation of Indicators for Sectors with Concurrent Functions and thus the Basic Education sector, inclusive of the Gauteng Department of Education, did not have a set of approved standardised outputs, output indicators, standardised MTSF indicators and Technical Indicator Descriptors (TIDs) for implementation in the 2024/25 financial year.



5. Transfer Payments

5.1 Transfer payments to public entities

The Department does not have public entities.

5.2 Transfer payments to all organisations other than public entities

Transfers to Departmental Agencies and Accounts.

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the Department comply with s 38(1) (j) of the PFMA	Amount Transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Transfers to Departmental Agencies and Accounts	National Development Levy	Skills Development Levy	Yes	126 408	126 408	N/A

The table below reflects the transfer payments made for the period 1 April 2024 to 31 March 2025

Name of transferee	Type of organisation	Purpose for which the funds were used	Did the dept. comply with s 38 (1) (j) of the PFMA	Amount transferred (R'000)	Amount spent by the entity	Reasons for the funds unspent by the entity
Gauteng Department of Education	Transfers to Public Schools	Subsidy	Yes	3 404 806	3 445 641	N/A
	Transfers to Independent Schools	Subsidy	Yes	1 036 284	1 035 961	N/A
	Transfers to Grade R Sites	Subsidy	Yes	760 412	747 888	N/A
	Related Parties and Other Institution	Subsidy	Yes	703 103	685 841	N/A
	Transfers to Public Special Schools	Subsidy	Yes	1 020 282	1 019 023	N/A
	Presidential Employment Int	Subsidy	Yes	-	-	N/A
	Expanded Public Works Programme (EPWP) Incentive Grant	Subsidy	Yes	8 731	8 721	N/A
Total				6 933 618	6 943 075	



6. Conditional Grants

6.1 Conditional grants and earmarked funds paid

The Department does not pay conditional grants.

6.2 Conditional grants and earmarked funds received

The table/s below details the conditional grants and earmarked funds received during for the period 1 April 2024 to 31 March 2025

Conditional Grant – Education Infrastructure Grant (EIG):

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, including district and circuit accommodation. To enhance capacity to deliver infrastructure in education. To address damages to infrastructure. To address achievement of the targets set out in the minimum norms and standards for school infrastructure.
Expected outputs of the grant	Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided. Number of existing schools' infrastructure upgraded and rehabilitated. Number of new and existing schools maintained. Number of work opportunities created. Number of new Special Schools provided, and existing Special and Full-Service Schools upgraded and maintained.
Actual outputs achieved	274 schools received day-to-day maintenance accumulative from the first quarter. In total 1 006 mobile classrooms were delivered to date. Accumulative from the first quarter. 28 new schools are in construction, 15 are new and 13 are replacement schools. 8 of the 18 BFI schools are in construction, 3 are replacement and 5 new schools.
Amount per amended DORA	2 296 649
Amount received (R'000)	2 296 649
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	2 296 572
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.



Reasons for deviations on performance	N/A
Measures taken to improve performance	Monthly and quarterly reports on expenditure include information on actual spending and services delivered.
Monitoring mechanism by the receiving Department	Monitoring through budgets section and site visits where projects are implemented.

Conditional Grant – Infrastructure Grant (EPWP Integrated):

Department who transferred the grant	National Department of Public Works (NDPW)
Purpose of the grant	To incentivise provincial departments to expand work creation efforts using labour-intensive delivery methods in the following identified focus areas, in compliance with the EPWP guidelines: road maintenance and the maintenance of buildings low traffic volume roads and rural roads other economic and social infrastructure tourism and cultural industries sustainable land-based livelihoods waste management.
Expected outputs of the grant	Increased number of work opportunities in school communities and providing skills to participants. To improve the livelihood of school communities through the EPWP stipend.
Actual outputs achieved	Job opportunities are created in line with the grant framework. The programme was implemented through the employment of cleaners at schools and data capturers at head office. A total of 94 participants were employed in 37 schools across the province.
Amount per amended DORA	2 759
Amount received (R'000)	2 759
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	2 696
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.
Reasons for deviations on performance	No deviation
Measures taken to improve performance	Monthly reports on expenditure include information on actual spending including number of participants paid.
Monitoring mechanism by the receiving Department	Monthly In-Year Model (IYM) reports. Quarterly evaluation Monitor and evaluate implementation through meetings with the school principals and school visits.



Conditional Grant – HIV & AIDS (Life Skills Education):

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To support South Africa's HIV prevention strategy by: providing comprehensive sexuality education and access to sexual and reproductive health services to learners supporting the provision of employee health and wellness programmes for educators. To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators. To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.
Expected outputs of the grant	800 Educators trained to implement comprehensive sexuality education. 600 SMTs and SGBs trained on policy development. 1 000 Learners take part in co-curricular activities on provision of comprehensive sexuality education in schools. 600 Educators trained to establish and maintain SBSTs. 500 LSAs placed in schools to support vulnerable learners. 20 000 Copies of LTSM printed and distributed to schools. 1 500 Learners, educators and school community members participate in our advocacy campaigns. 600 Schools monitored and supported.
Actual outputs achieved	840 Educators trained to implement comprehensive sexuality education. 903 SMTs and SGBs trained on policy development 1 515 learners take part in co-curricular activities on provision of comprehensive sexuality education in schools. 840 Educators trained to establish and maintain SBSTs. 540 LSAs placed in schools to support vulnerable learners. 83 000 Copies of LTSM printed and distributed to schools. 3 474 Learners, educators and school community members participate in our advocacy campaigns. 889 Schools monitored and supported.
Amount per amended DORA	37 036
Amount received (R'000)	37 036
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	37 021
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.
Reasons for deviations on performance	No deviation
Measures taken to improve performance	None



Monitoring mechanism by the receiving Department	The following is undertaken as a monitoring mechanism: – Provincial officials draw submissions for rolling-out approved activities, the submissions are checked for compliance with the approved Business Plan. – We submit quarterly reports on expenditure and programmatic delivery to DBE and Provincial Treasury before the 15th of every third month. – We do school visits to ensure that whatever, including LTSM that was delivered to schools is being utilised appropriately.

Conditional Grant – Maths, Science and Technology:

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide support and resources to schools, teachers and learners in line with the Curriculum Assessment Policy Statements (CAPS) for the improvement of Mathematics, Science and Technology teaching and learning at selected public schools.
Expected outputs of the grant	Supply and delivery of Information, Communication and Technology (ICT) resources to 71 schools. Supply and delivery of workshop equipment and machinery to 30 schools. Supply and delivery of laboratories and workshop equipment, apparatus and consumables to 100 schools. Teacher development support for 944 teachers. Learner support activities for 23 700 learners. Grant Administration: Payment for salaries, accommodation and travelling for five (5) officials.
Actual outputs achieved	Supplied and delivered Information, Communication and Technology (ICT) resources to 71 schools. Supplied and delivered workshop equipment and machinery to 30 schools. Supplied and delivered laboratories and workshop equipment, apparatus and consumables to 100 schools. Support for 796 teachers. Supported 29 557 learners. Grant Administration: Paid the salaries, accommodation and travelling for five (5) officials
Amount per amended DORA	62 348
Amount received (R'000)	62 348
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	62 267
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.



Reasons for deviations on performance	Poor attendance of the teacher development training, as a result of late teacher enrolment on the Data Management System (DMS). More learners participated in Grades 8 and 9 Mathematics Intervention Programme (MIP) than anticipated.
Measures taken to improve performance	Teacher development officials will assist the targeted teachers with the enrolment process in the Data Management System (DMS).
Monitoring mechanism by the receiving Department	Monthly meetings chaired by the DDG: Curriculum Management and Delivery to track the deliveries and spending

Conditional Grant – Learners with Profound Intellectual Abilities:

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide the necessary support, resources and equipment to identified special care centres and schools for the provision of education to children with severe to profound intellectual disabilities.
Expected outputs of the grant	Human resources specific to inclusive education through the recruitment of key staff in permanent posts. . Databases of special care centres and schools captured on SA-SAMS. Transversal itinerant outreach team members and caregivers trained on the Learning Programme for Learners with Profound Intellectual Disability (LPID) and other programmes that support teaching and learning. Number of caregivers trained on accredited programmes. Outreach services provided. Number of children with PID, of school going age, in special care centres, placed in schools.
Actual outputs achieved	1 x Deputy Chief Education Specialist permanently appointed as provincial grant manager/Deputy Chief Education Specialist permanently appointed as provincial grant manager. 35 Transversal Itinerant Outreach Team members appointed against provincial organogram to guide and support curriculum delivery and provide therapeutic support in special care centres and targeted schools. Each team will consist of 1 x Senior Education Specialist (Learning Support - Post Level 3), 1 x Chief Educational Therapist (Occupational Therapist), 1 x Chief Educational Therapist (Physiotherapist), 1 x Chief Education Therapist (Speech Therapist) and 1 x Educational Psychologist. Disaggregated data of 68 special care centres and 26 schools captured and managed, using SA-SAMS Disaggregated data of 782 caregiving staff in special care centres captured and managed, using SA-SAMS Disaggregated data of 1 661 children enrolled in special care centres captured and managed, using SA-SAMS 34 Transversal itinerant outreach team members trained on the Learning Programme LPID and other programmes that support teaching and learning.



	453 caregivers were trained. Even if the province did not have a target to train teachers, therapists and district officials, 66 teachers, 17 therapists and 96 district officials were trained. A total of 252 caregivers were trained on accredited programmes. Out of 252, there are 88 caregivers trained on ECD HC NQF Level 5, and 83 caregivers are trained on FETC-ECD NQF Level 4, with a further 75 caregivers trained in ECD Caregiver NQF Level 1 and 6 have dropped out. Outreach services provided. The provinces conducted 343 psycho-educational assessment to determine the cognitive functioning and the educational needs of the learners. Out of the 343 learners assessed, 238 are PID, 90 are SID, 11 are MMID and 4 are without intellectual disabilities. 64 Special Care Centres (SCCs) and 23 Special Schools (SSs) implemented the learning programme for LPID. All the 1 648 PID learners (1 044 are from SCCs and 604 are from SSs) accessed the learning programme for LPID. The 75 children under the age of 5 accessed the learning programme as well. 35 learners participated in the basic non-accredited programmes facilitated by SCCs while waiting for the placement at school. A total of 976 therapy, intervention and support was conducted -occupational therapy, physiotherapy and speech therapy. The province procured 121 assistive devices for individual learners, LTSM for 66 SCCs and 7 storage containers for 7 SCCs. A total of 107 learners were placed from SCCs to SSs. Out of 107 learners, 41 are PID, 52 are SID, 8 are MMID, 0 are without IDs, 5 are GDD and 1 is unassessed.
Amount per amended DORA	37 706
Amount received (R'000)	37 706
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	37 229
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.
Reasons for deviations on performance	Most of the resignations were observed at the end of Q3 and the beginning of 4th Quarter. During this time, the deviation was approved.
Measures taken to improve performance	Commence the procurement in Q1 and request deviations from COE earlier. Appoint officials in vacant positions as soon as possible.
Monitoring mechanism by the receiving Department	Weekly, monthly and quarterly reports are submitted. The grant manager does on-site monitoring and support visits. Meetings take place with managers of Special Care Centres where managers are given the opportunity to raise issues of concern or make any other comment



Conditional Grant – National School Nutrition Programme:

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To provide nutritious meals to targeted schools.
Expected outputs of the grant	1 055 schools that prepare nutritious meals for learners. An additional 607 schools that prepare nutritious meals for learners through equitable share.
Actual outputs achieved	1 158 160 learners in 1 055 schools were fed nutritious meals through the grant. A further 572 196 learners in 603 schools are fed by schools that prepare nutritious meals for learners through equitable share.
Amount per amended DORA	1 154 073
Amount received (R'000)	1 154 073
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	1 154 073
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.
Reasons for deviations on performance	No deviation
Measures taken to improve performance	The Directorate is in the process of developing an IT system through the System Development unit, the system will assist with the payment of service providers, management of deliveries and resolving payment and delivery disputes quickly.
Monitoring mechanism by the receiving Department	The Department has recruited 32 monitors who monitor the programme, 27 are based at districts and 5 at head office, they submit monthly and quarterly reports which detail the performance of schools.



Early Childhood Development Centre Maintenance:

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To improve the infrastructure of the existing conditionally registered ECD centres to attain full registration status and to support unregistered ECD centres to meet norms and standards for registration.
Expected outputs of the grant	Conditionally registered ECD centres to attain full registration
Actual outputs achieved	39 033
Amount per amended DORA	39 033
Amount received (R'000)	N/A
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	18 670
Reasons for the funds unspent by the entity	The grant was underspent mainly on buildings and other fixed structures because of the slow progress on the implementation of 18 childhood centres.
Reasons for deviations on performance	N/A
Measures taken to improve performance	N/A
Monitoring mechanism by the receiving Department	Monitoring of expenditures through monthly reporting.

Early Childhood Development Subsidy Expansion:

Department who transferred the grant	Department of Basic Education (DBE)
Purpose of the grant	To increase the number of poor children accessing subsidised ECD services.
Expected outputs of the grant	To increase the number of children benefiting from the grant.
Actual outputs achieved	Increase in the number of poor children accessing subsidised ECD services.
Amount per amended DORA	297 355
Amount received (R'000)	297 355
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	297 355
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.
Reasons for deviations on performance	N/A
Measures taken to improve performance	N/A
Monitoring mechanism by the receiving Department	Monitoring of expenditures through monthly reporting. The M&E and SSPs conduct monitoring, using the monitoring tool.



Social Sector EPWP Incentive grant for province:

Department who transferred the grant	Department of Public Works and Infrastructure
Purpose of the grant	The EPWP Social Sector Incentive Grant has been allocated to improve service delivery in communities by expanding the reach and quality of social sector services.
Expected outputs of the grant	The main output of the conditional grant is to contribute towards increased levels of employment.
Actual outputs achieved	The National School Nutrition Programme makes use of chief voluntary food handlers to prepare and serve meals to learners.
Amount per amended DORA	8 909
Amount received (R'000)	8 909
Reasons if amount as per DORA was not received	N/A
Amount spent by the Department (R'000)	8 899
Reasons for the funds unspent by the entity	All funds were spent in line with norms and standards.
Reasons for deviations on performance	No deviation
Measures taken to improve performance	The NSNP Directorate is providing the chief voluntary food handlers with the relevant skills and training to enhance employability. The training that they received is at the NQF level 2 qualification that is accredited by SETA and is a way of ensuring that the qualification awarded is portable. The School Nutrition Directorate would like to equip these individuals with skills that will enable them to improve their education level and further their career aspirations.
Monitoring mechanism by the receiving Department	Chief voluntary food handlers report to schools and are managed by the school principals. Schools are reporting to districts and districts to the province. Monthly meetings are held between districts and the province.



7. Donor Funds

7.1 Donor Funds Received

The Department did not benefit from any official donor assistance.



8. Capital Investments

8.1 Capital investment, maintenance and asset management plan

The GDE portfolio comprised of a total of 202 projects of which 68 are New and Replacement Infrastructure, 29 are Upgrades and Additions whilst 105 are Rehabilitations, Restorations and Repairs. For the year under review, the Department was allocated the Infrastructure Grant which constituted the highest contribution at R2.3 billion, Equitable Share contribution at R353.8 million and EPWP least contribution R2.8 million. The GDE is responsible for the implementation of the maintenance programme as well as the implementation of 18 new and replacement schools' projects in collaboration with the Gauteng Infrastructure Financing Agency (GIFA), whilst the Gauteng Department of Infrastructure Development (GDID) and Development Bank of Southern Africa (DBSA) were the Implementing Agents for the other capital investment programmes.

Table 1: Infrastructure Outputs

Infrastructure Asset Type	Outputs Delivered			2024/2025	
	2021/22	2022/23	2023/24	Main Outputs	Adjusted Outputs
New Infrastructure Assets	4	0	-	-	-
Primary School [Brick and Mortar]	0	0	0	3	3
Secondary School [Brick and Mortar]	0	1	0	2	2
Specialised School [Brick and Mortar]	0	0	0	1	1
Primary School [Mobiles/Alternative Construction]		0	0	0	0
Secondary School [Mobiles/Alternative Construction]	0	0	0	0	0
Specialised School [Mobiles/Alternative Construction]	0	0	0	0	0
Maintenance and repair	300	614	614	274	274
Primary School	200	340	340	150	150
Secondary School	96	264	264	140	140
Specialised School	4	10	10	5	5
Refurbishment and rehabilitation	5	0	0	6	6
Primary School	4	0	0	3	3
Secondary School	1	0	0	2	2
Specialised School	0	0	0	1	1
Upgrades and additions	400	153	153	350	350
Primary School	0	22	22	20	20
Secondary School	400	130	130	330	330
Specialised School	0	0	0	0	0
Total	704	766	766	654	654



The Revised Annual Performance Plan for 2024/25 indicates the main targets for the year. The goals and objectives of the Department as stated in the Strategic Plan and the APP with specific reference to infrastructure delivery, is the provision and maintenance of education infrastructure by the GDE to support the teaching and learning process in all public schools in the province. Strategically, the provision of quality education infrastructure stimulates economic activity while enabling an environment conducive to teaching and learning. The pre-conditions for quality education that were considered in the development of the Five-Year Strategic Plan refer to national, provincial, political and legislative frameworks. The key game-changers and projects that will form the focus are:

- Improve the performance of underperforming schools.
- Building the classroom of the future through ICT.
- Improve the basic infrastructure and making schools clean and safe.
- As part of the support function, the performance indicators of the programme are structured towards being responsive to ensuring that quality teaching and learning prevails. Key to this requirement is the following:
 - Provision of basic services to schools
 - Increasing specific school capacity in schools with higher enrolment numbers
 - Adding specialised rooms to existing schools in line with curriculum requirements and minimum norms and standards
 - Number of new school stock that is being introduced in response to new settlements and increase in population sizes in specific areas
 - Anticipated new and replacement school stock that are to be introduced at a later stage
 - Introduction of ECD classroom stock in line strategic focus of early childhood development
 - Planned facility maintenance
 - Unplanned facility maintenance.

To achieve the service delivery objectives, the following were targeted for 2024/25 financial year:

- 175 additional classrooms to be built in existing schools
- 15 Grade R classroom to be provided in existing and new schools
- 3 new and replacement schools to be delivered
- 274 schools to receive maintenance.
- Report on 18 BFI schools in construction.

The infrastructure investments contributed to the achievement of these goals and objectives by achieving the following outputs:

- 274 schools received day-to-day maintenance accumulative from the first quarter.
- In total 1 006 mobile classrooms were delivered to date. Accumulative from first quarter.
- 28 new schools are under construction, 15 are new and 13 are replacement schools.
- 8 of the 18 BFI schools are under construction, 3 are replacements and 5 new schools.



Over and above the standard Output Indicators, the infrastructure delivery further contributed to the Departmental goal of improving and enabling conditions at schools through focusing on functionality of schools.

Table 2: Progress in Schools

Strategy/Focus	Progress
Replace 37 asbestos schools	4 completed in previous years 4 in construction phase 3 in procurement phase 9 in design phase 4 in project initiation phase 13 in identification stage.
Improve and accelerate infrastructure delivery	1. Gauteng Infrastructure Financing Agency (GIFA) The 18 Budget for Infrastructure (BFI) funded schools consists of: – 9 new schools – 2 asbestos replacement schools – 7 mobile replacement schools (one, which is on a greenfield site). To date, 8 schools are in construction all between 0-20% in construction. 2. Development Bank of Southern Africa (DBSA) DBSA has been appointed as an Implementing Agent. 7 schools (Cosmo city Primary School, Hammanskraal Primary School, Villa Liza Primary School, Windmill Park Secondary School, Thabotona Primary School, Tholinfundo Primary School and Monatic Factory Primary School are in construction phase.



Progress on new and replacement school projects in construction

No	Name	Access Date	Anticipated completion date	Progress
1.	WINDMILL PARK SECONDARY SCHOOL	24 January 2024	11 August 25	Construction 79% progress
2.	VILLA LIZA PRIMARY SCHOOL	24 January 2024	24 July 2025	Construction 48% overall progress
3.	COSMO CITY NO. 2 PRIMARY SCHOOL	15 September 2023	24 July 2025	Progress to date is 60%. Rain impact on external works
4..	HAMMANSKRAAL WEST EXT. 2 PRIMARY SCHOOL	15 September 2023	7 April 2025	Progress to date is 80%. Rain impact on external works
5.	THABOTONA PRIMARY SCHOOL	08 July 2024	8 January 2026	Progress to date is 11%. Site stoppages due to political interferences and community demands being managed
6.	THOLIMFUNDO PRIMARY SCHOOL	9 S September 2024	9 March 2026	Progress at 11%. Social issues - local business forum and community members
7.	MONTIC FACTORY PRIMARY SCHOOL	26 June 2024	25 October 2025	Construction progress at 40%
8.	BIRCH ACRES EXT. 3 PRIMARY SCHOOL	1 April 2024	31 April 2026	Fencing and earthworks commenced 2% Progress
9.	MAYFIELD EXT. 5 PRIMARY SCHOOL	1 April 2024	31 May 2026	Fencing and earthworks commenced 3% Progress
10.	MAYBERRY PARK PRIMARY SCHOOL	1 April 2024	31 May 2026	Fencing and earthworks commenced
11.	EDEN-RIDGE SECONDARY SCHOOL	1 April 2024	31 June 2026	SDP approved, site establishment in progress
12.	DOORNPOORT PRIMARY SCHOOL	1 April 2024	31 May 2026	Fencing and earthworks commenced
13.	SOSHANGUVE-A SECONDARY SCHOOL	1 April 2024	31 March 2026	Fencing and earthworks commenced 2.5% Progress
14.	SOSHANGUVE SOUTH EXT. 7 SECONDARY SCHOOL	1 April 2024	31 March 2026	Fencing and earthworks commenced 5% Progress
15.	MPUMELELO SECONDARY SCHOOL	1 April 2024	31 May 2026	Fencing and earthworks commenced 3% Progress



Details of the progress with respect to the top four projects from the above table, is as follows:

WINDMILL PARK SECONDARY SCHOOL

Construction of a new brick and mortar primary school. The scope entails the following:

Block A- Administration block.

- Block E – Multipurpose Centre and Laboratories
- Block G – Grade 8 and 9 (12 Classrooms)
- Block H – Grade 10,11 and 12 (18 Classrooms)
- Block I – Sports facility
- Block J – Guard house
- Block K – Refuse yard
- Block O- Generator room
- Block N- Pump room
- Block L – Nutrition centre, Multipurpose hall and
- 2 x Combi courts

Construction start date: 24 January 2024

Progress: 81%

VILLA LIZA PRIMARY SCHOOL

Construction of a new brick and mortar primary school. The scope entails the following:

- Block A - Administration block
- Block B – Grade R
- Block E – Laboratories
- Block C – Foundation Phase
- Block D – Intermediate Phase
- Block F – Senior Phase
- Block I – Sports facility
- Block J – Guard house
- Block K – Refuse yard
- Block L – Nutrition centre and
- 2 x Combi courts
- 1 x Football pitch

Construction start date: 24 January 2024

Progress: 60%



COSMO CITY PRIMARY SCHOOL

Construction of a new brick and mortar primary school (was previously intended to be an ACT school).

The scope entails the following:

- 28 Classrooms
- 5 Grade R classrooms
- Administration block
- Computer classrooms
- Library
- Laboratories
- Hall/Nutrition centre
- Combi courts

Construction start date: 20 September 2023

Progress: 60%

HAMMANSKRAAL PRIMARY SCHOOL

Construction of a new brick and mortar primary school (was previously intended to be an ACT school).

The scope entails the following:

- 28 Classrooms
- 5 Grade R classrooms
- Administration block
- Computer classrooms
- Library
- Laboratories
- Hall/Nutrition centre
- Combi courts

Construction start date: 15 September 2023

Progress: 80%



Infrastructure projects	2024/25			2023/24		
	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure	Final Appropriation	Actual Expenditure	(Over)/ Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
New and replacement assets	802 652	856 310	(53 658)	476 368	376 187	100 181
Existing infrastructure assets	1 659 047	1 502 712	156 335	1 617 935	1 166 221	451 714
• Upgrades and additions	706 959	579 517	127 442	779 775	421 102	358 673
• Rehabilitation, renovations and refurbishments	281 755	244 363	37 392	197 142	205 016	(7 874)
• Maintenance and repairs	670 333	678 832	(8 499)	641 018	540 103	100 915
Infrastructure transfer	-	-	-	-	-	-
• Current	670 333	678 832	(8 499)	641 018	540 103	100 915
• Capital	1 791 366	1 680 190	111 176	1 453 285	1 002 305	450 980
Total	2 461 699	2 359 022	102 677	2 094 303	1 542 408	551 895



PART C: GOVERNANCE





1. Introduction

The Gauteng Department of Education seeks to run an administration that is transparent, ethical and fair. It is our vision to see every child receive quality education by the time they exit the basic education system. The GDE subscribes to the highest standards of governance in its pursuit to deliver quality education in the province. To achieve this standard, the management of the Department is constantly encouraged not only to achieve the goals as expected in the Strategic and Operational Plans but also to ensure that compliance to laws and regulations is achieved. The Department has sound governance structure that facilitate decision-making and ensure that system is in place to manage the mandate of providing quality education to each learner in the province.

To achieve these goals and to assist in managing risks throughout the Department, a Risk Management unit is in place to ensure that strategic and operational goals of the Department are achieved. This is achieved through the guidance of the Risk Management Committee chaired by an independent chair, reporting directly to the Accounting Officer.



2. Risk Management

Risk Management Policy and Strategy

To commit the Department to a rigorous system of Risk Management, the Accounting Officer approved the Risk Management Policy. The policy is implemented through an approved Risk Management Strategy and Plan. The policy was last reviewed at the beginning of the 2024/25 financial year

Risk Assessments

Risk assessments are conducted regularly (once a year), consistent with the requirements of the Public Sector Risk Management Framework. In addition to the regular risk assessment, management is made to identify emerging risks and report the progress on measures put in place to the Accounting Officer through the Risk Management Committee. The following risk assessments were conducted for the year under review:

- Strategic Risk Assessment
- Fraud Risk Assessment
- ICT Risk Assessment
- Operational Risk Assessment

Progress in Implementation of Risk Mitigating Measures

The Department is realising improvements in the implementation of risk mitigating measures.

The Directorate: ERM continuously provides support to resolve challenges faced by management in implementation of risk mitigation measures. Among other things, the directorate writes memos and makes presentations at branch and other business units' meetings. Progress in implementation of mitigating measures, is as follows

Strategic Risk

- 58 % Action plans implemented
- 42% Action plans are outstanding

ICT Risk

- 65% Action plans were implemented
- 35% Action plans are outstanding

Fraud Risk

- 54% Action plans
- 45% Action plans in progress



Risk Management Committee

The Risk Committee which exists in terms of a charter approved by the Accounting Officer exists to assist the Accounting Officer in discharging his Risk Management responsibilities. The committee is chaired by an independent chairperson who reports to the Accounting Officer and sits at least once a quarter. The report of the Risk Committee chair is also tabled at the Audit Committee for the Audit Committee to express their opinion about the Risk Management processes of the Department.

The meeting of the Risk Committee was held as follows:

Legends: A – Absent ✓ – Present N/A – Not Applicable

No	Member	Designation	Q1 25 Apr 2024	Q2 31 Jul 2025	Q3 30 Oct 2024	Q4 06 Feb 2025
1.	Zenzele Myeza	Independent Chairperson	✓	N/A	N/A	N/A
2.	Musawakhe Khumalo	Independent Chairperson	N/A	N/A	✓	✓
3.	Nakisani Mathobo	CRO	✓	✓	✓	✓
4	Ntini Mashigo	CD: Legal Services and Dispute Management	✓	✓	✓	N/A
5.	Roche Mogorosi	Chief Director: School Technology Support Services	✓	✓	✓	Apology
6.	Ephraim Mpoku Tau	CD: Sedibeng West District	✓	Apology	N/A	N/A
7.	Samora Mhlophe	CD: Supply Chain Management	✓	N/A	N/A	N/A
8.	Dorah Moloi	CD: HR Transversal Services	✓	✓	✓	✓
9.	Oupa Bodibe	CD: HOD Support	✓	✓	N/A	N/A
10.	Puledi Selepe	Director: ERM	✓	✓	✓	✓
11.	Hudson Baloyi	CD: Physical Resource Planning and Property Management	✓	N/A	N/A	N/A
12.	Nadine Pote	CD: Examinations and Assessments	Apology	✓	✓	✓
13.	Seenat Mirazi	CD: Strategic Research, Monitoring and Evaluation	Apology	Apology	Apology	Apology
14.	Jurgens Hanekom	Director: Integrated Management and Leadership Development Strategy (GCRA)	✓	✓	Apology	✓
15	Reginald Mokalapa	Acting CD: Physical Resource Planning and Property Management	N/A	✓	✓	✓
16.	Sifiso Dlamini	Acting CD: Supply Chain Management	N/A	✓	✓	✓
17.	Patrick Selowa	Acting CD: Legal Services and Dispute Management	N/A	N/A	N/A	✓
18.	Paula Galego	Chief Director: Tshwane Region	N/A	N/A	N/A	✓
19.	Nomonde Zulu	Director: Monitoring and Evaluation	✓	✓	✓	✓
20.	Anand Gounder	Acting CD: Corporate Finance	✓	✓	✓	✓
21.	Makubetse Sekhonyane	CD: Education Support	N/A	N/A	N/A	✓

The meeting of 31 July 2025 was chaired by an official from the Gauteng Provincial Treasury as the Department had not completed the recruitment of the new chairperson, following the expiry of the contract of the previous chairperson.



3. Fraud and Corruption

The Department continued a zero-tolerance approach to incidences of fraud and corruption and has put in place various measures, including developing and implementing a Fraud Prevention Plan and Strategy to detect, prevent, investigate and respond accordingly to unethical conduct within the workplace environment. Some of these measures include conducting pre-employment screenings, security vetting of both employees and Department suppliers. There are also measures in place to manage conflict of interests within the Department and this is achieved through declarations of interest and recusal from decision-making processes.

The Department also conducts risk-based lifestyle reviews and investigations to ensure that employees' lifestyles are in line with their known sources of income. All Departmental processes are subjected to regular reviews by internal and external assurance providers.

The Department has implemented various policies to support its stance against unethical behaviour and these include Ethics Policy; Policy on Financial Disclosure; Policy on Acceptance of Gifts, Donations and Sponsorships as well as Whistleblowing Policy.



4. Minimising Conflict of Interest

The Department minimises conflict of interest by implementing preventative measures that include compliance with the Financial Disclosure Directives issued in terms of the Public Service Regulations (PSR), 2016. During the review period, all employees at the level of Senior Management Service (SMS) have disclosed their financial interests. Officials at the level of middle management service, (Levels 9 and 10), also disclosed their financial interests during this reporting period. All financial disclosures are analysed and verified, and a report is submitted to the Head of Department. Non-compliance with the PSR, 2016 is dealt with in terms of the disciplinary code and procedures for the public service, and/or Chapter 7 of the SMS Handbook.

The Department of Public Service and Administration (DPSA) provides information from the Central Supplier Database (CSD) of officials who are suspected of conducting business with organs of the state. This information is analysed, and further verifications are performed to confirm if indeed officials are engaged in conducting business with organs of the state. Where officials are found to be engaging in conducting business with organs of the state, disciplinary steps are taken in terms of the disciplinary code and procedures for the public service, and/or Chapter 7 of the SMS Handbook. The Department continually conducts advocacies and awareness programmes to ensure employees are updated on the requirements of the PSR, 2016 and the Financial Disclosure Directives



5. Code of Conduct

The Department has code of conduct that describe the ethical conduct expected of all employees of the Department. This code of conduct list various act of misconduct as contained in both the Public Service Coordinating Bargaining Council (PSCBC) Collective Agreement 1 of 2003 (Disciplinary Code and Procedure of the Public Service) and schedule 2 of the Employment of Educators Act.

Once the employee contravenes the code of conduct, depending on the seriousness and gravity of the contravention, either an informal or formal disciplinary process is invoked. In the case of an informal procedure for less serious misconduct, the manager can issue a sanction to the maximum of a Final Written Warning (FWW). All serious misconduct is handled through a formal hearing. The sanction ranges from FWW up to dismissal.



6. Health, Safety and Environmental Issues

Occupational Health and Safety (OHS) Act 85 of 1993 Section 8 (1) states that the employer shall provide and maintain, as far as is reasonably practicable, a working environment that is safe and without risk to the health of his employees. GDE has been confronted with health, safety and environmental issues, as stated below:

- The inadequate number of sockets (plugs) in the offices lead to traversing electrical cords in the workspace, which poses a trip and fall hazard.
- Poor housekeeping in the workplace due to inadequate storage space and files not being correctly stacked. This may result in trip and fall hazards and cause delays during emergency evacuation as boxes obstruct walkways and these will result in injuries and fatalities.
- Non-availability of compliant emergency evacuation floor plans, delays the approval of the Emergency Preparedness Plans by the municipality.
- Delays in implementing OHS findings, result in notices issued by the Department of Employment and Labour, which renders the Accounting Officer liable for prosecutions due to non-compliance to the OHS Act.

These issues have a negative impact on service delivery as employees may sustain occupational injuries leading to absenteeism for a longer duration. Non-compliance to the Occupational Health and Safety legislation can result in closure of the Departmental premises and liability in terms of fines and prosecution of the Accounting Officer.

Occupational Health and Safety achievements for the financial year 2024/25

- Injury on Duty (IOD) cases were recorded, reported and investigated. First aid equipment distributed to all GDE Offices
- Ergonomics assessments were conducted by the company ERGOMAX at Gauteng East, Johannesburg North and Tshwane North district offices.
- Training was conducted for Health and Safety representatives, evacuation marshals and first aiders. All the trained OHS representatives were appointed in writing.
- Awareness sessions were conducted on IOD, Ergonomics and general OHS. The objective of the awareness sessions is to capacitate GDE employees on matters relating to implementing a conducive working environment.
- Establishment of the head office OHS Committee in January 2025, with approved Terms of Reference (TOR).



7. Portfolio Committee

COMMITTEE MEETINGS 2024/25 FY

No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
1.	Education Portfolio Committee	25 July 2024	Presentation by the Gauteng Department of Education on the GDE's Budget (Vote 5) for the 2024/25 financial year	Presentation by the Gauteng Department of Education on the GDE'S Budget (Vote 5) for the 2024/25 FY.	• The Department's budget increased from a main appropriation of R63.4 billion in 2023/24 to R65.8 billion in 2024/25, showing a rand value increase of R2.4 billion which translates to a percentage increase of 3.8%. • The Department's budget will grow at an annual average rate of 4.1% from R65.8 billion in 2024/25 to R71.4 billion in 2026/27. • The budget will grow at an average of R2.6 billion over the 2024 MTEF. 2024/25 BUDGET BY PROGRAMME • Programme 1: The Administration budget decreased from a main appropriation of R5.1 billion in 2023/24 to R5.0 billion in 2024/ which translates to a slight decrease of 1.4%. • Programme 2: The Public Ordinary School education budget increased from R44.5 billion in 2023/24 to R47.3 billion in 2024/25. The budget showed an increase of 6.2%. • Programme 3: The 2024/25 Independent School Subsidies budget amounts to R1.0 billion illustrating a rand value decrease of R4.0 million which translates to a 0.4% decrease. • Programme 4: The Public Special School Education budget decreased from R5.2 billion in 2023/24 to R5.0 billion in 2024/25 indicating a decrease of 3.6%. • Programme 5: The Early Childhood Development budget increased from R2.3 billion in 2023/24 to R2.4 billion in 2024/25 an increase of 4.7%.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• Programme 6: The Infrastructure Development budget increased from R2.4 billion in 2023/24 to R2.6 billion in 2024/25 indicating an increase of 9.3%. • Programme 7: The Examination and Education Related Services budget decreased from R2.6 billion in 2023/24 to R2.2 billion in 2024/25. The budget experienced a percentage decrease of 16.0%.
2.	Education Portfolio Committee	08 August 2024	• Progress report on the on-line admission for the 2025 academic year • Comprehensive presentation on service offerings in all programmes	• Progress report on the online admission for the 2025 academic year. • Comprehensive presentation on service offerings in all programmes.	ONLINE ADMISSIONS • The 2025 admissions online application period for phase 1 applications commenced on 11 July 2024. • As of 5 August 2024, 7 days before the end of the application period, a total of 726 566 applications were submitted for 304 725 unique learner applicants. • This means 304 725 learners must receive placement offers from 16 September 2024 for the 2025 academic year. • While the current available capacity is reflecting 99 094 available spaces, it must be noted that spaces are not located in areas with high demand for admissions. • The remaining available space for Grade 8 (26 027) indicates the possibility that space may be insufficient to accommodate possible outstanding applicants and late applicants who report in December/January annually. • Primary schools with the highest number of applications to Grade 1 are located mainly in Tshwane West (3) and Ekurhuleni South (6), and one school in Tshwane South. • The variance indicates that, within the 10 schools only, a total of 8 321 learners cannot be accommodated in the schools applied to.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• Secondary schools with the highest number of applications to Grade 8 are located across 5 districts: Tshwane West (2), Ekurhuleni South (3), Johannesburg Central (2), Johannesburg East (2) and Johannesburg North (1). • For Grade 1, the variance indicates that, within the 10 schools, a total of 8 321 learners cannot be accommodated in the schools applied to. • For Grade 8, a total of 19 441 learners cannot be accommodated in the 10 schools applied to. • Close to 40% of the schools in the province are oversubscribed, including 12 Schools of Specialisation (SoS). Ideally, SoS should not be oversubscribed. • The provision of a total of 1 380 additional classrooms is required to ensure that schools continue to function under current conditions, however, this does not alleviate oversubscriptions or address the anticipated increase of learner enrolment in the 2024/25 admissions. COMPREHENSIVE PRESENTATION ON SERVICE OFFERINGS IN ALL PROGRAMMES Provincial Departments: • are primarily responsible for the implementation of national policies at the provincial level. • manage and administer schools within the province, including appointment of teachers, infrastructure development and the operational aspects of schools. • monitor and support schools within their provinces to ensure compliance with national standards, policy, legislation and regulations and provide resources to improve educational quality at the local level. • deliver on their mandates through 7 budget programmes.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
3.	Education Portfolio Committee	13 September 2024	• 1st Quarter Report 2024/25 FY, including responses to committee questions. • Presentation on FIS Topic: “An Assessment of Support and Resourcing to Schools of Specialisation and Technical Schools in the province” • 4th Quarter Report 2023/24 FY including responses to committee questions. • Presentation from Mathew Goniwe School of Leadership and Governance • Presentation from Gauteng City Region Academy (GCRA)	• Presentation by the GDE on the 1st Quarterly 2024/25 FY report. • Responses to committee questions on the 1st Quarterly Report 2024/24 FY. • Presentation by the GDE on 4th Quarterly Report 2023/24 FY. • Responses to committee questions on the 4th Quarterly Report 2023/24 FY. • Presentation on FIS Topic: “An Assessment of Support and Resourcing to Schools of Specialisation and Technical Schools in the province.” • Presentation from Mathew Goniwe School of Leadership and Governance. • Presentation Gauteng City Region Academy to present on their Roles and Responsibilities, Successes and Challenges, and plans for the 2024/25 FY.	1ST QUARTERLY REPORT: • The First Quarter Performance Report of the 2024/25 financial year is a summation of the Gauteng Department of Education's information on the overall progress made on the implementation of the institution's Annual Performance Plan, on a quarterly and annual basis. Below are some of the Quarter 1 achievements: COMMITTEE QUESTIONS ON 1ST QUARTER • The Department responded to committee questions on the GDE's 1st Quarterly Report for the 2024/25 FY. 4th QUARTER REPORT The Fourth Quarter Performance Report of the 2023/24 financial year is a summation of the Gauteng Department of Education's information on the overall progress made on the implementation of the institution's Annual Performance Plan, on a quarterly and annual basis. Below are some of Quarter 4 achievements: COMMITTEE QUESTIONS ON 4th QUARTER The Department responded to committee questions on the GDE's 4th Quarterly Report for the 2024/25 FY. Presentation on FIS Topic: “An Assessment of Support and Resourcing to Schools of Specialisation and Technical Schools in the Province”: • The Schools of Specialisation Programme seeks to nurture the development of top talent in South Africa across five key disciplines thus producing the country's future generation of leaders.



