

Tuesday, 5 November 2024]

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PARLIAMENT

OF THE

REPUBLIC OF SOUTH AFRICA

**ANNOUNCEMENTS,
TABLINGS AND
COMMITTEE REPORTS**

TUESDAY, 5 NOVEMBER 2024

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ANNOUNCEMENTS

National Assembly

The Speaker

1. Referral to Committees of papers tabled

- (1) The following papers are referred to the **Portfolio Committee on Forestry, Fisheries and the Environment** for consideration and report:
 - (a) Mid-Year Adjustments to the Annual Performance Plan of the South African National Biodiversity Institute (SANBI) for 2024/25.
 - (b) Revised Annual Performance Plan Reviews and Motivation of the South African Weather Service for 2024/25.
 - (c) Review of the Annual Performance Plan of the South African National Parks for 2024/25.
 - (d) Revised Annual Performance Plan of the Marine Living Resources Fund for 2024/25.
- (2) The following papers are referred to the **Portfolio Committee on Home Affairs** for consideration and report:
 - (a) Addendum to the Annual Performance Plan of the Department of Home Affairs for 2024/25.
 - (b) Addendum to the Annual Performance Plan of the Government Printing Works for 2024/25.
- (3) The following papers are referred to the **Portfolio Committee on Public Works and Infrastructure** for consideration and report. Report of the Auditor-General on the Financial Statements and Performance Information is referred to the **Standing Committee on Public Accounts** for consideration:
 - (a) Report and Financial Statements of Vote 13 – Department of Public Works and Infrastructure for 2023-24, including the Report of the Auditor-General on the Financial Statements and Performance Information of Vote 13 for 2023-24.

- (4) The following papers are referred to the **Portfolio Committee on Transport** for consideration and report:
- (a) Revised Annual Performance Plan of the Road Traffic Infringement Agency for 2024/25.
 - (b) Revised Annual Performance Plan of the Road Traffic Management Corporation for 2024/25.
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TABLINGS

National Assembly and National Council of Provinces

1. The Speaker and the Chairperson

- (a) Second Quarterly Performance Report of Parliament for 2024-25, tabled in terms of section 54(1) of the Financial Management of Parliament and Provincial Legislatures Act, 2009 (Act No. 10 of 2009).
- (b) Mid-Year Assessment Report from April 2024 to September 2024 of Parliament for 2024-25, tabled in terms of section 54(1) of the Financial Management of Parliament and Provincial Legislatures Act, 2009 (Act No. 10 of 2009).

2. The Minister of Forestry, Fisheries and the Environment

- (a) Amendments to Regulations 2024, submitted in terms of section 54 of the National Forests Act, 1998 (Act No. 84 of 1998).

3. The Minister of Land Reform and Rural Development

- (a) Revised Annual Performance Plan of the Office of the Valuer-General for 2024/25.

4. The Minister of Transport

- (a) Revised Annual Performance Plan of the South African National Roads Agency Limited (SANRAL) for 2024/25.

National Assembly

1. The Speaker

- (a) Reply by the Minister of Home Affairs to Report of Portfolio Committee on Home Affairs on *2024-25 Vote 5 Budget and Annual Plans*, as adopted by the House on 22 July 2024.

Referred to the **Portfolio Committee on Home Affairs**.

- (a) Reply by the Minister of Sport, Arts and Culture to Report of Portfolio Committee on Sport, Arts and Culture on *Filling of vacancies on the Pan South African Language Board* (PanSALB), as adopted by the House on 27 August 2024.

Referred to the **Portfolio Committee on Sport, Arts, and Culture** for consideration and report.

COMMITTEE REPORTS

National Council of Provinces

1. Report of the Select Committee on Education, Sciences, and Creative Industries on an oversight visit to Gauteng Provincial Education Department, dated 05 November 2024.

The Select Committee on Education, Sciences, and Creative Industries, having undertaken an oversight visit to the Gauteng Provincial Education Department, reports as follows:

1. Introduction and Background

The Select Committee on Education, Sciences, and Creative Industries conducted a two-day oversight visit to the Gauteng Province from 21 – 22 October 2024. The purpose of the oversight visit was for the select committee to not only oversee but also to support the Gauteng Provincial government in ensuring that schools in the province provide an environment conducive to teaching and learning. The particular focus of the committee focused on the following categories, namely, school infrastructure, online school admission system for 2025, safety and security in schools, Learner and Teacher Study Materials (LTSM), ICT infrastructure in schools, learner transport, learners with special needs, school nutrition, as well as sport, arts and culture participation in schools.

2. Delegation

Members of the Select Committee on Education, Sciences, and Creative Industry: Hon. M. Feni – Chairperson (ANC); Hon. MF Mokwele – Whip (ANC); Hon. NS Du Plessis (DA); Hon. T. Breedt (FF+); Hon. ZN Ngcobo (MKP); Hon. MP Sibande (ANC); Hon. JM Andriaanse (DA); Hon. LH Arries (EFF); Hon. DW Fienies (ANC)

Support Staff: Mr. Andisa Kula (Stand in Committee Secretary); Dr. Solomon Mthombeni (Committee Content Advisor); Dr. Jacques Verster (Researcher); Ms. Nomntu Nevese (Committee Assistant)

3. Visit to the Gauteng Provincial Education Department

The Delegation started its oversight with a visit to the offices of the Gauteng Education Department to receive an overview of the state of education in the province by the MEC of

Education and Sport, Arts, Culture and Recreation, as well as senior management of the Education Department.

3.1.MECs overview

- The MEC officially welcomed the members of the select committee to the province and highlighted that the department would cooperate with the delegation and provide all the necessary information where necessary.
- The MEC highlighted that Gauteng has a serious infrastructure backlog, especially with the province's growing population. Budget cuts in the Education Sector would further accelerate the infrastructure backlogs as fewer funds would be available to build new schools.
- Poor spatial planning in terms of sites to build schools in fast-developing areas is caused by property developers who collude to ensure minimal provision of social infrastructure development, including school buildings. Private school companies are provided access to land to build schools, and if the community requests public schools, the land is resold to the government at unaffordable rates.
- There is a lack of coordination between the municipalities and the Department in terms of the approval rate of new developments.
- In terms of the online placements system of Grade ones (1) and eights (8) for 2025, the MEC reported that all learners will be placed in schools, however, the system does have its own challenges of some learners having to be placed in schools far from their areas of residents due to space capacity constraint.
- The province has community wardens assisting with school safety but are not permanently allocated to schools.
- There are bully boxes in schools for learners to anonymously report bullying, but they are ineffective and need to be reviewed.
- The province has seen great improvement in school sports and the province would like every child in a school to participate in at least one sporting code and this should form part of their assessment at the end of the year.

3.2.Overview of growing demand for school Infrastructure in the province

- Between 1995 and 2022, learner enrolment from Grade 1 to 12 in public schools in Gauteng has doubled from 1,3 million to 2,7 million.
- The learner-educator ratio in public primary schools changed from 35,9% in 2011 to 33,8% in 2023.
- The public secondary schools experienced an increase from 30,1% in 2011 to 34,4% in 2023.
- The total number of 1029 schools in the province are overcrowded with an average class of greater than 45 learners.
- The delivery of new and replacement infrastructure in Gauteng schools has been dependent on one implementing agent. The delivery of school infrastructure has drastically dropped compared to previous years, forcing the Department to look for new ways to deliver infrastructure without the implementing agent.
- The decrease in inequitable funding and non-delivery by the implementing agent has had an adverse impact on the delivery of new and replacement schools.
- Some other reasons for poor delivery of school infrastructure include sector budget cuts in conditional grants and equitable share funding, an increase in unfunded mandates, competing strategic priorities, and in-year situational scenarios that require immediate attention.
- After rigorous assessment and numerous engagements, GDE received confirmation that R1,5 billion was allocated to support the New and Replacement School Building Programme in Gauteng whereby funding was linked to the 18 qualifying schools.
- The National Treasury required GDE to demonstrate its commitment to the New School Building through funding sources outside of the Budget Facility for Infrastructure (BFI). The province indicated that it intended to invest approximately R1,7 billion over the coming MTEF on building 17 new schools. The BFI was then approved as supplementary funding for 18 New Schools. This increases the programme to 35 schools in the province that are to be built.
- The Department indicated that it needs an additional 2000 classrooms to fully accommodate Grade R.