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					• By nurturing the system's most distinctive learners, the SOS Programme will assist in addressing critical skill shortages in South Africa. These schools offer a highly specialised curriculum and will target the top performing learners and learners that show potential in a particular discipline across the province. • We have identified 36+1 schools as Schools of Specialisation. • The Gauteng Department of Education initiated the VOC pilot currently with 20 schools. On implementation, it soon gained popularity amongst other schools wishing to be part of the pilot. • The current introduction of vocationally oriented subjects within the GET phase at Grades 8 and 9 level was based on the following 4 criteria: – The school must have articulation into the FET band for the VOC subject being offered in Grades 8 and 9. – The school must have their own HR capacity to offer the VOC subject in Grades 8 and 9. – The school must have the required resources to support and advance the VOC subjects selected. – The school must have an established infrastructure to support and rollout the VOC subjects selected. The above criteria allowed the GDE to navigate the pilot without the need to overextend on expenditure.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					Presentation from Mathew Goniwe School of Leadership and Governance: MGSLG was established to provide cutting edge capacity development programmes to improve the quality of education, by offering <u>development, training, support and management</u> in the following areas: • School Governance • School Leadership and Management • Teacher Development • ICT School • Youth Development • School Safety • Psycho-social Support • Parental Support • Research, Monitoring and Evaluation, and Special Programmes. MGSLG's 5-Year Strategy (2021-2024) ended in March 2024. • Management, led by the Board embarked on a process to review the institutional strategy to develop a strategy that will drive MGSLG to sustainable growth as we reposition ourselves into an HEI. • In June 2024, the Board approved the new Strategic Roadmap 2024 to 2029 and the implementation thereof. • One of the immediate strategic initiatives to support the strategy, is the development of a cost-effective structure and operational model that will achieve optimal organisational performance.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					GCRA PURPOSE OF GCRA IS TO: - Co-ordinate and implement skills development interventions targeting youth and the Gauteng province's public servants. This is aimed at building a skilled workforce that contributes to the growth and development of the Gauteng City Region's economy and transformation. Whereas youth development is largely a national priority, in the province it articulates as provincial outreach. FUNCTIONS OF GCRA ARE TO: - Manage and coordinate Talent Management and Innovation for the unemployed youth and in school learners at Grades 10-12 through career guidance initiatives. - Develop and support the artisanal skills through the Vocational Development and Programme in partnership with the TVET colleges and industry. - HRD and Skills Development for the public sector. - Provide Education and Training Quality Assurance (ETQA) including reporting, monitoring and evaluation, partnerships and compacting. - Implement provincial mandates related to skills development, income/livelihood and employability in collaboration with the Office of the Premier (OoP) and other government departments at national level. CHALLENGES ARE: - Large mandate with limited capacity. Gauteng's Youth Development Needs: - The GCRA's Gauteng youth population numbers over 4 million, many of whom are the long-term unemployed and Not in Employment, Education, or Training (NEETs);



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• The needs of the long-term unemployed and youth NEETs (who usually have a poor matric pass or none at all that traps them) are complex, needing extended and sharpened interventions. For example, psycho-social and academic support as well as the use of the stipend payment as a developmental income lever; and • Need to improve the institutional mandate and budgetary allocation of the GCRA to meet the deep developmental needs of youth in Gauteng. INSTITUTIONAL MANDATE: • The absence of an institutional mandate (i.e., document of incorporation, voted funds, etc.) constrains the GCRA's ability to design, fund and implement longitudinal and high impact programmes and digital/ automated systems. • Associated with the above is that the GCRA's work, programmes and budget allocation compete for funds in a tight environment within the GDE. • Strategic posts need to be unlocked as they constrain the full capacity and reach of the GCRA. BUDGETARY ALLOCATION: • The GCRA's budget allocation remains substantially insufficient to address the quantitative/ numeric needs of Gauteng's youth; and • Annual performance targets do not match the budget allocation (e.g., bursary APP target is 4 500 but allocation just about meets the needs of 4 000).



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					STIPEND COSTS: - The GCRA uses the stipends as a strategic lever and which are a huge cost driver, not sufficiently funded. A broader GPG stipend policy/protocol needs to be developed. - The GCRA is working on sharpening its state capacity development programme.
4.	Joint meeting between Education Portfolio Committee and Safety Portfolio Committee	29 October 2024	GDE plans and programmes (including sporting programmes) which were implemented to improve safety at schools in the previous financial year to date	Presentation on GDE plans and programmes (including sporting programmes) which were implemented to improve safety at schools in the previous financial year to date.	CURRENT STATUS OF SECURITY AT SCHOOLS - While there are various interventions by the Gauteng Departments of Community Safety and Education, violence and acts of criminality continue unabated in some areas. - There are also new emerging incidents across the province, most linked to gangsterism in some districts, notably in the Johannesburg regions. - Incidents recorded in the first and second quarter include: - Fights between school gangs. - Conflicts between out of school youth and learners. - Armed criminals invading schools, robbing learners of cellphones. - Theft of school equipment and assets after school, at night and during holidays. - Bullying in buses and at school. - Fights between educators and learners. - Sexual assault on learners by educators. MEC SCHOOL SAFETY IMBIZOS - The purpose of the Imbizos is to engage with the community and relevant stakeholders to address and develop sustainable solutions to disruptions in teaching and learning and acts of violence in high-risk schools. - The regional summits are a build-up towards the School Safety Summit.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					- The regional Imbizos will look at: - Prior commitments made; - Re-assessing prior commitments; and - Engaging communities on current challenges. The regional Imbizos will take place as follows: - Johannesburg 2 November 2024; - Ekurhuleni 16 November 2024; - Tshwane 7 December 2024; and - Westrand to be confirmed. INTERVENTIONS - Winter and Spring Behaviour Modification Camps for learners in conflict with the law facilitated. - Prison visits conducted with learners in conflict with the law. - Active law enforcement partnerships with the SAPS, Metro Police, Community Policing Forums and Community patrollers. - Coordinate the deployment and payment of school patrollers. - Partnering with the Liquor Board and Metro Police to enforce liquor regulations in taverns and shebeens within 500m radius of schools. - Effectively securing the physical environment of schools. - Implementation of Road Safety programmes in schools. - Coordination of requests for perimeter fencing for Public Ordinary and Special Schools. SCHOOL SPORTS PROGRAMMES - School Sport aims to promote mass participation in all 16 apex codes. Athletics, football and netball are the most vibrant codes in all schools.



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					• With the introduction of Schools Integrated Programme (Wednesday League) in 2022, 470 schools participated in football and netball, the leagues have increased to 870 Non-Fee-Paying schools. The Champions Leagues for football held the first event in 2023 with both boys and girls football teams participating. The 450 schools annually receive sports equipment and attire to ensure participation in the league programme. Focus is only on No-Fee and marginalised schools. • Dlala Ntombazana Programme activities include after-school programmes, club development, capacity building, and supporting schools on key issues that impact young people by creating awareness campaigns on anti-substance abuse, gender-based violence, know your status, wellness, life skills and mentorship and leadership. • Wellness 2 Life programme focuses on physical health of Foundation Phase learners. Currently 875 schools in the programme are supported by the ECD and Life Skills units. Curriculum support programme is provided during the Physical Education periods in all primary schools.
5.	Education Portfolio Committee	07 November 2024	Part 1 Session 1 • Presentation on the District Model including Successes and Challenges, Status of each district, personnel, infrastructure and response by the Department to the challenges	Purpose of the first session: Meet and greet/ engagement session with GDE district Chief Directors led by the MEC: Presentation by the Department on the following: • Presentation on the District Model • Successes and Challenges	PRESENTATION ON THE DISTRICT MODEL: ROLES AND RESPONSIBILITIES OF THE CHIEF DIRECTOR OF THE CHIEF DIRECTOR REGIONS: • Coordinate the districts in the implementation of Departmental policies and strategies. • The role of the Chief Director is to ensure the district implements the Department's strategy, ensuring districts support schools to improve learner performance. • Chief Directors support district and their operations. • Provide strategic leadership for planning, target setting, resource allocation and budget allocation.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
			Part 2 Session 1: • Presentation on the GDE's Annual Report for the 2023/24 FY to the Committee • Responses to Committee questions • Preparations for matric examinations 2024 • Vetting of staff against the Child Protection Register Session 2 • Gauteng Department of Education Annual Report for the 2023/24 FY and the delivery of quality education in the Gauteng province • Inputs from stakeholders	• Status of each district, personnel, and infrastructure • Provide a unique picture of each district by the respective Chief Directors (Briefly) • Response by the Department to the challenges. Part 2 of Session 1: • Comprehensive presentation on the GDE's Annual Report for the 2023/24 FY to the Committee • Responses to Committee questions • Preparations for matric examinations 2024 • Vetting of staff against the Child Protection Register **The purpose of the second session is to request the Departmental presentation on the following: A brief overview of the Gauteng Department of Education's Annual Report for the 2023/24 FY and the delivery of quality education in the Gauteng province • Inputs from stakeholders.	• Oversee the implementation of Curriculum and Assessment Policy in the Foundation, Intermediate, Senior and FET Phases. • The management, monitoring and evaluation of curriculum delivery. • Oversee the management and coordination of all interventions specific to the capacitation of educators, improved learner performance. • Stakeholder management. • Coordinate, monitor and support the implementation of ECD. ROLES AND RESPONSIBILITIES OF THE DISTRICT DIRECTOR • District Directors coordinate and provide strategic leadership for the planning, target setting, resource allocation and budget allocation; the implementation of Curriculum Policy in the Foundation, Intermediate, Senior and FET Phases; the management, monitoring and evaluation of curriculum delivery and ROS. • Oversee the management and coordination of all interventions specific to the capacitation of educators, improved learner performance and the establishment and support of ROS. • Ensure the implementation and maintenance of risk management and mitigate risks threatening the attainment of objectives and the optimisation of opportunities that would enhance the districts' performance. • Coordinating management and governance in schools to ensure functionality • Monitoring, support, development, oversight and accountability. • Stakeholder management. • The District Director is supported by the 7 sub-directorates and management structures.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					SUCCESSES OF DISTRICT MODEL : • All districts achieving above 80% in NSC Grade 12 examinations. • Improvement in performance especially in Language and Maths in Gr. R, Foundation Phase and Intermediate Phase. • Integration of ECD into Education. • Increased staffing leading to enforced compliance. • 35 out of 36 SoS launched. • Multi-Certification Skills Programme massification of each skills programme. • Twinning schools - 20 pairs. • Successful management of June 2024 NSC and preparation for the November 2024 NSC. • Significant reduction of acts of dishonesty due to use of scanners. • Training of School Governing Bodies. • Promotion of VOC and technical subjects. CHALLENGES: • Parents demanding school of choice for admissions. • Lack of sufficient infrastructure to address overcrowding. • Some community members or groups having influence or manipulating SGBs in matters of procurement and other financial related issues. • Community unrest impacts on teaching and learning. • Water and electricity cuts. • Exorbitant tariffs for schools. • Theft, vandalism, gangsterism and psycho-social issues. • New mandates e.g., Technical Maths and Technical Science. • ECD support staff inadequate.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					ANNUAL REPORT: Performance on Annual Report of the 2023/24 FY continued to be guided by the NDP and MTSF priorities and provincial imperatives contained in the GGT2030 Strategy. • GDE implemented and monitored the Revised 2023/24 financial year Annual Performance Plan. • A total of 59 indicators (SOIs, POIs and MTSF) were tracked. Six indicators were not applicable (N/A). • The Department met and exceeded most of its targets, achieving 50 out of 53 indicators monitored. • This has resulted in an overall achievement level of 94.34% and 5.66% underachievement. • The Department achieved a <i>clean audit (unqualified with no findings)</i> for the 2023/24 FY. RESPONSE TO COMMITTEE QUESTIONS ON ANNUAL REPORT: The Department responded to Committee questions on the GDE's Annual Report for the 2023/24 FY. PREPARATIONS FOR MATRIC EXAMINATIONS 2024: • GDE head office and districts have completed all the required outputs in readiness to deliver and administer the 2024 NSC examination in a credible manner. • All systems, processes and plans are in place and finalised. • The dynamic risk management process is ongoing. • Collective commitment to credibility, integrity and efficiency and irregularity-free 2024 NSC examination. • GDE Examinations was ready for the 2024 NSC examination when it commenced on 21 October 2024.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					VETTING: HR practitioners conduct this vetting at the point of appointment of an employee, using the Department of Social Development online system.
6.	Education Portfolio Committee	21 November 2024	- Presentation from the GDE on the GDE's 2nd Quarterly Report 2024/25 FY - Responses to Committee questions - Preparations for reopening of Schools in 2025 - Grade 1 and 8 online admissions for the 2025 academic year	- Presentation from the GDE on the GDE's 2nd Quarterly Report 2024/2025 FY. - Responses to Committee questions. - Preparations for reopening of schools in 2025. - Grade 1 and 8 online admissions for the 2025 academic year.	PRESENTATION FROM THE GDE ON THE GDE'S 2ND QUARTERLY REPORT 2024/25 FY: - The Second Quarter Performance Report of the 2024/25 financial year is a summation of the Gauteng Department of Education's information on the overall progress made on the implementation of the institution's Annual Performance Plan, on a quarterly and annual basis. Below are some of Quarter 2's achievements: <u>2025 GDE ONLINE ADMISSIONS (GRADE 1 and 8)</u> - The 2025 Online Admissions application commenced on Thursday, 11 July 2024 led by MEC for Education and Sports, Arts, Culture and Recreation, Mr. Matome Chiloane at Diepsloot Youth Centre. - More than 229 000 Grade 1 and 8 applications were successfully processed on the first day. - Parents and guardians were encouraged to either upload certified copies of the required documents onto the system or submit them at the schools they applied to within seven school days. QUARTER 2 OVERALL PERFORMANCE SUMMARY SUMMARY OF PERFORMANCE AGAINST ANNUAL OUTCOME INDICATORS FOR THE QUARTER <i>Outcome for the 2nd Quarter</i> - Three of the 58 Indicators are reported in this quarter. (Referred to as 'Quarterly Standardised Outcome Indicators').



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• All the three Quarterly Indicators due for reporting were achieved. • Forty-six Annual Outcome Indicators are in progress towards achievement by the end of the financial year. – 26 (56.5%) of the indicators in progress were “achieved”. – 20 (43.5%) of the indicators in progress were “not achieved”. • Nine Indicators are not applicable this quarter. NB: The Department is currently revising the 2023/24 APP as per DPME Ministerial Circular 01 of 2024. The Revised APP will be reported on from the 3rd Quarter of the 2023/24 FY. RESPONSES TO COMMITTEE QUESTIONS The Department responded to Committee questions on the GDE’s 2nd Quarterly Report for the 2024/25 FY. REOPENING OF SCHOOLS: • The 2025 academic school year will commence with the reopening of schools on 15 January 2025. The GDE annually presents to the Executive Council a School Readiness Plan outlining progress and plans to ensure that teaching and learning commences on the first day of the academic year. The GDE determines the state of School Readiness, using the following indicators: – Admission – Infrastructure – Curriculum – LTSM – Human Resource Staffing – School Furniture – ICT and e-Learning – School Safety and Security – Scholar Transport – School Nutrition.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					ADMISSIONS: • 323 884 (99.39%) of 325 858 applicants with Complete Applications are placed from 16 September 2024– 18 November 2024. • 1 974 (0.61%) Complete Applicants submitted are in the process of placement. • The 19 032 Incomplete Applicants will be able to submit applications to schools with available space from 11 December 2024. • Each parent with Incomplete Applications shall select one school and submit an application. Applicant learners are auto placed at the school selected by the parent. Grade 1 and 8 online admissions for the 2025 academic year PLACEMENT PROCESS • From 16 September 2024, when the Placement Period commenced to 13 October 2024, placement offers were released to applicants qualifying for placement in the priority options (Home address within school feeder zone, sibling and previous school). • During this process (from 16 September 2024 to 13 October 2024), most schools in high pressure areas reached capacity. • From 14 October 2024 all remaining unplaced applicants in priority options (Home address within school feeder zone, sibling and previous school) received transfer offers of placement to schools with available space. • From 28 October 2024, applicants in the options Work Address within school feeder zone and Home Address within 30km were placed. • Applicants in the option Home Address BEYOND 30km were only placed in areas with no pressure where schools received 50% less applicants than the school capacity.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
7.	Education Portfolio Committee	29 November 2024	Presentation by the Gauteng Department of Education on the Committee's FIS: "An Assessment of Support and Resourcing to Schools of Specialisation and Technical Schools in the province"	Presentation by the Gauteng Department of Education on the Committee's FIS: "An Assessment of Support and Resourcing to Schools of Specialisation and Technical Schools in the province".	CONCEPT OF SCHOOLS OF SPECIALISATION: - The Schools of Specialisation Programme seeks to nurture the development of top talent in South Africa across five key disciplines, thus producing the country's future generation of leaders. - By nurturing the system's most distinctive learners, the SoS Programme will assist in addressing critical skill shortages in South Africa. These schools offer a highly specialised curriculum and will target the top performing learners and learners that show potential in a particular discipline across the province.
8	Education Portfolio Committee	21 February 2025	- Learner Placement for the 2025 academic year - School Readiness - Matric results for the 2024 academic year - GDE Adjustment Budget - Provincial Adjustments Appropriation Bill [G003-2024]	Presentation on the: - Learner Placement for the 2025 academic year. - School Readiness. - Matric results for the 2024 academic year. - GDE Adjustment Budget - Provincial Adjustments Appropriation Bill [G003-2024].	LEARNER PLACEMENT FOR THE 2025 ACADEMIC YEAR: Early Applicants: The Application Period opened on the 11 July 2024 and closed on the 14 August 2024 – 325 858 Complete Applications were submitted: - Placement commenced on 16 September 2024. By 11 December 2024, 100% of the applicants with Complete Applications were placed. - The 325 858 early applicants registered for the 2025 academic year reflects an increase of 32 992 applicants compared to the 292 866 early applicants registered for the 2024 academic year. LATE APPLICANTS: The Late Applications Period commenced on 11 December 2024, making provision for applicants who missed the application window period, and applicants with Incomplete Applications to select a school with available space for placement:



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• In comparison to the overall total of 41 985 late applications registered in the 2024 academic year, the 33 257 late applicants registered to date for 2025 represents 79.21% of the total late applicants registered in 2024. • As at 31 January 2025, an overall total of 359 115 applicants (early and late) were placed. Satellite schools with a total capacity of 4 420 were registered to alleviate placement pressure in the following districts: JE, SE, and TW. • The capacity was meant to accommodate growth for the next two years. • However, 3 566 applicants were placed in satellite schools, leaving 840 spaces for growth. SCHOOL READINESS: • The Department, through the School Readiness processes was able to identify areas that require attention to ensure quality teaching and learning in schools. • Despite infrastructural challenges, alternative approaches were introduced to provide solutions for the provision of spaces for learners. • The provision of critical resources, including furniture, learner and teacher materials, human resources and curriculum planning, alongside pro-poor programmes such as School Nutrition and Learner Transport, demonstrates a commitment to improving the educational landscape. • The report will provide an update on the implementation of the School Readiness processes, including EXCO oversight, as at the commencement of the 2025 academic year. • To address overcrowding in schools and accommodate learners due to high enrolment in high pressure areas, the Department has provided 25 satellite schools across the districts, based on identified needs.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					- The completion of these schools for occupation and full functionality, is as follows: - The first batch, which comprises eight schools—namely, Savanna City Primary, Obed Nkosi Secondary, Tshepong Secondary, Ndzunza Mushwana Alexandra Secondary No. 3, Cosmo City Secondary, Lawley Secondary and Northriding Secondary, —were planned for occupation by 31 January 2025. - Seven of the eight schools, namely, Savanna City Primary, Obed Nkosi Secondary, Tshepong Secondary, Ndzunza Mushwana, Alexandra Secondary No. 3, Northriding Secondary and Lawley Secondary are occupied and functional. - All outstanding issues at these schools are at different stages of resolution, and service providers are on-site to repair and address outstanding matters. MATRIC RESULTS FOR THE 2024 ACADEMIC YEAR: 2024 NSC PERFORMANCE IN SUMMARY: - The second largest cohort ever to write the NSC examination > 133 228 candidates wrote, outnumbered by only 607 candidates in 2022 (up by 5 531 from 127 697 in 2023 to 133 228 candidates in 2024). - All 15 districts achieved more than 80% for the 6th consecutive year, with three surpassing 90%. - JW achieved the highest district performance ever in the province (97.03%) and the country. - Overall performance improved across all categories of schools, except for full Technical High Schools (only category to drop).



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					- Performance gap between the following categories of schools narrowed: - Independent and public - closed by 2.8% from 8.3% difference to 5.5%. - Fee and No-Fee Paying - closed by 2.11% from 9.7% difference to 7.59%. - Township and other - closed by 6.3% from 11.0 % difference to 5.7%. - Number of schools achieving 100% improved by 18 from 129 to 147. 67 of the 80 subjects written achieved a 90% pass rate and 58 of the 80 subjects achieved a mean of 50% and above.
9.	Education Portfolio Committee	07 March 2025	- GDE's 3rd Quarterly Performance Report for the 2024/25 FY - Responses to Committee questions (3rd Quarterly Performance Report) - Presentation on all outstanding responses to Committee House Resolutions and - Responses to Petitions	- Presentation on the GDE's 3rd Quarterly Performance Report for the 2024/25 FY. - Responses to Committee questions (3rd Quarterly Performance Report). - Presentation on all outstanding responses to Committee House Resolutions. - Responses to Petitions (herein attached).	PRESENTATION ON THE GDE'S 3RD QUARTERLY PERFORMANCE REPORT FOR THE 2024/25 FY: The Third Quarter Performance Report for the 2024/25 financial year is a summation of the Gauteng Department of Education's information on the overall progress made on the implementation of the institution's Annual Performance Plan, on a quarterly and annual basis. Below are some of Quarter 3 achievements: QUARTER 3 OVERALL PERFORMANCE SUMMARY: SUMMARY OF PERFORMANCE AGAINST ANNUAL OUTCOME INDICATORS FOR THE QUARTER: - In total, the Department has 58 Indicators in the APP comprising of: 3 Quarterly Standardised Outcome Indicators due for reporting in this quarter. 55 Annual Outcome Indicators that comprise of: 13 Standardised Output Indicators (SOIs). 17 Provincial Outcome Indicators (POIs).



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• 16 Medium-Term Strategic Framework (MTSF) Indicators, • 5 Examination Indicators which are not applicable (N/A) now and are due at the end of the financial year. • 4 Infrastructure Indicators which are not applicable (N/A) in the APP. • All the Output Indicators [excluding the 4 Infrastructure Indicators which are not applicable (N/A)] are due for reporting at the end of the financial year, once validation is conducted at the time of reporting for the Annual Report audited by the Auditor-General of South Africa. These Indicators are monitored and tracked for progress from quarter to quarter to ensure accurate reporting of achievement at the end of the financial year. RESPONSES TO COMMITTEE QUESTIONS: The Department responded to Committee questions on the GDE's 3rd Quarterly Report for the 2024/25FY. PRESENTATION ON ALL OUTSTANDING RESPONSES TO COMMITTEE HOUSE RESOLUTIONS: • It has also been noted that according to Legislature, there are 21 petition reports that were not submitted by GDE. • The Department's records indicate that the reports were submitted and will be resubmitted to ensure that the records of the Committee are updated accordingly. • GDE remains committed to resolving all outstanding issues within its scope and budget.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					- GDE would welcome the EPC intervention in requesting the Petitions Committee to communicate: - the official status of each petition (closed or open), on a quarterly basis; and - what needs to be done by the Department for the petitions that they consider to be open, to be closed. PRESENTATION ON ALL OUTSTANDING RESPONSES TO COMMITTEE HOUSE RESOLUTIONS: As of 07 March 2024, all resolutions received by the Gauteng Department of Education from the Education Portfolio Committee have been responded to. PETITIONS: - The Gauteng Department of Education views petitions as a request and strives to timeously resolve issues that are brought to our attention. - The GDE received the petitions tracking tool from Education Portfolio Committee with 35 petitions. - GDE has responded to all 35 petitions received and they are at various stages of progress. - It has also been noted that according to Legislature there are 21 petition reports that were not submitted by GDE. - The Department's records indicate that the reports were submitted and will be resubmitted to ensure that records of the Committee are updated accordingly.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
10.	Education Portfolio Committee	28 March 2025	The Gauteng Department of Education “Provision of quality Education in the Gauteng province”	Presentation on the Gauteng Department of Education “Provision of quality Education in the Gauteng province”.	THE GAUTENG DEPARTMENT OF EDUCATION “PROVISION OF QUALITY EDUCATION IN THE GAUTENG PROVINCE 2024 NSC PERFORMANCE IN SUMMARY: - The second largest cohort ever to write the NSC examination with 133 228 candidates, outnumbered by only 607 candidates in 2022 (up by 5 531 from 127 697 in 2023 to 133 228 candidates in 2024). - All 15 districts achieved more than 80% for the 6th consecutive year, with three surpassing 90%: - JW achieved the highest district performance ever, in the province (97.03%) and the country. - Overall performance improved across all categories of schools, except for full Technical High Schools (only category to drop). - Performance gap between the following categories of schools narrowed: - Independent and public - closed by 2.8% from 8.3% difference to 5.5%. - Fee and No-Fee Paying - closed by 2.11% from 9.7 % difference to 7.59%. - Township and other - closed by 6.3% from 11.0 % difference to 5.7%. - The number of schools achieving 100% improved by 18 from 129 to 147. 67 of the 80 subjects achieved a 90% pass rate and 58 of the 80 subjects achieved a mean of 50% and above.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					INCLUSION AND SPECIAL SCHOOLS – ACHIEVEMENTS FOR 2024-2025: • Special Schools are supported to become great schools as per the Whole School Improvement Framework. This is accompanied by relevant resources to ensure that their learners, with high support, receive appropriate support and curriculum access. • Full implementation of the National Policy on Screening, Identification, Assessment and Support (SIAS), 2014 in all schools. • Early identification by means of screening Grades R, 1, 7 and 8 are prioritised and tracked provincially. Other grades were also expected to be screened. Full-Service screening of learner progress is tracked. SBST and DBST support kicks in according to the SIAS referral process. • The 27 Special Schools as Resource Centres actively reach out to surrounding Full- Service Schools and Public Ordinary Schools with the aim to provide support to learners in the ordinary school. This includes the provision of assistive devices and capacity building of educators and managers. • 51 Full-Service Schools are operational in 15 districts. • Funding allocations to Special Schools still provides for functionality. • 1 New Special School was established in GW: Bosele Special School. The total number of Special Schools is now 130. • The number of learners with disabilities being supported in Public Ordinary Schools is reaching 8 000. This is evidence of a more inclusive ethos and the confidence being built by continued capacity building. Gauteng is a proponent of inclusive education.



No.	Committee	Date of Meeting	Topic for Discussion	Matters raised by the Committees	How the Department addressed the matters raised
					• In collaboration with the Assessment and Examination Directorates, the ISS Directorate actively participates as technical experts in the Accommodation Committees. This ensures that eligible learners access the relevant accommodations. • General curriculum support is provided where possible, the GET and FET Curriculum Directorates are committed to render support. • The NSC performance across the different categories of schools shows that the quality of education on offer is equitable in public versus Independent Schools and in No-Fee versus Fee-Paying schools, a clear indication that all schools are offering education of a high quality to the citizens of the province. • The Curriculum interventions are based on the analysis of learner performance and all focus on improving the quality of teaching, learning and assessment practices across all schools in the province. • The School Management interventions are directed at supporting high quality curriculum delivery in all schools with schools having to account on WSI indicators every quarter. • The province has made significant progress towards the universalisation of ECD and is now also focusing on the programmes being offered to ensure that they are relevant and of high quality. • The Branch Head and Management convene regular support sessions which require role-players at all levels of the system to account for agreed-upon targets outputs and monitor implementation throughout. This ensures that the quality of support provided is not compromised.



8. Scopa Resolutions

Resolution No.	Subject	Details	Response by the department	Resolved (Yes/No)
6.1.	Litigation matters	That the Department must provide the Committee with a report by 28 February 2025 detailing the status of each lawsuit.	The Department provided a spreadsheet detailing the status of all litigation matters.	Yes
6.2.	Plan to minimise lawsuits	That the Department must provide the Committee with a report by 28 February 2025 detailing the effectiveness of plans put in place, if any, to minimise lawsuits.	The Department provided a Departmental Plan to mitigate against litigation risks and contingent liabilities.	Yes
6.3.	Consequence management	That the Department must provide the Committee with a report by 28 February 2025 indicating whether consequence management processes were applied against officials implicated if any instances where there were findings of negligence on some of the lawsuits.	The Department responded that currently, there has been no case wherein the courts have made a finding of negligence against any official.	Yes
6.4.	Status of the disciplinary process against the nine officials implicated in decontamination matter	That the Department must provide the Committee with a report by 28 February 2025 detailing the status of the disciplinary process against the nine officials implicated in the irregular appointment of service providers for decontamination, fogging, disinfection and deep cleaning of educational facilities at excessive prices.	The status of the disciplinary process against the nine officials, is as follows: • Two officials were dismissed in the case involving the Special Investigation Unit (SIU) investigation. These officials could not be charged as they were already terminated from the employ of the Department. • One official resigned during the disciplinary process, before the sanction was issued and was accordingly terminated from the employ of the Department. • Three officials have been served with charges and the disciplinary hearings are still in progress. • Two matters did not warrant a formal disciplinary hearing and were handled through a progressive discipline. • One official was requested to make written representations; a decision will be made on the disciplinary charges once these are received.	



Resolution No.	Subject	Details	Response by the department	Resolved (Yes/No)
6.5.	Status of the appeal lodged against the Special Tribunal	That the Department must provide the Committee with a report by 28 February 2025 about the status of the appeal lodged by one supplier whose appointment was set aside by the Special Tribunal of South Africa.	Based on the information provided to the Department by the Special Investigation Unit (SIU), the following status was reported: • The appeal was lodged by one of the suppliers on 22 February 2022. • The record was filed on 18 May 2022; however, the appellant are yet to file their Heads of Argument, Practice Note and Security for Costs. • No trial date has been set yet. • The SIU can only file their Heads of Argument upon receipt of the Heads of the appellant. • The matter remains pending.	Yes
6.6.	Status of investigations	That the Department must provide the Committee with a report by 28 February 2025 detailing the status of the investigation regarding the allegations of procurement irregularities and financial misconduct and a quarterly progress report continuing up until finalisation thereof.	The Department provided a spreadsheet showing progress and status of the investigations.	Yes



9. Prior Modifications to Audit Reports

The information in the table below, is as follows:

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
N/A	N/A	N/A
N/A	N/A	N/A



10. Internal Control Unit

The Directorate: Internal Control and Compliance is responsible for ensuring that efficient, effective and economic systems of internal control are in place. Efficient, effective and economic controls applied by the Department resulted in a healthy control environment that led to financial reporting and ultimately to a clean audit outcome for the 2023/24 financial year.

During the year, the Directorate performed activities that related to the achievement of Key Performance areas (KPAs) listed below:

- Conducting of internal control reviews focused more on the work performed by internal audit and inputs to processes, policies and procedures adopted in the Department
- Conducting compliance reviews on SCM for procurements below R1 000 000
- Management of the IT asset losses
- Coordination of external and internal audits.

In addition to the above, the directorate coordinated engagements with senior management, oversight structures, internal and external auditors and executive authority ensuring that the commitments by various structures are carried out and resolved satisfactorily to the credibility of the leadership of the Department to all assurance providers.



11. Internal Audit and Audit Committees

Key activities and objectives of the audit committee

Purpose and mandate

The Audit Committee is established in terms of the Public Finance Management Act and National Treasury Regulations to provide oversight responsibility on financial and non-financial performance of GPG departments, internal control systems, risk management, ICT, governance and to give counsel to the departments on any compliance with legal regulations.

Independence

The Audit Committee is an independent governance structure established and constituted in terms of section 38(1)(a)(ii) and 77 of the Public Finance Management Act (PFMA) and paragraph 3.1 of the Treasury Regulations.

Protecting the independence of the internal audit function

The Audit Committee ensure and protect the independence of the internal audit by reviewing and approving their three (03) years audit plan and monitor quarterly progress and implementation of the plans. The Audit Committee evaluate Internal Audit function at least annually to determine its efficiency and effectiveness.

Performance against statutory duties

The Audit Committee perform in terms of the Charter (Terms of Reference) which is aligned to the Public Finance Management Act and Treasury Regulations. Their duties and responsibilities are stipulated in the above-mentioned regulations and are monitored regularly to ensure its efficient and effectiveness.

Composition of the audit committee

The Audit Committee comprise of three (03) independent members, of which one (01) is appointed as the Chairperson.

Meeting attendance

There were five (05) Audit Committee Meetings held during the period under review. All stakeholders and Audit Committee Members attended the meetings as scheduled and in terms of the Audit Committee Charter.

Combined assurance

The Audit Committee review the effectiveness of the Combined Assurance Model and its implementation on a quarterly basis.

The Audit Committee ensure sound relationships with all assurance providers, oversight structures and other stakeholders to achieve an effective combined assurance system.

Resolution of audit committee recommendations

The Audit Committee Meeting resolutions for 2024/2025 financial year were addressed to satisfactory.

Audit committee performance evaluation

The Audit Committee evaluation outcome for the period under review was effective, meaning the Audit Committee were observed as adding value to the Gauteng Government Departments.



The table below discloses relevant information on the audit committee members:

Name	Qualifications	Professional Affiliation (e.g. SAICA, IIA, IOD(SA))	Appointment: Term of Office		No. of meetings attended 2024/25	Has the AC member declared private and business interests in every meeting? (Yes/No)	Is the AC member an employee of an organ of state? (Yes / No)	No. of other ACs that the member served on during the reporting period (whether in the public sector or not)	No. of other governance structures the member served on during the reporting period, e.g. Boards, Risk Committee, IT Committee, etc, whether in this or any other institution(s)
			Start date	End Date					
Ms. Masaccha Mbonambi (Chairperson)	- Bachelor of Accounting B. Com Honors (Accounting) - Postgraduate Diploma in Accounting - Certificate in Board Governance - Certificate in Business Risk Management - Executive Development Programme (WBS)	SAICA IODSA IRMSA	01 August 2022	31 July 2025	5	Yes	No	5	3
Mr. Peter Mukheli (Member)	B. Com Honors (Auditing) B. Com Accounting	None	01 August 2023	31 July 2026	5	Yes	No	5	6
Ms. Yedwa Mjiako (Member)	- Bachelor of Commerce - Master of Business Administration - Certificate in Internal Auditor - Certification in Control Self- Assessment (OAR) - Certificate in Executive Leadership Development Program - International Executive Leadership Development	Institute of Internal Auditors Institute of Directors	01 November 2021	31 July 2025	5	Yes	No	1	2



Remuneration of audit committee members

Rates

The Audit Committee Members are remunerated for preparation and actual duration hours of the Meetings, capped at 12 hours. The hourly remuneration rates are R3076 and R2153 for Chairperson and Member respectively. A special or ad hoc meeting is remunerated at R5500 for Chairperson and R5000 for a member.

Whether audit committee members who worked or are working for an organ of state are being remunerated

All Audit Committee Members within the Cluster 01 are not working for an organ of the state.

Total audit committee expenditure for the reporting period.

The total Cluster 01 Audit Committee expenditure for the 2024/2025 reporting period amounted to R453 635 inclusive remuneration for all scheduled, in-committees or ad hoc meetings.

12. Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2025, set out in three parts:

Part 1: Audit Committee Reflections – 2024/25

Chairperson's brief reflections on key objectives and activities of the AC:

The purpose and the mandate of the Audit Committee is that it is established in terms of the Public Finance Management Act (PFMA) and the National Treasury Regulations to provide oversight responsibility on financial and non-financial performance of GPG departments, internal control systems, risk management, ICT, governance and to give counsel to the departments on any compliance with legal regulations.

The Audit Committee (Committee) is an independent governance structure established and constituted in terms of section 38(1)(a)(ii) and 77 of the PFMA and paragraph 3.1 of the Treasury Regulations.

The Committee declare any conflict of interest when they sign their appointment contracts to serve in the GPG Audit Committees. Also, in each Committee meetings, the Committee members are offered the opportunity to declare any interest relative to the meeting agenda, and such are recorded accordingly in the minutes.

The Chief Audit Executive reports functionally to the Committee and administratively to the Accounting Officer: Gauteng Provincial Treasury. The Committee reviews and approves the three-year rolling internal audit (IA) plan and the annual IA plan; and monitor quarterly progress reports against the annual IA plan. The Committee provides oversight and counsel to the internal audit function and its activities, conduct one-on one meetings to address and resolve differences and/or matters identified by IA during their audits.

The 360-degree approach was conducted on the evaluation of the Committee function for the period under review. The outcome of the Committee's evaluation for the FY2024/25 was effective, meaning the Committee was recognised as adding value to the Gauteng government departments. Any challenges or shortcoming identified during the evaluation were presented at the Provincial audit committee meeting by the Secretariat and were addressed during the period under review or within the stipulated timeframes.

The Committee reports that it has complied with its responsibilities arising from the PFMA and the Treasury Regulations. The Committee reviewed and adopted appropriate formal terms of reference as its Committee Charter, has regulated its affairs in compliance with this charter, and has discharged all its responsibilities as contained therein. Additionally, the Committee understands and has internalised the requirements of the Global Internal Audit Standards™ in its work. The Committee confirms that it has functioned without any hindrance or limitations throughout the reporting period.

Part 2: Audit Committee Composition and Meeting Attendance

The audit committee consists of three (03) members. The committee is properly constituted, with a balanced representation of independent members with a diverse and appropriate mix of qualifications, skills, and experience. The committee convened three (05) times during the year for the ordinary meetings.



The details and qualifications of each member, including their meeting attendance are set out below:

Name (Position)	Qualifications	Is the AC member an employee of an organ of state? (Yes / No)	Number of ordinary meetings attended	Number of special meetings attended
Ms. Masaccha Mbonambi (Chairperson)	- Chartered Accountant (SA) B. Com Honors (Accounting) - Bachelor of Accounting - Certificate in Executive Development Program - Chartered Director (SA)	No	5	2
Mr. Peter Mukheli (Member)	B. Com Honors (Auditing) B. Com Accounting	No	5	2
Ms. Yedwa Mjiako (Member)	- Bachelor of Commerce - Master of Business Administration - Certificate in Internal Auditor - Certification in Control Self-Assessment (QAR) - Certificate in Executive Leadership Development Program International Executive Leadership Development	No	5	2

Part 3: Audit Committee Focus Areas

• Effectiveness of the internal control systems

Based on the results of the audits performed and the follow up reviews conducted, the overall opinion on the internal control design was adequate but ineffective to ensure that the Department objectives are achieved. The Committee implored management to put more focus on improving the internal control environment in the following areas:

- Human Resource Management (Head Office, Districts & Schools)
- Training and Development (Educators)
- Management and Support of Schools of Specialization
- School Governance (SGBs) / Governing Bodies and Public Schools
- Supply Chain Management
- Leaner Transport Programme (Head Office, Districts & Schools)
- School Nutrition Programme
- eAdmissions application controls review (2025 admissions cycle)
- Information Security Assessment



• Effectiveness of the Internal Audit Function (IAF)

The Gauteng Audit Services derives its mandate from the Internal Audit Charter, the PFMA, and the Treasury Regulations. Section 38 (1) of the PFMA requires that the Accounting Officer for a department must ensure that the afore-mentioned department has and maintains a system of internal audit under the control and direction of the audit committee, complying with and operating in accordance with regulations and instructions prescribed in terms of sections 76 and 77.

Treasury Regulations 3.2 requires that each institution to which these Regulations apply must have an Internal Audit Function. The Internal Audit Function strengthens the Department's ability to create, protect, and sustain value by providing Management and, ultimately, the Committee with independent, risk-based, and objective assurance, advice, insight, and foresight.

The Committee reviewed and approved the three-year rolling IA plan and annual IA plan; evaluated the independence, effectiveness and performance of the internal audit function. Additionally, the Committee considered the reports of the internal auditors on the department systems of internal control. The Committee concluded that IAF is independent, their performance and effectiveness are satisfactory.

The Committee reviewed the issues raised by internal audit and the adequacy of corrective action taken by management in response thereto.

• Activities of the IAF

The following was reviewed by Internal Audit during the year under review:

- Human Resource Management (Head Office, Districts & Schools)
- Training and Development (Educators)
- Management and Support of Schools of Specialization
- School Governance (SGBs) / Governing Bodies and Public Schools
- Supply Chain Management
- Follow-Up on School Nutrition Programme
- Learner Transport Programme (Head Office, Districts & Schools)
- Follow Up on AG Findings
- Review of Draft Annual Report
- Performance of the Department against Predetermined Objectives Q1
- Performance of the Department against Predetermined Objectives Q2
- Management of subsidy applications and subsidy allocations to Independent Schools.
- Data Analysis – Accruals & Payments Analysis
- Data Analysis – SAP ESS & PERSAL Leave Reconciliation
- 2025-26 IT risk assessment
- L1 & L2 form automation application controls review
- Data Analysis – ETHICS / FIN / HR (1 Jan 2024 – 30 June 2024)
- eAdmissions application controls review (2025 admissions cycle)
- Information Security Assessment (Follow-up)
- Data Analysis – ETHICS / FIN / HR (1 July 2024 – 31 December 2024)



- **Effectiveness of risk management**

Progress on the departmental risk management was reported to the Committee on a quarterly basis. The Committee commends the effort made by the department to improve its risk management processes, although some areas still require improvement. Management should take full responsibility for the entire Enterprise Risk Management process and continue to support the Chief Risk Officer to enhance the performance of the department. The department should enhance its decision-making processes to be embedded with risk management considerations.

- **Adequacy, reliability, and accuracy of financial and performance information**

The Committee reviewed the quality, accuracy, uselessness, reliability and appropriateness of quarterly and annual financial reporting and the Committee is satisfied with the content and quality of financial and non-financial quarterly reports prepared and submitted by the Accounting Officer of the department during the year under review and confirms that the reports were in compliance with the statutory reporting framework.

- **Accounting and auditing concerns identified as a result of internal and external audits**

The Committee held separate in-committee meetings with management, the AGSA and internal auditors to address findings raised by the auditors. Management implemented mitigation plans to resolve audit findings; however, some findings remained unresolved for an extended period of time. The Committee implored management to fast track the remediation of the unresolved findings. In response, management committed to put remedial measures in place to resolve all open findings in the FY2025/26.

- **Compliance with legal and regulatory provisions**

During the year, the Committee, management, internal audit, and the AGSA identified a number of instances of non-compliance with enabling laws and regulations. Consequently, the Committee suggested the establishment and implementation of an effective compliance management system to address issues of non-compliance with laws and regulations.

- **The quality of the in-year management and monthly/quarterly reports submitted in terms of legislation**

The Committee would like to commend the department for reporting monthly and quarterly to Treasury as is required by the PFMA. The Committee recommends that the department should fully comply with section 40(1) of the PFMA, in so far as management's review and monitoring of financial reports and performance information reports

- **Combined Assurance**

The Combined assurance framework does exist within the Department. Management quarterly reported to the Committee on the coordinated approach that integrate the Risk Management and assurance activities within the Department to optimise the effectiveness of controls.



- **Evaluation of the annual financial statements**

Prior to submission to the Auditor-General of South Africa (AGSA) for audit, the Committee reviewed and recommended the Department's Annual Financial Statements on 23 May 2025. The Committee agrees with and accepts the AGSA's conclusions regarding the Annual Financial Statements and recommends that the audited Annual Financial Statements be accepted and read alongside the Auditor-General's report.

- **External Audit**

The AGSA as an independent assurance provider attended all Committee meetings during the financial year and participated in the meetings. The Audit Strategy and the Engagement Letter were presented and endorsed by the Committee including the audit fees. The AGSA engaged the Committee to provide progress update on the audit prior to finalisation of the Audit and Management Reports for the Department.

- **Auditor-General's Report**

The overall audit outcome of the department of education is an unqualified audit opinion with findings. This is a regression from the previous year's audit opinion, which was a clean audit outcome. The Committee recommended that management put in place the audit improvement plan to address all control deficiencies raised by the AGSA. The Committee remains confident that under the leadership of the Accounting Officer, the department can improve the audit outcome to a clean audit in the FY2025/26.

- **Conclusion**

The Audit Committee wishes to acknowledge the commitment and support of the Honourable MEC, Head of the department and his staff, AGSA, and Internal Audit of the department. Both political and administrative leadership in the department played ultimate and big role during the financial year.

Ms. Masaccha Khulekelwe Mbonambi – CA(SA)

Chairperson of the Audit Committee

Department of Education

Date: 29 August 2025



13. B-BBEE Compliance Performance Information

The following table has been completed in accordance with the compliance to the Broad-Based Black Economic Empowerment (B-BBEE) requirements of the B-BBEE Act of 2013 and as determined by the Department of Trade, Industry and Competition.

Has the Department/Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1–8) with regards to the following:		
Criteria	Response Yes/No	Discussion <i>(include a discussion on your response and indicate what measures have been taken to comply)</i>
Determining qualification criteria for the issuing of licences, concessions or other authorisations in respect of economic activity in terms of any law?	No	Not Applicable
Developing and implementing a preferential procurement policy?	No	Not Applicable
Determining qualification criteria for the sale of state-owned enterprises?	No	Not Applicable
Developing criteria for entering into partnerships with the private sector?	No	Not Applicable
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad Based Black Economic Empowerment?	No	Not Applicable



PART D: HUMAN RESOURCE MANAGEMENT





1. Introduction

The information contained in this part of the Annual Report has been prescribed by the Minister for the Public Service and Administration for all Departments in the public service.



2. Overview of Human Resources

The National and Provincial Departments are expected to:

- develop and integrate strategic plans, operational plans, and human resource strategies;
- determine organisational structures;
- compile and review job descriptions; and
- effectively conduct human resource performance evaluations.

This on its own requires integrated planning within the organisation to ensure implementation and achievement of such planning commitments and thus contribute to the improvement of Human Resources (HR) operations and maximisation of organisational performance. Therefore, the strategic thrust is developed to support the Department in achieving its set outcomes and are encapsulated in the Human Resources Plan of the Department.

The Human Resources Plan provides direction on how people management issues will be addressed over the Medium-Term Expenditure Framework (MTEF) period to meet the Departmental organisational imperatives. In addition, the HR Plan is the epitome of the Departmental human needs and has identified the following six critical priorities that must be achieved over the MTEF period.

Item No.	HR Planning Objectives
1.	Strengthening the capacity of employees to enhance organisational performance and capability.
2.	To improve processes and systems to obtain a clean audit finding.
3.	To improve leadership capacity and capability through empowerment of female managers.
4.	To improve Departmental capacity through recruitment of competent and skilled workforce.
5.	To conduct skills audit to assist the Department to identify competency gaps in relation to critical and scarce skills.
6.	To transform the culture of the organisation in support of implementation of the ICT programmes.

The head office streamlined structure was approved in 2020. The structure was implemented by the Executing Authority and has been operational since 1 April 2022. It has been a year since the implementation of this structure and continues to be monitored and evaluated on its impact on the operations of the Department.



3. Human Resources Oversight Statistics

Data in the tables are provided from the Vulindlela Report and that the Vulindlela information in all tables will not necessarily agree to the Annual Financial Statements (AFS).

3.1 Personnel Related Expenditure

The following tables summarises the final audited personnel related expenditure by programme and by salary bands. In particular, it provides an indication of the following:

- amount spent on personnel;
- amount spent on salaries, overtime, homeowner's allowances and medical aid.

Table 3.1.1 Personnel expenditure by programme for the period 1 April 2024 and 31 March 2025

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)
Administration	4 725 919	3 671 352	9 535	0	78%	667
Public Ordinary School Education	47 922 758	39 589 278	1 972	0	83%	746 961
Independent School Subsidies	1 035 961	0	0	0	0	0
Public Special School Education	4 804 523	3 745 618	3 176	0	78%	162 853
Early Childhood Development	2 375 437	1 297 405	0	0	55%	674
Infrastructure Development	2 719 872	50 266	0	0	2%	0
Examination and Education Related Services	2 241 114	530 441	15 031	0	24%	107
Total	65 825 584	48 884 360	29 714	0	45.71%	445



Table 3.1.2 Personnel costs by salary band for the period 1 April 2024 and 31 March 2025

Salary band	Personnel expenditure (R'000)	% of total personnel cost	No. of employees	Average personnel cost per employee (R'000)
Lower Skilled (Levels 1-2)	2 155 477	4	9 658	223 180
Skilled (Levels 3-5)	2 537 678	5	8 052	315 161
Highly Skilled Production (Levels 6-8)	32 740 058	66	67 345	486 154
Highly Skilled Supervision (Levels 9-12)	11 075 791	22	14 472	765 326
Senior Management (Levels >= 13)	40 131	0	23	1 744 826
Contract (Levels 1-2)	311	0	1	311 000
Contract (Levels 3-5)	11 028	0	35	315 086
Contract (Levels 6-8)	811	0	1	811 000
Contract (Levels 9-12)	8 227	0	6	1 371 167
Contract (Levels >= 13)	95 823	0	67	1 430 194
Periodical Remuneration	142 339	0	4 926	28 894
Abnormal Appointment	401 941	1	4 948	81 239
Total	49 209 615	100	109 782	448 249

Table 3.1.3 Salaries, Overtime, Homeowners Allowance and Medical Aid by programme for the period 1 April 2024 and 31 March 2025

Programme	Salaries		Overtime		Homeowners' Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Administration	3 106 770	100%	46 107	1%	105 917	3%	213 055	6%
Public Ordinary School Education	33 419 678	100%	12	0%	1 196 091	3%	2 362 128	6%
Independent School Subsidies	0	0%	0	0%	0	0%	0	0%
Public Special School Education	3 115 262	100%	0	0%	126 329	3%	279 806	7%
Early Childhood Development	1 141 500	100%	0	0%	27 702	2%	54 976	4%
Infrastructure Development	43 266	89.7%	0	0%	1 184	2%	1 979	4%
Examination and Education Related Services	526 218	100%	0	0%	0	0%	0	0%
Total	41 352 694	-	46 119	-	1 457 223	-	2 911 944	-



Table 3.1.4 Salaries, Overtime, Homeowners Allowance and Medical Aid by salary band for the period 1 April 2024 and 31 March 2025

Salary band	Salaries		Overtime		Homeowners' Allowance		Medical Aid	
	Amount (R'000)	Salaries as a % of personnel costs	Amount (R'000)	Overtime as a % of personnel costs	Amount (R'000)	HOA as a % of personnel costs	Amount (R'000)	Medical aid as a % of personnel costs
Lower Skilled (Levels 1-2)	1 561 211	72	614	0	134 847	6	235 520	11
Skilled (Levels 3-5)	1 853 106	73	12 062	1	136 519	5	274 589	11
Highly Skilled Production (Levels 6-8)	26 709 665	81	19 515	0	910 029	3	1 850 143	6
Highly Skilled Supervision (Levels 9-12)	9 038 645	81	13 929	0	272 356	2	535 841	5
Senior Management (Levels >= 13)	35 124	86	0	0	300	1	303	1
Contract (Levels 1-2)	244	79	0	0	2	1	35	11
Contract (Levels 3-5)	10 874	99	0	0	19	0	34	0
Contract (Levels 6-8)	797	98	0	0	0	0	0	0
Contract (Levels 9-12)	7 736	92	0	0	0	0	0	0
Contract (Levels >= 13)	85 593	87	0	0	698	1	341	0
Periodical Remuneration	142 339	77	0	0	0	0	0	0
Abnormal Appointment	399 824	100	0	0	0	0	0	0
Total	39 845 159	81	46 120	0	1 454 771	3	2 896 806	6



3.2 Employment and Vacancies

The tables in this section summarise the position with regard to employment and vacancies.

The following tables summarise the number of posts on the establishment, the number of employees, the vacancy rate, and whether there are any staff that are additional to the establishment.

This information is presented in terms of three key variables:

- programme
- salary band
- critical occupations (see definition in notes below).

Departments have identified critical occupations that need to be monitored. In terms of current regulations, it is possible to create a post on the establishment that can be occupied by more than one employee. Therefore, the vacancy rate reflects the percentage of posts that are not filled.

Table 3.2.1 Employment and vacancies by programme as on 31 March 2025

Programme	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
GED: Administration, Permanent	7 352	6 147	16	522
GED: Public Ordinary School Education, Permanent	88 875	82 435	7	2 938
PROGRAMME 2 - Public Ordinary School Education, Permanent	115	96	17	29
GED: Education In Specialised School, Permanent	10 044	8 621	14	222
GED: Early Childhood Development, Permanent	2 912	2 583	11	1
GED: Auxiliary & Associated Service, Permanent	31	26	16	0
Total	109 329	99 908	9	3 712

Table 3.2.2 Employment and vacancies by salary band as on 31 March 2025

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	11 179	9 658	14	236
Skilled (Levels 3-5), Permanent	9 139	8 052	12	165
Highly Skilled Production (Levels 6-8), Permanent	72 563	67 345	7	3 120
Highly Skilled Supervision (Levels 9-12), Permanent	16 044	14 472	10	12
Senior Management (Levels >= 13), Permanent	46	23	50	0
Other, Permanent	248	248	0	145
Contract (Levels 1-2), Permanent	1	1	0	0
Contract (Levels 3-5), Permanent	35	35	0	31
Contract (Levels 6-8), Permanent	1	1	0	1
Contract (Levels 9-12), Permanent	6	6	0	2
Contract (Levels >= 13), Permanent	67	67	0	0
Total	109 329	99 908	9	3 712

Table 3.2.3 Employment and vacancies by critical occupations as on 31 March 2025

Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Account clerk (public relations/communication), Permanent	1	1	0	0
Administration clerks, Permanent	1 387	1 215	12	34
Administration officer, Permanent	488	410	16	1
Architect, Permanent	3	3	0	0
Call or contact centre clerk, Permanent	9	9	0	0
Caretaker/cleaner, Permanent	563	479	15	17
Childcare worker, Permanent	9	8	11	0
Civil engineer, Permanent	5	3	40	0
Cleaners in offices, workshops, hospitals, etc., Permanent	5	5	0	1
Clerical supplementary workers not elsewhere classified, Permanent	3	3	0	0
Client information clerks (switchboard reception inform clerks), Permanent	1	1	0	0
Clinical nurse practitioner, permanent	2	2	0	0



Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Communication and marketing manager, Permanent	3	2	33	0
Communication coordinator, Permanent	5	4	20	0
Computer network technician, Permanent	172	167	3	0
Data entry clerk, Permanent	51	39	24	0
Educational psychologist, Permanent	3	3	0	0
Electrical engineering technician, Permanent	1	1	0	0
Elementary workers not elsewhere classified, Permanent	12 361	10 792	13	232
Facilities manager, Permanent	3	1	67	0
Finance clerk, Permanent	190	165	13	0
Finance manager, Permanent	7	7	0	0
Financial accountant, Permanent	84	80	5	0
Food trade assistant, Permanent	149	104	30	11
Geographic information systems technician, Permanent	1	1	0	0
Groundskeeper, Permanent	1	0	100	0
Head of Department/Chief Executive Officer, Permanent	1	1	0	0
Head of Provincial Department, Permanent	1	1	0	0
Human resource clerk, Permanent	273	248	9	0
Human resource manager, Permanent	13	13	0	0
Human resource practitioner, Permanent	9	8	11	0
ICT systems analyst, Permanent	1	1	0	0
Information technology & systems manager, Permanent	2	1	50	0
Kitchen hand, Permanent	1	1	0	0
Laundry worker (general), Permanent	4	4	0	0
Legal administration officer, Permanent	6	4	33	0
Legal related manager, Permanent	3	1	67	0
Librarian, Permanent	18	16	11	0
Library assistant, Permanent	54	44	19	0
Light vehicle driver, Permanent	257	216	16	2
Managers not elsewhere classified, Permanent	59	46	22	0



Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Messengers, Permanent	29	21	28	0
Mid. manager: household/food & laundry services rel., Permanent	1	1	0	0
Mid.manager: human resource & organisa. Devel.rela, Permanent	143	127	11	0
Middle manager: administrative related, Permanent	138	115	17	1
Middle manager: finance and economics related, permanent	112	94	16	0
Middle manager: information technology related, Permanent	42	32	24	0
Middle manager: legal related, Permanent	5	4	20	0
Middle manager: social science related, Permanent	1	1	0	0
Middle manager: communication & information related, Permanent	18	12	33	0
Not available, Permanent	73	1	99	0
Nurse educator, Permanent	37	25	32	1
Occupational therapist, Permanent	5	3	40	0
Office cleaner, Permanent	553	498	10	1
Office machine operator, Permanent	29	21	28	0
Other administrat & related clerks and organisers, Permanent	7	6	14	0
Other clerical support workers, Permanent	5 294	4 832	9	109
Other middle manager, Permanent	87	78	10	1
Other occupations, Permanent	83 311	76 976	8	3 287
Personal assistant, Permanent	103	89	14	0
Programme or project manager, Permanent	1	1	0	0
Quantity surveyor, Permanent	2	2	0	0
Rank: Departmental head, Permanent	183	183	0	0
Rank: Deputy principal, Permanent	47	47	0	0
Rank: Principal P2, Permanent	2	2	0	0
Rank: Principal P3, Permanent	6	6	0	0
Rank: Teacher, Permanent	1 151	1 151	0	1
Receptionist (general), Permanent	17	14	18	0
Registered nurse (medical), Permanent	173	105	39	1



Critical occupation	Number of posts on approved establishment	Number of posts filled	Vacancy rate	Number of employees additional to the establishment
Registry and mailing clerk, Permanent	212	181	15	0
Regulatory inspector, Permanent	49	35	29	1
Risk and integrity manager, Permanent	4	3	25	0
Risk and integrity specialist, Permanent	1	1	0	0
Secretary (general), Permanent	15	13	13	0
Security officer, Permanent	23	15	35	0
Senior managers, Permanent	10	10	0	0
Skills development facilitator/practitioner, Permanent	1	1	0	0
Social auxiliary worker, Permanent	21	20	5	0
Social services manager, Permanent	1	1	0	0
Social work and related professionals, Permanent	1	0	100	0
Social worker, Permanent	145	136	6	3
Speech therapist, Permanent	1	1	0	0
Strategy/monitoring & evaluation manager, Permanent	9	6	33	0
Supply chain clerk, Permanent	370	327	12	2
Supply chain manager, Permanent	1	0	100	0
Supply chain practitioner, Permanent	40	38	5	0
Switchboard operator, Permanent	19	14	26	0
Systems administrator, Permanent	2	1	50	0
Systems developer, Permanent	2	1	50	0
Teachers' aide, Permanent	620	545	12	6
Town planning technician, Permanent	3	2	33	0
Total	109 329	99 908	9	3 712

3.3 Filling of SMS Posts

The tables in this section provide information on employment and vacancies as it relates to members of the Senior Management Service by salary level. It also provides information on advertising and filling of SMS posts, reasons for not complying with prescribed timeframes and disciplinary steps taken.



Table 3.3.1 SMS post information as on 31 March 2025

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/Head of Department	1	1	100%	0	0%
Salary Level 16	0	0	0%	0	0%
Salary Level 15	6	4	67%	2	33%
Salary Level 14	23	12	52%	11	48%
Salary Level 13	83	71	86%	12	14%
Total	113	88	78%	25	22%

Table 3.3.2 SMS post information as on 30 September 2024

SMS Level	Total number of funded SMS posts	Total number of SMS posts filled	% of SMS posts filled	Total number of SMS posts vacant	% of SMS posts vacant
Director-General/Head of Department	1	1	100%	0	0%
Salary Level 16	0	0	0	0	0%
Salary Level 15	6	4	67%	2	33%
Salary Level 14	23	14	61%	9	39%
Salary Level 13	83	71	86%	12	14%
Total	113	90	80%	23	20%

Table 3.3.3 Advertising and filling of SMS posts for the period 1 April 2024 and 31 March 2025

SMS Level	Advertising	Filling of Posts	
	Number of vacancies per level advertised in 6 months of becoming vacant	Number of vacancies per level filled in 6 months of becoming vacant	Number of vacancies per level not filled in 6 months but filled in 12 months
Director-General/Head of Department	0	0	0
Salary Level 16	0	0	0
Salary Level 15	0	0	0
Salary Level 14	3	0	0
Salary Level 13	3	0	0
Total	6	0	0



Table 3.3.4 Reasons for not having complied with the filling of funded vacant SMS - Advertised within 6 months and filled within 12 months after becoming vacant for the period 1 April 2024 and 31 March 2025

Reasons for vacancies not advertised within six months
Budget constraints and austerity measures (DPSA Circular 49 of 2023).
Reasons for vacancies not filled within twelve months
The long process that needs to be followed before advertising the posts as per Circular 49 of 2023, it caused the delay to advertise the posts.
DPSA issued Circular 14 of 2025 that withdrawing Circular 49, therefore all outstanding posts will be advertised in the new financial year.

Table 3.3.5 Disciplinary steps taken for not complying with the prescribed timeframes for filling SMS posts within 12 months for the period 1 April 2024 and 31 March 202

Reasons for vacancies not advertised within six months
The Recruitment Plan for 2025/26 financial year is approved and advertising process will assume in the month of May 2025.
Reasons for vacancies not filled within six months
The Management Plan for filling the posts within six months has been approved and compliance will be monitored.

3.4 Job Evaluation

Within a nationally determined framework, executing authorities may evaluate or re-evaluate any job in his or her organisation. In terms of the Regulations, all vacancies on salary levels 9 and higher must be evaluated before they are filled. The following table summarises the number of jobs that were evaluated during the year under review. The table also provides statistics on the number of posts that were upgraded or downgraded.



Table 3.4.1 Job Evaluation by Salary band for the period 1 April 2024 and 31 March 2025

Salary Band	Number of posts on approved establishment	Number of jobs evaluated	% of posts evaluated by salary bands	Posts Upgraded		Posts downgraded	
				Number	% of posts evaluated	Number	% of posts evaluated
Lower Skilled (Levels 1-2)	11 179	0	0	0	0	0	0
Skilled (Levels 3-5)	9 139	0	0	0	0	0	0
Highly Skilled Production (Levels 6-8)	72 563	0	0	0	0	0	0
Highly Skilled Supervision (Levels 9-12)	16 044	0	0	0	0	0	0
Senior Management Service Band A	27	0	0	0	0	0	0
Senior Management Service Band B	13	0	0	0	0	0	0
Senior Management Service Band C	5	0	0	0	0	0	0
Senior Management Service Band D	1	0	0	0	0	0	0
Other	248	0	0	0	0	0	0
Contract (Levels 1-2)	1	0	0	0	0	0	0
Contract (Levels 3-5)	35	0	0	0	0	0	0
Contract (Levels 6-8)	1	0	0	0	0	0	0
Contract (Levels 9-12)	6	0	0	0	0	0	0
Contract Band A	55	0	0	0	0	0	0
Contract Band B	10	0	0	0	0	0	0
Contract Band C	1	0	0	0	0	0	0
Contract Band D	1	0	0	0	0	0	0
Total	109 329	0	0	0	0	0	0



The following table provides a summary of the number of employees whose positions were upgraded due to their post being upgraded. The number of employees might differ from the number of posts upgraded since not all employees are automatically absorbed into the new posts and some of the posts upgraded could also be vacant.

Table 3.4.2 Profile of employees whose positions were upgraded due to their posts being upgraded for the period 1 April 2024 and 31 March 2025

Gender	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	NIL

The following table summarises the number of cases where remuneration bands exceeded the grade determined by job evaluation. Reasons for the deviation are provided in each case.

Table 3.4.3 Employees with salary levels higher than those determined by job evaluation by occupation for the period 1 April 2024 and 31 March 2025

Occupation	Number of employees	Job evaluation level	Remuneration level	Reason for deviation
NIL				
Total number of employees whose salaries exceeded the level determined by job evaluation				0
Percentage of total employed				0

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

Table 3.4.4 Profile of employees who have salary levels higher than those determined by job evaluation for the period 1 April 2024 and 31 March 2025

Total number of employees whose salaries exceeded the grades determine by job evaluation	None

3.5 Employment Changes

This section provides information on changes in employment over the financial year. Turnover rates provide an indication of trends in the employment profile of the Department. The following tables provide a summary of turnover rates by salary band and critical occupations (see definition in notes below).

Table 3.5.1 Annual turnover rates by salary band for the period 1 April 2024 and 31 March 2025

Salary band	Number of employees at beginning of period – 1 April 2024	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Lower Skilled (Levels 1-2) Permanent	9 753	142	315	3
Skilled (Levels 3-5) Permanent	7 893	99	376	5
Highly Skilled Production (Levels 6-8) Permanent	65 452	9 581	7 808	12
Highly Skilled Supervision (Levels 9-12) Permanent	14 449	34	1 219	8
Senior Management Service Band A Permanent	17	0	2	12
Senior Management Service Band B Permanent	5	0	0	0
Senior Management Service Band C Permanent	3	0	0	0
Senior Management Service Band D Permanent	1	1	1	100
Other Permanent	46	0	0	0
Contract (Levels 1-2) Permanent	2	1	1	50



Table 3.5.2 Annual turnover rates by critical occupation for the period 1 April 2024 and 31 March 2025

Critical occupation	Number of employees at beginning of period – April 2024	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Account clerk (public relations/communication), Permanent	1	0	0	0
Administration clerks, Permanent	6	40	16	267
Administration officer, Permanent	0	0	1	0
Administrative related, Permanent	284	0	17	6
Architects town and traffic planners, Permanent	2	0	0	0
Building and other property caretakers, Permanent	20	0	5	25
Bus and heavy vehicle drivers, Permanent	3	0	0	0
Call or contact centre clerk, Permanent	1	0	0	0
Caretaker/cleaner, Permanent	0	0	1	0
Childcare worker, Permanent	0	1	0	0
Cleaners in offices workshops hospitals etc., Permanent	11 368	0	443	4
Clerical supplementary workers not elsewhere classified, Permanent	1	8	4	400
Client information clerks (switchboard reception inform clerks), Permanent	20	1	0	0
Clinical nurse practitioner, Permanent	0	1	0	0
Communication and marketing manager, Permanent	0	0	1	0
Community development workers, Permanent	7	0	3	43
Elementary workers not elsewhere classified, Permanent	0	144	33	0
Engineering sciences related, Permanent	3	0	0	0
Engineers and related professionals, Permanent	6	0	0	0
Finance and economics related, Permanent	54	0	2	4
Financial and related professionals, Permanent	94	0	0	0
Financial clerks and credit controllers, Permanent	182	0	7	4
Food services aides and waiters, Permanent	33	0	1	3



Critical occupation	Number of employees at beginning of period – April 2024	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Food trade assistant permanent	0	2	0	0
General legal administration & rel. professionals, Permanent	8	0	1	13
Head of Department/Chief Executive Officer, Permanent	5	0	0	0
Household and laundry workers, Permanent	388	0	15	4
Household food and laundry services related, Permanent	1	0	0	0
Housekeepers, laundry and related workers, Permanent	7	0	0	0
Human resource clerk, Permanent	1	0	0	0
Human resource manager, Permanent	0	2	0	0
Human resource practitioner, Permanent	0	1	0	0
Human resources & organisat developm & relate prof, Permanent	58	0	1	2
Human resources clerks, Permanent	305	0	6	2
Human resources related, Permanent	178	0	5	3
Information technology & systems manager, Permanent	0	1	0	0
Inspectors of apprentices works and vehicles, Permanent	37	0	2	5
Legal related, Permanent	2	0	0	0
Librarian, Permanent	1	0	0	0
Librarians and related professionals, Permanent	13	0	0	0
Library mail and related clerks, Permanent	203	0	15	7
Light vehicle driver, Permanent	0	1	0	0
Light vehicle drivers, Permanent	210	0	4	2
Logistical support personnel, Permanent	30	0	1	3
Managers not elsewhere classified, Permanent	0	2	0	0
Material-recording and transport clerks, Permanent	334	0	4	1
Messengers, porters and deliverers, Permanent	59	0	2	3
Middle manager: Administrative related, Permanent	0	1	0	0
Motor vehicle drivers, Permanent	6	0	0	0



Critical occupation	Number of employees at beginning of period – April 2024	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Nurse educator, Permanent	0	2	0	0
Occupational therapist, Permanent	0	2	1	0
Office cleaner, Permanent	18	17	0	0
Other administrat & related clerks and organisers, Permanent	6 390	0	241	4
Other administrative policy and related officers, Permanent	339	0	6	2
Other clerical support workers, Permanent	0	1	0	0
Other middle manager, Permanent	0	4	0	0
Other occupations, Permanent	75 207	9 628	8 883	12
Professional nurse, Permanent	121	0	11	9
Rank: Departmental Head, Permanent	194	0	0	0
Rank: Deputy Principal, Permanent	46	0	0	0
Rank: Principal P2, Permanent	2	0	0	0
Rank: Principal P3, Permanent	7	0	0	0
Rank: Teacher, Permanent	1 158	0	0	0
Receptionist (general), Permanent	0	1	0	0
Registered nurse (medical practice), Permanent	0	2	2	0
Registered nurse (medical), Permanent	0	6	0	0
Registry and mailing clerk, Permanent	0	1	0	0
Risk management and security services, Permanent	2	0	0	0
Secretaries & other keyboard operating clerks, Permanent	60	0	5	8
Security guards, Permanent	5	0	2	40
Security officer, Permanent	0	0	1	0
Security officers, Permanent	11	0	2	18
Senior managers, Permanent	91	0	11	12
Skills development facilitator/practitioner, Permanent	1	0	0	0
Social sciences related, Permanent	1	0	0	0
Social work and related professionals, Permanent	152	0	2	1



Critical occupation	Number of employees at beginning of period – April 2024	Appointments and transfers into the Department	Terminations and transfers out of the Department	Turnover rate
Social worker, Permanent	0	0	1	0
Student nurse*, Permanent	1	0	0	0
Teachers' aide, Permanent	0	4	0	0
Trade/industry advisers & other related professions, Permanent	1	0	0	0
Youth workers, Permanent	8	0	0	0
Total	97 746	9 873	9 758	10

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

Table 3.5.3 Reasons why staff left the Department for the period 1 April 2024 and 31 March 2025

Termination Type	Total	Total Employment
Death, Permanent	392	4
Resignation, Permanent	1 736	17.8
Expiry of contract, Permanent	5 396	55.3
Discharged due to ill health, Permanent	195	2
Dismissal-misconduct, Permanent	83	0.9
Retirement, Permanent	1 943	19.9
Other, Permanent	13	0.1
Total	9 758	100
Total number of employees who left as a percentage (%) of total employment	9.8	



Table 3.5.4 Promotions by critical occupation for the period 1 April 2024 and 31 March 2025

Occupation	Employees 1 April 2024	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Account clerk (public relations/communication)	1	0	0	0	0
Administration clerks	6	12	200	3 663	61 050
Administration officer	0	1	0	276	0
Administrative related	284	0	0	12	4
Application development manager	0	1	0	0	0
Architects, town and traffic planners	2	0	0	0	0
Building and other property caretakers	20	0	0	3	15
Bus and heavy vehicle drivers	3	0	0	0	0
Call or contact centre clerk	1	0	0	7	700
Caretaker/cleaner	0	1	0	298	0
Cleaners in offices, workshops, hospitals, etc.	11 368	1	0	237	2
Clerical supplementary workers not elsewhere classified	1	1	100	15	1 500
Client information clerks (switchboard reception information clerks)	20	0	0	0	0
Communication and information related	0	0	0	1	0
Communication and marketing manager	0	0	0	1	0
Communication coordinator	0	0	0	1	0
Community development workers	7	0	0	0	0
Computer network technician	0	0	0	4	0
Data entry clerk	0	0	0	26	0
Elementary workers not elsewhere classified	0	8	0	6 958	0
Engineering sciences related	3	0	0	0	0



Occupation	Employees 1 April 2024	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Engineers and related professionals	6	0	0	0	0
Facilities manager	0	0	0	1	0
Filing and registry clerk	0	0	0	1	0
Finance and economics related	54	0	0	3	6
Finance clerk	0	0	0	109	0
Finance manager	0	0	0	1	0
Financial accountant	0	0	0	40	0
Financial and related professionals	94	0	0	2	2
Financial clerks and credit controllers	182	0	0	5	3
Food services aides and waiters	33	0	0	2	6
Food trade assistant	0	0	0	3	0
General legal administration & rel. professionals	8	0	0	0	0
Geographic information systems technician	0	0	0	1	0
Head of Department/Chief Executive Officer	5	0	0	0	0
Household and laundry workers	388	0	0	10	3
Household food and laundry services related	1	0	0	0	0
Housekeepers, laundry and related workers	7	0	0	0	0
Human resource clerk	1	2	200	151	15 100
Human resource manager	0	0	0	5	0
Human resource practitioner	0	0	0	5	0
Human resources & organisat developm & relate prof	58	0	0	2	3
Human resources clerks	305	1	0	5	2
Human resources related	178	1	1	4	2



Occupation	Employees 1 April 2024	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Inspectors of apprentices works and vehicles	37	0	0	0	0
Legal administration officer	0	0	0	1	0
Legal related	2	0	0	0	0
Legal related manager	0	0	0	4	0
Librarian	1	0	0	10	1 000
Librarians and related professionals	13	0	0	0	0
Library assistant	0	0	0	16	0
Library mail and related clerks	203	0	0	7	3
Library manager	0	1	0	0	0
Light vehicle driver	0	0	0	164	0
Light vehicle drivers	210	0	0	3	1
Logistical support personnel	30	0	0	0	0
Machine shorthand reporter	0	0	0	1	0
Managers not elsewhere classified	0	1	0	36	0
Material-recording and transport clerks	334	0	0	4	1
Messengers	0	1	0	12	0
Messengers, porters and deliverers	59	0	0	0	0
Middle manager: human resource & organisation development related	0	0	0	67	0
Middle manager: administrative related	0	0	0	75	0
Middle manager: engineering sciences related	0	0	0	1	0
Middle manager: finance and economics related	0	1	0	80	0
Middle manager: information technology related	0	0	0	20	0

Occupation	Employees 1 April 2024	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Middle manager: communication & information related	0	0	0	6	0
Motor vehicle drivers	6	0	0	0	0
Nurse educator	0	0	0	14	0
Occupational therapist	0	1	0	1	0
Office cleaner	18	0	0	54	300
Office machine operator	0	0	0	5	0
Other administrat & related clerks and organisers	6 390	0	0	158	3
Other administrative policy and related officers	339	0	0	0	0
Other clerical support workers	0	0	0	224	0
Other middle manager	0	0	0	30	0
Other occupations	75 207	1 008	1	54 913	73
Personal assistant	0	0	0	104	0
Professional nurse	121	0	0	0	0
Quantity surveyor	0	0	0	1	0
Rank: Departmental Head	194	0	0	0	0
Rank: Deputy Principal	46	0	0	0	0
Rank: Principal P2	2	0	0	0	0
Rank: Principal P3	7	0	0	0	0
Rank: Teacher	1 158	0	0	0	0
Receptionist (general)	0	0	0	3	0
Registered nurse (medical)	0	0	0	4	0
Registry and mailing clerk	0	1	0	115	0
Regulatory inspector	0	0	0	20	0
Research and development manager	0	0	0	1	0
Risk management and security services	2	0	0	0	0
Safety inspector	0	0	0	1	0



Occupation	Employees 1 April 2024	Promotions to another salary level	Salary level promotions as a % of employees by occupation	Progressions to another notch within a salary level	Notch progression as a % of employees by occupation
Secretaries & other keyboard operating clerks	60	0	0	1	2
Secretary (general)	0	0	0	3	0
Security guards	5	0	0	0	0
Security officer	0	0	0	4	0
Security officers	11	0	0	0	0
Senior managers	91	0	0	5	6
Senior managers	0	1	0	0	0
Skills development facilitator/practitioner	1	0	0	0	0
Social sciences related	1	0	0	0	0
Social services manager	0	0	0	1	0
Social work and related professionals	152	0	0	2	1
Social worker	0	0	0	49	0
Speech therapist	0	0	0	1	0
Strategy/monitoring & evaluation manager	0	0	0	1	0
Student nurse*	1	0	0	0	0
Supply chain clerk	0	0	0	185	0
Supply chain practitioner	0	0	0	16	0
Switchboard operator	0	0	0	9	0
Systems administrator	0	0	0	1	0
Teachers' aide	0	1	0	0	0
Trade/industry advisers & other related professions	1	0	0	0	0
Youth workers	8	0	0	1	13
Total	97 746	1 045	1	68 286	70



Table 3.5.5 Promotions by salary band for the period 1 April 2024 and 31 March 2025

Salary Band	Employees 1 April 2024	Promotions to another salary level	Salary bands promotions as a % of employees by salary level	Progressions to another notch within a salary level	Notch progression as a % of employees by salary bands
Lower Skilled (Levels 1-2), Permanent	9 753	0	0	5 648	58
Skilled (Levels 3-5), Permanent	7 893	11	0	5 299	67
Highly Skilled Production (Levels 6-8), Permanent	65 452	593	1	43 822	67
Highly Skilled Supervision (Levels 9-12), Permanent	14 449	435	3	13 460	93
Senior Management (Levels >= 13), Permanent	26	1	4	6	23
Other, Permanent	46	0	0	0	0
Contract (Levels 1-2), Permanent	2	0	0	1	50
Contract (Levels 3-5), Permanent	40	0	0	2	5
Contract (Levels 6-8), Permanent	5	0	0	0	0
Contract (Levels 9-12), Permanent	13	0	0	3	23
Contract (Levels >= 13), Permanent	67	5	8	45	67
Total	97 746	1 045	1	68 286	70

3.6 Employment Equity

Table 3.6.1 Total number of employees (including employees with disabilities) in each of the following occupational categories as on 31 March 2025

Occupational Category	Male			Female				Total	
	African	Coloured	Indian	White	African	Coloured	Indian		White
Senior officials and managers	4	0	0	1	4	0	0	0	9
Professionals	17 182	568	326	2 704	44 144	1 593	1 746	10 424	78 687
Technicians and associate professionals	200	2	2	4	321	15	4	36	584
Clerks	1 805	38	12	47	3 730	188	91	784	6 695
Service shop and market sales workers	37	0	0	0	14	0	0	0	51
Craft and related trade workers	18	0	0	2	16	0	0	0	36
Plant and machine operators and assemblers	127	5	2	6	8	1	0	1	150
Labourers and related workers	5 758	95	15	256	4 666	121	23	333	11 267
Unknown	0	0	0	0	1	0	0	0	1
Clerical support workers	222	4	3	5	364	12	2	48	660
Elementary	661	8	3	45	675	23	4	73	1 492
Managers	49	2	5	2	56	9	1	9	133
Plant & machine operators & assemblers	4	0	0	0	1	0	0	0	5
Professionals	10	0	0	0	98	2	1	7	118
Protect rescue social health science support personnel	2	0	0	0	5	0	0	0	7
Technicians & associate technical occupations	9	0	0	0	4	0	0	0	13
Total	26 088	722	368	3 072	54 107	1 964	1 872	11 715	99 908

Table 3.6.2 Total number of employees (including employees with disabilities) in each of the following occupational bands as on 31 March 2025

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management, Permanent	1	0	1	0	1	1	0	0	4
Senior Management, Permanent	10	1	0	0	4	2	0	2	19
Professionally qualified and experienced specialists and mid-management, Permanent	4 121	274	164	772	6 410	416	397	1 918	14 472
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	13 823	303	170	1 928	39 731	1 266	1 381	8 743	67 345
Semi-skilled and discretionary decision-making, Permanent	2 957	52	19	81	3 854	177	83	829	8 052
Unskilled and defined decision-making, Permanent	5 071	89	9	277	3 915	96	9	192	9 658
Not Available, Permanent	64	1	0	11	141	2	1	28	248
Contract (Top Management), Permanent	1	0	0	1	0	0	0	0	2
Contract (Senior Management), Permanent	25	1	5	2	25	3	1	3	65
Contract (Professionally Qualified), Permanent	3	1	0	0	1	1	0	0	6
Contract (Skilled Technical), Permanent	0	0	0	0	1	0	0	0	1
Contract (Semi-Skilled), Permanent	11	0	0	0	24	0	0	0	35
Contract (Unskilled), Permanent	1	0	0	0	0	0	0	0	1
Total	26 088	722	368	3 072	54 107	1 964	1 872	11 715	99 908

Table 3.6.3 Recruitment for the period 1 April 2024 and 31 March 2025

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management, Permanent	1	0	0	0	0	0	0	0	1
Professionally qualified and experienced specialists and mid-management, Permanent	10	1	3	4	8	1	1	6	34
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	1 960	38	26	324	5 674	173	168	1 218	9 581
Semi-skilled and discretionary decision-making, Permanent	37	0	0	3	45	1	1	12	99
Unskilled and defined decision-making, Permanent	64	0	2	9	58	1	1	7	142
Contract (Senior Management), Permanent	5	0	0	0	1	0	0	0	6
Contract (Professionally qualified), Permanent	2	1	0	0	1	0	0	0	4
Contract (Skilled technical), Permanent	0	0	0	0	1	0	0	0	1
Contract (Semi-skilled), Permanent	2	0	0	0	2	0	0	0	4
Contract (Unskilled), Permanent	0	0	0	0	1	0	0	0	1
Total	2 081	40	31	340	5 791	176	171	1 243	9 873



Table 3.6.4 Promotions for the period 1 April 2024 and 31 March 2025

Occupational Band	Male			Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White
Senior Management, Permanent	4	0	0	0	1	1	0	1
Professionally qualified and experienced specialists and mid-management, Permanent	3 825	258	158	769	6 168	393	386	1 938
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	8 897	217	112	1 254	26 246	835	977	5 877
Semi-skilled and discretionary decision-making, Permanent	1 873	43	15	61	2 533	127	59	599
Unskilled and defined decision-making, Permanent	2 926	61	4	191	2 280	63	4	119
Contract (Senior Management), Permanent	18	1	3	1	23	2	0	2
Contract (Professionally qualified), Permanent	1	0	0	0	1	1	0	0
Contract (Semi-skilled), Permanent	0	0	0	0	2	0	0	0
Contract (Unskilled), Permanent	1	0	0	0	0	0	0	0
Total	17 545	580	292	2 276	37 254	1 422	1 426	8 536
Employees with disabilities	547	37	19	104	1 391	53	62	314
								69 331
								2 527

Table 3.6.5 Terminations for the period 1 April 2024 and 31 March 2025

Occupational Band	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
Top Management, Permanent	1	0	0	0	0	0	0	0	1
Senior Management, Permanent	1	0	0	0	1	0	0	0	2
Professionally qualified and experienced specialists and mid-management, Permanent	274	23	13	91	495	34	34	255	1 219
Skilled technical and academically qualified workers, junior management, supervisors, foremen, Permanent	1 449	34	27	234	4 543	164	164	1 193	7 808
Semi-skilled and discretionary decision-making, Permanent	155	8	2	5	140	7	7	52	376
Unskilled and defined decision-making, Permanent	190	5	0	9	103	1	1	6	315
Contract (Senior Management), Permanent	8	0	0	0	2	0	0	0	10
Contract (Professionally qualified), Permanent	6	0	0	0	5	0	0	0	11
Contract (Skilled technical), Permanent	4	0	0	0	1	0	0	0	5
Contract (Semi-skilled), Permanent	7	0	0	0	3	0	0	0	10
Contract (Unskilled), Permanent	0	0	0	0	1	0	0	0	1
Total	2 095	70	42	339	5 294	206	206	1 506	9 758
Employees with Disabilities	72	6	3	12	128	8	9	45	283

Table 3.6.6 Disciplinary action for the period 1 April 2024 and 31 March 2025

Disciplinary Action	Male				Female				Total
	African	Coloured	Indian	White	African	Coloured	Indian	White	
All cases	306	2	1	18	192	7	3	19	548

Table 3.6.7 Skills development for the period 1 April 2024 and 31 March 2025

Occupational Category	Male			Female				Total	
	African	Coloured	Indian	White	African	Coloured	Indian		White
Legislators, senior officials and managers	146	44	19	23	233	31	18	26	540
Professionals	4 035	163	104	207	19 289	1 231	500	1 661	27 190
Technicians and associate professionals	687	18	20	56	1 836	50	51	181	2 899
Clerks	517	117	2	1	922	55	7	22	1 643
Service and sales workers	0	0	0	0	0	0	0	0	0
Skilled agriculture and fishery workers	8	0	0	0	19	7	2	1	37
Craft and related trades workers	0	0	0	0	0	0	0	0	0
Plant and machine operators and assemblers	18	2	0	2	4	0	0	0	26
Elementary occupations	301	40	1	3	269	6	0	0	620
Total	5 712	384	146	292	22 572	1 380	578	1 891	32 955
Employees with disabilities	0	0	0	0	2	0	0	0	2



3.7 Signing of Performance Agreements by SMS Members

All members of the SMS must conclude and sign performance agreements within specific timeframes. Information regarding the signing of performance agreements by SMS members, the reasons for not complying within the prescribed timeframes and disciplinary steps taken is presented here.

Table 3.7.1 Signing of Performance Agreements by SMS members as on 31 July 2024

SMS Level	Total number of funded SMS posts	Total number of SMS members	Total number of signed performance agreements	Signed performance agreements as % of total number of SMS members
Director-General/ Head of Department	1	1	1	100%
Salary Level 16	2	1	1	100%
Salary Level 15	6	4	3	75%
Salary Level 14	22	18	15	83%
Salary Level 13	82	76	71	93%
Total	113	100	91	91%

Note: Members of the SMS concluded and signed their performance agreements for the 2024/25 financial year within three months following May 2024, the month in which the 2024 South African General Elections took place.