3.3.Overview of the impact of Budget Cuts on the province

- In terms of Human Resources, planning for 2023/24 was zero-based in terms of the Cost-of-Living Adjustment (COLA). This allowed the Department to create more

school-based posts due to the low unit costs. Therefore, the agreement with the unions amounting to salary increases of 7,5 %, has begun to pose a threat to the sustainability of the newly injected posts.

- In planning for 2024/25, the Department will encounter a budget shortfall to the value of R342 million to meet our post-provisioning requirements. This is likely to result in the reduction of 1000 posts to stay within the baseline budget and to absorb the COLA over the MTEF.
- The above budget pressure will result in a slight increase in the learner-teacher ratio but also has the potential to increase tension among education stakeholders with whom the GDE needs to consult.
- The GDE is currently filling vacancies on the back of the 7,5% salary adjustment. This increase has increased the average cost per post and will result in reduced headcounts, particularly in instances where there is no additional funding.
- In terms of strategic reallocations, the Department does not have much room to strategically fund emerging pressures. Most of the pressures as identified with the 2022 MTEF remain as the cuts received in the previous years to reduce spending impact the services that are in high demand.
- For the 2024 MTEF, the Department reduced the Compensation of Employees allocation by reclassifying patroller's funds as transfers to schools, given that schools pay the patrollers directly.
- Similarly, scholar transport reduced goods and services spent by reclassifying bus conductors' allocations under transfers to schools.
- On the Impact of urbanization and migration, the annual growth of the provincial education system due to in-migration and population growth has a negative impact on the province's ability to meet the demand, while maintaining educationally sound class sizes and learner/educator ratios.
- The Gauteng Department of Education accounts for 2,7 million learners who are critical to securing the future of Gauteng and the growing provincial system requires additional learning spaces across most regions of the province to accommodate the rapid increase in the learner population. This has resulted in the increased use of Scholar transport to schools with available learning spaces. However, the increase in learners at such schools accounts for additional transport and furniture costs.

- The increased learner population also places additional pressure on the Department with respect to school nutrition and the provision of no-fee subsidies.
- The Department has no alternatives but to find creative mechanisms to contain spending and equitably allocate funding to various competing priorities.
- The GDE decided to equitably absorb the cuts in all spending areas except for conditional grants. The Department is currently engaging with managers to find solutions for each program,
- Treasury was also engaged, and, in all engagements, the Department was informed that no additional funding would be made available to deal with such pressures.

3.4.Overview of ICT roll-out in schools

The roll-out of ICT infrastructure in the province was reported by the GDE as follows:

- 605 schools benefitted from ICT roll-out including 22 teacher centers.
- 14 762 classrooms are ICT enabled.
- 23 162 laptops for teachers have been distributed to date.
- 163 679 learner tablets have been distributed to date.
- 9242 teachers have completed onboarding and mediation training.
- 521 schools are connected to a wide-area network (WAN).

3.5.Overview of the status of the National School Nutrition Programme in the province

- The GDE is currently feeding 1,708,638 learners daily through the National School Nutrition Programme (NSNP).
- The programme has created job opportunities for 8 524 Volunteer Food Handlers and 234 Chief Volunteer food handlers funded by the National Department of Public Works and Infrastructure.
- A total of 47 service providers have been appointed from the 1st of July 2024 to provide warehouses to supply and deliver dry and perishable groceries to all benefiting learners.
- The tender has subsequently been declared unconstitutional and set aside. It is currently being readvertised.

3.6.Overview of the status of safety and security in schools in the province

- There is currently a Coordinated Patroller project in partnership with the Department of Community Safety whereby there was a deployment of patrollers in all no fee-paying schools.
- The Department has deployed Security Guards at 75 of 245 identified high-risk schools.
- There are installed surveillance cameras and alarm systems in 20 Technical schools to safeguard the workshop equipment and gadgets.
- The process is underway to sign a Memorandum of Understanding (MOU) with the Gauteng Department of Roads and Transport and the Department of Community Safety for the next three years for the deployment of Community Wardens and Traffic Wardens to schools.