Table 3.7.2 Reasons for not having concluded Performance Agreements for all SMS members as on 31 July 2024

Reasons
Salary Level 15: 1 Non-compliance (1 Seconded to Office of the Premier)
Salary Level 14: 3 Non-compliance (1 Seconded to Office of the Premier and 2 dismissed)

Table 3.7.3 Disciplinary steps taken against SMS members for not having concluded Performance Agreements as on 31 July 2024

Reasons
Not required due to the nature of the non-compliance reasons on table 3.7.2



3.8 Performance Rewards

To encourage good performance, the Department has granted the following performance rewards during the year under review. The information is presented in terms of race, gender, disability, salary bands and critical occupations (see definition in notes below).

Table 3.8.1 Performance Rewards by race, gender and disability for the period 1 April 2024 and 31 March 2025

Race and Gender	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within group	Cost (R'000)	Average cost per employee
African, Female	0	52 527	0	0	0
African, Male	0	25 412	0	0	0
Asian, Female	0	1 807	0	0	0
Asian, Male	0	350	0	0	0
Coloured, Female	0	1 901	0	0	0
Coloured, Male	0	682	0	0	0
Total Blacks, Female	0	56 235	0	0	0
Total Blacks, Male	0	26 444	0	0	0
White, Female	0	11 364	0	0	0
White, Male	0	2 958	0	0	0
Employees with a disability	0	2 907	0	0	0
Total	0	99 908	0	0	0

Table 3.8.2 Performance Rewards by salary band for personnel below Senior Management Service for the period 1 April 2024 and 31 March 2025

Salary band	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)	0	9 658	0	0	0
Skilled (Levels 3-5)	0	8 052	0	0	0
Highly Skilled Production (Levels 6-8)	0	67 345	0	0	0
Highly Skilled Supervision (Levels 9-12)	0	14 472	0	0	0
Other	0	248	0	0	0
Contract (Levels 1-2)	0	1	0	0	0
Contract (Levels 3-5)	0	35	0	0	0
Contract (Levels 6-8)	0	1	0	0	0
Contract (Levels 9-12)	0	6	0	0	0
Total	0	99 818	0	0	0



Table 3.8.3 Performance Rewards by critical occupation for the period 1 April 2024 and 31 March 2025

Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Account clerk (public relations/ communication)	0	1	0	0	0
Administration clerks	0	1 215	0	0	0
Administration officer	0	410	0	0	0
Architect	0	3	0	0	0
Call or contact centre clerk	0	9	0	0	0
Caretaker/cleaner	0	479	0	0	0
Childcare worker	0	8	0	0	0
Civil engineer	0	3	0	0	0
Cleaners in offices, workshops, hospitals, etc.	0	5	0	0	0
Clerical supplementary workers not elsewhere classified	0	3	0	0	0
Client information clerks (switchboard reception inform clerks)	0	1	0	0	0
Clinical nurse practitioner	0	2	0	0	0
Communication and marketing manager	0	2	0	0	0
Communication coordinator	0	4	0	0	0
Computer network technician	0	167	0	0	0
Data entry clerk	0	39	0	0	0
Educational psychologist	0	3	0	0	0
Electrical engineering technician	0	1	0	0	0
Elementary workers not elsewhere classified	0	10 792	0	0	0
Facilities manager	0	1	0	0	0
Finance clerk	0	165	0	0	0
Finance manager	0	7	0	0	0
Financial accountant	0	80	0	0	0
Food trade assistant	0	104	0	0	0
Geographic information systems technician	0	1	0	0	0



Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Head of Department/ Chief Executive Officer	0	1	0	0	0
Head of Provincial Department	0	1	0	0	0
Human resource clerk	0	248	0	0	0
Human resource manager	0	13	0	0	0
Human resource practitioner	0	8	0	0	0
ICT systems analyst	0	1	0	0	0
Information technology & systems manager	0	1	0	0	0
Kitchen hand	0	1	0	0	0
Laundry worker (general)	0	4	0	0	0
Legal administration officer	0	4	0	0	0
Legal related manager	0	1	0	0	0
Librarian	0	16	0	0	0
Library assistant	0	44	0	0	0
Light vehicle driver	0	216	0	0	0
Managers not elsewhere classified	0	46	0	0	0
Messengers	0	21	0	0	0
Middle manager: household/food & laundry services rel.	0	1	0	0	0
Middle manager: human resource & organisation development relations	0	127	0	0	0
Middle manager: administrative related	0	115	0	0	0
Middle manager: finance and economics related	0	94	0	0	0
Middle manager: information technology related	0	32	0	0	0
Middle manager: legal related	0	4	0	0	0
Middle manager: social science related	0	1	0	0	0
Middle manager: communication & information related	0	12	0	0	0
Not available	0	1	0	0	0



Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Nurse educator	0	25	0	0	0
Occupational therapist	0	3	0	0	0
Office cleaner	0	498	0	0	0
Office machine operator	0	21	0	0	0
Other administrat & related clerks and organisers	0	6	0	0	0
Other clerical support workers	0	4 832	0	0	0
Other middle manager	0	78	0	0	0
Other occupations	0	76 976	0	0	0
Personal assistant	0	89	0	0	0
Programme or project manager	0	1	0	0	0
Quantity surveyor	0	2	0	0	0
Rank: Departmental Head	0	183	0	0	0
Rank: Deputy Principal	0	47	0	0	0
Rank: Principal P2	0	2	0	0	0
Rank: Principal P3	0	6	0	0	0
Rank: Teacher	0	1 151	0	0	0
Receptionist (general)	0	14	0	0	0
Registered nurse (medical)	0	105	0	0	0
Registry and mailing clerk	0	181	0	0	0
Regulatory inspector	0	35	0	0	0
Risk and integrity manager	0	3	0	0	0
Risk and integrity specialist	0	1	0	0	0
Secretary (general)	0	13	0	0	0
Security officer	0	15	0	0	0
Senior managers	0	10	0	0	0
Skills development facilitator/practitioner	0	1	0	0	0
Social auxiliary worker	0	20	0	0	0
Social services manager	0	1	0	0	0
Social worker	0	136	0	0	0
Speech therapist	0	1	0	0	0



Critical occupation	Beneficiary Profile			Cost	
	Number of beneficiaries	Number of employees	% of total within occupation	Total Cost (R'000)	Average cost per employee
Strategy/monitoring & evaluation manager	0	6	0	0	0
Supply chain clerk	0	327	0	0	0
Supply chain practitioner	0	38	0	0	0
Switchboard operator	0	14	0	0	0
Systems administrator	0	1	0	0	0
Systems developer	0	1	0	0	0
Teachers' aide	0	545	0	0	0
Town planning technician	0	2	0	0	0
Total	0	99 908	0	0	0



Table 3.8.4 Performance related rewards (cash bonus), by salary band for Senior Management Service for the period 1 April 2024 and 31 March 2025

Salary band	Beneficiary Profile			Cost		Total cost as a % of the total personnel expenditure
	Number of beneficiaries	Number of employees	% of total within salary bands	Total cost (R'000)	Average cost per employee	
Band A	0	0	0	0	0	0
Band B	0	0	0	0	0	0
Band C	0	0	0	0	0	0
Band D	0	0	0	0	0	0
Total	0	0	0	0	0	0

3.9 Foreign Workers

The tables below summarise the employment of foreign nationals in the Department in terms of salary band and major occupation.

Table 3.9.1 Foreign workers by salary band for the period 1 April 2024 and 31 March 2025

Salary band	1 April 2024		31 March 2025		Change	
	Number	% of total	Number	% of total	Number	% Change
Highly Skilled Production (Levels 6-8)	37	43.5	31	44.3	-6	40
Highly Skilled Supervision (Levels 9-12)	3	3.5	4	5.7	1	-6.7
Lower Skilled (Levels 1-2)	0	0	0	0	0	0
Other	44	51.8	34	48.6	-10	66.7
Senior Management (Levels 13-16)	0	0	0	0	0	0
Skilled (Levels 3-5)	1	1.2	1	1.4	0	0
Total	85	100	70	100	-15	100

Table 3.9.2 Foreign workers by major occupation for the period 1 April 2024 and 31 March 2025

Major occupation	1 April 2024		31 March 2025		Change	
	Number	% of total	Number	% of total	Number	% Change
Administrative office workers	0	0	0	0	0	0
Elementary occupations	0	0	0	0	0	0
Other occupations	84	98.8	68	97.1	-16	106.7
Professionals and managers	1	1.2	2	2.9	1	-6.7
Service workers	0	0	0	0	0	0
Total	85	100	70	100	-15	100

3.10 Leave Utilisation

The Public Service Commission identified the need for careful monitoring of sick leave within the public service. The following tables provide an indication of the use of sick leave and disability leave. In both cases, the estimated cost of the leave is also provided.

Table 3.10.1 Sick leave for the period 1 January 2024 to 31 December 2024

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)
Contract (Levels 1-2)	1	0	1	0	1	1
Contract (Levels 13-16)	166	78	33	0	5	868
Contract (Levels 3-5)	8	88	1	0	8	9
Contract (Levels 9-12)	25	100	2	0	13	93
Highly Skilled Production (Levels 6-8)	303 156	76	50 687	68	6	560 236
Highly Skilled Supervision (Levels 9-12)	64 924	80	10 371	14	6	181 432
Lower Skilled (Levels 1-2)	41 467	80	7 012	9	6	30 368
Senior Management (Levels 13-16)	56	93	6	0	9	358
Skilled (Levels 3-5)	39 194	76	6 158	8	6	42 866
Total	448 997	77	74 271	100	6	816 231



Table 3.10.2 Disability leave (temporary and permanent) for the period 1 January 2024 to 31 December 2024

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)
Highly Skilled Production (Levels 6-8)	126 273	100	3 414	66	37	241 589
Highly Skilled Supervision (Levels 9-12)	41 348	100	962	19	43	112 727
Lower Skilled (Levels 1-2)	11 919	100	389	8	31	8 958
Senior Management (Levels 13-16)	65	100	1	0	65	351
Skilled (Levels 3-5)	10 738	100	381	7	28	11 494
Total	190 343	100	5 147	100	37	375 119

The table below summarises the utilisation of annual leave. The wage agreement concluded with trade unions in the PSCBC in 2000 requires management of annual leave to prevent high levels of accrued leave being paid at the time of termination of service.

Table 3.10.3 Annual leave for the period 1 January 2024 to 31 December 2024

Salary band	Total days taken	Number of employees using annual leave	Average per employee
Contract (Levels 1-2)	4	4	1
Contract (Levels 13-16)	1 344	21	65
Contract (Levels 3-5)	79	10	8
Contract (Levels 9-12)	72	14	5
Highly Skilled Production (Levels 6-8)	77 731	23	3 311
Highly Skilled Supervision (Levels 9-12)	60 564	23	2 603
Lower Skilled (Levels 1-2)	203 596	21	9 533
Senior Management (Levels 13-16)	448	18	25
Skilled (Levels 3-5)	169 971	22	7 862
Total	513 809	22	23 413



Table 3.10.4 Capped leave for the period 1 January 2024 to 31 December 2024

Salary band	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 on 31 March 2021
Contract (Levels 1-2)	0	0	0	0
Contract (Levels 13-16)	0	0	946	18
Contract (Levels 3-5)	0	0	0	0
Contract (Levels 9-12)	0	0	0	0
Highly Skilled Production (Levels 6-8)	327	85	106 170	2 770
Highly Skilled Supervision (Levels 9-12)	921	181	330 456	6 640
Lower Skilled (Levels 1-2)	40	8	4 709	82
Senior Management (Levels 13-16)	0	0	781	12
Skilled (Levels 3-5)	236	50	48 441	662
Total	1 524	324	491 503	10 184

The following table summarises payments made to employees as a result of leave that was not taken.

Table 3.10.5 Leave payouts for the period 1 April 2024 and 31 March 2025

Reason	Total amount (R'000)	Number of employees	Average per employee (R'000)
Annual - discounting with resignation (workdays)	898	24	37 417
Annual - discounting: contract expiry (workdays)	280	3	93 333
Annual - gratuity: death/retirement/medical retirement (workdays)	13 203	517	25 538
Capped - gratuity: death/retirement/medical retirement (workdays)	146 604	1 039	141 101
Total	160 986		
Leave Payouts (Actual) Allowance Codes – 0060, 0168, 0625, 0422, 0567, 0698, 0699, 0701	161 405	1 359	



3.11 HIV/AIDS & Health Promotion Programme

Table 3.11.1 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
The Department has according to the situational analysis and the considerations for the NSP for HIV, TB and STIs 2023-2028, identified young people between the ages of 18-35 years, employees over the age of 40, and the key population groups (LGBTQI+, persons with disability, employees on salary level 1-5 and general assistants) as categories at risk of HIV and related diseases exposure.	The Department continuously implements health promotion programmes/interventions to inculcate a culture of health-seeking behaviour change among all GDE employees by educating them about the risks of contracting HIV and related diseases, screenings and testing and the preventative measures around them.

Table 3.11.2 Details of Health Promotion and HIV/AIDS Programmes (tick the applicable boxes and provide the required information)

	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.	✓		Mr Shashi Nankoo, Director Performance Management and Development.
2. Does the Department have a dedicated unit, or has it designated specific staff members to promote the health and well-being of your 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 Department has the Employee Health and Wellness (EH&W) unit comprising of 35 professionals and officials (1 Deputy Director Wellness, 1 Deputy Director OHS, 1 Assistant Director OHS, 4 OHS Practitioners, 15 EAP District Coordinators, 1 Head office EAP Coordinator, 4 Social Workers Supervisors, 3 HIV/AIDS Assistant Director, 1 Sports Assistant Director, 4 Sports Practitioners) representing each pillar of the DPSA Strategic Framework. The Department has allocated a budget of R15 925 000 to execute this programme for the current 2024/25 financial year.
3. Has the Department introduced an Employee Assistance or Health Promotion Programme for your employees? If so, indicate the key elements/services of this Programme.	✓		The Department has an EH&W programme in line with the DPSA EH&W Integrated Framework for Public Service of 2019. The Framework has 4 Pillars outlined as follows: HIV, TB and STIs, Health and Productivity Management, SHERQ, and Wellness Management. Within these core pillars, the Department provides preventative and reactive services including physical wellness activities, counselling services and trauma intervention, financial wellness, TB screening, HIV testing services, condom distribution, substance abuse interventions, educational awareness sessions on mental health, GBV, spiritual wellness and OHS services. Within the 2024/25 financial period, the Department distributed 153 704 condoms as a preventative measure to HIV risk exposure.



	Yes	No	Details if yes
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 Department is in the process of establishing gender focused committees which will be contracted on a three-year basis to deal with issues related to HIV, TB and SGBV and Health Promotion programmes in the EHWP. The time frame for recruitment is April to May 2025. The finalisation of the committee members will be affected from July-September 2025. These committee members will be appointed with affirmations by the HOD.
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.	✓		The Department has approved the HIV, TB and STI Policy in line with the new NSP 2023-2028 and the Department is in the process of implementing the policy.
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.	✓		The Department has approved HIV, TB and STI Policy in line with the new NSP 2023-2028 and is currently finalising the SOPs that deal with HIV related stigma and discrimination.
7. Does the Department encourage its employees to undergo Voluntary Counselling and Testing? If so, list the results that you have achieved.	✓		The Department in partnership with the stakeholders provide HIV testing services in line with the NSP 2023-2028 and the Departmental policies. The achievements during the 2024/25, are as follows: - HIV testing services: 1 528 HIV testing breakdown per gender: - Males: 317 - Females: 1 211 Numbers of employees tested HIV positive: 15 - Males: 2 - Females: 13
8. Has the Department developed measures/indicators to monitor and evaluate the impact of its health promotion programme? If so, list these measures/indicators.	✓		The Department has a Monitoring and Evaluation Directorate which the EHWP collaborates with in terms of monitoring the impact of health promotion programmes. Recently, the Department commissioned a survey study to establish the effectiveness of the EHWP programmes from the perspectives of the GDE employees. The Department is still waiting for results of the survey to inform planning of health promotion programmes. Apart from this, the Department compiles reports on a monthly and quarterly basis. Moreover, the Department receives reports from stakeholders such as GEMS and others for all health promotion activities that help the Department with analysing and diagnosing areas that need improvement and further interventions.



3.12 Labour Relations

Table 3.12.1 Collective agreements for the period 1 April 2024 and 31 March 2025

Subject matter	Date
Ca 1 of 2024: Vote weights for the trade unions that are parties to council	11 June 2024
Ca 2 of 2024: The appointment and conversion of temporary educators	11 June 2024
Ca 3 of 2024: Addendum to No.2 of 2024: QMS for school-based education specialists	11 June 2024
GPSSBC Resolution 01 of 2024: Charter of the General Public Services Electoral Bargaining Council (GPSSBS) Collective Bargaining	27 June 2024
GPSSBC Resolution 02 of 2024: Improvement in the Conditions of Service: Special Leave	09 July 2024
GPSSBC Resolution 03 of 2024: Appointment of fulltime shop stewards and release of trade union office bearers	28 June 2024
GPSSBC Resolution 04 of 2024: Agreement on the amendment of Resolution 3 of 2017 – Dispute Resolution Rules	09 September 2024
GPSSBC Resolution 05 of 2024: Agreement on the 2024 National Macro Organisation of Government	05 December 2024
PSCBC Resolution 1 of 2025: Agreement on the Payment of Salary Adjustments and Improvement of Conditions of Service for the Financial Years 2025/26, 2026/27 and 2027/28	17 February 2025

The following table summarises the outcome of disciplinary hearings conducted within the Department for the year under review.

Table 3.12.2 Misconduct and disciplinary hearings finalised for the period 1 April 2024 and 31 March 2025

Outcomes of disciplinary hearings	Number	% of total
Correctional counselling	1	0.3%
Verbal warning	0	0.0%
Written warning	0	0.0%
Final written warning	5	1.3%
Suspended without pay	123	31.3%
Fine	92	23.4%
Demotion	1	0.3%
Dismissal	123	31.3%
Not guilty	29	7.4%
Case withdrawn	19	4.8%
Total	393	100.0%

Notes

- The employee maybe given a combination of sanctions. In most cases any sanction short of dismissal and above warnings, are combined with warning or counselling



Table 3.12.3 Types of misconduct addressed at disciplinary hearings for the period 1 April 2024 and 31 March 2025

Type of misconduct	Number	% of Total
Abscondment/Absenteeism	81	20.6%
Assault	128	32.6%
Dishonesty	9	2.3%
Fraud	4	1.0%
Financial mismanagement	18	4.6%
Improper conduct	103	26.2%
Ill health	10	2.5%
Misuse of state vehicle	2	0.5%
Sexual assault	20	5.1%
Sexual harassment	5	1.3%
Theft	13	3.3%
Total	393	100.0%

Table 3.12.4 Grievances logged for the period 1 April 2024 and 31 March 2025

Grievances	Number	% of Total
Number of grievances resolved	542	83.6%
Number of grievances not resolved	106	16.4%
Total number of grievances lodged	648	100.0%

Table 3.12.5 Disputes logged with Councils for the period 1 April 2024 and 31 March 2025

Disputes	Number	% of Total
Number of disputes upheld	11	3.6%
Number of disputes dismissed	72	23.3%
Total number of disputes lodged	309	100.0%

Table 3.12.6 Strike actions for the period 1 April 2024 and 31 March 2025

Total number of persons working days lost	0
Total costs working days lost	0
Amount recovered as a result of no work no pay (R'000)	0

There was a Section 77 Protest Action on Socio-Economic Crisis in South Africa from 00:00 to end at 23:59 on 07 October 2024. Records from schools and offices indicated that employees who had not reported for duty on the day were on approved leave.

Table 3.12.7 Precautionary suspensions for the period 1 April 2024 and 31 March 2025

Number of people suspended	24
Number of people whose suspension exceeded 30 days	20
Average number of days suspended	138.7
Cost of suspension (R'000)	R3 906 607.65



3.13 Skills Development

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

Table 3.13.1 Training needs identified for the period 1 April 2024 and 31 March 2025

Occupational category	Gender	Number of employees as at 1 April 2024	Training needs identified at start of the reporting period			
			Learner-ships	Skills programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	79	0	1 721	0	1 721
	Male	63	0	1 361	0	1 361
Professionals	Female	58 015	0	28 094	0	28 094
	Male	20 790	0	26 718	0	26 718
Technicians and associate professionals	Female	380	0	164	0	164
	Male	217	0	97	0	97
Clerks	Female	5 219	0	561	0	561
	Male	2 136	0	419	0	419
Service and sales workers	Female	14	0	0	0	0
	Male	37	0	0	0	0
Skilled agriculture and fishery workers	Female	0	0	23	0	23
	Male	0	0	0	0	0
Craft and related trades workers	Female	16	0	0	0	0
	Male	20	0	0	0	0
Plant and machine operators and assemblers	Female	11	0	4	0	4
	Male	144	0	10	0	10
Elementary occupations	Female	5 918	0	247	0	247
	Male	6 841	0	495	0	495
Sub-total	Female	69 652	0	30 814	0	30 814
	Male	30 248	0	29 100	0	29 100
Total		99 900	0	59 914	0	59 914

Table 3.13.2 Training provided for the period 1 April 2024 and 31 March 2025

Occupational category	Gender	Number of employees as at 1 April 2020	Training provided within the reporting period			
			Learner-ships	Skills programmes & other short courses	Other forms of training	Total
Legislators, senior officials and managers	Female	79	0	308	0	308
	Male	63	0	232	0	232
Professionals	Female	58 015	0	22 681	0	22 681
	Male	20 790	0	4 509	0	4 509
Technicians and associate professionals	Female	380	0	2 118	0	2 118
	Male	217	0	781	0	781
Clerks	Female	5 219	0	1 006	0	1 006
	Male	2 136	0	637	0	637
Service and sales workers	Female	14	0	0	0	0
	Male	37	0	0	0	0
Skilled agriculture and fishery workers	Female	0	0	9	0	9
	Male	0	0	28	0	28
Craft and related trades workers	Female	16	0	0	0	0
	Male	20	0	0	0	0
Plant and machine operators and assemblers	Female	11	0	4	0	4
	Male	144	0	22	0	22
Elementary occupations	Female	5 918	0	275	0	275
	Male	6 841	0	345	0	345
Sub-total	Female	69 652	0	26 401	0	26 401
	Male	30 248	0	6 554	0	6 554
Total		99 900	0	32 955	0	32 955



3.14 Injury on Duty

The following tables provide basic information on injury on duty.

Table 3.14.1 Injury on duty for the period 1 April 2024 and 31 March 2025

Nature of injury on duty	Number	% of total
Required basic medical attention only	549	0.55%
Temporary Total Disablement	0	0.00%
Permanent Disablement	0	0.00%
Fatal	0	0.00%
Total	549	0.55%

3.15 Utilisation of Consultants

Utilisation of Consultants
None

3.16 Severance Packages

Table 3.16.1 Granting of employee-initiated severance packages for the period 1 April 2024 and 31 March 2025

Salary band	Number of applications received	Number of applications referred to the MPSA	Number of applications supported by MPSA	Number of packages approved by Department
Lower Skilled (Levels 1-2)	0	0	0	0
Skilled Levels 3-5)	0	0	0	0
Highly Skilled Production (Levels 6-8)	0	0	0	0
Highly Skilled Supervision (Levels 9-12)	0	0	0	0
Senior Management (Levels 13-16)	0	0	0	0
Total	0	0	0	0



PART E: PFMA COMPLIANCE REPORT





1. Irregular, Fruitless and Wasteful, Unauthorised Expenditure and Material Losses

1.1 Irregular Expenditure

a) Reconciliation of irregular expenditure

Description	2024/2025	2023/2024
	R'000	R'000
Opening balance	4 897 962	4 073 026
Adjustment to opening balance	-	94 662
Opening balance as restated	4 897 962	4 167 688
Add: Irregular expenditure confirmed	1 459 497	730 274
Less: Irregular expenditure condoned	-	-
Less: Irregular expenditure not condoned and removed	-	-
Less: Irregular expenditure recoverable	-	-
Less: Irregular expenditure not recoverable and written off	-	-
Closing balance	6 357 459	4 897 962

Included in the adjusted opening balance of R95 million is R18 million that relates to irregular expenditure that was disclosed as under assessment in 2022/23 financial year and confirmed in 2024/25 financial year and a R77 million irregular expenditure for mobiles classrooms incurred in 2022/23 financial year, discovered and confirmed during the current year.

Included in the irregular expenditure of R730 million for 2023/24 financial year is R661 million expenditure relating to the prior year irregular expenditure that was discovered and confirmed in the current year.

The current irregular expenditure of R1.5 billion includes:

- School Nutrition
- Security services
- Mobile classrooms
- SCM related expenditure

Reconciling notes

Description	2024/2025	2023/2024
	R'000	R'000
Irregular expenditure that was under assessment	-	-
Irregular expenditure that relates to the prior year and identified in the current year	-	660 556
Irregular expenditure for the current year	1 459 497	69 718
Total	1 459 497	730 274

The irregular expenditure under assessment comprises of research panel, accounting services, communication panel, non-compliance with the Public Service Regulation Act and Learner teacher material support.

The irregular expenditure under current year is for services rendered for school nutrition, learner teacher material support, mobile classrooms, security service for schools affected by high incidents of violence and school nutrition programme.

²⁴Transfer to receivables.



b) Details of irregular expenditure (under assessment, determination and investigation)

Description	2024/2025	2023/2024
	R'000	R'000
Irregular expenditure under assessment	1 523 626	1 678 389
Irregular expenditure under determination	-	-
Irregular expenditure under investigation	-	-
Total	1 523 626	1 678 389

1. The irregular expenditure under assessment comprises of services rendered for LTSM.

c) Details of irregular expenditure condoned

Description	2024/2025	2023/2024
	R'000	R'000
Irregular expenditure condoned	-	-
Total	-	-

No irregular expenditure was condoned for the year under review.

d) Details of irregular expenditure removed - (not condoned)

Description	2024/2025	2023/2024
	R'000	R'000
Irregular expenditure NOT condoned and removed	-	-
Total	-	-

No irregular expenditure was removed for the year under review.

e) Details of irregular expenditure recoverable

Description	2024/2025	2023/2024
	R'000	R'000
Irregular expenditure recovered	-	-
Total	-	-

No irregular expenditure was recovered for the year under review.



f) Details of irregular expenditure written off (irrecoverable)

Description	2024/2025	2023/2024
	R'000	R'000
Irregular expenditure written off	-	-
Total	-	-

No irregular expenditure was written off (irrecoverable) for the year under review.

Additional disclosure relating to Inter-Institutional Arrangements

g) Details of non-compliance cases where an institution is involved in an inter-institutional arrangement (where such institution is not responsible for the non-compliance)

Description
Nil
Total

No additional disclosure relating to Inter-Institutional Arrangements

h) Details of irregular expenditure cases where an institution is involved in an inter-institutional arrangement (where such institution is responsible for the non-compliance)

Description	2024/2025	2023/2024
	R'000	R'000
Nil	-	-
Total	-	-

None existed for the year under review.

i) Details of disciplinary or criminal steps taken as a result of irregular expenditure

Disciplinary steps taken
Nil

No disciplinary or criminal steps were taken against anyone for the year under review.



1.2 Fruitless and Wasteful Expenditure

a) Reconciliation of fruitless and wasteful expenditure

Description	2024/2025	2023/2024
	R'000	R'000
Opening balance	2	-
Adjustment to opening balance	-	-
Opening balance as restated	-	-
Add: Fruitless and wasteful expenditure confirmed	73	4
Less: Fruitless and wasteful expenditure recoverable ²⁷	-	-
Less: Fruitless and wasteful expenditure not recoverable and written off	72	2
Closing balance	3	2

Fruitless and wasteful expenditure incurred and subsequently written off were because of the outcome of legal matters that were not favourable to the Department.

Reconciling notes

Description	2024/2025	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure that was under assessment	-	-
Fruitless and wasteful expenditure that relates to the prior year and identified in the current year	-	-
Fruitless and wasteful expenditure for the current year	73	4
Total	73	4

b) Details of fruitless and wasteful expenditure (under assessment, determination and investigation)

Description	2024/2025	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure under assessment	-	-
Fruitless and wasteful expenditure under determination	-	-
Fruitless and wasteful expenditure under investigation	3	2
Total	3	2

The above matters are still under investigation.

²⁷Transfer to receivables.



c) Details of fruitless and wasteful expenditure recoverable

Description	2024/2025	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure recoverable	-	-
Total	-	-

There was no fruitless and wasteful expenditure recovered for the year under review.

d) Details of fruitless and wasteful expenditure not recoverable and written off

Description	2024/2025	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure written off	72	2
Total	72	2

An investigation was conducted during the financial year, and the outcome was to write off the fruitless and wasteful expenditure which was incurred.

e) Details of disciplinary or criminal steps taken as a result of fruitless and wasteful expenditure

Disciplinary steps taken
Nil
Total

No disciplinary or criminal steps were taken against anyone for the year under review.

1.3 Unauthorised Expenditure

a) Reconciliation of unauthorised expenditure

Description	2024/2025	2023/2024
	R'000	R'000
Opening balance	-	-
Adjustment to opening balance	-	-
Opening balance as restated	-	-
Add: unauthorised expenditure confirmed	-	-
Less: unauthorised expenditure approved with funding	-	-
Less: unauthorised expenditure approved without funding	-	-
Less: unauthorised expenditure recoverable	-	-
Less: unauthorised not recoverable and written off	-	-
Closing balance	-	-

No unauthorised expenditure was incurred for the financial year 2024/25.



Reconciling notes

Description	2024/2025	2023/2024
	R'000	R'000
Unauthorised expenditure that was under assessment	-	-
Unauthorised expenditure that relates to the prior year and identified in the current year	-	-
Unauthorised expenditure for the current year	-	-
Total	-	-

b) Details of unauthorised expenditure (under assessment, determination and investigation)

Description	2024/2025	2023/2024
	R'000	R'000
Unauthorised expenditure under assessment	-	-
Unauthorised expenditure under determination	-	-
Unauthorised expenditure under investigation	-	-
Total	-	-

Not applicable.

1.4 Additional disclosure relating to material losses in terms of PFMA Section 40(3)(b)(i) &(iii))

a) Details of material losses through criminal conduct

Description	2024/2025	2023/2024
	R'000	R'000
Theft	-	-
Other material losses	-	-
Less: Recoverable	-	-
Less: Not recoverable and written off	-	-
Total	-	-

Not applicable.



b) Details of other material losses

Nature of other material losses	2024/2025	2023/2024
	R'000	R'000
Nil	-	-
Total	-	-

c) Other material losses recoverable

Nature of losses	2024/2025	2023/2024
	R'000	R'000
Nil	-	-
Total	-	-

Not applicable.

d) Other material losses not recoverable and written off

Nature of losses	2024/2025	2023/2024
	R'000	R'000
Nil	-	-
Total	-	-



2. Late and/or Non-Payment of Suppliers

Description	Number of invoices	Consolidated value
		R'000
Valid invoices received	21 902	10 100 174
Invoices paid within 30 days or agreed period	19 968	8 854 867
Invoices paid after 30 days or agreed period	1 204	665 757
Invoices older than 30 days or agreed period (unpaid and without dispute)	707	563 923
Invoices older than 30 days or agreed period (unpaid and in dispute)	23	15 627

Reasons for the late and or non-payment of invoices relate to cash constraints, suppliers delaying updating their tax and banking details on the Central Supplier database. Suppliers loading invoices before the services are confirmed by accountability managers.



3. Supply Chain Management

3.1 Procurement by other means

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract
Support and maintenance for online admission systems	Vodacom	Single Source	N/A	R3 772 253
Total				R3 772 253

3.2 Contract Variations and Expansions

Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value (R'000)	Value of previous contract expansion/s or variation/s (if applicable) (R'000)	Value of current contract expansion or variation (R'000)
Exam Printing	Lebone Litho Printers	Expansion	GT/ GDE/075/2021	380 673	N/A	144 795
24-Hour Security Service	Bohle Rekakgona Trading Enterprise	Expansion	GT/ GDE/024/2020	24 019	1 987	20 908
	Ezingeni Security and Cleaning (Pty)	Expansion	GT/ GDE/024/2020	11 862	N/A	11 041
	Hlatse's Security Services	Expansion	GT/ GDE/024/2020	17 920	N/A	14 729
	Kya Guards Pty Ltd	Expansion	GT/ GDE/024/2020	15 169	N/A	13 833
	Laphinda Cleaning and Security	Expansion	GT/ GDE/024/2020	25 018	2 354	21 575
	MMV Protection and Security Services	Expansion	GT/ GDE/024/2020	22 267	1 375	19 926
	M X O Crime Reduction Unit	Expansion	GT/ GDE/024/2020	17 682	N/A	14 721
	Peuloane	Expansion	GT/ GDE/024/2020	23 528	N/A	21 956
	Powerday Logistics (Pty) Ltd	Expansion	GT/ GDE/024/2020	14 607	N/A	15 356
	Mabotwane Security Services	Expansion	GT/ GDE/024/2020	22 506	1 158	21 677



Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value (R'000)	Value of previous contract expansion/s or variation/s (if applicable) (R'000)	Value of current contract expansion or variation (R'000)
Emptying and Desludging of Septic Tanks	MLC Sanitation	Expansion	GT/GDE/058/2020	23 000	4 631	3 000
	Moreki Distributors	Expansion	GT/GDE/058/2020	23 000	127	1 200
	Supreme Trading Enterprises	Expansion	GT/GDE/058/2020	33 800	N/A	5 400
GT/GDE/070/219 Offsite Storage and Dispo	The Document Warehouse	Expansion	GT/GDE/070/2019	1 393	N/A	2 343
Telephone Services	PLUS1X Communications	Expansion	N/A	7 200	N/A	7 200
Total				663 645	11 636	339 659



PART F: FINANCIAL INFORMATION





Report of the Auditor-General to the Gauteng Provincial Legislature on vote no. 5: Gauteng Department of Education

Report on the audit of the financial statements

Opinion

1. I have audited the financial statements of the Gauteng Department of Education set out on pages 275 to 386, which comprise the appropriation statement, statement of financial position as at 31 March 2025, statement of financial performance, statement of changes in net assets, and the cash flow statement for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In my opinion, the financial statements present fairly, in all material respects, the financial position of the Gauteng Department of Education as at 31 March 2025 and its financial performance and cash flows for the year then ended in accordance with Modified Cash Standard (MCS) as prescribed by the National Treasury and the requirements of the Public Finance Management Act 1 of 1999 (PFMA) and the Division of Revenue Act 24 of 2024 (Dora).

Basis for opinion

3. I conducted my audit in accordance with the International Standards on Auditing (ISAs). My responsibilities under those standards are further described in the responsibilities of the auditor-general for the audit of the financial statements section of my report.
4. I am independent of the department in accordance with the International Ethics Standards Board for Accountants' International Code of ethics for Professional Accountants (including International Independence Standards) (IESBA code) as well as other ethical requirements that are relevant to my audit in South Africa. I have fulfilled my other ethical responsibilities in accordance with these requirements and the IESBA code.
5. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified opinion.

Emphasis of matters

6. I draw attention to the matter below. My opinion is not modified in respect of this matter.

Contingent liabilities

7. With reference to note 17.1 to the financial statements, the department is the defendant in a various lawsuits. The ultimate outcome of the matter could not be determined and no provision for any liability that may result was made in the financial statements.



Other matters

8. I draw attention to the matters below. My opinion is not modified in respect of these matters.

Unadjusted supplementary schedules

9. The supplementary information set out on pages 387 to 396 does not form part of the financial statements and is presented as additional information. I have not audited these annexures and, accordingly, I do not express an opinion on them.

Irregular expenditure under assessment

10. Paragraph 3.11 of instruction note 4: PFMA Compliance and Reporting Framework of 2022-23 issued by National Treasury, in terms of the PFMA, requires the relevant institution to disclose the irregular expenditure under assessment and the process of dealing with the irregular expenditure in its annual report, as part of other information. The department has disclosed irregular expenditure under assessment for various matters. I have not audited the irregular expenditure under assessment and, accordingly, I do not express an opinion on the disclosure thereof in the annual report.

Responsibilities of the accounting officer for the financial statements

11. The accounting officer is responsible for the preparation and fair presentation of the financial statements in accordance with the MCS and the requirements of the PFMA and the Dora and for such internal control as the accounting officer determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
12. In preparing the financial statements, the accounting officer is responsible for assessing the department's ability to continue as a going concern; disclosing, as applicable, matters relating to going concern; and using the going concern basis of accounting unless the appropriate governance structure either intends to liquidate the department or to cease operations, or has no realistic alternative but to do so.

Responsibilities of the auditor-general for the audit of the financial statements

13. My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error; and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAS will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
14. A further description of my responsibilities for the audit of the financial statements is included in the annexure to this auditor's report. This description, which is located at page 273 of the annexure to the auditor's report, forms part of my auditor's report.



Report on the audit of the annual performance report

15. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, I must audit and report on the usefulness and reliability of the reported performance against predetermined objectives for the selected programmes presented in the annual performance report. The accounting officer is responsible for the preparation of the annual performance report.
16. I selected the following programmes presented in the annual performance report for the year ended 31 March 2025 for auditing. I selected programmes that measure the department's performance on its primary mandated functions and that are of significant national, community or public interest.

Programmes	Page numbers	Purpose
Public ordinary schools education	72	To provide public ordinary education from grades 1 to 12, in accordance with the South African Schools Act and White Paper 6 on inclusive education. To provide specific public primary ordinary schools with resources required for the grade 1 to 7 levels. To provide specific public secondary ordinary schools with resources required for the grades 8 to 12 levels. To provide departmental services for the professional and other development of educators and non-educators in public ordinary schools. To provide additional and departmentally managed sporting, cultural and reading activities in public ordinary schools. To provide for projects under programme 2 specified by the Department of Basic Education and funded by conditional grants.
Early childhood development	103	To provide early childhood education (ECD) at grade R and earlier levels in accordance with White Paper 5 and to increase the number of learners. To provide specific public ordinary schools with resources required for grade R. To ensure that the sector is regulated by GDE grade R regulations and registered independent sites. To support particular community centres at the grade R level. To provide training and payment of stipends of pre-grade R practitioners. To provide departmental services for the professional and other development of educators and non-educators in ECD sites. To provide for projects under programme 5 specified by the Department of Basic Education and funded by conditional grants. To ensure that the norms and standards for ECD sites are implemented across the province through consultation with stakeholders. Verify and map all ECD sites in the Gauteng province and ensure monitoring thereof is implemented and improved. To ensure that the pre-grade R and grade R curriculum are implemented. To ensure collaboration with other government departments responsible for ECD, municipalities and other ECD stakeholders.
Infrastructure development	111	To provide and maintain infrastructure and facilities for administration and schools. To provide for the project funded by the education infrastructure grant.

17. I evaluated the reported performance information for the selected programmes against the criteria developed from the performance management and reporting framework, as defined in the general notice. When an annual performance report is prepared using these criteria, it provides useful and reliable information and insights to users on the department's planning and delivery on its mandate and objectives.



18. I performed procedures to test whether:

- the indicators used for planning and reporting on performance can be linked directly to the department's mandate and the achievement of its planned objectives
- all the indicators relevant for measuring the department's performance against its primary mandated and prioritised functions and planned objectives are included
- the indicators are well defined to ensure that they are easy to understand and can be applied consistently, as well as verifiable so that I can confirm the methods and processes to be used for measuring achievements
- the targets can be linked directly to the achievement of the indicators and are specific, time bound and measurable to ensure that it is easy to understand what should be delivered and by when, the required level of performance as well as how performance will be evaluated
- the indicators and targets reported on in the annual performance report are the same as those committed to in the approved initial or revised planning documents
- the reported performance information is presented in the annual performance report in the prescribed manner and is comparable and understandable
- there is adequate supporting evidence for the achievements reported and for the reasons provided for any over- or underachievement of targets.

19. I performed the procedures for the purpose of reporting material findings only; and not to express an assurance opinion or conclusion.

20. I did not identify any material findings on the reported performance information for the early childhood development

21. The material findings on the reported performance information for the selected programmes are as follows:

Public ordinary school education

22. An achievement of 2 581 foundation phase teachers trained in reading methodology was reported against a target of 2 500 foundation phase teachers trained in reading methodology. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported.

Consequently, it is likely that the achievement against the target was lower than reported.

Infrastructure development

23. The target of progress report on 18 new and replacement schools under construction does not relate directly to the indicator, which measures the number of new and replacement schools under construction funded by the Budget Facility for Infrastructure. This makes it difficult to plan for the achievement of the indicator. Consequently, the reported achievement does not provide useful information on the indicator's achievement.

Other matter

24. I draw attention to the matters below.

Achievement of planned targets

25. The annual performance report includes information on reported achievements against planned targets and provides explanations for over- or under achievements. This information should be considered in the context of the material findings on the reported performance information.
26. The tables that follow provide information on the achievement of planned targets and list the key indicators that were not achieved as reported in the annual performance report. The reasons for any underachievement of targets are included in the annual performance report on pages 61 to 132.

Public ordinary schools education

<i>Targets achieved: 94,73%</i> <i>Budget spent: 99,48%</i>		
Key indicator not achieved	Planned target	Reported achievement
SOI 207: Number of teachers trained in language content and methodology	1 500	1 497

Infrastructure development

<i>Targets achieved: 50%</i> <i>Budget spent: 99,25%</i>		
Key indicator not achieved	Planned target	Reported achievement
SOI 605: Number of schools where scheduled maintenance projects were completed	295	274

Material misstatements

27. I identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information for public ordinary schools education and infrastructure development. Management did not correct the misstatements and I reported material findings in this regard.