3.7.Overview of the state of scholar transport in the province

- The provision of learner transport in the province is as follows:
 - Annual Budget allocation: R1 100 000 000,00
 - Number of Beneficiaries: 228 970 learners
 - Number of schools: 721
 - Number of Service Providers: 267
 - Number of Buses: 4012
- The Department reported that the number of learners needing learner transport continues to grow exponentially while the budget has decreased.
- The increased deficits in the budget for scholar transport are exacerbated by municipalities randomly relocating communities to new areas without consulting the Department, thereby increasing the demand for new scholar transport at the new location, which the Department must provide. This speaks to a lack of inter-governmental relations between provincial and local governments.
- The slow pace of building new schools correlates with increasing demand and costs of scholar transport.
- Learner accommodation at schools may lower the high demand for scholar transport.

3.8.Overview of the state of readiness for matric exams in the province

- The province recorded a total of 189 693 NSC exam candidates and a total of 1035 exam centers.

- Approximately 2 495 900 papers were printed. Printing started on 23 September 2024, 5 days later than planned which resulted in night-time printing to catch up. Packing was completed in sync with the printing schedule.
- There are 16 Storage and 75 Distribution points, of which all have been audited and are deemed equipped and ready for the examination.
- The province distributes question papers (QPs) to District storage points in weekly batches and the 1st batch was delivered on 20 October 2024.
- District storage points distribute QPs for the day to distribution points before the morning and afternoon sessions respectively.
- Chief Invigilators collect from distribution points according to stipulated norm times per exam Centre.
- Chief Invigilators return answer books to distribution points according to stipulated norm times per exam Centre.
- Training of all Chief Invigilators, Invigilators, and Monitors has concluded.
- Appointment by District Directors has been completed.
- Mop-up/ Refresher training of private Chief Invigilators and resident Monitors has been completed.
- Appointed by Exam Management Director has been completed.
- Marking is to take place in two stages: Early- 14 to 25 November 2024; and Main- 01 to 16 December 2024.
- 18 Marking Centers have been identified and are in the process of being established
- All Centers are busy with procurement of key services such as security guards, and generators.

Table 1: Summary of the state of readiness for the 2024 NSC exams

Item	Status	Comment
1. Registration	Completed	Final verification of candidates and centres completed on the system
2. Accommodations and Concessions	Completed	All applications are processed and communicated.

3. SBA, PATs and Orals	Work in Progress	Moderation is still in progress. Mark sheets due in Oct/Nov 2024.
4. Printing, Packing, Storage & Distribution	Ready	Audit completed of all sites. Printing commenced on 23 Oct. 2024. Security escort companies appointed.
5. Exam Conduct- • Invigilation • Monitoring • Irregularities	Ready	Appointments finalised. Training completed. Monitoring plans in place.
6. Marking	Ready	Marking centres identified. Processing of appointment letters being completed.
7. Capturing, Processing and Resulting	Ready	Systems, processes, and plans in place.
8. Feedback to System	Ready	Online reporting tools finalised.
9. Risk Management	Ready	Risks are managed as they arise. Risks outside of District control escalated to relevant unit/s.
Overall		SBA activities requiring finalisation aligned to management plan.

3.9.Overview of the state of 2025 online admission system for Grade one and Grade eight learners in public schools

- Over 6 years, learner application and placement numbers fluctuated slightly, while firmly remaining above 316 000.