Report on compliance with legislation

28. In accordance with the PAA and the general notice issued in terms thereof, I must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The accounting officer is responsible for the department's compliance with legislation.
29. I performed procedures to test compliance with selected requirements in key legislation in accordance with the findings engagement methodology of the Auditor-General of South Africa (AGSA). This engagement is not an assurance engagement. Accordingly, I do not express an assurance opinion or conclusion.



30. Through an established AGSA process, I selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the department, clear to allow consistent measurement and evaluation, while also sufficiently detailed and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.
31. The material findings on compliance with the selected legislative requirements, presented per compliance theme, are as follows:

Procurement and contract management

32. Some of the goods and services of a transaction value above R1 000 000 were procured without inviting competitive bids and deviations were approved by the accounting officer but it was practical to invite competitive bids, as required by treasury regulation (TR) 16A6.1, paragraph 3.3.1 of National Treasury Instruction (NT I) 02 of 2021/22, paragraph 4.1 of NTI 03 of 2021/22 and TR 16A6.4
33. Some of the construction contracts were awarded to contractors that were not registered with the Construction Industry Development Board (CIDB) and did not qualify for the contract in accordance with section 18(1) of the CIDB Act and CIDB Regulation 17.
34. Some of the contracts were not awarded in an economical manner and the prices of the goods or services were not reasonable as required by PFMA 38(1)(b) and SCM instruction note 2 of 2021/22 par. 3.2.4 (b).

Expenditure management

35. Effective and appropriate steps were not taken to prevent irregular expenditure, as required by section 38(1)(c)(ii) of the PFMA and TR 9.1.1. The majority of the irregular expenditure disclosed in the financial statements was caused by non-compliance with TR 16A3.2.

Other information in the annual report

36. The accounting officer is responsible for the other information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported on in this auditor's report.
37. My opinion on the financial statements, and my reports on the audit of the annual performance report and compliance with legislation do not cover the other information included in the annual report and I do not express an audit opinion or any form of assurance conclusion on it.
38. My responsibility is to read this other information and, in doing so, consider whether it is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report or my knowledge obtained in the audit, or otherwise appears to be materially misstated.
39. I did not receive the other information prior to the date of this auditor's report. When I do receive and read this information, if I conclude that there is a material misstatement therein, I am required to communicate the matter to those charged with governance and request that the other information be corrected. If the other information is not corrected, I may have to retract this auditor's report and re-issue an amended report as appropriate. However, if it is corrected this will not be necessary.



Internal control deficiencies

40. I considered internal control relevant to my audit of the financial statements, annual performance report and compliance with applicable legislation; however, my objective was not to express any form of assurance on it.
41. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the qualified opinion and the material findings on the annual performance report and the material findings on compliance with legislation included in this report.
42. The accounting officer did not exercise adequate oversight of the internal controls relating to compliance with key laws and regulations. This resulted in material non-compliance with laws and regulations.
43. Senior management did not adequately review and monitor compliance with applicable laws and regulations, which resulted in instances of non-compliance being identified.
44. Senior management did not always prepare valid, accurate and complete performance reports that are supported and evidenced by reliable information. This resulted in a material finding on the annual performance report.
45. Senior management did not always ensure that all output indicators and their related targets are well defined and relevant. This resulted in a material finding on the annual performance report.

Material irregularity

46. In accordance with the PAA and the Material Irregularity Regulations, I have a responsibility to report on material irregularities identified during the audit and on the status of material irregularities as previously reported in the auditor's report.

Status of previously reported material irregularities

Procurement of decontamination, fogging, disinfection and deep cleaning of educational facilities at excessive price

47. Resources of the department were not utilised economically, as required by section 38(1)(b) of the PFMA. The department paid excessive prices for the disinfection of educational facilities after covid-19 cases were reported in the 2020-21 financial year.
48. The material irregularity is likely to result in a material financial loss for the department, if not recovered.
49. The accounting officer was notified of the material irregularity on 13 October 2021.
50. The accounting officer has taken the following actions to address the material irregularity:
 - An investigation conducted by the Special Investigating Unit (SIU) dated 10 December 2021, concluded that the department overpaid for services rendered. Four officials were found to have contributed to the irregularities. One of these officials were not charged as he was found not to be responsible for the daily management of supply chain management of the department.
 - Two of the remaining three officials whose disciplinary processes were finalised in March 2024, were found guilty of gross negligence in April 2024 and dismissed from the employment of the department by the accounting officer in May 2024. Disciplinary steps could not be taken against the third employee as he resigned in February 2024.



- The Special Tribunal of South Africa set aside the appointment of 49 service providers and granted the disgorgement of all profits gained by these 49 service providers in February 2022. The judgement resulted in the accounting officer withholding payments amounting to R32,5 million for invoices that had not yet been paid. The SIU has not actioned the judgement as one supplier lodged an appeal, and the process is still ongoing.
- The independent investigation, finalised in December 2022, concluded that a further nine officials were responsible for the irregular appointment of service providers.
- The accounting officer initially requested the state attorney, in June 2023, to appoint a legal firm to assist with the finalisation of the disciplinary process from the SIU report and initiation of the disciplinary process based on the outcome of the investigation report.
- Based on the outcome of the review of the investigation report by the law firm appointed in May 2024, the accounting officer charged three employees in September 2024. Disciplinary process have not been finalised as hearings have not been finalised and the process is expected to be completed in December 2025. Disciplinary process could not be initiated against the remaining employees as evidence provided was not sufficient to institute the charges and one employee retired.

51. The material irregularity is resolved.

Other reports

52. In addition to the investigations relating to material irregularities, I draw attention to the following engagements conducted by various parties. These reports did not form part of my opinion on the financial statements or my findings on the reported performance information or compliance with legislation.
53. The department is conducting a number of investigations based on allegations of procurement irregularities and financial misconduct. Some of these investigations had been finalised while others were still in progress at the date of this auditor's report.

Auditor-General

Johannesburg

31 August 2025



AUDITOR-GENERAL
SOUTH AFRICA

Auditing to build public confidence



Annexure to the auditor's report

The annexure includes the following:

- the auditor-general's responsibility for the audit
- the selected legislative requirements for compliance testing.

Auditor-general's responsibility for the audit

Professional judgement and professional scepticism

As part of an audit in accordance with the ISAs, I exercise professional judgement and maintain professional scepticism throughout my audit of the financial statements and the procedures performed on reported performance information for selected programmes and on the department's compliance with selected requirements in key legislation.

Financial statements

In addition to my responsibility for the audit of the financial statements as described in this auditor's report, I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the department's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made
- conclude on the appropriateness of the use of the going concern basis of accounting in the preparation of the financial statements. I also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the department to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify my opinion on the financial statements. My conclusions are based on the information available to me at the date of this auditor's report. However, future events or conditions may cause the department to cease operating as a going concern
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

I communicate with the accounting officer regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.



I also provide the accounting officer with a statement that I have complied with relevant ethical requirements regarding independence and communicate with them all relationships and other matters that may reasonably be thought to bear on my independence and, where applicable, actions taken to eliminate threats or safeguards applied.

Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
Public Finance Management Act 1 of 1999	Section 1; 38(1)(b); 38(1)(c)(i); 38(1)(c)(ii); Section 38(1)(d); 38(1)(h)(iii); 38(1)(j); 39(1)(a); Section 39(2)(a); 40(1)(a); 40(1)(b); 40(1)(c)(i); Section 43(1); 43(4); 44(1); 44(2); 45(b)
Treasury Regulations, 2005	Regulation 4.1.1; 4.1.3; 5.1.1; 5.2.1; 5.2.3(a); Regulation 5.2.3(d); 5.3.14; 6.3.1(a); 6.3.1(b); Regulation 6.3.1(c); 6.3.1(d); 6.4.1(b); 7.2.1; Regulation 8.1.1; 8.2.1; 8.2.3; 8.4.1; 9.1.1; 9.1.4; Regulation 10.1.1(a); 10.1.2; 11.4.1; 11.4.2; Regulation 11.5.1; 12.5.1; 15.10.1.2(c); 16A3.2; Regulation 16A3.2(a); 16A6.1; 16A6.2(a); Regulation 16A6.2(b); 16A6.3(a); 16A6.3(b); Regulation 16A6.3(c); 16A6.3(e); 16A6.4; Regulation 16A6.5; 16A6.6; 16A7.1; 16A7.3; Regulation 16A7.6; 16A7.7; 16A8.2(1); 16A8.2(2); Regulation 16A8.3; 16A8.4; 16A9.1(b)(ii); Regulation 16A9.1(d); 16A9.1(e); 16A9.1(f); Regulation 16A9.2; 16A9.2(a)(ii); 17.1.1; 18.2; Regulation 19.8.4
Construction Industry Development Board Act 38 of 2000	Section 18(1)
Construction Industry Development Board Regulations, 2004	Regulation 17; 25(7A)
Division of Revenue Act 5 of 2023	Section 11(6)(a); 12(5); 16(1); 16(3); 16(3)(a)(i); Section 16(3)(a)(ii)(bb)
Second amendment National Treasury Instruction No. 5 of 2020/21	Paragraph 1
Erratum National Treasury Instruction No. 5 of 2020/21	Paragraph 2
National Health Act 61 of 2003	Section 13
National Treasury instruction No 5 of 2020/21	Paragraph 4.8; 4.9; 5.3
National Treasury Instruction No. 1 of 2021/22	Paragraph 4.1
National Treasury Instruction No. 4 of 2015/16	Paragraph 3.4
National Treasury SCM Instruction No. 4A of 2016/17	Paragraph 6
National Treasury SCM Instruction No. 03 of 2021/22	Paragraph 4.1; 4.2(b); 4.3; 4.4(a); 4.17; 7.2; 7.6
National Treasury SCM Instruction No. 11 of 2020/21	Paragraph 3.4(a); 3.4(b); 3.9
National Treasury SCM Instruction No. 2 of 2021/22	Paragraph 3.2.1; 3.2.4; 3.2.4(a); 3.3.1;
Practice Note 11 of 2008/9	Paragraph 2.1; 3.1 (b)
Practice Note 5 of 2009/10	Paragraph 3.3
Practice Note 7 of 2009/10	Paragraph 4.1.2
Preferential Procurement Policy Framework Act 5 of 2000	Section 1; 2.1 (a); 2.1 (f)
Preferential Procurement Regulation, 2022	Regulation 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3; 5.4
Preferential Procurement Regulation, 2017	Regulation 4.1; 4.2; 5.1; 5.3; 5.6; 5.7; 6.1; 6.2; 6.3; Regulation 6.5; 6.6; 6.8; 7.1; 7.2; 7.3; 7.5; 7.6; 7.8; Regulation 8.2; 8.5; 9.1; 10.1; 10.2; 11.1; 11.2
Prevention and Combating of Corrupt Activities Act 12 of 2004	Section 34(1)
State Information Technology Agency Act 88 of 1998	Section 7(3)



Annual Financial Statements for Gauteng Department of Education Vote 5

for the year ended 31 March 2025

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Appropriation Statement

for the year ended 31 March 2025

Appropriation per programme									
Programme	2024/25						2023/24		
	Approved Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
1. Administration	4 621 154	-	114 992	4 736 146	4 725 919	10 227	99.8	4 446 082	4 445 193
2. Public Ordinary School Education	48 335 503	-	(163 590)	48 171 913	47 922 758	249 155	99.5	45 622 604	45 445 400
3. Independent School Subsidies	1 036 284	-	-	1 036 284	1 035 961	323	100.0	1 125 581	1 125 580
4. Public Special School Education	4 825 099	-	(20 050)	4 805 049	4 804 523	526	100.0	4 494 489	4 493 669
5. Early Childhood Development	2 393 972	-	(18 380)	2 375 592	2 375 437	155	100.0	2 152 832	2 152 677
6. Infrastructure Development	2 689 474	-	50 840	2 740 314	2 719 872	20 442	99.3	2 231 953	2 201 178
7. Examination and Education Related Services	2 241 453	-	36 188	2 277 641	2 241 114	36 527	98.4	3 286 023	3 282 952
Sub-total	66 142 939	-	-	66 142 939	65 825 584	317 355	99.5	63 359 564	63 146 649
Total	66 142 939	-	-	66 142 939	65 825 584	317 355	99.5	63 359 564	63 146 649



	2024/25		2023/24	
	Final Budget	Actual Expenditure	Final Budget	Actual Expenditure
	R'000	R'000	R'000	R'000
TOTAL (brought forward)	66 142 939	65 825 584	63 359 564	63 146 649
Reconciliation with statement of financial performance				
ADD				
Departmental receipts	71 890		53 858	
Actual amounts per statement of financial performance (total revenue)	66 214 829		63 413 422	
Actual amounts per statement of financial performance (total expenditure)		65 825 584		63 146 649



Appropriation per economic classification									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	56 546 057	(115 425)		56 340 548	56 184 051	156 497	99.7	53 127 394	53 222 465
Compensation of employees	49 070 183	(93 382)		48 889 769	48 884 360	5 409	100.0	45 241 956	45 244 382
Salaries and wages	41 817 615	(371 073)		41 357 708	41 352 694	5 014	100.0	38 390 718	38 393 037
Social contributions	7 252 568	277 691	1 802	7 532 061	7 531 666	395	100.0	6 851 238	6 851 345
Goods and services	7 475 874	(22 116)	(3 052)	7 450 706	7 299 618	151 088	98.0	7 885 433	7 978 079
Administrative fees	327 009	(119 499)	-	207 510	207 483	27	100.0	198 728	198 677
Advertising	13 217	(3 887)	(44)	9 286	9 284	2	100.0	13 318	12 664
Minor assets	42 152	(38 877)	-	3 275	3 265	10	99.7	5 801	5 792
Audit costs: External	22 706	(1 868)	-	20 838	20 838	-	100.0	18 176	18 176
Bursaries: Employees	38 057	(8 466)	-	29 591	29 590	1	100.0	37 353	37 353
Catering: Departmental activities	22 754	(5 564)	(492)	16 698	16 697	1	100.0	24 611	24 611
Communication	122 311	(51 572)	-	70 739	70 732	7	100.0	114 223	114 164
Computer services	182 083	(67 431)	-	114 652	114 651	1	100.0	125 835	125 834
Consultants: Business and advisory services	85 855	(19 690)	(5 963)	60 202	60 200	2	100.0	80 633	80 630
Legal services	15 592	(3 553)	-	12 039	12 040	(1)	100.0	14 777	14 778
Contractors	854 676	135 447	(64 663)	925 460	676 597	248 863	73.1	279 610	285 874
Agency and support / outsourced services	1 151 810	144 131	(7 514)	1 288 427	1 288 427	-	100.0	1 278 223	1 227 847
Fleet services (including government motor transport)	23 227	(6 277)	-	16 950	16 944	6	100.0	21 548	21 544



Appropriation per economic classification									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Inventory: Learner and teacher support material	1 212 157	(262 582)	(168)	949 407	949 402	5	100.0	1 062 384	1 062 339
Inventory: Other supplies	182 559	19 601	26 637	228 797	334 577	(105 780)	146.2	556 882	659 571
Consumable supplies	60 388	(10 547)	(1 008)	48 833	48 790	43	99.9	68 358	68 334
Consumable: Stationery, printing and office Supplies	34 987	(8 532)	-	26 455	26 450	5	100.0	32 345	32 303
Operating leases	377 000	(62 488)	-	314 512	314 995	(483)	100.2	342 516	342 517
Property payments	1 246 397	66 110	50 631	1 363 138	1 355 053	8 085	99.4	1 334 765	1 370 168
Transport provided: Departmental activity	1 119 517	334 823	(240)	1 454 100	1 454 069	31	100.0	1 739 743	1 739 743
Travel and subsistence	230 870	4 127	(77)	234 920	234 819	101	100.0	217 863	217 606
Training and development	59 538	(29 674)	-	29 864	29 714	150	99.5	83 755	83 758
Operating payments	23 481	(13 109)	(72)	10 300	10 296	4	100.0	189 248	189 247
Venues and facilities	26 582	(12 586)	(79)	13 917	13 911	6	100.0	24 015	23 827
Rental and hiring	949	(153)	-	796	794	2	99.7	20 723	20 722
Interest and rent on land	-	73	-	73	73	-	100.0	5	4
Interest	-	73	-	73	73	-	100.0	5	4



Appropriation per economic classification									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	7 612 121	104 207	54 600	7 770 928	7 753 259	17 669	99.8	9 016 867	8 735 123
Departmental agencies and accounts	126 491	-	-	126 491	126 408	83	99.9	125 699	125 699
Departmental agencies	126 491	-	-	126 491	126 408	83	99.9	125 699	125 699
Non-profit institutions	6 933 618	40 769	(13 770)	6 960 617	6 943 075	17 542	99.7	8 394 765	8 102 585
Households	552 012	63 438	68 370	683 820	683 776	44	100.0	496 403	506 839
Social benefits	167 712	5 612	1 710	175 034	175 027	7	100.0	164 311	171 887
Other transfers to households	384 300	57 826	66 660	508 786	508 749	37	100.0	332 092	334 952
Payments for capital assets	1 984 761	1 185	-	1 985 946	1 842 751	143 195	92.8	1 190 290	1 164 048
Buildings and other fixed structures	1 820 254	-	-	1 820 254	1 725 658	94 596	94.8	1 016 332	1 006 081
Buildings	1 820 254	-	-	1 820 254	1 725 658	94 596	94.8	1 016 332	1 006 081
Machinery and equipment	161 044	1 185	-	162 229	117 084	45 145	72.2	165 581	151 803
Transport equipment	75	-	-	75	75	-	100.0	625	456
Other machinery and equipment	160 969	1 185	-	162 154	117 009	45 145	72.2	164 956	151 347
Land and subsoil assets	3 000	-	-	3 000	2	2 998	0.1	5 961	5 960
Software and other intangible assets	463	-	-	463	7	456	1.5	2 416	204
Payments for financial assets	-	10 033	35 484	45 517	45 523	(6)	100.0	25 013	25 013
Total	66 142 939	-	-	66 142 939	65 825 584	317 355	99.5	63 359 564	63 146 649



Programme 1: ADMINISTRATION									
	2024/25					2023/24			
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Office of the MEC	5 499	(587)	59	4 971	4 969	2	100.0	6 793	6 792
2. Corporate Services	2 663 777	47 532	88 154	2 799 463	2 791 582	7 881	99.7	2 583 279	2 583 987
3. Education Management	1 839 842	557	26 751	1 867 150	1 865 062	2 088	99.9	1 763 551	1 763 216
4. Human Resource Management	85 491	(30 739)	28	54 780	54 781	(1)	100.0	74 233	73 267
5. Education Management Information System	26 545	(16 763)	-	9 782	9 525	257	97.4	18 226	17 931
Total for sub-programmes	4 621 154	-	114 992	4 736 146	4 725 919	10 277	99.8	4 446 082	4 445 193
Economic classification									
Current payments	4 588 295	(10 033)	28 226	4 606 488	4 606 479	9	100.0	4 337 123	4 336 652
Compensation of employees	3 643 129	-	28 226	3 671 355	3 671 352	3	100.0	3 451 799	3 451 800
Salaries and wages	3 071 220	9 127	26 424	3 106 771	3 106 770	1	100.0	2 935 095	2 935 096
Social contributions	571 909	(9 127)	1 802	564 584	564 582	2	100.0	516 704	516 704
Goods and services	945 166	(10 040)	-	935 126	935 121	5	100.0	885 322	884 850
Administrative fees	1 799	(448)	-	1 351	1 351	-	100.0	599	600
Advertising	3 572	(1 622)	-	1 950	1 950	-	100.0	5 210	4 755
Minor assets	34 698	(31 764)	-	2 934	2 934	-	100.0	4 952	4 952
Audit costs: External	22 706	(1 868)	-	20 838	20 838	-	100.0	18 176	18 176
Bursaries: Employees	17 331	(13 576)	-	3 755	3 755	-	100.0	23 420	23 420
Catering: Departmental activities	3 677	(1 247)	-	2 430	2 430	-	100.0	2 137	2 138
Communication	12 007	27 214	-	39 221	39 220	1	100.0	42 132	42 132
Computer services	70 786	(28 072)	-	42 714	42 713	1	100.0	62 379	62 379
Consultants: Business and advisory services	40 984	(17 544)	-	23 440	23 439	1	100.0	34 408	34 408
Legal services	15 592	(3 553)	-	12 039	12 040	(1)	100.0	14 777	14 778



Programme 1: ADMINISTRATION									
	2024/25					2023/24			
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Contractors	182 210	147 565	-	329 775	329 775	-	100.0	158 731	158 731
Agency and support / outsourced services	26 360	(4 603)	-	21 757	21 757	-	100.0	18 026	18 027
Fleet services	11 596	(1 066)	-	10 530	10 528	2	100.0	14 342	14 341
Inventory: Learner and teacher support material	938	(306)	-	632	632	-	100.0	686	686
Consumable supplies	11 547	(2 044)	-	9 503	9 503	-	100.0	15 863	15 863
Consumable: Stationery, printing and office supplies	16 012	(3 976)	-	12 036	12 036	-	100.0	13 724	13 724
Operating leases	332 675	(51 560)	-	281 115	281 113	2	100.0	303 689	303 689
Property payments	73 840	(1 539)	-	72 301	72 302	(1)	100.0	77 379	77 379
Transport provided: Departmental activity	977	(194)	-	783	783	-	100.0	1 392	1 392
Travel and subsistence	26 816	(136)	-	26 680	26 679	1	100.0	31 809	31 789
Training and development	21 484	(11 949)	-	9 535	9 535	-	100.0	12 439	12 439
Operating payments	10 255	(3 969)	-	6 286	6 286	-	100.0	8 011	8 012
Venues and facilities	6 669	(3 598)	-	3 071	3 072	(1)	100.0	6 168	6 167
Rental and hiring	635	(185)	-	450	450	-	100.0	14 873	14 873

Part F: Financial Information



Programme 1: ADMINISTRATION									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Interest and rent on land	-	7	-	7	6	1	85.7	2	2
Interest	-	7	-	7	6	1	85.7	2	2
Transfers and subsidies	9 792	-	51 282	61 074	58 991	2 083	96.6	57 901	67 911
Departmental agencies and accounts	83	-	-	83	-	83	-	-	-
Departmental agencies	83	-	-	83	-	83	-	-	-
Non-profit institutions	2 000	-	-	2 000	-	2 000	-	-	-
Households	7 709	-	51 282	58 991	58 991	-	100.0	57 901	67 911
Social benefits	7 709	-	20 829	28 538	28 538	-	100.0	22 131	29 280
Other transfers to households	-	-	30 453	30 453	30 453	-	100.0	35 770	38 631
Payments for capital assets	23 067	-	-	23 067	14 926	8 141	64.7	26 045	15 617
Machinery and equipment	22 604	-	-	22 604	14 919	7 685	66.0	23 629	15 413
Transport equipment	75	-	-	75	75	-	100.0	-	-
Other machinery and equipment	22 529	-	-	22 529	14 844	7 685	65.9	23 629	15 413
Software and other intangible assets	463	-	-	463	7	456	1.5	2 416	204
Payments for financial assets	-	10 033	35 484	45 517	45 523	(6)	100.0	25 013	25 013
Total	4 621 154	-	114 992	4 736 146	4 725 919	10 277	99.8	4 446 082	4 445 193



1.1 Office of the MEC									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	5 499	(587)	59	4 971	4 969	2	100.0	6 779	6 778
Compensation of employees	2 734	-	59	2 793	2 792	1	100.0	2 120	2 119
Salaries and wages	2 281	-	55	2 336	2 336	-	100.0	1 847	1 846
Social contributions	453	-	4	457	456	1	99.8	273	273
Goods and services	2 765	(587)	-	2 178	2 177	1	100.0	4 659	4 659
Administrative fees	14	(13)	-	1	1	-	100.0	44	44
Catering: Departmental activities	29	(22)	-	7	7	-	100.0	18	18
Communication	101	(81)	-	20	20	-	100.0	14	14
Fleet services	418	199	-	617	616	1	99.8	589	588
Consumable supplies	38	10	-	48	48	-	100.0	20	20
Consumable: Stationery, printing and office supplies	29	146	-	175	175	-	100.0	-	-
Operating leases	1 191	(319)	-	872	872	-	100.0	1 771	1 771
Travel and subsistence	483	(438)	-	45	45	-	100.0	1 190	1 190
Operating payments	-	-	-	-	-	-	-	2	2
Venues and facilities	462	(69)	-	393	393	-	100.0	1 011	1 012
Payments for capital assets	-	-	-	-	-	-	-	14	14
Machinery and equipment	-	-	-	-	-	-	-	14	14
Other machinery and equipment	-	-	-	-	-	-	-	14	14
Total	5 499	(587)	59	4 971	4 969	2	100.0	6 793	6 792

1.2 Corporate Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	2 639 167	37 499	14 494	2 691 160	2 691 157	3	100.0	2 496 117	2 495 644
Compensation of employees	1 793 401	-	14 494	1 807 895	1 807 895	-	100.0	1 699 561	1 699 562
Salaries and wages	1 494 131	-	12 696	1 506 827	1 506 827	-	100.0	1 422 973	1 422 974
Social contributions	299 270	-	1 798	301 068	301 068	-	100.0	276 588	276 588
Goods and services	845 766	37 492	-	883 258	883 256	2	100.0	796 554	796 080
Administrative fees	140	(87)	-	53	53	-	100.0	91	91
Advertising	3 560	(1 610)	-	1 950	1 950	-	100.0	5 189	4 734
Minor assets	33 569	(30 659)	-	2 910	2 910	-	100.0	4 628	4 628
Audit costs: External	22 706	(1 868)	-	20 838	20 838	-	100.0	18 176	18 176
Catering: Departmental activities	2 016	(822)	-	1 194	1 194	-	100.0	1 576	1 576
Communication	10 011	28 196	-	38 207	38 206	1	100.0	41 338	41 338
Computer services	53 906	(15 940)	-	37 966	37 966	-	100.0	50 605	50 605
Consultants: Business and advisory services	40 791	(17 522)	-	23 269	23 269	-	100.0	34 319	34 319
Legal services	15 592	(3 553)	-	12 039	12 040	(1)	100.0	14 777	14 778
Contractors	181 967	147 747	-	329 714	329 713	1	100.0	158 639	158 639
Agency and support / outsourced services	18 822	321	-	19 143	19 142	1	100.0	14 024	14 025
Fleet services	10 053	(839)	-	9 214	9 213	1	100.0	13 020	13 020



1.2 Corporate Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Inventory: Learner and teacher support material	3	(1)	-	2	2	-	100.0	13	13
Consumable supplies	10 603	(1 611)	-	8 992	8 992	-	100.0	15 432	15 432
Consumable: Stationery, printing and office supplies	12 551	(3 549)	-	9 002	9 002	-	100.0	10 463	10 463
Operating leases	327 053	(50 952)	-	276 101	276 101	-	100.0	297 737	297 737
Property payments	72 816	(1 308)	-	71 508	71 509	(1)	100.0	76 297	76 297
Transport provided: Departmental activity	182	(67)	-	115	115	-	100.0	847	847
Travel and subsistence	16 997	(2 463)	-	14 534	14 534	-	100.0	15 216	15 196
Training and development	1 439	(1 329)	-	110	110	-	100.0	118	118
Operating payments	7 020	(2 818)	-	4 202	4 202	-	100.0	4 819	4 819
Venues and facilities	3 334	(1 589)	-	1 745	1 745	-	100.0	4 357	4 356
Rental and hiring	635	(185)	-	450	450	-	100.0	14 873	14 873
Interest and rent on land	-	7	-	7	6	1	85.7	2	2
Interest	-	7	-	7	6	1	85.7	2	2



1.2 Corporate Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	3 023	-	38 176	41 199	41 116	83	99.8	38 584	48 593
Departmental agencies and accounts	83	-	-	83	-	83	-	-	-
Departmental agencies (non-business entities)	83	-	-	83	-	83	-	-	-
Households	2 940	-	38 176	41 116	41 116	-	100.0	38 584	48 593
Social benefits	2 940	-	7 723	10 663	10 663	-	100.0	2 814	9 962
Other transfers to households	-	-	30 453	30 453	30 453	-	100.0	35 770	38 631
Payments for capital assets	21 587	-	-	21 587	13 786	7 801	63.9	23 565	14 737
Machinery and equipment	21 124	-	-	21 124	13 779	7 345	65.2	21 149	14 533
Transport equipment	75	-	-	75	75	-	100.0	-	-
Other machinery and equipment	21 049	-	-	21 049	13 704	7 345	65.1	21 149	14 533
Software and other intangible assets	463	-	-	463	7	456	1.5	2 416	204
Payments for financial assets	-	10 033	35 484	45 517	45 523	(6)	100.0	25 013	25 013
Total	2 663 777	47 532	88 154	2 799 463	2 791 582	7 881	99.7	2 583 279	2 583 987



1.3 Education Management									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	1 832 189	557	13 673	1 846 419	1 846 417	2	100.0	1 743 554	1 743 553
Compensation of employees	1 811 746	2 045	13 673	1 827 464	1 827 463	1	100.0	1 719 704	1 719 704
Salaries and wages	1 539 565	11 184	13 673	1 564 422	1 564 422	-	100.0	1 479 877	1 479 877
Social contributions	272 181	(9 139)	-	263 042	263 041	1	100.0	239 827	239 827
Goods and services	20 443	(1 488)	-	18 955	18 954	1	100.0	23 850	23 849
Administrative fees	14	(6)	-	8	8	-	100.0	8	8
Advertising	12	(12)	-	-	-	-	-	21	21
Minor assets	1 021	(997)	-	24	24	-	100.0	296	296
Catering: Departmental activities	264	(122)	-	142	142	-	100.0	88	88
Communication	1 122	(565)	-	557	557	-	100.0	442	441
Computer services	121	(9)	-	112	111	1	99.1	108	108
Contractors	243	(182)	-	61	62	(1)	101.6	92	92
Agency and support / outsourced services	751	(528)	-	223	223	-	100.0	-	-
Fleet services	560	(173)	-	387	387	-	100.0	505	505
Inventory: Learner and teacher support material	935	(305)	-	630	630	-	100.0	673	673
Consumable supplies	413	(167)	-	246	246	-	100.0	255	255
Consumable: Stationery, printing, and office supplies	2 127	(221)	-	1 906	1 906	-	100.0	2 382	2 382
Operating leases	2 120	60	-	2 180	2 179	1	100.0	2 451	2 451
Property payments	1 024	(231)	-	793	793	-	100.0	1 082	1 082
Travel and subsistence	5 625	3 602	-	9 227	9 226	1	100.0	11 852	11 852



1.3 Education Management									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Training and development	71	(25)	-	46	46	-	100.0	96	96
Operating payments	2 527	(560)	-	1 967	1 967	-	100.0	3 129	3 129
Venues and facilities	1 493	(1 047)	-	446	447	(1)	100.2	370	370
Transfers and subsidies	6 769	-	13 078	19 847	17 847	2 000	89.9	19 092	19 093
Non-profit institutions	2 000	-	-	2 000	-	2 000	-	-	-
Households	4 769	-	13 078	17 847	17 847	-	100.0	19 092	19 093
Social benefits	4 769	-	13 078	17 847	17 847	-	100.0	19 092	19 093
Payments for capital assets	884	-	-	884	798	86	90.3	905	570
Machinery and equipment	884	-	-	884	798	86	90.3	905	570
Other machinery and equipment	884	-	-	884	798	86	90.3	905	570
Total	1 839 842	557	26 751	1 867 150	1 865 062	2 088	99.9	1 763 551	1 763 216



1.4 Human Resource Management									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	85 311	(30 739)	-	54 572	54 570	2	100.0	72 949	72 952
Compensation of employees	35 248	(2 045)	-	33 203	33 202	1	100.0	30 414	30 415
Salaries and wages	35 243	(2 057)	-	33 186	33 185	1	100.0	30 398	30 399
Social contributions	5	12	-	17	17	-	100.0	16	16
Goods and services	50 063	(28 694)	-	21 369	21 368	1	100.0	42 535	42 537
Administrative fees	1 631	(342)	-	1 289	1 289	-	100.0	456	457
Minor assets	88	(88)	-	-	-	-	-	5	6
Bursaries: Employees	17 331	(13 576)	-	3 755	3 755	-	100.0	23 420	23 420
Catering: Departmental activities	1 256	(175)	-	1 081	1 081	-	100.0	349	349
Communication	478	(183)	-	295	295	-	100.0	229	229
Consultants: Business and advisory services	193	(22)	-	171	170	1	99.4	89	89
Agency and support / outsourced services	3 261	(1 775)	-	1 486	1 486	-	100.0	1 716	1 716
Fleet services	189	(30)	-	159	159	-	100.0	65	65
Consumable supplies	279	(217)	-	62	62	-	100.0	64	64
Consumable: Stationery, printing and office supplies	576	(110)	-	466	466	-	100.0	295	295
Operating leases	789	(178)	-	611	611	-	100.0	519	519
Transport provided: Departmental activity	795	(127)	-	668	668	-	100.0	545	545
Travel and subsistence	2 283	(816)	-	1 467	1 467	-	100.0	2 119	2 119
Training and development	19 974	(10 595)	-	9 379	9 379	-	100.0	12 225	12 225
Operating payments	60	(22)	-	38	38	-	100.0	9	10
Venues and facilities	880	(438)	-	442	442	-	100.0	430	429



1.4 Human Resource Management									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	-	-	28	28	28	-	100.0	225	225
Households	-	-	28	28	28	-	100.0	225	225
Social benefits	-	-	28	28	28	-	100.0	225	225
Payments for capital assets	180	-	-	180	183	(3)	101.7	1 059	90
Machinery and equipment	180	-	-	180	183	(3)	101.7	1 059	90
Other machinery and equipment	180	-	-	180	183	(3)	101.7	1 059	90
Total	85 491	(30 739)	28	54 780	54 781	(1)	100.0	74 233	73 267



1.5 Education Management Information System									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	26 129			9 366	9 366	-	100.0	17 724	17 725
Goods and services	26 129	(16 763)	-	9 366	9 366	-	100.0	17 724	17 725
Minor assets	20	(20)	-	-	-	-	-	23	22
Catering: Departmental activities	112	(106)	-	6	6	-	100.0	106	107
Communication	295	(153)	-	142	142	-	100.0	109	110
Computer services	16 759	(12 123)	-	4 636	4 636	-	100.0	11 666	11 666
Agency and support / outsourced services	3 526	(2 621)	-	905	906	(1)	100.1	2 286	2 286
Fleet services	376	(223)	-	153	153	-	100.0	163	163
Consumable supplies	214	(59)	-	155	155	-	100.0	92	92
Consumable:									
Stationery, printing, and office supplies	729	(242)	-	487	487	-	100.0	584	584
Operating leases	1 522	(171)	-	1 351	1 350	1	99.9	1 211	1 211
Travel and subsistence	1 428	(21)	-	1 407	1 407	-	100.0	1 432	1 432
Operating payments	648	(569)	-	79	79	-	100.0	52	52
Venues and facilities	500	(455)	-	45	45	-	100.0	-	-
Payments for capital assets	416	-	-	416	159	257	38.2	502	206
Machinery and equipment	416	-	-	416	159	257	38.2	502	206
Other machinery and equipment	416	-	-	416	159	257	38.2	502	206
Total	26 545	(16 763)	-	9 782	9 525	257	97.4	18 226	17 931



Programme 2: Public Ordinary School									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Public Primary Schools	26 491 143	291 004	(53 606)	26 728 541	26 728 532	9	100.0	25 528 917	25 445 868
2. Public Secondary Schools	20 348 803	(265 936)	(109 984)	19 972 883	19 723 985	248 898	98.8	18 690 349	18 596 497
3. Human Resource Development	200 074	(14 475)	-	185 599	185 482	117	99.9	187 218	187 049
4. School Sport, Culture and Media Service	42 026	(10 593)	-	31 433	31 398	35	99.9	34 809	34 795
5. Conditional grants	1 253 457	-	-	1 253 457	1 253 361	96	100.0	1 181 311	1 181 191
Total for sub-programmes	48 335 503	-	(163 590)	48 922 758	47 922 758	249 155	99.5	45 622 604	45 445 400
Economic classification									
Current payments	44 980 625	(35 790)	(173 378)	44 771 457	44 523 422	248 035	99.4	42 166 183	41 994 830
Compensation of employees	39 801 767	(104 118)	(108 788)	39 588 861	39 589 278	(417)	100.0	36 705 106	36 704 984
Salaries and wages	33 906 318	(378 268)	(108 788)	33 419 262	33 419 678	(416)	100.0	31 089 265	31 089 143
Social contributions	5 895 449	274 150	-	6 169 599	6 169 600	(1)	100.0	5 615 841	5 615 841
Goods and services	5 178 858	68 262	(64 590)	5 182 530	4 934 077	248 543	95.2	5 461 077	5 289 846
Administrative fees	292 082	(116 070)	-	176 012	175 987	25	100.0	159 832	159 781
Advertising	3 416	(2 122)	-	1 294	1 293	1	99.9	2 422	2 223
Minor assets	1 290	(1 277)	-	13	12	1	92.3	130	123
Bursaries: Employees	20 726	5 110	-	25 836	25 835	1	100.0	13 933	13 933



Programme 2: Public Ordinary School									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Catering: Departmental activities	11 718	(2 306)	-	9 412	9 412	-	100.0	9 788	9 787
Communication	97 015	(73 731)	-	23 284	23 280	4	100.0	65 037	64 978
Computer services	106 994	(37 550)	-	69 444	69 444	-	100.0	61 464	61 463
Consultants: Business and advisory services	-	-	-	-	-	-	-	73	73
Contractors	634 510	(22 974)	(64 590)	546 946	298 085	248 861	54.5	87 617	87 617
Agency and support / outsourced services	1 104 080	162 590	-	1 266 670	1 266 670	-	100.0	1 260 087	1 209 710
Fleet services	4 311	(2 640)	-	1 671	1 668	3	99.8	1 669	1 667
Inventory: Learner and teacher support material	1 010 340	(264 541)	-	745 799	745 797	2	100.0	860 853	860 807
Inventory: Other supplies	181 327	19 636	-	200 963	200 961	2	100.0	396 777	276 777
Consumable supplies	30 531	(9 086)	-	21 445	21 443	2	100.0	27 361	27 336
Consumable: Stationery, printing and office supplies	2 252	(600)	-	1 652	1 650	2	99.9	2 347	2 305
Operating leases	10 740	(3 555)	-	7 185	7 711	(526)	107.3	7 013	7 014
Property payments	523 246	89 277	-	612 523	612 520	3	100.0	750 677	750 676
Transport provided: Departmental activity	1 109 938	336 034	-	1 445 972	1 445 971	1	100.0	1 722 704	1 722 704
Travel and subsistence	21 958	(1 934)	-	20 024	19 961	63	99.7	17 058	16 823



Programme 2: Public Ordinary School									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Training and development	5 518	(3 544)	-	1 974	1 972	2	99.9	2 509	2 511
Operating payments	2 051	(967)	-	1 084	1 082	2	99.8	7 287	7 286
Venues and facilities	4 771	(1 472)	-	3 299	3 296	3	99.9	3 631	3 444
Rental and hiring	44	(16)	-	28	27	1	96.4	808	808
Interest and rent on land	-	66	-	66	67	(1)	101.5	-	-
Interest	-	66	-	66	67	(1)	101.5	-	-
Transfers and subsidies	3 350 369	35 682	(19 100)	3 366 951	3 366 944	7	100.0	3 443 075	3 443 962
Non-profit institutions	3 195 583	35 682	-	3 231 265	3 231 264	1	100.0	3 320 820	3 321 708
Households	154 786	-	(19 100)	135 686	135 680	6	100.0	122 255	122 254
Social benefits	154 786	-	(19 119)	135 667	135 661	6	100.0	122 247	122 246
Other transfers to households	-	-	19	19	19	-	100.0	8	8
Payments for capital assets	4 509	108	28 888	33 505	32 392	1 113	96.7	13 346	6 608
Buildings and other fixed structures	-	-	28 888	28 888	28 888	-	100.0	11 198	5 662
Buildings	-	-	28 888	28 888	28 888	-	100.0	11 198	5 662
Machinery and equipment	4 509	108	-	4 617	3 504	1 113	75.9	2 148	946
Transport Equipment	-	-	-	-	-	-	-	625	456
Other machinery and equipment	4 509	108	-	4 617	3 504	1 113	75.9	1 523	490
Total	48 335 503	-	(163 590)	48 171 913	47 922 758	249 155	99.5	45 622 604	45 445 400



2.1 Public Primary Schools									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	24 850 974	258 063	(66 088)	25 042 949	25 042 943	6	100.0	23 756 993	23 673 993
Compensation of employees	23 669 054	(104 118)	(66 088)	23 498 848	23 498 846	2	100.0	21 940 671	21 940 671
Salaries and wages	20 222 503	(370 324)	(66 088)	19 786 091	19 786 090	1	100.0	18 545 009	18 545 009
Social contributions	3 446 551	266 206	-	3 712 757	3 712 756	1	100.0	3 395 662	3 395 662
Goods and services	1 181 920	362 181	-	1 544 101	1 544 097	4	100.0	1 816 322	1 733 322
Administrative fees	29 996	(21 946)	-	8 050	8 049	1	100.0	13 329	13 329
Minor assets	40	(40)	-	-	-	-	-	97	97
Communication	18 961	(858)	-	18 103	18 102	1	100.0	19 340	19 340
Contractors	-	-	-	-	-	-	-	1 326	1 326
Agency and support / outsourced services	86 923	101 059	-	187 982	187 982	-	100.0	193 699	193 699
Inventory: Learner and teacher support material	68 990	(2 174)	-	66 816	66 816	-	100.0	82 122	82 122
Inventory: Other supplies	39 039	29 971	-	69 010	69 010	-	100.0	116 251	33 251
Consumable supplies	402	9 578	-	9 980	9 979	1	100.0	5 613	5 613
Consumable: Stationery, printing and office supplies	-	-	-	-	-	-	-	531	530
Property payments	297 454	19 842	-	317 296	317 295	1	100.0	381 710	381 710
Transport provided: Departmental activity	639 942	226 597	-	866 539	866 539	-	100.0	996 406	996 406
Travel and subsistence	-	1	-	1	1	-	100.0	137	137
Training and development	-	-	-	-	-	-	-	388	390
Operating payments	173	151	-	324	324	-	100.0	5 373	5 372



2.1 Public Primary Schools									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1 639 880	32 918	(16 406)	1 656 392	1 656 389	3	100.0	1 771 674	1 771 673
Non-profit institutions	1 544 765	32 918	-	1 577 683	1 577 683	-	100.0	1 696 814	1 696 814
Households	95 115	-	(16 406)	78 709	78 706	3	100.0	74 860	74 859
Social benefits	95 115	-	(16 425)	78 690	78 687	3	100.0	74 852	74 851
Other transfers to households	-	-	19	19	19	-	100.0	8	8
Payments for capital assets	289	23	28 888	29 200	29 200	-	100.0	250	202
Buildings and other fixed structures	-	-	28 888	28 888	28 888	-	100.0	-	-
Buildings	-	-	28 888	28 888	28 888	-	100.0	-	-
Machinery and equipment	289	23	-	312	312	-	100.0	250	202
Other machinery and equipment	289	23	-	312	312	-	100.0	250	202
Total	26 491 143	291 004	(53 606)	26 728 541	26 728 532	9	100.0	25 528 917	25 445 868



2.2 Public Secondary Schools									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	19 043 189	(283 962)	(107 290)	18 651 937	18 403 062	248 875	98.7	17 405 732	17 312 645
Compensation of employees	16 120 410	-	(42 700)	16 077 710	16 077 704	6	100.0	14 751 544	14 751 543
Salaries and wages	13 676 028	(7 944)	(42 700)	13 625 384	13 625 378	6	100.0	12 535 643	12 535 642
Social contributions	2 444 382	7 944	-	2 452 326	2 452 326	-	100.0	2 215 901	2 215 901
Goods and services	2 922 779	(284 028)	(64 590)	2 574 161	2 325 291	248 870	90.3	2 654 188	2 561 102
Administrative fees	257 191	(94 129)	-	163 062	163 061	1	100.0	141 112	141 112
Minor assets	1 008	(1 001)	-	7	6	1	85.7	-	-
Catering: Departmental activities	6	(6)	-	-	-	-	-	-	-
Communication	76 311	(72 082)	-	4 229	4 228	1	100.0	44 869	44 869
Computer services	106 994	(37 550)	-	69 444	69 444	-	100.0	61 464	61 463
Consultants: Business and advisory services	-	-	-	-	-	-	-	73	73
Contractors	631 785	(22 736)	(64 590)	544 459	295 599	248 860	54.3	83 774	83 774
Agency and support / outsourced services	74 665	61 920	-	136 585	136 585	-	100.0	196 274	140 188
Fleet services	2 064	(2 051)	-	13	12	1	92.3	6	5
Inventory: Learner and teacher support material	912 421	(262 533)	-	649 888	649 887	1	100.0	743 500	743 500
Inventory: Other supplies	140 343	(8 626)	-	131 717	131 716	1	100.0	280 422	243 422
Consumable supplies	21 953	(20 962)	-	991	991	-	100.0	10 394	10 395
Consumable: Stationery, printing and office supplies	153	(134)	-	19	18	1	94.7	87	87
Operating leases	5 685	(4 361)	-	1 324	1 324	-	100.0	76	77



2.2 Public Secondary Schools									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Property payments	225 313	69 355	-	294 668	294 667	1	100.0	368 547	368 546
Transport provided: Departmental activity	460 533	111 357	-	571 890	571 890	-	100.0	717 986	717 986
Travel and subsistence	5 584	(205)	-	5 379	5 378	1	100.0	4 826	4 827
Training and development	495	(495)	-	-	-	-	-	-	-
Operating payments	227	259	-	486	485	1	99.8	570	570
Venues and facilities	48	(48)	-	-	-	-	-	208	208
Interest and rent on land	-	66	-	66	67	(1)	101.5	-	-
Interest	-	66	-	66	67	(1)	101.5	-	-
Transfers and subsidies	1 303 492	18 026	(2 694)	1 318 824	1 318 820	4	100.0	1 283 807	1 283 806
Non-profit institutions	1 243 821	18 026	-	1 261 847	1 261 846	1	100.0	1 236 412	1 236 411
Households	59 671	-	(2 694)	56 977	56 974	3	100.0	47 395	47 395
Social benefits	59 671	-	(2 694)	56 977	56 974	3	100.0	47 395	47 395
Payments for capital assets	2 122	-	-	2 122	2 103	19	99.1	810	46
Machinery and equipment	2 122	-	-	2 122	2 103	19	99.1	810	46
Other machinery and equipment	2 122	-	-	2 122	2 103	19	99.1	810	46
Total	20 348 803	(265 936)	(109 984)	19 972 883	19 723 985	248 898	98.8	18 690 349	18 596 497



2.3 Human Resources										
	2024/25							2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	
Economic classification										
Current payments	40 587	810	-	41 397	41 390	7	100.0	28 741	28 741	
Compensation of employees	-	-	-	-	-	-	-	-	-	
Salaries and wages	-	-	-	-	-	-	-	-	-	
Goods and services	40 587	810	-	41 397	41 390	7	100.0	28 741	28 741	
Administrative fees	5	1	-	6	6	-	100.0	6	6	
Advertising	210	(119)	-	91	90	1	98.9	20	21	
Minor assets	77	(71)	-	6	6	-	100.0	23	23	
Bursaries: Employees	20 726	5 110	-	25 836	25 835	1	100.0	13 933	13 933	
Catering: Departmental activities	2 207	(1 044)	-	1 163	1 163	-	100.0	674	674	
Communication	779	(381)	-	398	398	-	100.0	385	385	
Contractors	373	(4)	-	369	369	-	100.0	-	-	
Fleet services	196	243	-	439	439	-	100.0	248	247	
Inventory: Learner and teacher support material	40	(40)	-	-	-	-	-	-	-	
Consumable supplies	1 721	(644)	-	1 077	1 077	-	100.0	1 393	1 393	
Consumable: Stationery, printing and office supplies	1 081	(208)	-	873	873	-	100.0	1 028	1 028	
Operating leases	956	292	-	1 248	1 247	1	99.9	1 191	1 191	
Property payments	479	80	-	559	558	1	99.8	420	420	
Travel and subsistence	6 942	(45)	-	6 897	6 896	1	100.0	5 556	5 556	
Training and development	3 646	(1 751)	-	1 895	1 894	1	99.9	1 880	1 880	
Operating payments	569	(334)	-	235	235	-	100.0	486	486	



2.3 Human Resources									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Venues and facilities	580	(275)	-	305	304	1	99.7	769	769
Rental and hiring	-	-	-	-	-	-	-	729	729
Transfers and subsidies	158 596	(15 262)	-	143 334	143 334	-	100.0	157 852	157 852
Non-profit institutions	158 596	(15 262)	-	143 334	143 334	-	100.0	157 852	157 852
Payments for capital assets	891	(23)	-	868	758	110	87.3	625	456
Machinery and equipment	891	(23)	-	868	758	110	87.3	625	456
Transport equipment	-	-	-	-	-	-	-	625	456
Other machinery and equipment	891	(23)	-	868	758	110	87.3	-	-
Total	200 074	(14 475)	-	185 599	185 482	117	99.9	187 218	187 049



2.4 School Sport Culture and Media Service									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	41 224	(10 593)	-	30 631	30 620	11	100.0	34 026	34 026
Goods and services	41 224	(10 593)	-	30 631	30 620	11	100.0	34 026	34 026
Administrative fees	14	6	-	20	19	1	95.0	5	5
Advertising	3 206	(2 003)	-	1 203	1 203	-	100.0	1 951	1 951
Minor assets	15	(15)	-	-	-	-	-	-	-
Catering: Departmental activities	9 070	(1 542)	-	7 528	7 528	-	100.0	8 506	8 506
Communication	505	(239)	-	266	265	1	99.6	127	127
Contractors	1 772	(417)	-	1 355	1 354	1	99.9	1 489	1 489
Agency and support / outsourced services	2 974	(387)	-	2 587	2 586	1	100.0	2 722	2 722
Fleet services	465	(99)	-	366	365	1	99.7	343	343
Inventory: Other supplies	138	-	-	138	137	1	99.3	24	24
Consumable supplies	3 012	(1 322)	-	1 690	1 690	-	100.0	2 733	2 733
Consumable: Stationery, printing and office supplies	350	(127)	-	223	223	-	100.0	350	350
Operating leases	1 954	(243)	-	1 711	1 711	-	100.0	1 575	1 575
Transport provided: Departmental activity	8 365	(2 308)	-	6 057	6 056	1	100.0	7 110	7 110
Travel and subsistence	5 950	(92)	-	5 858	5 857	1	100.0	4 503	4 503
Training and development	437	(358)	-	79	78	1	98.7	241	241
Operating payments	702	(688)	-	14	14	-	100.0	674	674



2.4 School Sport Culture and Media Service									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Venues and facilities	2 251	(743)	-	1 508	1 507	1	99.9	1 594	1 594
Rental and hiring	44	(16)	-	28	27	1	96.4	79	79
Transfers and subsidies	700	-	-	700	700	-	100.0	700	700
Non-profit institutions	700	-	-	700	700	-	100.0	700	700
Payments for capital assets	102	-	-	102	78	24	76.5	83	69
Machinery and equipment	102	-	-	102	78	24	76.5	83	69
Other machinery and equipment	102	-	-	102	78	24	76.5	83	69
Total	42 026	(10 593)	-	31 433	31 398	35	99.9	34 809	34 795



2.5 Conditional Grants									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	1 004 651	(108)	-	1 004 543	1 005 407	(864)	100.1	940 691	945 425
Compensation of employees	12 303	-	-	12 303	12 728	(425)	103.5	12 891	12 770
Salaries and wages	7 787	-	-	7 787	8 210	(423)	105.4	8 613	8 492
Social contributions	4 516	-	-	4 516	4 518	(2)	100.0	4 278	4 278
Goods and services	992 348	(108)	-	992 240	992 679	(439)	100.0	927 800	932 655
Administrative fees	4 876	(2)	-	4 874	4 852	22	99.5	5 380	5 329
Advertising	-	-	-	-	-	-	-	451	251
Minor assets	150	(150)	-	-	-	-	-	10	3
Catering: Departmental activities	435	286	-	721	721	-	100.0	608	607
Communication	459	(171)	-	288	287	1	99.7	316	257
Contractors	580	183	-	763	763	-	100.0	1 028	1 028
Agency and support / outsourced services	939 518	(2)	-	939 516	939 517	(1)	100.0	867 392	873 101
Fleet services	1 586	(733)	-	853	852	1	99.9	1 072	1 072
Inventory: Learner and teacher support material	28 889	206	-	29 095	29 094	1	100.0	35 231	35 185
Inventory: Other supplies	1 807	(1 709)	-	98	98	-	100.0	80	80
Consumable supplies	3 443	4 264	-	7 707	7 706	1	100.0	7 228	7 202
Consumable: Stationery, printing and office supplies	668	(131)	-	537	536	1	99.8	351	310
Operating leases	2 145	757	-	2 902	3 429	(527)	118.2	4 171	4 171

Part F: Financial Information

2.5 Conditional Grants									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transport provided: Departmental activity	1 098	388	-	1 486	1 486	-	100.0	1 202	1 202
Travel and subsistence	3 482	(1 593)	-	1 889	1 829	60	96.8	2 036	1 800
Training and development	940	(940)	-	-	-	-	-	-	-
Operating payments	380	(355)	-	25	24	1	96.0	184	184
Venues and facilities	1 892	(406)	-	1 486	1 485	1	99.9	1 060	873
Transfers and subsidies	247 701	-	-	247 701	247 701	-	100.0	229 042	229 931
Non-profit institutions	247 701	-	-	247 701	247 701	-	100.0	229 042	229 931
Payments for capital assets	1 105	108	-	1 213	253	960	20.9	11 578	5 835
Buildings and other fixed structures	-	-	-	-	-	-	-	11 198	5 662
Buildings	-	-	-	-	-	-	-	11 198	5 662
Machinery and equipment	1 105	108	-	1 213	253	960	20.9	380	173
Other machinery and equipment	1 105	108	-	1 213	253	960	20.9	380	173
Total	1 253 457	-	-	1 253 457	1 253 361	96	100.0	1 181 311	1 181 191



Programme 3: Independent School Subsidies									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Primary Phase	624 464	-	-	624 464	624 180	284	100.0	659 490	659 490
2. Secondary Phase	411 820	-	-	411 820	411 781	39	100.0	466 091	466 090
Total for sub-programmes	1 036 284	-	-	1 036 284	1 035 961	323	100.0	1 125 581	1 125 580
Economic classification									
Current payments	-	-	-	-	-	-	-	10 138	10 137
Goods and services	-	-	-	-	-	-	-	10 138	10 137
Consultants: Business and advisory services	-	-	-	-	-	-	-	10 138	10 137
Transfers and subsidies	1 036 284	-	-	1 036 284	1 035 961	323	100.0	1 115 443	1 115 443
Non-profit institutions	1 036 284	-	-	1 036 284	1 035 961	323	100.0	1 115 443	1 115 443
Total	1 036 284	-	-	1 036 284	1 035 961	323	100.0	1 125 581	1 125 580



3.1 Primary Phase									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	-	-	-	-	-	-	-	6 983	6 983
Goods and services	-	-	-	-	-	-	-	6 983	6 983
Consultants; Business and advisory services	-	-	-	-	-	-	-	6 983	6 983
Transfers and subsidies	624 464	-	-	624 464	624 180	284	100.0	652 507	652 507
Non-profit institutions	624 464	-	-	624 464	624 180	284	100.0	652 507	652 507
Total	624 464	-	-	624 464	624 180	284	100.0	659 490	659 490



3.2 Secondary Phase										
	2024/25							2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Economic classification										
Current payments	-	-	-	-	-	-	-	3 155	3 154	
Goods and services	-	-	-	-	-	-	-	3 155	3 154	
Consultants: Business and advisory services	-	-	-	-	-	-	-	3 155	3 154	
Transfers and subsidies	411 820	-	-	411 820	411 781	39	100.0	462 936	462 936	
Non-profit institutions	411 820	-	-	411 820	411 781	39	100.0	462 936	462 936	
Total	411 820	-	-	411 820	411 781	39	100.0	466 091	466 090	

Programme 4: Public Special School Education									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Schools	4 782 017	-	(19 031)	4 762 986	4 762 940	46	100.0	4 453 567	4 452 759
2. Human Resource Development	2 683	-	-	2 683	2 683	-	100.0	2 666	2 666
3. School Sport Culture and Media Services	2 693	-	(1 019)	1 674	1 671	3	99.8	2 256	2 256
4. Conditional Grant	37 706	-	-	37 706	37 229	477	98.7	36 000	35 988
Total for sub-programmes	4 825 099	-	(20 050)	4 805 049	4 804 523	526	100.0	4 494 489	4 493 669
Economic classification									
Current payments	3 796 813	(6 334)	(18 800)	3 771 679	3 771 188	491	100.0	3 456 476	3 456 898
Compensation of employees	3 760 941	(8 384)	(6 470)	3 746 087	3 745 618	469	100.0	3 437 064	3 437 065
Salaries and wages	3 138 656	(16 485)	(6 470)	3 115 701	3 115 262	439	100.0	2 873 930	2 873 933
Social contributions	622 285	8 101	-	630 386	630 356	30	100.0	563 134	563 132
Goods and services	35 872	2 050	(12 330)	25 592	25 570	22	99.9	19 412	19 833
Administrative fees	10	11	-	21	21	-	100.0	4	4
Advertising	284	-	(44)	240	240	-	100.0	537	537
Minor assets	230	(25)	-	205	197	8	96.1	-	-
Catering: Departmental activities	984	-	(492)	492	491	1	99.8	1 024	1 024
Communication	360	314	-	674	674	-	100.0	273	273
Consultants: Business and advisory services	175	-	(175)	-	-	-	-	-	-
Contractors	311	-	(73)	238	237	1	99.6	173	173



Programme 4: Public Special School Education									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Agency and support / outsourced services	7 703	(189)	(7 514)	-	-	-	-	-	-
Fleet services	311	(92)	-	219	220	(1)	100.5	387	386
Inventory: Learner and teacher support material	4 197	1 565	(168)	5 594	5 593	1	100.0	3 968	3 969
Inventory: Other supplies	1 232	(35)	(601)	596	595	1	99.8	2 411	2 832
Consumable supplies	2 928	(70)	(1 008)	1 850	1 849	1	99.9	223	223
Consumable: Stationery, printing and office supplies	476	274	-	750	749	1	99.9	1 340	1 340
Operating leases	1 140	314	-	1 454	1 454	-	100.0	2 017	2 017
Property payments	9 782	-	(1 859)	7 923	7 923	-	100.0	2 010	2 010
Transport provided: Departmental activity	567	-	(240)	327	327	-	100.0	212	212
Travel and subsistence	1 488	178	(77)	1 589	1 583	6	99.6	1 333	1 333
Training and development	3 394	(218)	-	3 176	3 176	-	100.0	3 309	3 310
Operating payments	71	23	-	94	94	-	100.0	62	61
Venues and facilities	229	-	(79)	150	147	3	98.0	129	129



Programme 4: Public Special School Education									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	1 028 182	5 257	(1 250)	1 032 189	1 032 179	10	100.0	1 036 248	1 036 248
Non-profit institutions	1 022 965	-	(1 250)	1 021 715	1 021 705	10	100.0	1 016 603	1 016 603
Households	5 217	5 257	-	10 474	10 474	-	100.0	19 645	19 645
Social benefits	5 217	5 257	-	10 474	10 474	-	100.0	19 645	19 645
Payments for capital assets	104	1 077	-	1 181	1 156	25	97.9	1 765	523
Machinery and equipment	104	1 077	-	1 181	1 156	25	97.9	1 765	523
Other machinery and equipment	104	1 077	-	1 181	1 156	25	97.9	1 765	523
Total	4 825 099	-	(20 050)	4 805 049	4 804 523	526	100.0	4 494 489	4 493 669



4.1 Schools									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	3 756 414	(5 116)	(17 781)	3 733 517	3 733 506	11	100.0	3 419 215	3 419 215
Compensation of employees	3 736 433	(5 116)	(6 470)	3 724 847	3 724 838	9	100.0	3 416 651	3 416 651
Salaries and wages	3 117 126	(13 217)	(6 470)	3 097 439	3 097 429	10	100.0	2 856 165	2 856 166
Social contributions	619 307	8 101	-	627 408	627 409	(1)	100.0	560 486	560 485
Goods and services	19 981	-	(11 311)	8 670	8 668	2	100.0	2 564	2 564
Consultants: Business and advisory services	175	-	(175)	-	-	-	-	-	-
Agency and support / outsourced services	7 703	(189)	(7 514)	-	-	-	-	-	-
Inventory: Learner and teacher support material	475	-	(168)	307	307	-	100.0	52	53
Inventory: Other supplies	745	-	(591)	154	153	1	99.4	480	480
Consumable supplies	1 030	-	(1 004)	26	26	-	100.0	-	-
Property payments	9 782	-	(1 859)	7 923	7 923	-	100.0	2 010	2 010
Travel and subsistence	-	178	-	178	178	-	100.0	18	18
Operating payments	71	11	-	82	81	1	98.8	4	3
Transfers and subsidies	1 025 499	5 116	(1 250)	1 029 365	1 029 355	10	100.0	1 033 529	1 033 529
Non-profit institutions	1 020 282	-	(1 250)	1 019 032	1 019 022	10	100.0	1 013 937	1 013 937
Households	5 217	5 116	-	10 333	10 333	-	100.0	19 592	19 592
Social benefits	5 217	5 116	-	10 333	10 333	-	100.0	19 592	19 592



4.1 Schools									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Payments for capital assets	104	-	-	104	79	25	76.0	823	15
Machinery and equipment	104	-	-	104	79	25	76.0	823	15
Other machinery and equipment	104	-	-	104	79	25	76.0	823	15
Total	4 782 017	-	(19 031)	4 762 986	4 762 940	46	100.0	4 453 567	4 452 759



4.2 Human Resource Development										
	2024/25							2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Economic classification										
Transfers and subsidies	2 683	-	-	2 683	2 683	-	100.0	2 666	2 666	
Non-profit institutions	2 683	-	-	2 683	2 683	-	100.0	2 666	2 666	
Total	2 683	-	-	2 683	2 683	-	100.0	2 666	2 666	

Part F: Financial Information



4.3 School Sport Culture and Media Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	2 693	-	(1 019)	1 674	1 671	3	99.8	2 256	2 256
Goods and services	2 693	-	(1 019)	1 674	1 671	3	99.8	2 256	2 256
Advertising	284	-	(44)	240	240	-	100.0	537	537
Catering: Departmental activities	984	-	(492)	492	491	1	99.8	1 024	1 024
Contractors	311	-	(73)	238	237	1	99.6	173	173
Inventory: Other supplies	17	-	(10)	7	7	-	100.0	-	-
Consumable supplies	366	-	(4)	362	361	1	99.7	223	223
Transport provided: Departmental activity	567	-	(240)	327	327	-	100.0	212	212
Travel and subsistence	77	-	(77)	-	-	-	-	-	-
Training and development	-	-	-	-	-	-	-	72	72
Venues and facilities	87	-	(79)	8	8	-	100.0	15	15
Total	2 693	-	(1 019)	1 674	1 671	3	99.8	2 256	2 256



4.4 Conditional Grants									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	37 706	(1 218)	-	36 488	36 011	477	98.7	35 005	35 427
Compensation of employees	24 508	(3 268)	-	21 240	20 780	460	97.8	20 413	20 414
Salaries and wages	21 530	(3 268)	-	18 262	17 833	429	97.7	17 765	17 767
Social contributions	2 978	-	-	2 978	2 947	31	99.0	2 648	2 647
Goods and services	13 198	2 050	-	15 248	15 231	17	99.9	14 592	15 013
Administrative fees	10	11	-	21	21	-	100.0	4	4
Minor assets	230	(25)	-	205	197	8	96.1	-	-
Communication	360	314	-	674	674	-	100.0	273	273
Fleet services	311	(92)	-	219	220	(1)	100.5	387	386
Inventory: Learner and teacher support material	3 722	1 565	-	5 287	5 286	1	100.0	3 916	3 916
Inventory: Other supplies	470	(35)	-	435	435	-	100.0	1 931	2 352
Consumable supplies	1 532	(70)	-	1 462	1 462	-	100.0	-	-
Consumable: Stationery, printing and office supplies	476	274	-	750	749	1	99.9	1 340	1 340
Operating leases	1 140	314	-	1 454	1 454	-	100.0	2 017	2 017
Travel and subsistence	1 411	-	-	1 411	1 405	6	99.6	1 315	1 315
Training and development	3 394	(218)	-	3 176	3 176	-	100.0	3 237	3 238
Operating payments	-	12	-	12	13	(1)	108.3	58	58
Venues and facilities	142	-	-	142	139	3	97.9	114	114



4.4 Conditional Grants									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	-	141	-	141	141	-	100.0	53	53
Households	-	141	-	141	141	-	100.0	53	53
Social benefits	-	141	-	141	141	-	100.0	53	53
Payments for capital assets	-	1 077	-	1 077	1 077	-	100.0	942	508
Machinery and equipment	-	1 077	-	1 077	1 077	-	100.0	942	508
Other machinery and equipment	-	1 077	-	1 077	1 077	-	100.0	942	508
Total	37 706	-	-	37 706	37 229	477	98.7	36 000	35 988



Programme 5: Early Childhood Development									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Grade R in Public Schools	1 673 905	3 553	(9 972)	1 667 486	1 667 483	3	100.0	1 504 912	1 504 910
2. Grade R in Early Childhood Development Centres	23 989	(141)	-	23 848	23 846	2	100.0	34 588	34 588
3. Pre-Grade R Early Childhood Development Centres	362 719	(3 412)	(8 408)	350 899	350 749	150	100.0	355 584	355 530
4. Human Resources Development	36 004	-	-	36 004	36 004	-	100.0	20 877	20 877
5. Conditional Grants	297 355	-	-	297 355	297 355	-	100.0	236 871	236 772
Total for sub-programmes	2 393 972	-	(18 380)	2 375 592	2 375 437	155	100.0	2 152 832	2 152 677
Economic classification									
Current payments	1 549 030	(153)	(5 860)	1 543 017	1 543 012	5	100.0	1 392 223	1 392 222
Compensation of employees	1 289 569	7 836	-	1 297 405	1 297 405	-	100.0	1 128 524	1 128 524
Salaries and wages	1 138 429	3 071	-	1 141 500	1 141 500	-	100.0	1 008 206	1 008 206
Social contributions	151 140	4 765	-	155 905	155 905	-	100.0	120 318	120 318
Goods and services	259 461	(7 989)	(5 860)	245 612	245 607	5	100.0	263 699	263 698
Administrative fees	32 681	(3 684)	-	28 997	28 995	2	100.0	35 306	35 306
Advertising	817	(43)	-	774	774	-	100.0	661	661
Minor assets	29	(29)	-	-	-	-	-	17	15
Catering: Departmental activities	183	(165)	-	18	18	-	100.0	-	-



Programme 5: Early Childhood Development									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Communication	611	(21)	-	590	590	-	100.0	313	313
Consultants: Business and advisory services	27 535	-	(5 788)	21 747	21 747	-	100.0	26 493	26 493
Contractors	1 931	(212)	-	1 719	1 719	-	100.0	2 253	2 253
Fleet services	150	(47)	-	103	104	(1)	101.0	192	192
Inventory: Learner and teacher support material	188 009	(1 807)	-	186 202	186 201	1	100.0	191 829	191 829
Inventory: Other supplies	-	-	-	-	-	-	-	16	16
Consumable supplies	127	(50)	-	77	75	2	97.4	72	73
Consumable: Stationery, printing and office supplies	861	(112)	-	749	749	-	100.0	931	931
Operating leases	1 116	(71)	-	1 045	1 045	-	100.0	1 118	1 118
Travel and subsistence	3 209	295	-	3 504	3 504	-	100.0	3 653	3 653
Training and development	67	(67)	-	-	-	-	-	29	29
Operating payments	2 004	(1 845)	(72)	87	86	1	98.9	816	816
Venues and facilities	131	(131)	-	-	-	-	-	-	-



Programme 5: Early Childhood Development									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers and subsidies	844 550	153	(12 520)	832 183	832 178	5	100.0	760 391	760 290
Non-profit institutions	844 550	-	(12 520)	832 030	832 026	4	100.0	760 103	760 003
Households	-	153	-	153	152	1	99.3	288	287
Social benefits	-	153	-	153	152	1	99.3	288	287
Payments for capital assets	392	-	-	392	247	145	63.0	218	165
Machinery and equipment	392	-	-	392	247	145	63.0	218	165
Other machinery and equipment	392	-	-	392	247	145	63.0	218	165
Total	2 393 972	-	(18 380)	2 375 592	2 375 437	155	100.0	2 152 832	2 152 677



5.1 Grade R in Public Schools									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	1 489 748	3 400	(5 788)	1 487 360	1 487 359	1	100.0	1 322 725	1 322 725
Compensation of employees	1 289 569	7 836	-	1 297 405	1 297 405	-	100.0	1 128 524	1 128 524
Salaries and wages	1 138 429	3 071	-	1 141 500	1 141 500	-	100.0	1 008 206	1 008 206
Social contributions	151 140	4 765	-	155 905	155 905	-	100.0	120 318	120 318
Goods and services	200 179	(4 436)	(5 788)	189 955	189 954	1	100.0	194 201	194 201
Administrative fees	25 472	(2 681)	-	22 791	22 790	1	100.0	28 770	28 770
Consultants:									
Business and advisory services	27 535	-	(5 788)	21 747	21 747	-	100.0	26 493	26 493
Inventory: Learner and teacher support material	147 172	(1 755)	-	145 417	145 417	-	100.0	138 922	138 922
Inventory: Other supplies	-	-	-	-	-	-	-	16	16
Transfers and subsidies	184 157	153	(4 184)	180 126	180 124	2	100.0	182 187	182 185
Non-profit institutions	184 157	-	(4 184)	179 973	179 972	1	100.0	181 899	181 898
Households	-	153	-	153	152	1	99.3	288	287
Social benefits	-	153	-	153	152	1	99.3	288	287
Total	1 673 905	3 553	(9 972)	1 667 486	1 667 483	3	100.0	1 504 912	1 504 910



5.2 Grade R in Early Childhood Development Centres										
	2024/25							2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure	
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000	R'000
Economic classification										
Current payments	23 989	(141)	-	23 848	23 846	2	100.0	34 588	34 588	
Goods and services	23 989	(141)	-	23 848	23 846	2	100.0	34 588	34 588	
Administrative fees	3 598	(422)	-	3 176	3 175	1	100.0	2 941	2 941	
Inventory: Learner and teacher support material	20 391	281	-	20 672	20 671	1	100.0	31 647	31 647	
Total	23 989	(141)	-	23 848	23 846	2	100.0	34 588	34 588	



5.3 Pre-Grade R in Early Childhood Development Centres									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	35 293	(3 412)	(72)	31 809	31 807	2	100.0	34 910	34 909
Goods and services	35 293	(3 412)	(72)	31 809	31 807	2	100.0	34 910	34 909
Administrative fees	3 611	(581)	-	3 030	3 030	-	100.0	3 595	3 595
Advertising	817	(43)	-	774	774	-	100.0	661	661
Minor assets	29	(29)	-	-	-	-	-	17	15
Catering:									
Departmental activities	183	(165)	-	18	18	-	100.0	-	-
Communication	611	(21)	-	590	590	-	100.0	313	313
Contractors	1 931	(212)	-	1 719	1 719	-	100.0	2 253	2 253
Fleet services	150	(47)	-	103	104	(1)	101.0	192	192
Inventory: Learner and teacher support material	20 446	(333)	-	20 113	20 113	-	100.0	21 260	21 260
Consumable supplies	127	(50)	-	77	75	2	97.4	72	73
Consumable: Stationery, printing and office supplies	861	(112)	-	749	749	-	100.0	931	931
Operating leases	1 116	(71)	-	1 045	1 045	-	100.0	1 118	1 118
Travel and subsistence	3 209	295	-	3 504	3 504	-	100	3 653	3 653
Training and development	67	(67)	-	-	-	-	-	29	29



5.3 Pre-Grade R in Early Childhood Development Centres									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating payments	2 004	(1 845)	(72)	87	86	1	98.9	816	816
Venues and facilities	131	(131)	-	-	-	-	-	-	-
Transfers and subsidies	327 034	-	(8 336)	318 698	318 695	3	100.0	320 456	320 456
Non-profit institutions	327 034	-	(8 336)	318 698	318 695	3	100.0	320 456	320 456
Payments for capital assets	392	-	-	392	247	145	63.0	218	165
Machinery and equipment	392	-	-	392	247	145	63.0	218	165
Other machinery and equipment	392	-	-	392	247	145	63.0	218	165
Total	362 719	(3 412)	(8 408)	350 899	350 749	150	100.0	355 584	355 530



5.4 Human Resource Development									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Transfers and subsidies									
Non-profit institutions	36 004	-	-	36 004	36 004	-	100.0	20 877	20 877
	36 004	-	-	36 004	36 004	-	100.0	20 877	20 877
Total	36 004	-	-	36 004	36 004	-	100.0	20 877	20 877



5.5 Conditional Grants									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Transfers and subsidies	297 355	-	-	297 355	297 355	-	100.0	236 871	236 772
Non-profit institutions	297 355	-	-	297 355	297 355	-	100.0	236 871	236 772
Total	297 355	-	-	297 355	297 355	-	100.0	236 871	236 772



Programme 6: Infrastructure Development									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Administration	78 750	(5 420)	-	73 330	64 013	9 317	87.3	62 643	65 615
2. Public Ordinary Schools	2 401 116	14 253	50 840	2 466 209	2 595 810	(129 601)	105.3	2 027 357	1 986 557
3. Special Schools	142 170	(8 833)	-	133 337	28 088	105 249	21.1	119 189	136 246
4. Early Childhood Development	67 438	-	-	67 438	31 961	35 477	47.4	22 764	12 760
Total for sub-programmes	2 689 474	-	50 840	2 740 314	2 719 872	20 442	99.3	2 231 953	2 201 178
Economic classification									
Current payments	743 814	(198)	79 728	823 344	915 690	(92 346)	111.2	766 668	1 033 147
Compensation of employees	55 750	(198)	-	55 552	50 266	5 286	90.5	49 250	51 797
Salaries and wages	48 230	-	-	48 230	43 266	4 964	89.7	42 650	45 089
Social contributions	7 520	(198)	-	7 322	7 000	322	95.6	6 600	6 708
Goods and services	688 064	-	79 728	767 792	865 424	(97 632)	112.7	717 415	981 348
Administrative fees	-	174	-	174	174	-	100.0	-	-
Consultants:									
Business and advisory services	2 500	2 316	-	4 816	4 816	-	100.0	4 962	4 960
Contractors	33 015	12 420	-	45 435	45 435	-	100.0	30 836	37 100
Inventory: Learner and teacher support material	-	6 950	-	6 950	6 949	1	100.0	-	-
Inventory: Other supplies	-	-	27 238	27 238	133 021	(105 783)	488.4	157 678	379 946
Consumable supplies	6 580	2 652	-	9 232	9 196	36	99.6	15 328	15 328
Property payments	639 469	(21 626)	52 490	670 333	662 250	8 083	98.8	504 699	540 103
Travel and subsistence	6 500	(2 886)	-	3 614	3 583	31	99.1	3 912	3 911



Programme 6: Infrastructure Development									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Interest and rent on land	-	-	-	-	-	-	-	-	2
Interest	-	-	-	-	-	-	-	-	2
Transfers and subsidies	122 406	198	-	122 604	107 410	15 194	87.6	454 190	161 652
Non-profit institutions	122 406	-	-	122 406	107 212	15 194	87.6	454 190	161 223
Households	-	198	-	198	198	-	100.0	-	429
Social benefits	-	198	-	198	198	-	100.0	-	429
Payments for capital assets	1 823 254	-	(28 888)	1 794 366	1 696 772	97 594	94.6	1 011 095	1 006 379
Buildings and other fixed structures	1 820 254	-	(28 888)	1 791 366	1 696 770	94 596	94.7	1 005 134	1 000 419
Buildings	1 820 254	-	(28 888)	1 791 366	1 696 770	94 596	94.7	1 005 134	1 000 419
Land and subsoil assets	3 000	-	-	3 000	2	2 998	0.1	5 961	5 960
Total	2 689 474	-	50 840	2 740 314	2 719 872	20 442	99.3	2 231 953	2 201 178



6.1 Administration									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	74 750	(5 618)	-	69 132	63 813	5 319	92.3	56 682	59 226
Compensation of employees	55 750	(198)	-	55 552	50 266	5 286	90.5	49 250	51 797
Salaries and wages	48 230	-	-	48 230	43 266	4 964	89.7	42 650	45 089
Social contributions	7 520	(198)	-	7 322	7 000	322	95.6	6 600	6 708
Goods and services	19 000	(5 420)	-	13 580	13 547	33	99.8	7 432	7 429
Consultants:									
Business and advisory services	2 500	1 837	-	4 337	4 337	-	100.0	3 451	3 450
Contractors	-	3 353	-	3 353	3 353	-	100.0	-	-
Consumable supplies	-	-	-	-	-	-	-	-	-
Property payments	10 000	(7 724)	-	2 276	2 274	2	99.9	69	68
Travel and subsistence	6 500	(2 886)	-	3 614	3 583	31	99.1	3 912	3 911
Transfers and subsidies	-	198	-	198	198	-	100.0	-	429
Households	-	198	-	198	198	-	100.0	-	429
Social benefits	-	198	-	198	198	-	100.0	-	429
Payments for capital assets	4 000	-	-	4 000	2	3 998	0.1	5 961	5 960
Buildings and other fixed structures	1 000	-	-	1 000	-	1 000	-	-	-
Buildings	1 000	-	-	1 000	-	1 000	-	-	-
Land and subsoil assets	3 000	-	-	3 000	2	2 998	0.1	5 961	5 960
Total	78 750	(5 420)	-	73 330	64 013	9 317	87.3	62 643	65 615



6.2 Public Ordinary Schools									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	589 968	14 253	79 728	683 949	819 916	(135 967)	119.9	697 222	961 161
Goods and services	589 968	14 253	79 728	683 949	819 916	(135 967)	119.9	697 219	961 159
Consultants: Business and advisory services	-	479	-	479	479	-	100.0	1 511	1 510
Contractors	33 015	9 067	-	42 082	42 082	-	100.0	30 836	37 100
Inventory: Other supplies	-	-	27 238	27 238	133 021	(105 783)	488.4	157 678	379 946
Consumable supplies	6 580	2 652	-	9 232	9 196	36	99.6	15 328	15 328
Property payments	550 373	2 055	52 490	604 918	635 138	(30 220)	105.0	491 866	527 275
Interest and rent on land	-	-	-	-	-	-	-	3	2
Interest	-	-	-	-	-	-	-	3	2
Transfers and subsidies	122 406	-	-	122 406	107 212	15 194	87.6	454 190	161 223
Non-profit institutions	122 406	-	-	122 406	107 212	15 194	87.6	454 190	161 223



6.2 Public Ordinary Schools									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Payments for capital assets	1 688 742	-	(28 888)	1 659 854	1 668 682	(8 828)	100.5	875 945	864 173
Buildings and other fixed structures	1 688 742	-	(28 888)	1 659 854	1 668 682	(8 828)	100.5	875 945	864 173
Buildings	1 688 742	-	(28 888)	1 659 854	1 668 682	(8 828)	100.5	875 945	864 173
Total	2 401 116	14 253	50 840	2 466 209	2 595 810	(129 601)	105.3	2 027 357	1 986 557



6.3 Special Schools									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	20 000	(8 833)	-	11 167	-	11 167	-	-	-
Goods and services	20 000	(8 833)	-	11 167	-	11 167	-	-	-
Property payments	20 000	(8 833)	-	11 167	-	11 167	-	-	-
Payments for capital assets	122 170	-	-	122 170	28 088	94 082	23.0	119 189	136 246
Buildings and other fixed structures	122 170	-	-	122 170	28 088	94 082	23.0	119 189	136 246
Buildings	122 170	-	-	122 170	28 088	94 082	23.0	119 189	136 246
Total	142 170	(8 833)	-	133 337	28 088	105 249	21.1	119 189	136 246



6.4 Early Childhood Development									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	59 096	-	-	59 096	31 961	27 135	54.1	12 764	12 760
Goods and services	59 096	-	-	59 096	31 961	27 135	54.1	12 764	12 760
Administrative fees	-	174	-	174	174	-	100.0	-	-
Property payments	-	-	-	-	-	-	-	12 764	12 760
Inventory: Learner and teacher support material	-	6 950	-	6 950	6 949	1	100.0	-	-
Property payments	59 096	(7 124)	-	51 972	24 838	27 134	47.8	-	-
Payments for capital assets	8 342	-	-	8 342	-	8 342	-	10 000	-
Buildings and other fixed structures	8 342	-	-	8 342	-	8 342	-	10 000	-
Buildings	8 342	-	-	8 342	-	8 342	-	10 000	-
Total	67 438	-	-	67 438	31 961	35 477	47.4	22 764	12 760



Programme 7: Examination and Education Related Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Sub-programme									
1. Payment to SETA	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699
2. Professional Services	427 770	(33 825)	-	393 945	392 518	1 427	99.6	393 235	391 415
3. Special Projects	945 412	28 647	36 188	1 010 247	1 010 141	106	100.0	2 051 319	2 050 887
4. External Examination	730 195	5 178	-	735 373	700 455	34 918	95.3	704 452	703 622
5. Condition Grants	11 668	-	-	11 668	11 592	76	99.3	11 318	11 329
Total for sub-programmes	2 241 453	-	36 188	2 277 641	2 241 114	36 527	98.4	3 286 023	3 282 952
Economic classification									
Current payments	887 480	(62 917)	-	824 563	824 260	303	100.0	998 583	998 579
Compensation of employees	519 027	11 482	-	530 509	530 441	68	100.0	470 213	470 212
Salaries and wages	514 762	11 482	-	526 244	526 218	26	100.0	441 572	441 570
Social contributions	4 265	-	-	4 265	4 223	42	99.0	28 641	28 642
Goods and services	368 453	(74 399)	-	294 054	293 819	235	99.9	528 370	528 367
Administrative fees	437	518	-	955	955	-	100.0	2 987	2 986
Advertising	5 128	(100)	-	5 028	5 027	1	100.0	4 488	4 488
Minor assets	5 905	(5 782)	-	123	122	1	99.2	702	702
Catering: Departmental activities	6 192	(1 846)	-	4 346	4 346	-	100.0	11 662	11 662
Communication	12 318	(5 348)	-	6 970	6 968	2	100.0	6 468	6 468
Computer services	4 303	(1 809)	-	2 494	2 494	-	100.0	1 992	1 992



Programme 7: Examination and Education Related Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Consultants: Business and advisory services	14 661	(4 462)	-	10 199	10 198	1	100.0	4 559	4 559
Contractors	2 699	(1 352)	-	1 347	1 346	1	99.9	-	-
Agency and support / outsourced services	13 667	(13 667)	-	-	-	-	-	110	110
Fleet services	6 859	(2 432)	-	4 427	4 424	3	99.9	4 958	4 958
Inventory: Learner and teacher support material	8 673	(4 443)	-	4 230	4 230	-	100.0	5 048	5 048
Consumable supplies	8 675	(1 949)	-	6 726	6 724	2	100.0	9 511	9 511
Consumable: Stationery, printing and office supplies	15 386	(4 118)	-	11 268	11 266	2	100.0	14 003	14 003
Operating leases	31 329	(7 616)	-	23 713	23 672	41	99.8	28 679	28 679
Property payments	60	(2)	-	58	58	-	100.0	-	-
Transport provided: Departmental activity	8 035	(1 017)	-	7 018	6 988	30	99.6	15 435	15 435
Travel and subsistence	170 899	8 610	-	179 509	179 509	-	100.0	160 097	160 097
Training and development	29 075	(13 896)	-	15 179	15 031	148	99.0	65 469	65 469
Operating payments	9 100	(6 351)	-	2 749	2 748	1	100.0	173 072	173 072