- For the 2024 academic year, a total of 334 851 applicants are placed, reflecting an increase of 18 780 (5.94%) applicants compared to the 2022/23 Admissions Period.
- The Department can accommodate a total of 403 446 applicants in Grades 1 and 8.
- 334 890 applicants registered for Grades 1 and 8 for 2025 and of these:
 - 325 858 applicants submitted Complete Applications and started receiving offers for placement on 16 September 2024.
 - 19 032 applicants with incomplete applications have not received offers for placement.
- During the application period, 576 141 SMSs were sent to applicants where documents were verified per application.
- During the verification process, invalid documents of 294 649 applicants were declined SMSs were sent to applicants with declined documents.
- When the 325 858 applicants are placed, the remaining capacity will be 77 588. The remaining capacity will be used to accommodate incomplete and late applications in December 2024.
- 201 847 (61.94%) of 325 858 applicants with Complete applications were placed over a three-week period for 16 September 2024 – 11 October 2024, and 124 011 (38.06%) remain unplaced.
- Complete Applicants were being processed for placement and 18 847 applicants have not accepted their placement offers to date and 25 956 applicants have provisionally accepted offers.
- The 19 032 Incomplete Applicants will be processed from 11 December 2024.
- For Grade 1, the highest number of unique applicants were registered in the Johannesburg Region (53,287). Of these, 29 681 (55,70%) are placed, and 31 108 (58,38%) are unplaced and still receiving offers.
- The lowest number of unique applicants are registered in the Sedibeng Region (23 003). of these, 15 103 (65,66%) are placed, while 7 492 (32,57%) applicants are unplaced.

3.10. Members Observations

- There were concerns over overcrowding in schools and the Department was tasked to address the matter.
- There were concerns over the lack of access to the services of social workers within schools.

- The Department was requested to provide details on how it deals with extortion and bullying in schools.
- There were concerns about the impact of budget cuts on the employment of teachers.
- There were concerns over the availability of ECD practitioners who deal with children with special needs. In addition, the Department was requested to address the issue of unqualified ECD practitioners.
- The Department was requested to provide information on how it plans to deal with the safety aspect of street vendors selling food to learners.
- There were concerns about the incidences of drug abuse in schools and the department was requested to provide a plan on how it will deal with the matter.
- There were concerns over the private sector selling the department land for building schools at exorbitant prices, despite the demand for public schooling from the community affected. Members wanted to know where these areas are located.
- There were concerns about the departments' inability to build schools in informal settlements.
- Members were concerned that over 200 schools were rated as high risk in terms of safety and security as this poses a danger to learners.
- Members suggested that security companies placed at schools should be vetted by the Department of Community Safety given that the quality of security in schools is not satisfactory.
- Members enquired about the presence of ghost employees in the system
- Members enquired about the presence of pit latrines within the school in the province.
- There is a need to improve intergovernmental relations to ensure that implementing Departments deliver to the specific needs of the end user Departments (i.e. Department of Infrastructure on delivering school infrastructure for Department of Education).
- The Department was tasked to ensure that it plans innovatively to ensure the pending budget cuts have minimal interruptions to its operations.
- Members were concerned about the issue of spatial planning that does not take the necessary provision of planning for school infrastructure into its planning.
- Members wanted to know how teachers were supported to deal with overcrowding in schools.
- The members were concerned about the allegations of sexual assault at Duzenendlela Secondary School.

- The Department was requested to report on how it plans to ensure that measures are in place to implement the Basic Education Amendment Laws (BELA) Act.
- The Department was requested to constantly work with the municipality to ensure proper spatial planning for schools in new communities.
- There were concerns raised about the existence of bogus schools in the province.

3.11. Response by the Department

- The educator-to-learner ratio in the province is one to forty (1:40)
- The challenge of infrastructure backlog puts pressure on the provision of scholar transport and the budget is insufficient.
- The issue of ECDs is a challenge in the province whereby it's difficult to get provision to build centers.
- The Department is retaining its current workforce, and it will not be affected by budget cuts.
- The private property developers withhold land meant to build schools and are not willing to provide it to the Department of Education, but rather prioritise selling it to Private Education providers. Once there is a low demand for private Education, they then consider selling land to the government.
- The challenge in schools is leadership. Schools with good leadership are seldom affected by incidences of crime, gang violence, and vandalism, despite the area where these schools are located.
- The challenge for social workers in schools is the issue of lack of funds to appoint them. Therefore, the department recognizes the importance of social workers in schools. The Department of Social Development has only allocated 120 social workers to schools; however, this allocation is minimal for the learner population of 2.4 million learners.
- In terms of the sexual assault allegation at Duzelendlela school, the MEC indicated that Departmental management will visit the school and report back to the committee before in 24 hours.
- The school patrollers are not formally trained to deal with security in schools but are merely helping with security.
- The issue of undocumented learners is a huge crisis in the province sitting at 240 000 and urgently needs to be addressed. The department needs the matter to be taken up by the constitutional country to ensure that intervention is taken.