Programme 7: Examination and Education Related Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Venues and facilities	14 782	(7 385)	-	7 397	7 396	1	100.0	14 087	14 087
Rental and hiring	270	48	-	318	317	1	99.7	5 042	5 041
Transfers and subsidies	1 220 538	62 917	36 188	1 319 643	1 319 596	47	100.0	2 149 619	2 149 617
Departmental agencies and accounts	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699
Departmental agencies	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699
Non-profit institutions	709 830	5 087	-	714 917	714 907	10	100.0	1 727 606	1 727 605
Households	384 300	57 830	36 188	478 318	478 281	37	100.0	296 314	296 313
Social benefits	-	4	-	4	4	-	100.0	-	-
Other transfers to households	384 300	57 826	36 188	478 314	478 277	37	100.0	296 314	296 313
Payments for capital assets	133 435	-	-	133 435	97 258	36 177	72.9	137 821	134 756
Machinery and equipment	133 435	-	-	133 435	97 258	36 177	72.9	137 821	134 756
Other machinery and equipment	133 435	-	-	133 435	97 258	36 177	72.9	137 821	134 756
Total	2 241 453	-	36 188	2 277 641	2 241 114	36 527	98.4	3 286 023	3 282 952



7.1 Payments to SETA									
	2024/25							2023/24	
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Transfers and subsidies	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699
Departmental agencies and accounts	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699
Departmental agencies (non-business entities)	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699
Total	126 408	-	-	126 408	126 408	-	100.0	125 699	125 699



7.2 Professional Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	171 733	(41 917)	-	129 816	129 630	186	99.9	128 669	128 666
Compensation of employees	4 032	26	-	4 058	4 058	-	100.0	1 003	1 003
Salaries and wages	-	26	-	26	26	-	100.0	998	998
Social contributions	4 032	-	-	4 032	4 032	-	100.0	5	5
Goods and services	167 701	(41 943)	-	125 758	125 572	186	99.9	127 666	127 663
Administrative fees	432	242	-	674	673	1	99.9	972	971
Advertising	5 128	(100)	-	5 028	5 027	1	100.0	4 488	4 488
Minor assets	2 914	(2 794)	-	120	119	1	99.2	109	109
Catering:									
Departmental activities	2 366	(1 358)	-	1 008	1 008	-	100.0	1 754	1 754
Communication	10 364	(4 769)	-	5 595	5 593	2	100.0	4 645	4 645
Computer services	-	-	-	-	-	-	-	10	10
Consultants:									
Business and advisory services	13 985	(3 786)	-	10 199	10 198	1	100.0	3 679	3 679
Contractors	1 717	(377)	-	1 340	1 339	1	99.9	-	-
Agency and support / outsourced services	13 648	(13 648)	-	-	-	-	-	-	-
Fleet services	2 308	(713)	-	1 595	1 595	-	100.0	2 404	2 404
Inventory: Learner and teacher support material	8 673	(4 443)	-	4 230	4 230	-	100.0	5 048	5 048
Consumable supplies	2 616	(26)	-	2 590	2 589	1	100.0	2 102	2 102
Consumable: Stationery, printing and office supplies	6 708	(1 072)	-	5 636	5 636	-	100.0	5 361	5 361



7.2 Professional Services									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating leases	11 339	(775)	-	10 564	10 564	-	100.0	12 167	12 167
Property payments	60	(2)	-	58	58	-	100.0	-	-
Transport provided: Departmental activity	1 546	(1 420)	-	126	97	29	77.0	597	597
Travel and subsistence	65 414	3 776	-	69 190	69 190	-	100.0	69 216	69 215
Training and development	7 492	(3 330)	-	4 162	4 014	148	96.4	6 074	6 074
Operating payments	7 503	(5 735)	-	1 768	1 767	1	99.9	5 500	5 500
Venues and facilities	3 388	(1 603)	-	1 785	1 785	-	100.0	2 551	2 551
Rental and hiring	100	(10)	-	90	90	-	100.0	989	988
Transfers and subsidies	251 517	8 092	-	259 609	259 609	-	100.0	260 408	260 408
Non-profit institutions	251 517	8 003	-	259 520	259 520	-	100.0	260 408	260 408
Households	-	89	-	89	89	-	100.0	-	-
Other transfers to households	-	89	-	89	89	-	100.0	-	-
Payments for capital assets	4 520	-	-	4 520	3 279	1 241	72.5	4 158	2 341
Machinery and equipment	4 520	-	-	4 520	3 279	1 241	72.5	4 158	2 341
Other machinery and equipment	4 520	-	-	4 520	3 279	1 241	72.5	4 158	2 341
Total	427 770	(33 825)	-	393 945	392 518	1 427	99.6	393 235	391 415



7.3 Special Projects									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	111 178	(26 178)	-	85 000	84 996	4	100.0	295 263	295 263
Compensation of employees	72 265	(11 836)	-	60 429	60 428	1	100.0	30 201	30 201
Salaries and wages	72 265	(11 836)	-	60 429	60 428	1	100.0	1 751	1 751
Social contributions	-	-	-	-	-	-	-	28 450	28 450
Goods and services	38 913	(14 342)	-	24 571	24 568	3	100.0	265 062	265 062
Administrative fees	-	273	-	273	274	(1)	100.4	2 013	2 013
Minor assets	30	(30)	-	-	-	-	-	-	-
Catering: Departmental activities	3 749	(411)	-	3 338	3 338	-	100.0	9 887	9 887
Communication	249	298	-	547	547	-	100.0	293	293
Computer services	585	(585)	-	-	-	-	-	-	-
Consultants: Business and advisory services	676	(676)	-	-	-	-	-	880	880
Agency and support / outsourced services	-	-	-	-	-	-	-	-	-
Fleet services	233	(91)	-	142	141	1	99.3	110	110
Consumable supplies	354	(15)	-	339	339	-	100.0	1 630	1 630
Consumable: Stationery, printing and office supplies	669	(361)	-	308	307	1	99.7	815	815
Operating leases	3 002	(2 316)	-	686	686	-	100.0	1 543	1 543
Transport provided: Departmental activity	6 489	403	-	6 892	6 891	1	100.0	14 838	14 838

7.3 Special Projects									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Travel and subsistence	424	242	-	666	666	-	100.0	757	757
Training and development	20 965	(9 948)	-	11 017	11 017	-	100.0	58 620	58 620
Operating payments	160	(160)	-	-	-	-	-	165 271	165 271
Venues and facilities	1 158	(1 023)	-	135	135	-	100.0	4 388	4 388
Rental and hiring	170	58	-	228	227	1	99.6	3 617	3 617
Transfers and subsidies	833 882	54 825	36 188	924 895	924 858	37	100.0	1 755 337	1 755 335
Non-profit institutions	449 582	(2 916)	-	446 666	446 666	-	100.0	1 459 023	1 459 022
Households	384 300	57 741	-	478 229	478 192	37	100.0	296 314	296 313
Social benefits	-	4	-	4	4	-	100.0	-	-
Other transfers to households	384 300	57 737	36 188	478 225	478 188	37	100.0	296 314	296 313
Payments for capital assets	352	-	-	352	287	65	81.5	719	289
Machinery and equipment	352	-	-	352	287	65	81.5	719	289
Other machinery and equipment	352	-	-	352	287	65	81.5	719	289
Total	945 412	28 647	36 188	1 010 247	1 010 141	106	100.0	2 051 319	2 050 887



7.4 External Examination									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	601 632	5 178	-	606 810	606 763	47	100.0	571 508	571 496
Compensation of employees	439 793	23 292	-	463 085	463 084	1	100.0	436 363	436 351
Salaries and wages	439 793	23 292	-	463 085	463 084	1	100.0	436 363	436 351
Goods and services	161 839	(18 114)	-	143 725	143 679	46	100.0	135 145	135 145
Administrative fees	5	3	-	8	8	-	100.0	2	2
Minor assets	2 961	(2 958)	-	3	3	-	100.0	593	593
Catering: Departmental activities	77	(77)	-	-	-	-	-	21	21
Communication	1 705	(877)	-	828	828	-	100.0	1 530	1 530
Computer services	3 718	(1 224)	-	2 494	2 494	-	100.0	1 982	1 982
Contractors	982	(975)	-	7	7	-	100.0	-	-
Agency and support / outsourced services	19	(19)	-	-	-	-	-	-	-
Fleet services	4 318	(1 628)	-	2 690	2 688	2	99.9	2 154	2 154
Consumable supplies	5 705	(1 908)	-	3 797	3 796	1	100.0	5 779	5 779
Consumable: Stationery, printing and office supplies	8 009	(2 685)	-	5 324	5 323	1	100.0	7 827	7 827
Operating leases	16 988	(4 525)	-	12 463	12 422	41	99.7	14 969	14 969
Travel and subsistence	105 061	4 592	-	109 653	109 653	-	100.0	90 125	90 125
Training and development	618	(618)	-	-	-	-	100.0	278	278



7.4 External Examination									
	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Operating payments	1 437	(456)	-	981	981	-	100.0	2 301	2 301
Venues and facilities	10 236	(4 759)	-	5 477	5 476	1	100.0	7 148	7 148
Rental and hiring	-	-	-	-	-	-	-	436	436
Payments for capital assets	128 563	-	-	128 563	93 692	34 871	72.9	132 944	132 126
Machinery and equipment	128 563	-	-	128 563	93 692	34 871	72.9	132 944	132 126
Other machinery and equipment	128 563	-	-	128 563	93 692	34 871	72.9	132 944	132 126
Total	730 195	5 178	-	735 373	700 455	34 918	95.3	704 452	703 622



7.5 Conditional Grants									
Economic classification	2024/25						2023/24		
	Adjusted Budget	Shifting of Funds	Virement	Final Budget	Actual Expenditure	Variance	Expenditure as % of Final Budget	Final Budget	Actual expenditure
	R'000	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Economic classification									
Current payments	2 937	-	-	2 937	2 871	66	97.8	3 143	3 154
Compensation of employees	2 937	-	-	2 937	2 871	66	97.8	2 646	2 657
Salaries and wages	2 704	-	-	2 704	2 680	24	99.1	2 460	2 470
Social contributions	233	-	-	233	191	42	82.0	186	187
Goods and services	-	-	-	-	-	-	-	497	497
Training and development	-	-	-	-	-	-	-	497	497
Transfers and subsidies	8 731	-	-	8 731	8 721	10	99.9	8 175	8 175
Non-profit institutions	8 731	-	-	8 731	8 721	10	99.9	8 175	8 175
Total	11 668	-	-	11 668	11 592	76	99.3	11 318	11 329



Notes to the Appropriation Statement

for the year ended 31 March 2025

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, and Annexure 1A-7 of the Annual Financial Statements.

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

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

3. Detail on payments for financial assets

Detail of these transactions 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 Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Administration	R'000	R'000	R'000	%
Current Payments	4 606 488	4 606 479	9	100.0
Transfers and Subsidies	61 074	58 991	2 083	96.6
Payments for Capital Assets	23 067	14 926	8 141	64.7
Payments for Financial Assets	45 517	45 523	(6)	100.0

Transfer and subsidies:

The department could not implement a planned 30-year research programme for the year under review.

Payments for Capital Assets:

The item underspent because after the expiry of finance lease contracts, the department experienced delays with the procurement and signing of new contracts.

There were also delays with the procurement of laptops for new appointees and the replacement of laptops that are out of warranty.

4.2 Per programme	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Public Ordinary School Education	R'000	R'000	R'000	%
Current Payments	44 771 457	44 523 422	248 035	99.4
Transfers and Subsidies	3 366 951	3 366 944	7	100.0
Payments for Capital Assets	33 505	32 392	1 113	96.7

Current Payment:

As part of business continuity plan and risk management, departments' systems are upgraded after a certain period, therefore 2025/26 financial year was the year for systems upgrade. The 2024/25 financial year's operations had to be stopped early to accommodate the upgrades and that affected spending in the last month of the year.

Payments for Capital Assets:

Procurement and operational plans under this item were impacted by cash flow challenges.



4.3 Per programme	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Independent School Subsidies	R'000	R'000	R'000	%
Transfers and Subsidies	1 036 284	1 035 961	323	100.0

Spending was in line with the norms and standards.

4.4 Per programme	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Public Special School Education	R'000	R'000	R'000	%
Current Payments	3 771 679	3 771 188	491	100.0
Transfers and Subsidies	1 032 189	1 032 179	10	100.0
Payments for Capital Assets	1 181	1 156	25	97.9

Payments for Capital Assets:

New and expired lease contracts especially on labour saving devices were impacted by the cash flow challenges.

4.5 Per programme	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Early Childhood Development	R'000	R'000	R'000	%
Current Payments	1 543 017	1 543 012	5	100.0
Transfers and Subsidies	832 183	832 178	5	100.0
Payments for Capital Assets	392	247	145	63.0

The overall spending was in line with the norms and standards, however the underspending on payments for capital assets is because of cash flow challenges that affect procurement plans.

4.6 Per programme	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Infrastructure Development	R'000	R'000	R'000	%
Current Payments	823 344	915 690	(92 346)	111.2
Transfers and Subsidies	122 604	107 410	15 194	87.6
Payments for Capital Assets	1 794 366	1 696 772	97 594	94.6

Current payments:

Overspending on goods and services is because of the high demand for repairs and maintenance of aged infrastructure that where mostly built before 1994.

Over utilisation or demand for school accommodation because of higher number of learners which resulted in a need for maintenance.

Declining reliability of basic services supplied by the municipality resulted in the department's need to provide alternative supply. Incessant vandalising, breakage and theft of infrastructure and electrical cabling particularly resulted in the need for maintenance.

Transfers and Subsidies:

To address capacity demands at schools, the department initiated a project for schools to self-build classrooms however, the challenge with the initiative was delayed by municipalities to grant plans approval.

Payment of Capital Assets:

Underspending on buildings and other fixed structures was impacted by slow progress on the implementation of 18 infrastructure facilities.



4.7 Per programme	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Examination and Education Related Services	R'000	R'000	R'000	%
Current Payments	824 563	824 260	303	100.0
Transfers and Subsidies	1 319 643	1 319 596	47	100.0
Payments for Capital	133 435	97 258	36 177	72.9

Payments for Capital Assets:

Procurement and operational plans under this item were impacted by cash flow challenges.

4.8 Per economic classification	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
Per economic classification	R'000	R'000	R'000	%
Current payments				
Compensation of employees	48 889 769	48 884 360	5 409	100.0
Goods and services	7 450 706	7 299 618	151 088	98.0
Interest and rent on land	73	73	-	100.0
Transfers and subsidies				
Departmental agencies and accounts	126 491	126 408	83	99.9
Non-profit institutions	6 960 617	6 943 075	17 542	99.7
Households	683 820	683 776	44	100.0
Payments for capital assets				
Buildings and other fixed structures	1 820 254	1 725 658	94 596	94.8
Machinery and equipment	162 229	117 084	45 145	72.2
Land and subsoil assets	3 000	2	2 998	0.1
Intangible assets	463	7	456	1.5
Payments for financial assets	45 517	45 523	(6)	100.0

Current expenditure:

The impact of cash flow affected operations at all levels. Goods and services were immensely impacted and that resulted in high level of accruals.

Expenditure on Interest and rent on land:

The expenditure was generated by the outcome of a court order which was unfavourable to the department.

Payments for capital assets:

Buildings and Other Fixed Structures:

The underspending was because of the delays encountered by schools to self-build classrooms to alleviate the problem of capacity and the upgrading and rehabilitation of dilapidated infrastructure including that of 18 infrastructure facilities.

Machinery and Equipment:

The department implemented cost cutting measures, prioritised activities to address the cash flow challenges and that affected spending on machinery and equipment particularly on Labour Saving Devices and Software.



4.9 Per conditional grant	Final Budget	Actual Expenditure	Variance	Expenditure as a % of Final Budget
	R'000	R'000	R'000	%
Education Infrastructure Grant	2 296 649	2 296 572	77	100.0
HIV & Aids	37 036	37 021	15	100.0
Learners with Profound Intellectual Disabilities Grant	37 706	37 229	477	98.7
Maths, Science and Technology Grant	62 348	62 267	81	99.9
National School Nutrition Programme	1 154 073	1 154 073	-	100.0
Expanded Public Works Programme Integrated Grant for Provinces	2 759	2 696	63	97.7
Early Childhood Centre Maintenance	39 033	18 670	20 363	47.8
Early Childhood Subsidy Expansion	297 355	297 355	-	100.0
SOC Sec EPWP Incentive Grant for Provinces	8 909	8 899	10	99.9

Early Childhood Development Centre Maintenance underspend mainly on buildings and other fixed structures because of the slow progress on the implementation of 18 infrastructure facilities.

Statement of Financial Performance

for the year ended 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
REVENUE			
Annual appropriation	1	66 142 939	63 359 564
Departmental revenue	2	71 890	53 858
TOTAL REVENUE		66 214 829	63 413 422
EXPENDITURE			
Current expenditure			
Compensation of employees	3	48 884 360	45 244 382
Goods and services	4	7 299 618	7 978 079
Interest and rent on land	5	73	4
Total current expenditure		56 184 051	53 222 465
Transfers and subsidies			
Transfers and subsidies	7	7 753 259	8 735 123
Total transfers and subsidies		7 753 259	8 735 123
Expenditure for capital assets			
Tangible assets	8	1 842 744	1 163 844
Intangible assets	8	7	204
Total expenditure for capital assets		1 842 751	1 164 048
Unauthorised expenditure approved without funding			
Payments for financial assets	6	45 523	25 013
TOTAL EXPENDITURE		65 825 584	63 146 649
SURPLUS FOR THE YEAR		389 245	266 773
RECONCILIATION OF NET SURPLUS FOR THE YEAR			
Voted funds		317 355	212 915
Annual appropriation		296 269	212 673
Conditional grants		21 086	242
Departmental revenue Receipts	12	71 890	53 858
SURPLUS FOR THE YEAR		389 245	266 773



Statement of Financial Position

as at 31 March 2024

	Note	2024/25 R'000	2023/24 R'000
ASSETS			
Current assets		188 327	61 698
Cash and cash equivalents	9	128 984	45
Receivables	10	59 343	61 653
Non-current assets		68 103	93 307
Receivables	10	68 103	93 307
TOTAL ASSETS		256 430	155 005
LIABILITIES			
Current liabilities		245 489	143 115
Voted funds to be surrendered to the Revenue Fund	11	218 327	113 906
Departmental revenue to be surrendered to the Revenue Fund	12	8 642	6 728
Bank overdraft	13	-	15 616
Payables	14	18 520	6 865
TOTAL LIABILITIES		245 489	143 115
NET ASSETS		10 941	11 890
Represented by:			
Recoverable revenue		10 941	11 890
TOTAL		10 941	11 890



Statement of Changes in Net Assets

for the year ended 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
Recoverable revenue			
Opening balance		11 890	7 305
Transfers:		(949)	4 585
Irrecoverable amounts written off	6.1	(6 228)	(3 923)
Debts recovered (included in departmental revenue)		(6 197)	(4 308)
Debts raised		11 476	12 816
Closing balance		10 941	11 890
TOTAL		10 941	11 890



Cash Flow Statement

for the year ended 31 March 2025

	Note	2024/25 R'000	2023/24 R'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts		66 214 829	63 413 422
Annual appropriation funds received	1.1	66 142 939	63 359 564
Departmental revenue received	2	70 681	53 118
Interest received	2.3	1 209	740
Net (increase)/decrease in net working capital		13 965	26 556
Surrendered to Revenue Fund		(282 910)	(518 132)
Current payments		(56 183 978)	(53 222 461)
Interest paid	5	(73)	(4)
Payments for financial assets		(45 523)	(25 013)
Transfers and subsidies paid		(7 753 259)	(8 735 123)
Net cash flow available from operating activities	15	1 963 051	939 245
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments for capital assets	8	(1 842 751)	(1 164 048)
(Increase)/decrease in non-current receivables	10	25 204	(37 399)
Net cash flow available from investing activities		(1 817 547)	(1 201 447)
CASH FLOWS FROM FINANCING ACTIVITIES			
Increase/(decrease) in net assets		(949)	4 585
Increase/(decrease) in non-current payables		-	(536)
Net cash flows from financing activities		(949)	4 049
Net increase/(decrease) in cash and cash equivalents		144 555	(258 153)
Cash and cash equivalents at beginning of period		(15 571)	242 582
Cash and cash equivalents at end of period	16	128 984	(15 571)



Part A: Accounting Policies

for the year ended 31 March 2025

Summary of significant accounting policies

The financial statements have been prepared in accordance with the following policies, which have been applied consistently in all material aspects, unless otherwise indicated. Management has concluded that the financial statements present fairly the department's primary and secondary information.

The historical cost convention has been used, except where otherwise indicated. Management has used assessments and estimates in preparing the annual financial statements. These are based on the best information available at the time of preparation.

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 (PFMA), Act 1 of 1999 (as amended by Act 29 of 1999), and the Treasury Regulations issued in terms of the PFMA and the annual Division of Revenue Act.

1. Basis of preparation

The financial statements have been prepared in accordance with the Modified Cash Standard.

2. Going concern

The financial statements have been on a going concern basis.

3. Presentation currency

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

4. Rounding

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

5. Foreign currency translation

Cash flows arising from foreign currency transactions are translated into South African Rands using the spot exchange rates prevailing at the date of payment / receipt.

6. Comparative information

6.1 Prior period comparative information

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.

6.2 Current year comparison with budget

A comparison between the approved, final budget and actual amounts for each programme and economic classification is included in the appropriation statement.

7. Revenue

7.1 Appropriated funds

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

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

Appropriated funds are measured at the amount's receivable.

The net amount of any appropriated funds due to / from the relevant revenue fund at the reporting date is recognised as a payable / receivable in the statement of financial position.



7.2 Departmental revenue

Departmental revenue is recognised in the statement of financial performance when received and is subsequently paid into the relevant revenue fund, unless stated otherwise.

Departmental revenue is measured at the cash amount received.

In-kind donations received are recorded in the notes to the financial statements on the date of receipt and are measured at fair value.

Any amount owing to the relevant revenue fund at the reporting date is recognised as a payable in the statement of financial position.

7.3 Accrued departmental revenue

Accruals in respect of departmental revenue (excluding tax revenue) are recorded in the notes to the financial statements when:

- it is probable that the economic benefits or service potential associated with the transaction will flow to the department; and
- the amount of revenue can be measured reliably.

The accrued revenue is measured at the fair value of the consideration receivable.

Accrued tax revenue (and related interest and / penalties) is measured at amounts receivable from collecting agents.

Write-offs are made according to the department's debt write-off policy.

8. Expenditure

8.1 Compensation of employees

8.1.1 Salaries and wages

Salaries and wages are recognised in the statement of financial performance on the date of payment.

8.1.2 Social contributions

Social contributions made by the department in respect of current employees are recognised in the statement of financial performance on the date of payment.

Social contributions made by the department in respect of ex-employees are classified as transfers to households in the statement of financial performance on the date of payment.

8.2 Other expenditure

Other expenditure (such as goods and services, transfers and subsidies and payments for capital assets) is recognised in the statement of financial performance on the date of payment. The expense is classified as a capital expense if the total consideration paid is more than the capitalisation threshold.

Donations made in kind are recorded in the notes to the financial statements on the date of transfer and are measured at cost or fair value.

8.3 Accruals and payables not recognised

Accruals and payables not recognised are recorded in the notes to the financial statements at cost or fair value at the reporting date.



8.4 Leases

8.4.1 Operating leases

Operating lease payments made during the reporting period are recognised as current expenditure in the statement of financial performance on the date of payment. Operating lease payments received are recognised as departmental revenue.

The operating lease commitments are recorded in the notes to the financial statements.

8.4.2 Finance leases

Finance lease payments made during the reporting period are recognised as capital expenditure in the statement of financial performance on the date of payment. Finance lease payments received are recognised as departmental revenue.

The finance lease commitments are recorded in the notes to the financial statements and are not apportioned between the capital and interest portions.

At commencement of the finance lease term, finance lease assets acquired are recorded and measured at:

- cost, being the fair value of the asset; or
- the sum of the minimum lease payments made, including any payments made to acquire ownership at the end of the lease term, excluding interest.

Finance lease assets acquired prior to 1 April 2024, are recorded and measured at the present value of the minimum lease payments.

9. Aid assistance

9.1 Aid assistance received

Aid assistance received in cash is recognised in the statement of financial performance when received. In-kind aid assistance is recorded in the notes to the financial statements on the date of receipt and is measured at fair value.

CARA Funds are recognised when receivable and measured at the amount's receivable.

Aid assistance not spent for the intended purpose and any unutilised funds from aid assistance that are required to be refunded to the donor are recognised as a payable in the statement of financial position.

9.2 Aid assistance paid

Aid assistance paid is recognised in the statement of financial performance on the date of payment. Aid assistance payments made prior to the receipt of funds are recognised as a receivable in the statement of financial position.

10. Cash and cash equivalents

Cash and cash equivalents are stated at cost in the statement of financial position.

Bank overdrafts are shown separately on the face of the statement of financial position as a current liability.

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.

11. Prepayments and advances

Prepayments and advances are recognised in the statement of financial position when the department receives or disburses the cash.

Prepayments and advances are initially and subsequently measured at cost.

Prepayments and advances expensed before 1 April 2024 are recorded until the goods, services, or capital assets are received, or the funds are utilised in accordance with the contractual agreement.



12. Loans and receivables

Loans and receivables are recognised in the statement of financial position at cost plus accrued interest, where interest is charged, less amounts already settled or written off. Write-offs are made according to the department's write-off policy.

13. Investments

Investments are recognised in the statement of financial position at cost.

14. Financial assets

14.1 Financial assets (not covered elsewhere)

A financial asset is recognised initially at its cost-plus transaction costs that are directly attributable to the acquisition or issue of the financial asset.

At the reporting date, a department shall measure its financial assets at cost, less amounts already settled or written-off, except for recognised loans and receivables, which are measured at cost plus accrued interest, where interest is charged, less amounts already settled or written-off.

14.2 Impairment of financial assets

Where there is an indication of impairment of a financial asset, an estimation of the reduction in the recorded carrying value, to reflect the best estimate of the amount of the future economic benefits expected to be received from that asset, is recorded in the notes to the financial statements.

15. Payables

Payables recognised in the statement of financial position are recognised at cost.

16. Capital assets

16.1 Immovable capital assets

Immovable assets reflected in the asset register of the department are recorded in the notes to the financial statements at cost or fair value where the cost cannot be determined reliably. Immovable assets acquired in a non-exchange transaction are recorded at fair value at the date of acquisition. Immovable assets are subsequently carried in the asset register at cost and are not currently subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.

Additional information on immovable assets not reflected in the assets register is provided in the notes to financial statements.

16.2 Movable capital assets

Movable capital assets are initially recorded in the notes to the financial statements at cost. Movable capital assets acquired through a non-exchange transaction is measured at fair value as at the date of acquisition.

Where the cost of movable capital assets cannot be determined reliably, the movable capital assets are measured at fair value and where fair value cannot be determined; the movable assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Movable capital assets are subsequently carried at cost and are not subject to depreciation or impairment.

Biological assets are subsequently carried at fair value.

Subsequent expenditure that is of a capital nature forms part of the cost of the existing asset when ready for use.

16.3 Intangible capital assets

Intangible assets are initially recorded in the notes to the financial statements at cost. Intangible assets acquired through a non-exchange transaction are measured at fair value as at the date of acquisition.

Internally generated intangible assets are recorded in the notes to the financial statements when the department commences the development phase of the project.

Where the cost of intangible assets cannot be determined reliably, the intangible capital assets are measured at fair value and where fair value cannot be determined; the intangible assets are measured at R1.

All assets acquired prior to 1 April 2002 (or a later date as approved by the OAG) may be recorded at R1.

Intangible assets are subsequently carried at cost and are not subject to depreciation or impairment.

Subsequent expenditure of a capital nature forms part of the cost of the existing asset when ready for use.



16.4 Project costs: Work-in-progress

Expenditure of a capital nature is initially recognised in the statement of financial performance at cost when paid.

Amounts paid towards capital projects are separated from the amounts recognised and accumulated in work-in-progress until the underlying asset is ready for use. Once ready for use, the total accumulated payments are recorded in an asset register. Subsequent payments to complete the project are added to the capital asset in the asset register.

Where the department is not the custodian of the completed project asset, the asset is transferred to the custodian subsequent to completion.

17. Provisions and contingents

17.1 Provisions

Provisions are recorded in the notes to the financial statements 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 or service potential will be required to settle the obligation and a reliable estimate of the obligation can be made. The provision is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

17.2 Contingent liabilities

Contingent liabilities are recorded in the notes to the financial statements when there is a possible obligation that arises from past events, and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department or when there is a present obligation that is not recognised because it is not probable that an outflow of resources will be required to settle the obligation or the amount of the obligation cannot be measured reliably.

17.3 Contingent assets

Contingent assets are recorded in the notes to the financial statements when a possible asset arises from past events, and whose existence will be confirmed by the occurrence or non-occurrence of one or more uncertain future events not within the control of the department.

17.4 Capital commitments

Capital commitments are recorded at cost in the notes to the financial statements.

18. Unauthorised expenditure

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

Unauthorised expenditure is measured at the amount of the confirmed unauthorised expenditure.

Unauthorised expenditure is recognised in the statement of changes in net assets until such time as the expenditure is either:

- approved by Parliament or the Provincial Legislature with funding and the related funds are received; or
- approved by Parliament or the Provincial Legislature without funding and is written off against the appropriation in the statement of financial performance; or
- transferred to receivables for recovery.

Unauthorised expenditure recorded in the notes to the financial statements comprise of

- unauthorised expenditure that was under assessment in the previous financial year;
- unauthorised expenditure relating to previous financial year and identified in the current year; and
- unauthorised incurred in the current year.

19. Fruitless and wasteful expenditure

Fruitless and wasteful expenditure receivables are recognised in the statement of financial position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written off as irrecoverable.

Fruitless and wasteful expenditure is recorded in the notes to the financial statements when and at amounts confirmed, and comprises of:

- fruitless and wasteful expenditure that was under assessment in the previous financial year;
- fruitless and wasteful expenditure relating to previous financial year and identified in the current year; and
- fruitless and wasteful expenditure incurred in the current year.



20. Irregular expenditure

Losses emanating from irregular expenditure are recognised as a receivable in the statement of financial position when recoverable. The receivable is measured at the amount that is expected to be recovered and is de-recognised when settled or subsequently written off as irrecoverable.

Irregular expenditure is recorded in the notes to the financial statements when and at amounts confirmed and comprises of:

- irregular expenditure that was under assessment in the previous financial year;
- irregular expenditure relating to previous financial year and identified in the current year; and
- irregular expenditure incurred in the current year.

21. Changes in accounting policies, estimates and errors

Changes in accounting policies are applied in accordance with MCS requirements.

Changes in accounting estimates are applied prospectively in accordance with MCS requirements.

Correction of errors is applied retrospectively in the period in which the error has occurred in accordance with MCS requirements, except to the extent that it is impracticable to determine the period-specific effects or the cumulative effect of the error. In such cases the department shall restate the opening balances of assets, liabilities and net assets for the earliest period for which retrospective restatement is practicable.

22. Events after the reporting date

Events after the reporting date that are classified as adjusting events have been accounted for in the financial statements. The events after the reporting date that are classified as non-adjusting events after the reporting date have been disclosed in the notes to the financial statements.

23. Principal-Agent arrangements

The department is party to a principal-agent arrangement for the distribution of learner teacher materials. In terms of the arrangement the department is the principal and is responsible for:

Please refer to note 29 on Principal Agent.

Gauteng Department of Infrastructure Development

The Department of Gauteng Infrastructure Development has been appointed by the Premier as the provincial agency to deliver infrastructure projects.

Development Bank of Southern Africa

The Department had formed new Principal Agent relationship with the Development Bank of South Africa to carry out infrastructure delivery services.

In terms of the arrangement the department is the principal and is therefore responsible for ensuring that agreed upon projects, necessary for the delivery of quality education, are implemented. All related revenues, expenditures, assets, and liabilities have been recognised or recorded in terms of the relevant policies listed herein. Additional disclosures have been provided in the notes to the financial statements where appropriate.

Bongani Rainmaker Logistics (LTSM)

A service provider has been appointed for the procurement, warehousing and distribution of learner and teacher support materials. An average administration fee of 13% is charged for this service.

24. Departures from the MCS requirements

Management has concluded that the financial statements present fairly the department's primary and secondary information; that the department complied with the Standard has not departed from a particular requirement to achieve fair presentation; and the requirement from which the department has departed.

25. 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 National/Provincial Revenue Fund when the underlying asset is disposed and the related funds are received.



26. 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.

27. Related party transactions

Related party transactions within the MEC's portfolio are recorded in the notes to the financial statements when the transaction is not at arm's length.

The full compensation of key management personnel is recorded in the notes to the financial statements.

28. Inventories

At the date of acquisition, inventories are recognised at cost in the statement of financial performance.

Where inventories are acquired as part of a non-exchange transaction, the inventories are measured at fair value as at the date of acquisition.

Inventories are subsequently measured at the lower of cost and net realisable value or were intended for distribution (or consumed in the production of goods for distribution) at no or a nominal charge, the lower of cost and current replacement value.

The cost of inventories is assigned by using the weighted average cost basis.

29. Public-Private Partnerships

Public Private Partnerships are accounted for based on the nature and or the substance of the partnership. The transaction is accounted for in accordance with the relevant accounting policies.

A summary of the significant terms of the PPP agreement, the parties to the agreement, and the date of commencement thereof together with the description and nature of the concession fees received, the unitary fees paid, rights and obligations of the department are recorded in the notes to the financial statements.

30. Employee benefits

The value of each major class of employee benefit obligation (accruals, payables not recognised and provisions) is recorded in the Employee benefits note.

Accruals and payables not recognised for employee benefits are measured at cost or fair value at the reporting date.

The provision for employee benefits is measured as the best estimate of the funds required to settle the present obligation at the reporting date.

31. Transfer of functions

Transfer of functions are accounted for by the acquirer by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of transfer.

Transfer of functions are accounted for by the transferor by derecognising or removing assets and liabilities at their carrying amounts at the date of transfer.

32. Mergers

Mergers are accounted for by the combined department by recognising or recording assets acquired and liabilities assumed at their carrying amounts at the date of the merger.

Mergers are accounted for by the combining departments by derecognising or removing assets and liabilities at their carrying amounts at the date of the merger.



Notes to the Annual Financial Statements

for the year ended 31 March 2025

Part B: Explanatory Notes

1. Annual Appropriation

1.1 Annual Appropriation

Included are funds appropriated in terms of the Appropriation Act (and the Adjustments Appropriation Act) for Provincial Departments:

	2024/25			2023/24		
	Final Budget	Actual Funds Received	Funds not requested/ not received	Final Budget	Budget received	Funds not requested /not received
	R'000	R'000	R'000	R'000	R'000	R'000
Programmes						
Administration	4 621 154	4 621 154	-	4 446 082	4 446 082	-
Public Ordinary Schools	48 335 503	48 335 503	-	45 622 604	45 622 604	-
Independent School Subsidies	1 036 284	1 036 284	-	1 125 581	1 125 581	-
Public Special School	4 825 099	4 825 099	-	4 494 489	4 494 489	-
Early Childhood Development	2 393 972	2 393 972	-	2 152 832	2 152 832	-
Infrastructure Development	2 689 474	2 689 474	-	2 231 953	2 231 953	-
Examination and Education Related Services	2 241 453	2 241 453	-	3 286 023	3 286 023	-
Total	66 142 939	66 142 939	-	63 359 564	63 359 564	-

1.2 Conditional grants**

	Note	2024/25 R'000	2023/24 R'000
Total grants received	33	3 935 868	3 503 453

(** It should be noted that the Conditional grants are included in the amounts per the Final Appropriation in Note 1.1)

2. Departmental revenue

	Note	2024/25 R'000	2023/24 R'000
Sales of goods and services other than capital assets	2.1	42 163	38 585
Fines, penalties and forfeits	2.2	148	75
Interest, dividends and rent on land	2.3	1 209	740
Transactions in financial assets and liabilities	2.4	28 370	14 458
Total revenue collected		71 890	53 858
Total		71 890	53 858

Part E: Financial Information

2.1 Sales of goods and services other than capital assets

	Note 2	2024/25 R'000	2023/24 R'000
Sales of goods and services produced by the department		42 163	38 585
Sales by market establishment		2 129	2 045
Other sales		40 034	36 540
Total		42 163	38 585

2.2 Fines, penalties and forfeits

	Note 2	2024/25 R'000	2023/24 R'000
Fines		146	72
Forfeits		2	3
Total		148	75

2.3 Interest, dividends and rent on land

	Note 2	2024/25 R'000	2023/24 R'000
Interest		1 209	740
Total		1 209	740

2.4 Transactions in financial assets and liabilities

	Note 2	2024/25 R'000	2023/24 R'000
Other receipts including Recoverable Revenue		28 370	14 458
Total		28 370	14 458

2.4.1 Donations received in-kind (not included in the main note or sub note)

List in-kind donations received			
Donations		-	294
Total		-	294



3. Compensation of employees

3.1. Analysis of balance

	Note	2024/25 R'000	2023/24 R'000
Basic salary		35 645 900	33 167 600
Performance award		26 110	23 768
Service based		37 403	39 042
Compensative/circumstantial		998 737	917 864
Periodic payments		78 322	68 962
Other non-pensionable allowances		4 566 222	4 175 801
Total		41 352 694	38 393 037

3.2 Social contributions

	Note	2024/25 R'000	2023/24 R'000
Employer contributions			
Pension		4 575 628	4 251 768
Medical		2 911 943	2 542 811
UIF		10 842	35 367
Bargaining council		4 452	4 095
Official unions and associations		10 654	9 858
Insurance		18 147	7 446
Total		7 531 666	6 851 345
Total compensation of employees		48 884 360	45 244 382
Average number of employees		106 266	101 296



4. Goods and services

	Note	2024/25 R'000	2023/24 R'000
Administrative fees		207 483	198 677
Advertising		9 284	12 664
Minor assets	4.1	3 265	5 792
Bursaries (employees)		29 590	37 353
Catering		16 697	24 611
Communication		70 732	114 164
Computer services	4.2	114 651	125 834
Consultants: Business and advisory services		60 200	80 630
Legal services		12 040	14 778
Contractors		676 597	285 874
Agency and support / outsourced services		1 288 427	1 227 847
Audit cost – external	4.3	20 838	18 176
Fleet services		16 944	21 544
Inventories	4.4	1 283 979	1 721 910
Consumables	4.5	75 240	100 637
Operating leases		314 995	342 517
Property payments	4.6	1 355 053	1 370 168
Rental and hiring		794	20 722
Transport provided as part of the departmental activities		1 454 069	1 739 743
Travel and subsistence	4.7	234 819	217 606
Venues and facilities		13 911	23 827
Training and development		29 714	83 758
Other operating expenditure	4.8	10 296	189 247
Total		7 299 618	7 978 079

4.1 Minor assets

	Note 4	2024/25 R'000	2023/24 R'000
Tangible assets		3 265	5 792
Machinery and equipment		3 265	5 792
Total		3 265	5 792

4.2 Computer services

	Note 4	2024/25 R'000	2023/24 R'000
SITA computer services		19 482	27 064
External computer service providers		95 169	98 770
Total		114 651	125 834



4.3 Audit cost – External

	Note 4	2024/25 R'000	2023/24 R'000
Regularity audits		20 838	18 176
Total		20 838	18 176

4.4 Inventory

	Note 4	2024/25 R'000	2023/24 R'000
Learning, teaching and support material		949 402	1 062 340
Other supplies	4.4.1	334 577	659 570
Total		1 283 979	1 721 910

4.4.1 Other supplies

	Note 4.4	2024/25 R'000	2023/24 R'000
Assets for distribution		334 577	659 570
School furniture		334 433	659 546
Sports and recreation		144	24
Total		334 577	659 570

4.5 Consumables

	Note 4	2024/25 R'000	2023/24 R'000
Consumable supplies		48 791	68 333
Uniform and clothing		1 923	7 470
Household supplies		30 529	35 128
Building material and supplies		4 678	3 821
Communication accessories		23	-
IT consumables		1 586	15 853
Other consumables		10 052	6 061
Consumable: Stationery, printing, and office supplies		26 449	32 304
Total		75 240	100 637

Other consumables refer to all consumable supplies such as medical aid kits and gas supplies for the running of schools.

4.6 Property payments

	Note 4	2024/25 R'000	2023/24 R'000
Municipal services		672 288	806 039
Property maintenance and repairs		670 316	550 714
Other		12 449	13 415
Total		1 355 053	1 370 168

Other relates to all other property payments made for items such as fumigation, cleaning services, security costs, etc.

4.7 Travel and subsistence

	Note 4	2024/25 R'000	2023/24 R'000
Local		234 642	215 926
Foreign		177	1 680
Total		234 819	217 606

4.8 Other operating expenditure

	Note 4	2024/25 R'000	2023/24 R'000
Professional bodies, membership, and subscription fees		39	74
Resettlement costs		1 452	1 072
Other		8 805	188 101
Total		10 296	189 247

Other relates to all other operating payments made, of items such as printing and publications, honorarium, etc.

5. Interest and rent on land

	Note	2024/25 R'000	2023/24 R'000
Interest paid		73	4
Total		73	4

The Department was able to write off Fruitless and Wasteful Expenditure of R72 thousand from R73 thousand incurred within the 2024-25 financial year after investigations, in line with the fruitless and wasteful expenditure framework.



6. Payments for financial assets

	Note	2024/25 R'000	2023/24 R'000
Debts written off	6.1	45 523	25 013
Total		45 523	25 013

The write off emanates from the fact that a high number of debtors could not finance their debts and the money could not be recovered, also because of deaths.

6.1 Debts written off

Nature of debts written off	Note 6	2024/25 R'000	2023/24 R'000
<i>Group major categories, but list material items</i>			
Other debt written off			
Staff debts written off (Theft and Losses)		39 284	20 889
Staff debts written off (Debt receivable Income and Interest)		6 228	3 923
Other debtors		11	201
Total		45 523	25 013
Total debt written off		45 523	25 013

7. Transfers and subsidies

	Note	2024/25 R'000	2023/24 R'000
Departmental agencies and accounts	Annex 1A	126 408	125 699
Non-profit institutions	Annex 1B	6 943 075	8 102 585
Households	Annex 1C	683 776	506 839
Total		7 753 259	8 735 123

8. Expenditure for capital assets

	Note	2024/25 R'000	2023/24 R'000
Tangible capital assets		1 842 744	1 163 844
Buildings and other fixed structures		1 725 658	1 006 081
Machinery and equipment		117 084	151 803
Land and subsoil assets		2	5 960
Intangible capital assets		7	204
Software		7	204
Total		1 842 751	1 164 048



8.1 Analysis of funds utilised to acquire capital assets – 2024/25

Name of entity	2024/25	
	Voted funds	Total
	R'000	R'000
Tangible capital assets	1 842 744	1 842 744
Buildings and other fixed structures	1 725 658	1 725 658
Machinery and equipment	117 084	117 084
Land and subsoil assets	2	2
Intangible capital assets	7	7
Software	7	7
Total	1 842 751	1 842 751

8.2 Analysis of funds utilised to acquire capital assets – 2023/24

Name of entity	2023/24	
	Voted funds	Total
	R'000	R'000
Tangible assets	1 163 844	1 163 844
Buildings and other fixed structures	1 006 081	1 006 081
Machinery and equipment	151 803	151 803
Land and subsoil assets	5 960	5 960
Intangible capital assets	204	204
Software	204	204
Total	1 164 048	1 164 048

8.3 Finance lease expenditure included in Expenditure for capital assets

	Note	2024/25	2023/24
		R'000	R'000
Tangible capital assets		107 592	132 348
Machinery and equipment		107 592	132 348
Total		107 592	132 348

9. Cash and cash equivalents

	Note	2024/25 R'000	2023/24 R'000
Consolidated Paymaster General Account		128 939	-
Cash on hand		45	45
Total		128 984	45

There were no significant cash and cash equivalent balances held by the department that were not available for use. The Department had no undrawn borrowing facilities that were available for future operating activities to settle capital commitments.

10. Receivables

		2024/25			2023/24		
	Note	Current R'000	Non-current R'000	Total R'000	Current R'000	Non-current R'000	Total R'000
Claims recoverable	10.1	2 155	12 600	14 755	3 870	14 114	17 984
Recoverable expenditure	10.2	50 781	-	50 781	53 674	4	53 678
Staff debt	10.3	5 066	55 503	60 569	3 213	77 895	81 108
Other receivables	10.4	1 341	-	1 341	896	1 294	2 190
Total		59 343	68 103	127 446	61 653	93 307	154 960

Claims recoverable account records all salary related inter-departmental balances for both National and Provincial Departments.

10.1 Claims recoverable

	Note 10	2024/25 R'000	2023/24 R'000
National Departments		6 887	7 243
Provincial Departments		7 868	10 741
Total		14 755	17 984

10.2 Recoverable expenditure

	Note 10	2024/25 R'000	2023/24 R'000
<i>Group major categories, but list material items</i>			
Sal: UIF, Garnishee order, bargaining council, persal ebt control acc.		-	1
Sal: Pension Fund		74	-
Sal: Medical		216	-
Sal: Deduction Disallowance Acc.		47	387
Sal: Disallowances Account		-	4
Sal: Reversal Control		2 903	13 228
Sal: Tax Debt Acc.		85	121
Sal: Income tax		47 456	33 554
Sal: Fin other institut, GEHS refund control account		-	6 383
Sal: Insurance Deductions		-	-
Total		50 781	53 678



10.3 Staff debt

	Note 10	2024/25 R'000	2023/24 R'000
<i>Group major categories, but list material items</i>			
Debt Account – Staff debtors		60 569	81 108
Total		60 569	81 108

10.4 Other receivables

	Note 10	2024/25 R'000	2023/24 R'000
<i>Group major categories, but list material items</i>			
Debt Account-Suppliers		1 181	1 974
Disall damages & losses		-	9
Telephone control account		160	207
Total		1 341	2 190

10.5 Impairment of receivables

	Note	2024/25 R'000	2023/24 R'000
Estimate of impairment of receivables		42 148	66 844
Total		42 148	66 844

11. Voted funds to be surrendered to the Revenue Fund

	Note	2024/25 R'000	2023/24 R'000
Opening balance		113 906	367 473
Transferred from statement of financial performance		317 355	212 915
Paid during the year		(212 934)	(466 482)
Closing balance		218 327	113 906

12. Departmental revenue to be surrendered to the Revenue Fund

	Note	2024/25 R'000	2023/24 R'000
Opening balance		6 728	4 520
Transferred from statement of financial performance		71 890	53 858
Paid during the year		(69 976)	(51 650)
Closing balance		8 642	6 728



13. Bank Overdraft

	Note	2024/25 R'000	2023/24 R'000
Consolidated Paymaster General Account		-	15 616
Total		-	15 616

The department closed with a favourable balance.

14. Payables – current

	Note	2024/25 R'000	2023/24 R'000
Clearing accounts	14.1	18 407	6 773
Other payables	14.2	113	92
Total		18 520	6 865

14.1 Clearing accounts

	Note 14	2024/25 R'000	2023/24 R'000
Description			
<i>Identify major categories, but list material items</i>			
Sal: Finance Other Institution		-	199
Sal: Pension Fund: CL/ Rec: Dom: Clms:P/Dept:GP Claim		-	1 930
Sal: Garnishee Order		352	40
Sal: GEHS Refund Control Acc		15 556	-
Sal: ACB Recalls		2 495	2 689
Sal: Medical Aid		-	1 732
Sal: Official Unions		-	30
Sal: Insurance deduction		2	-
Sal: Bargaining Councils		-	153
Sal: Housing		2	-
Total		18 407	6 773

14.2 Other payables

	Note 14	2024/25 R'000	2023/24 R'000
Description			
<i>Identify major categories, but list material items</i>			
Debt account – staff and suppliers' debt		76	87
Telephone erroneous		4	5
Sal: Recoverable		33	-
Total		113	92



15. Net cash flow available from operating activities

	Note	2024/25 R'000	2023/24 R'000
Net surplus/(deficit) as per Statement of Financial Performance		389 245	266 773
Add back non-cash/cash movements not deemed operating activities		1 573 806	672 472
(Increase)/decrease in receivables		2 310	38 132
(Increase)/decrease in prepayments and advances		-	-
Increase/(decrease) in payables – current		11 655	(11 576)
Expenditure on capital assets		1 842 751	1 164 048
Surrenders to Revenue Fund		(282 910)	(518 132)
Net cash flow generated by operating activities		1 963 051	939 245

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

	Note	2024/25 R'000	2023/24 R'000
Consolidated Paymaster General account		128 939	(15 616)
Cash on hand		45	45
Total		128 984	(15 571)

17. Contingent liabilities and contingent assets

17.1 Contingent liabilities

	Note	2024/25 R'000	2023/24 R'000
Liable to			
Nature			
Claims against the department	Annex 2A	1 318 659	1 231 483
Intergovernmental payables	Annex 4	13 608	13 704
Total		1 332 267	1 245 187

Claims against the Department include summons or notice of motions (labour matters) issued by the Court and served to the State Attorneys or the Department. The opening balance has been adjusted because of prior period error relating to claims against the Department for the 2023/24 Financial year. The details of the above, such as the individual estimated financial effect, individual uncertainties relating to amount or timing of outflow is impracticable to detail individually as several claims and summons exist.

18. Capital commitments

	Note	2024/25 R'000	Restated 2023/24 R'000
Buildings and other fixed structures		4 327 488	3 621 065
Machinery and equipment		1 581	5 297
Total		4 329 069	3 626 362



19. Accruals and payables not recognised

	2024/25			2023/24
	R'000			R'000
	30 Days	30+ Days	Total	Total
Listed by economic classification				
Goods and services	1 136 718	284 837	1 421 555	398 374
Transfers and subsidies	19 796	2 895	22 691	382 441
Capital assets	404 928	256 183	661 111	307 596
Total	1 561 442	543 915	2 105 357	1 088 411

	Note	2024/25	2023/24
		R'000	R'000
Listed by programme level			
Administration		311 480	72 521
Public ordinary Schools Education		1 511 584	903 799
Specialised Schools Education		1 423	183
Early Childhood Development		3 240	719
Infrastructure development		172 724	53 310
Examination & education related services		104 906	57 879
Total		2 105 357	1 088 411

19.1 Accruals

	2024/25			2023/24
	R'000			R'000
	30 Days	30+ Days	Total	Total
Listed by economic classification				
Goods and services	179 351	43 933	223 284	6 015
Transfers and subsidies	-	-	-	2 115
Capital assets	56	-	56	4
Total	179 407	43 933	223 340	8 134

	Note	2024/25	2023/24
		R'000	R'000
Listed by programme level			
Administration		53 620	5 668
Public Ordinary Schools Education		169 189	1 971
Early Childhood Development		6	-
Infrastructure Development		-	495
Examination Education Related Services		525	-
Total		223 340	8 134



19.2 Payables not recognised

	2024/25			2023/24
	R'000			R'000
	30 Days	30+ Days	Total	Total
Listed by economic classification				
Goods and services	957 367	240 904	1 198 271	392 359
Transfers and subsidies	19 796	2 895	22 691	380 326
Capital assets	404 872	256 183	661 055	307 592
Total	1 382 035	499 982	1 882 017	1 080 277

	Note	2024/25	2023/24
		R'000	R'000
Listed by programme level			
Administration		257 860	66 853
Public Ordinary Schools Education		1 342 395	901 828
Specialised Schools Education		1 423	183
Early Childhood Development		3 234	719
Infrastructure Development		172 724	52 815
Examination & Education Related Services		104 381	57 879
Total		1 882 017	1 080 277

All salary related accruals are included in the Employee Benefits note under Other and not in the Accrual Note.

	Note	2024/25	2023/24
		R'000	R'000
Included in the above totals are the following:			
Confirmed balances with other departments	Annex 4	1 479	1 361
Confirmed balances with other government entities	Annex 4	27 759	10 570
Total		29 238	11 931

The above confirmed balances are goods and services related accruals from Annexure 4. Below are listed Departments R'000:

The above confirmed balances are goods and services related accruals only from Annexure 4. Below are listed departments:

1. Department of Justice and Constitutional Development – National R1 479
2. G-Fleet – R27 759



20. Employee benefits

	Note	2024/25 R'000	2023/24 R'000
Leave entitlement		440 082	496 084
Service bonus		1 517 494	1 413 537
Capped leave		889 600	992 041
Other		108 407	101 723
Total		2 955 583	3 003 385

Included in the Leave Entitlement is negative Current pro-rata leave balance amounting to R2,8 million (2023/24: R9 million). Included in the Capped leave commitment is negative Capped leave balance amounting to R11 thousand (2023/24: R73 thousand). The DPSA issued a circular indicating that performance bonuses are discontinued from 2021/2022 going forward, hence the zero balance. Other Include:

- Long Service awards
- Subsequent salary related runs – Employees
- Subsequent salary related runs – Departments
- Qualification bonuses
- Hostel allowances
- OSD Therapists.

	Note	2024/25 R'000	2023/24 R'000
Included in the above totals are the following:			
Confirmed balances with other departments	Annex 4	2 524	5 647
Total		2 524	5 647

The above confirmed balances are salary related (Employee Benefits) accruals only from Annexure 4. Below are listed Departments R'000:

1. Department of Education – Eastern Cape – R39
2. Department of Education – Kwa-Zulu Natal – R2 123
3. Department of Education – Mpumalanga – R127
4. Department of Correctional Services National – R18
5. Department of Education – Limpopo – R123
6. South African Police Services National – R44
7. Department of Justice and Constitutional Development National – R50



21. Lease commitments

21.1 Operating leases

	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
2024/25			
Not later than 1 year	256 485	59 664	316 149
Later than 1 year and not later than 5 years	104 593	38 328	142 921
Later than 5 years	21 687	-	21 687
Total lease commitments	382 765	97 992	480 757

	Buildings and other fixed structures	Machinery and equipment	Total
	R'000	R'000	R'000
2023/24			
Not later than 1 year	230 943	32 538	263 481
Later than 1 year and not later than 5 years	80 245	4 689	84 934
Later than 5 years	10 362	-	10 362
Total lease commitments	321 550	37 227	358 777

21.2 Finance leases

	Machinery and equipment	Total
	R'000	R'000
2024/25		
Not later than 1 year	10 549	10 549
Later than 1 year and not later than 5 years	7 674	7 674
Total lease commitments	18 223	18 223

	Machinery and equipment	Total
	R'000	R'000
2023/24		
Not later than 1 year	18 672	18 672
Later than 1 year and not later than 5 years	12 669	12 669
Total lease commitments	31 341	31 341

22. Unauthorised, Irregular and Fruitless and wasteful expenditure

	Note	2024/25 R'000	2023/24 R'000
Irregular expenditure - current year		1 459 497	730 274
Fruitless and wasteful expenditure - current year		73	4
Total		1 459 570	730 278

The Department was able to write off Fruitless and Wasteful Expenditure of R72 thousand from R73 thousand incurred within the 2024-25 financial year after investigations, in line with the fruitless and wasteful expenditure framework.

The restated amount of 730 million includes R661 million irregular expenditure incurred in 2022/23 financial year, discovered and confirmed in the current year.

The current irregular expenditure of R1.5 billion includes School nutrition, Security services, Mobile classrooms and SCM related expenditure.

23. Related party transactions

Modified Cash Standard requires Departments to disclose a list of related party relationships with entities falling under its MEC portfolio irrespective of whether there were any transactions between the related parties. Department of Education has formed new related party relationship with Department of Sports, Art, Culture and Recreation as they now fall under same MEC/ portfolio. For 2024/25 financial year, no related party relationships existed between Gauteng Department of Education and other entities.

The Department transfer unrequited payments to Sci-Bono Discovery Centre and Mathew Goniwe School of Leadership and Governance.

24. Key management personnel

	Note	2024/25 R'000	2023/24 R'000
Political office bearers		2 268	2 118
Officials:			
Level 15 to 16		8 867	10 553
Level 14 (Incl. CFO if at a lower level)		32 699	28 747
Family members of key management personnel		11 198	8 078
Total		55 032	49 496

25. Provisions

	Note	2024/25 R'000	2023/24 R'000
Capital commitments		100 000	97 636
Settlement litigation		-	200
Total		100 000	97 836

The Department is reporting retentions on capital commitments for buildings, other fixed structures and provisions on proposed litigation settlement of which the expected timing of any resulting outflows of economic benefits or service potential is uncertain.

The details of the above, such as the individual estimated financial effect, individual uncertainties relating to amount or timing of outflow cannot be confirmed.

25.1. Reconciliation of movement in provisions – 2024/25

	2024/25				
	Provision 1	Provision 2	Provision 3	Provision 4	Total provisions
	R'000	R'000	R'000	R'000	R'000
Opening balance	97 636	-	-	200	97 836
Increase in provision	2 940	-	-	100	3 040
Settlement of provision	(576)	-	-	(300)	(876)
Closing balance	100 000	-	-	-	100 000

Reconciliation of movement in provisions – 2023/24

	2023/24				
	Provision 1	Provision 2	Provision 3	Provision 4	Total provisions
	R'000	R'000	R'000	R'000	R'000
Opening balance	102 325	2 600	1 218	-	106 143
Increase in provision	(2 552)	-	-	200	(2 352)
Settlement of provision	(2 137)	(2 600)	(1 218)	-	(5 955)
Closing balance	97 636	-	-	200	97 836

26. Movable Tangible Capital Assets

Movement in movable tangible capital assets per asset register for the year ended 31 March 2025					
	2024/25				
	Opening balance	Value adjustments	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
Machinery and Equipment	303 427	-	14 504	(3 809)	314 122
Transport assets	580	-	75		655
Computer equipment	225 891	-	6 454	(2 585)	229 760
Furniture and office equipment	56 055	-	6 158	(840)	61 373
Other machinery and equipment	20 901	-	1 817	(384)	22 334
Finance Lease Assets	331 430	-	6 811	(311 851)	26 390
Finance lease assets	331 430	-	6 811	(311 851)	26 390
Total Movable Tangible Capital Assets	634 857	-	21 315	(315 660)	340 512

Included in Capital Assets are Cell Phones as non-cash. All the Cell Phones are recorded separately in the Cell Phones Register and not included in the main Departmental Asset Register.

Disposal of assets is mainly because of assets that are obsolete, redundant, lost and approved for disposal by the Disposal Committee. Disposal of cell phones is for contracts that have lapsed or expired.

Included in the above total of the movable tangible capital assets as per asset register are assets that are under investigation.

Movable Tangible Capital Assets under investigation	Number	Value R'000
Included in the above total of the movable tangible capital assets per the asset register that are under investigation:		
Machinery and equipment	339	5 644

To determine the cost of theft, losses, wastage and misuse. Preventative mechanisms are in place to eliminate.



26.1. Movement in movable tangible capital assets per asset register for the year ended 31 March 2024

	2023/24				
	Opening balance	Prior period error	Additions	Disposals	Closing balance
	R'000	R'000	R'000	R'000	R'000
Machinery and equipment	296 049	796	19 276	(12 694)	303 427
Transport assets	530	-	50	-	580
Computer equipment	226 549	42	10 243	(10 943)	225 891
Furniture and office equipment	50 458	(11)	7 001	(1 393)	56 055
Other machinery and equipment	18 512	765	1 982	(358)	20 901
Finance Lease Assets	331 430	-	-	-	331 430
Finance lease assets	331 430	-	-	-	331 430
Total movable tangible capital assets	627 479	796	19 276	(12 694)	634 857

26.1.1 Prior period error

	Note	2023/24 R'000
Nature of prior period error		
Relating to 2023/24 [affecting the opening balance]		796
Computer Equipment		42
Furniture and Office Equipment		(11)
Other Machinery and Equipment		765
Relating to 2022/23		65
Computer Equipment		26
Furniture and Office Equipment		39
Total prior period errors		861

Included in Capital Assets Prior period error is Cell Phones which were previously used to be disclosed as finance leases. The change in accounting policy resulted in that, the department correctly classifies cell phones as non-cash assets for the department. All the Cell Phones are recorded separately in the Cell Phones Register and not included in the main Departmental Asset Register.



26.2 Minor assets

Movement in minor capital assets per the asset register for the year ended 31 March 2024

	Machinery and equipment	Finance lease assets	Total
	R'000	R'000	R'000
Opening balance	131 984	-	131 984
Additions	15 340	-	15 340
Disposals	(20 124)	-	(20 124)
Total Minor assets	127 200	-	127 200

	Machinery and equipment	Finance lease assets	Total
	R'000	R'000	R'000
Number of R1 minor assets	5	-	5
Number of minor assets at cost	82 280	-	82 280
Total number of minor assets	82 285	-	82 285

Minor capital assets under investigation

	Number	Value
		R'000

Included in the above total minor capital assets per the asset register are assets that are under investigation:

Machinery and equipment	5	5

Movement in minor assets per the asset register for the year ended as at 31 March 2024

	Machinery and equipment	Finance lease assets	Total
	R'000	R'000	R'000
Opening balance	101 991	-	101 991
Prior period error	27 305	-	27 305
Additions	5 802	-	5 802
Disposals	(3 114)	-	(3 114)
Total Minor assets	131 984	-	131 984

	Machinery and equipment	Total
	R'000	R'000
Number of R1 minor assets	5	5
Number of minor assets at cost	81 682	81 682
Total number of minor assets	81 687	81 687



26.2.1 Prior period error

Nature of prior period error		
	Note	2023/24 R'000
Relating to 2024/25 [affecting the opening balance]	31	27 305
Minor asset: Machinery and equipment (Cell phones)		27 305
Relating to 2023/24		20
Minor Asset: Machinery and Equipment		20
Total prior period errors		27 325

Included in Minor Assets Prior period error are cell phones which were previously disclosed as finance leases. The change in accounting policy resulted in the department having to reclassify cell phones as non-cash assets for the department. All cell phones are recorded separately in the cell phones register and are not included in the main Departmental Asset Register.

26.3 Movable tangible capital assets written off

Movable capital assets written off for the year ended 31 March 2025		
	Machinery and equipment R'000	Total R'000
Assets written off	(2 658)	(2 658)
Total movable assets written off	(2 658)	(2 658)

Movable capital assets written off for the year ended 31 March 2024		
	Machinery and equipment R'000	Total R'000
Assets written off	(3 114)	(3 114)
Total movable assets written off	(3 114)	(3 114)

27. Intangible Capital Assets

Movement in intangible capital assets per asset register for the year ended 31 March 2025				
	Opening balance R'000	Additions R'000	Disposals R'000	Closing Balance R'000
Software	86 940	7	-	86 947
Total intangible capital assets	86 940	7	-	86 947

27.1 Movement in intangible capital assets per asset register for the year ended 31 March 2024

	Opening balance R'000	Additions R'000	Closing Balance R'000
Software	86 736	204	86 940
Total intangible capital assets	86 736	204	86 940

28. Immovable Tangible Capital Assets

Movement in immovable tangible capital assets per asset register for the year ended 31 March 2025

2024/25				
	Opening balance	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	6 271 235	1 089 932	(682 366)	6 678 801
Non-residential buildings	4 914 562	544 563	(682 366)	4 776 759
Other fixed structures	1 356 673	545 369	-	1 902 042
Land and subsoil assets	6 320	2	-	6 322
Land	6 320	2	-	6 322
Total immovable tangible capital assets	6 277 555	1 089 934	(682 366)	6 685 123

In the current year 2024-2025, Gauteng Department of Education (GDE) transferred (disposed) a total of Thirteen (13) projects at a value of six hundred and eighty two million three hundred and sixty six thousands, four hundred and thirty five rands and twenty cents (R682 366) to Gauteng Department of Infrastructure Development (GDID). The transfer was approved by both the transferring (GDE) and the receiving (GDID) Accounting Officers in compliance with section 42 of Public Finance Management Act (PFMA).

28.1 Movement in immovable tangible capital assets per asset register for the year ended 31 March 2024

2023/24					
	Opening balance	Prior period error	Additions	Disposals	Closing Balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	6 310 521	60 524	818 978	(918 788)	6 271 235
Non-residential buildings	5 243 662	60 524	529 164	(918 788)	4 914 562
Other fixed structures	1 066 859	-	289 814	-	1 356 673
Land and subsoil assets	360	-	5 960	-	6 320
Land	360	-	5 960	-	6 320
Total immovable tangible capital assets	6 310 881	60 524	824 938	(918 788)	6 277 555

28.1.1 Prior period error

Nature of prior period error		2023/24
		R'000
Relating to 2024/25 [affecting the opening balance]		60 524
Non-residential buildings		60 524
Relating to 2023/24		62 430
Non-residential buildings		62 430
Total prior period errors		122 954

The Gauteng Department of Education incurred prior period error amounting to R60 million, the prior period error incurred was to agree cost of projects in the asset register against invoices and final accounts.

28.2 Immovable tangible capital assets: Capital Work-in-progress

Capital work-in-progress for the year ended 31 March 2025					
2024/25					
Note	Opening balance 1 April 2024	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2025	
	R'000	R'000	R'000	R'000	
Buildings and other fixed structures	Annexure 6	1 125 999	860 474	(80 142)	1 906 331
Total		1 125 999	860 474	(80 142)	1 906 331

The current year work in progress (WIP) is exclusive of land procured in the current year. Land will be transferred separately in its entirety to the custodian (Gauteng Department of Infrastructure Development) and therefore cannot be part of WIP.

Payables not recognised relating to Capital WIP	Note	2024/25	2023/24
		R'000	R'000
Non-residential buildings		65 058	18 570
Total		65 058	18 570

Amounts relating to progress certificates received but not paid at year end and therefore not included in capital work-in-progress

Capital work-in-progress for the year ended 31 March 2024					
2023/24					
Note	Opening balance 1 April 2024	Prior period error	Current Year WIP	Ready for use (Assets to the AR) / Contracts terminated	Closing balance 31 March 2024
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	913 802	-	376 187	(163 990)	1 125 999
Total	913 802	-	376 187	(163 990)	1 125 999

Part E: Financial Information

29. Principal-agent arrangements

29.1 Department acting as the principal

	2024/25 R'000	2023/24 R'000
<i>Include a list of the entities acting as agents for the department, the fee paid as compensation to the agent and any other transactions undertaken</i>		
Bongani Rainmaker Logistics	205 784	225 390
Total	205 784	225 390

Bongani Rainmakers Logistics:

Total expenditure incurred as at 31 March 2025 R1.5 billion: 2023/24 – R1.6 billion. The increase in management fees relates to an increase in the percentage charged and the extended categories of management fees. On average an administrative fee of 13% is charged

Gauteng Department of Infrastructure Development:

The Gauteng Department of Infrastructure Development (GDID) has been appointed by the Premier as the provincial agency to deliver infrastructure projects. No management fees are paid to GDID. Expenditure incurred as of 31 March 2025 – R666 million: 2023/24 – R649 million.

Development Bank of Southern Africa:

The Department formed a new Principal Agent relationship with the Development Bank of Southern Africa to carry out infrastructure delivery services. Expenditure as of 31 March 2025 – R273 million: 2023/24 -R11,9 million. No management fees were charged.

30. Changes in accounting estimates

Nature of change in accounting policy	Note	2024/25				
		Opening balance before the change	Adjustment of opening balance	Restated opening balance after the change	Adjustment for 2023/24	Restated closing balance
		1 April 2023		1 Apr 2023		31 Mar 2024
		R'000	R'000	R'000	R'000	R'000
Finance lease assets						
Movable Tangible Capital Assets	26	-	329 319	329 319	2 111	331 430

Included in the opening balances for 2024/25 is a change in accounting policy made in terms of the Modified Cash Standard requirements whereby assets under finance leases are recorded by a department at the commencement of the lease term rather than at the end of the lease term. The change in accounting policy is applied retrospectively.



31. Prior period errors

31.1 Correction of prior period errors

2023/24				
	Note	Amount before error correction	Prior period error	Restated
		R'000	R'000	R'000
Assets: (E.g. Receivables, Investments, Accrued departmental revenue, Movable tangible capital assets, etc.)				
Computer equipment	26	226 549	42	226 591
Furniture and office equipment	26	50 458	(11)	50 447
Other machinery and equipment	26	18 512	765	19 277
Non-residential buildings	28	5 243 662	60 524	5 304 186
Minor assets	26	104 679	27 305	131 984
Net effect		5 643 860	88 625	5 732 485

The prior year error on movable assets closing balance has been corrected because of errors that were identified when recording and recognising assets in the current financial year. The Gauteng Department of Education incurred prior period error for the total amount of R60 million on immovable assets, the prior period error incurred was to agree cost of projects in the asset register against invoices and final accounts.

2023/24				
Note	Amount bef error correction	Prior period error	Restated	
	R'000	R'000	R'000	
Liabilities (e.g. Payables current, Voted funds to be surrendered, Commitments, Provisions, ect.)				
Contingent Liabilities	17	1 236 983	(5 500)	1 231 483
Net effect		1 236 983	(5 500)	1 231 483

The prior period error relates to duplicated summons, which resulted in the overstatement of the contingent liabilities closing balance of the financial year 2023/24 by R5,5 million, reference number: 2024-040816.

32. Transfer of Functions and Mergers

32.1 Transfer of functions

On the 3rd of July 2024 Gauteng Office Premier issued Premier's notice 3 of 2024 announcing the transfer of Gauteng City Region Academy Education Employees to Gauteng Office of the Premier with effective from 1st April 2025. The notice was gazetted on the 1st of October 2024, notice 3 of 2024.



33. Statement of conditional grants received

Name of department	Division of Revenue Act/Provincial Grants	Grant allocation				2024/25				Spent		2023/24	
		Roll Overs	DORA Adjustments	Other Adjustments	Total Available	Amount received by department	Amount spent by department	Under/ (Over-spending)	% 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		
Education													
Infrastructure Grant	2 296 649	-	-	-	2 296 649	2 296 649	2 296 572	77	100.0	2 037 074	2 037 070		
HIV & Aids	37 036	-	-	-	37 036	37 036	37 021	15	100.0	33 297	33 296		
Learners with Profound Intellectual	37 706	-	-	-	37 706	37 706	37 229	477	98.7	36 000	35 987		
Maths, Science and Technology Grant	62 348	-	-	-	62 348	62 348	62 267	81	99.9	53 790	53 679		
National School Nutrition Programme	1 154 073	-	-	-	1 154 073	1 154 073	1 154 073	-	100.0	1 094 224	1 094 215		
Expanded Public Works Programme													
Integrated Grant for Provinces	2 759	-	-	-	2 759	2 759	2 696	63	97.7	2 468	2 467		
Early Childhood Development Centre Maintenance	39 033	-	-	-	39 033	39 033	18 670	20 363	47.8	7 569	876		
Early Childhood Development Subsidy Expansion	297 355	-	-	-	297 355	297 355	297 355	-	100.0	230 181	236 772		
SOC SEC EPWP Incentive grant for province	8 909	-	-	-	8 909	8 909	8 899	10	99.9	8 850	8 849		
Total	3 935 868	-	-	-	3 935 868	3 935 868	3 914 782	21 086	-	3 503 453	3 503 211		
Departments certify that all transfers in terms of this Act were deposited into the primary bank account of the province.													

Departments certify that all transfers in terms of this Act were deposited into the primary bank account of the province.



34. Broad Based Black Economic Empowerment Performance

Information on compliance with the B-BBEE Act is included in the annual report under the section titled B-BBEE Compliance Performance Information.

35. Natural disaster or relief expenditure

	Note	2024/25 R'000	2023/24 R'000
Compensation of employees		-	28 449
Transfers and subsidies		-	1 459 022
Other		-	10 814
Total	<i>Annex 7</i>	-	1 498 285

President Employment Fund has been discontinued for the year under review

for the year ended 31 March 2025

Statement of transfers to departmental agencies and accounts

ANNEXURE 1B (Unaudited)

Statement of transfers to non-profit institutions

Non-profit institutions	2024/25				2023/24			
	Transfer allocation			Expenditure				
	Adjusted Budget	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Transfers to Public Schools	3 404 806	-	-	3 404 806	3 445 641	101.2	3 518 087	3 132 830
Transfers to Independent Schools	1 036 284	-	-	1 036 284	1 035 961	100.0	1 115 110	1 115 443
Transfers to Grade R Site	760 412	-	-	760 412	747 888	98.4	516 116	507 045
Related Parties and Other Institution	703 103	-	-	703 103	685 841	97.5	882 720	866 134
Transfers to Public Special Schools	1 020 282	-	-	1 020 282	1 019 023	99.9	1 014 234	1 013 936
Presidential Employment Int	-	-	-	-	-	-	1 181 084	1 459 022
EPWP Incentive Grant	8 731	-	-	8 731	8 721	99.9	8 175	8 175
Total	6 933 618	-	-	6 933 618	6 943 075	-	8 235 526	8 102 585

ANNEXURE 1C (Unaudited)

	2024/25				2023/24			
	Transfer allocation			Expenditure				
	Adjusted Budget	Roll Overs	Adjustments	Total Available	Actual Transfer	% of Available Funds Transferred	Final Budget	Actual Transfer
	R'000	R'000	R'000	R'000	R'000	%	R'000	R'000
Households								
Transfers								
Social Benefits	175 034	-	-	175 034	175 027	100.0	160 506	171 887
Other Transfers to Households	508 786	-	-	508 786	508 749	100.0	343 033	334 952
Total	683 820	-	-	683 820	683 776	-	503 539	506 839

ANNEXURE 1D (Unaudited)

Statement of gifts, donations and sponsorships received

Name of organisation	Nature of gift, donation or sponsorship	2024/25 R'000	2023/24 R'000
Received in kind			
Donations			
Wethinkcode	Tangible movable capital assets	-	28
ETDP-SETA	Tangible movable capital assets	-	195
Harambe (Tshepo 1 million)	Tangible movable capital assets	-	50
SARS	Tangible movable minor assets	-	21
Total gifts received		-	294

No donations were received by the department for the year under review other than donations for the benefit of the learner.



ANNEXURE 2A (Unaudited)

Statement of contingent liabilities as at 31 March 2025

Nature of liability	Opening Balance 1 April 2024 R'000	Liabilities incurred during the year R'000	Liabilities paid/ cancelled/ reduced during the year R'000	Liabilities recoverable (Provide details hereunder) R'000	Closing Balance 31 March 2025 R'000
Claims against the department – Contract	79 999	18 066	56	-	98 009
Claims against the department – Defamation	18 450	5 000	-	-	23 450
Claims against the department – Labour	52 259	11 558	170	-	63 647
Claims against the department – Motor Vehicle Accident	141	-	-	-	141
Claims against the department – Section 60	997 826	246 320	198 677	-	1 045 469
Claims against the department – Vicarious Liability	82 808	5 487	352	-	87 943
Total	1 231 483	286 431	199 255	-	1 318 659

Nature of liabilities recoverable	Opening balance 1 April 2024 R'000	Movement during the year R'000	Closing balance 31 March 2025 R'000
Letter of demand – Ex GDE Employees	105	(105)	-
Letter of demand – Educators	65	(65)	-
Letter of demand – Educators and SGB Members	6 610	(6 610)	-
Total	6 780	(6 780)	-

The opening balance of R1,2 billion has been adjusted because of the disclosure of a prior period error of R5,5 million which relates to a claim against the Gauteng Department of Education in respect of the 2023/24 Financial year.
The possible liabilities recoverable written off emanates from the fact that department could not recover the money since 2011-2012 financial year.

ANNEXURE 3 (Unaudited)

Claims recoverable

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash-in-transit at year end 2023/24	
	31/03/2025	31/03/2024	31/03/2025	31/03/2024	31/03/2025	31/03/2024	Receipt date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Department								
Department of Economic Development, Environment & Tourism – North West	-	-	779	779	779	779	-	-
Department of Health – KwaZulu Natal	-	-	-	34	-	34	-	-
Department of Health – Eastern Cape	-	-	-	121	-	121	-	-
Department of Education – Mpumalanga	-	-	81	787	81	787	-	-
Department of Education – Limpopo	-	-	1 324	1 097	1 324	1 097	-	-
Department of Education- Free State	-	-	-	77	-	77	-	-
Department of Education – KwaZulu Natal	-	-	2 711	3 855	2 711	3 855	-	-
Department of Community Safety – Eastern Cape	-	-	-	21	-	21	-	-
Department of Correctional Services – National	-	-	104	55	104	55	-	-
Department of Higher Education and Training – National	-	-	497	497	497	497	-	-
Department of Basic Education – National	-	-	3 647	3 918	3 647	3 918	-	-
Department of Education Eastern Cape	-	64	364	522	364	586	-	-
Department of Education – North West	-	-	2 025	2 026	2 025	2 026	-	-
Department of Education Western Cape	-	-	105	-	105	-	-	-
Department of Education Northern Cape	-	105	-	204	-	309	-	-
Department of Sports, Arts, Culture & Recreation – Gauteng	-	-	-	-	-	-	-	-
Department of Sports, Arts, Culture & Recreation – National	-	-	2 636	2 637	2 636	2 637	-	-
Office of the Premier – Gauteng	380	1 049	100	-	480	1 049	-	-
Department of Water and Sanitation – Western Cape	-	-	-	-	-	-	-	-
Department of Deeds Registration – National	-	34	-	-	-	34	-	-
Department of Water and Sanitation – National	-	-	2	102	2	102	-	-
Total	380	1 252	14 375	16 732	14 755	17 984	-	-

The Department disclosed R380 thousand on confirmed salary recoverable with Office of the Premier and an unconfirmed R100 thousand.



ANNEXURE 4 (Unaudited)
Inter-government payables

Government entity	Confirmed balance outstanding		Unconfirmed balance outstanding		Total		Cash-in-transit at year end 2023/24	
	31/03/2025	31/03/2024	31/03/2025	31/03/2024	31/03/2025	31/03/2024	Payment date up to six (6) working days after year end	Amount
	R'000	R'000	R'000	R'000	R'000	R'000		R'000
Department								
Current								
Department of Education – Eastern Cape	39	1 336	-	-	39	1 336	-	-
Department of Justice and Constitutional Development – National	1 529	1 361	-	-	1 529	1 361	-	-
Department of Education – Limpopo	123	293	-	-	123	293	-	-
Department of Education – Mpumalanga	127	224	-	-	127	224	-	-
Department of Education – Western Cape	-	-	-	96	-	96	-	-
Department of e-Government – Gauteng	-	-	13 608	13 608	13 608	13 608	-	-
Department of Correctional Services – National	18	-	-	-	18	-	-	-
Department of Treasury – Gauteng	-	93	-	-	-	93	-	-
Department of Social Development – Gauteng	-	85	-	-	-	85	-	-
Department of Education – Kwa-Zulu Natal	2 123	3 473	-	-	2 123	3 473	-	-
Department of Agriculture & Land Affairs – National	-	33	-	-	-	33	-	-
Department of Education – Free State	-	99	-	-	-	99	-	-
South African Police Services – National	44	-	-	-	44	-	-	-
Department of Human Settlement – National	-	11	-	-	-	11	-	-
Subtotal	4 003	7 008	13 608	13 704	17 611	20 712		
Other Government Entities								
Current								
G-Fleet	27 759	10 570	-	-	27 759	10 570	-	-
Subtotal	27 759	10 570	-	-	27 759	10 570	-	-
Total Other Government Entities	27 759	10 570	-	-	27 759	10 570	-	-
Total Intergovernment Payables	31 762	17 578	13 608	13 704	45 370	31 282	-	-

The confirmed balances include both employee benefits and goods & services accruals.



ANNEXURE 5 (Unaudited)

Inventories

Inventories for the year ended 31 March 2025	Learner Teacher Support Material R'000	Inventory – Other Supplies R'000	Total R'000
Opening balance	1 046 126	140 404	1 186 530
Add/ (Less): Adjustments to prior year balances	-	-	-
Add: Additions/Purchases – Cash	949 403	334 576	1 283 979
Add: Additions – Non-cash	-	-	-
(Less): Disposals	-	-	-
(Less): Issues	(1 506 277)	(477 747)	(1 984 024)
Add/(Less): Received current, not paid; (Paid current year, received prior year)	11 328	6 152	17 480
Add/(Less): Adjustments	-	-	-
Closing balance	500 580	3 385	503 965

Inventories for the year ended 31 March 2024	Learner Teacher Support Material R'000	Inventory – Other Supplies R'000	Total R'000
Opening balance	924 053	3 377	927 430
Add/ (Less): Adjustments to prior year balances	-	-	-
Add: Additions/Purchases – Cash	1 062 340	659 570	1 721 910
Add: Additions – non-cash	256 287	-	256 287
(Less): Disposals	-	-	-
(Less): Issues	(1 212 378)	(523 736)	(1 736 114)
Add/(Less): Received current, not paid; (Paid current year, received prior year)	15 824	1 193	17 017
Add/(Less): Adjustments	-	-	-
Closing balance	1 046 126	140 404	1 186 530



ANNEXURE 6 (Unaudited)

Movement in capital work in progress

Movement in capital work in progress for the year ended 31 March 2025				
	Opening balance	Current year CWIP	Ready for use (Asset Register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000
Buildings and other fixed structures	1 125 999	860 474	(80 142)	1 906 331
Non-residential buildings	1 096 123	860 474	(80 142)	1 876 455
Other fixed structures	29 876	-	-	29 876
Total	1 125 999	860 474	(80 142)	1 906 331

There are 13 Projects with a value of R800 million older than five years. The delay was because of:

1. Contractors not meeting the programme timelines.
2. Procurement process taking more time than expected.
3. Some instances work stoppage due to community protest.

Movement in capital work in progress for the year ended 31 March 2024					
	Opening balance	Prior period error	Current year CWIP	Ready for use (Asset Register) / Contract terminated	Closing balance
	R'000	R'000	R'000	R'000	R'000
Buildings and other fixed structures	913 802	-	376 187	(163 990)	1 125 999
Non-residential buildings	883 926	-	376 187	(163 990)	1 096 123
Other fixed structures	29 876	-	-	-	29 876
Total	913 802	-	376 187	(163 990)	1 125 999



ANNEXURE 8 (Unaudited)

NATURAL DISASTER OR RELIEF EXPENDITURE

Per quarter and in total

Expenditure per economic classification	2024/25				2023/24	
	Q1 R'000	Q2 R'000	Q3 R'000	Q4 R'000	Total R'000	Total R'000
Compensation of employees	-	-	-	-	-	28 449
Goods and services	638	(638)	-	-	-	-
<i>List all applicable SCOA level 4 items</i>						
EDUCATION DEVELOPMENT INFRASTRUCTURE GRANT						
Property payments	638	(638)	-	-	-	-
Transfers and subsidies	(67)	57	10	-	-	1 459 022
<i>List all applicable SCOA level 4 items</i>						
PROV DBE PRESNT EMPLOY INT FUND						
Non-Profit Institutions	(67)	57	10	-	-	1 459 022
Other expenditure not listed above	-	-	442	(442)	-	10 814
<i>List all applicable SCOA level 4 items</i>						
PROV DBE PRESNT EMPLOY INT FUND	-	-	-	-	-	-
Cons: stationery, print & off sup	-	-	-	-	-	155
Consultants: business & advisory services	-	-	-	-	-	880
Administrative fees	-	-	-	-	-	4
Travel and subsistence	-	-	-	-	-	49
Venues and facilities	-	-	-	-	-	687
Transport provided dept activity	-	-	-	-	-	4 813
Catering: departmental activities	-	-	442	(442)	-	2 440
Rental & hiring	-	-	-	-	-	1 786
TOTAL NATURAL DISASTER OR RELIEF EXPENDITURE	571	(581)	452	(442)	-	1 498 285

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