- There are no ghost employees in the system.
- Bogus schools are a challenge in the province as the department needs to find alternative schools to place the learners. This is compounded by the fact that the department is already space-constrained in schools.
- The Department expels learners engaged in bullying and they can only be re-admitted after evidence of rehabilitation is provided. The department faces challenges with parents who often defend their children. Unfortunately, there are no longer stout schools in the province where such learners used to be sent.
- There needs to be concerted efforts to ensure that principals enforce discipline within schools.
- The province indicated that it would implement the BELA Act once the current process of clauses under review has concluded.

3.12. Recommendations

- The Department facilitates the process of intergovernmental relations with other Departments including the Department of Community Safety, Infrastructure, Cooperative Governance and Traditional Affairs, and Human Settlements, as well as local municipalities to address issues over spatial planning, land acquisition for schools in high-demand areas, school infrastructure provision, as well as vetting of security companies in schools. Such intergovernmental relationship-building is ongoing.
- The Department is to provide a detailed plan on how it will work with health inspectors from municipalities and the community to ensure that food sold off-premises by local vendors is not harmful to learners.
- The Department is to provide a comprehensive plan for addressing incidents of bullying as well as drug abuse by learners in schools.
- The Department is to provide feedback on how it plans to address the issue of unqualified ECD practitioners as well as plans on training ECD practitioners in dealing with learners with special needs.
- The Department is to ensure that all high-security risk schools are provided with competent and vetted security to ensure that school premises are safe from any criminality.

- The Department is to ensure that all unplaced grade one (1) and eight (8) learners who have applied online for the 2025 academic year are placed in schools by no later than 30 November 2024.
- The Department is to fast-track the building/rebuilding of the 18 schools under the New and Replacement School Building Programme to address the school infrastructure backlog in the province as well as overcrowding in schools.
- The blacklisting process of defaulting contractors who abandon incomplete projects needs to be handled by the national treasury as the culprits can receive new work in different provinces, despite poor project management.
- The Department is to provide feedback on the alleged incidence of sexual assault at the Duzelendlela school.
- The Department is to consider expansion of building of schools with high levels of applications/demand but low space availability. This will assist in lowering the demand for scholar transport and reduce overcrowding in classrooms.
- The National Council of Provinces, through the members of the Select Committee on Education, is to initiate a debate on the issue of minimizing Budget cuts in the Basic Education sector.
- The Department is to provide the committee with a comprehensive plan on how it plans to implement the BELA Act.
- A status report on all the recommendations should be submitted to the Select Committee on Education by no later than 28 February 2025.

4. Schools visited by the Delegation

A total of six schools from three municipal districts in the Gauteng province were visited by the delegation over its two-day oversight visit and the schools are identified as follows:

- Lancea Vale Secondary School
- Nokuthula Special School
- Tembisa School of Commerce, Entrepreneurship, and Hospitality
- Lebogang Primary School
- Philadelphia Special School
- Soshanguve Secondary School

5. Visit to schools in Johannesburg.

5.1. *Lancea Vale Secondary School*

5.1.1. Overview

- The school's roll has 1247 learners at present, dropping from 1435 in 2021. This qualifies the school to have 29 post-level educators, eight departmental heads, two deputy principals, and one principal.
- The school is located in a community overshadowed by gang violence, which spills into the school premises.
- There have been stabbing incidences in the school premises between learners linked to gangs from outside the school.
- The principal and teachers in the school have received threats of attacks from learners who are part of gangs in the community.
- There are poor police patrols, visibility nor response when needed by the school.
- The school recently had a case of arson and lost three classrooms with 135 desks, tables, and textbooks that were kept in the classrooms.
- There are two Physical Science laboratories, but they are non-functional as there are no gas supplies or running water, as well as the fume cupboard was removed when they installed the smartboard.
- The school has three Life Science laboratories, but they are also ill-equipped as they have the same shortcomings as the Science laboratories.
- One CAT laboratory was sponsored by Nelisiwe in 2017 which enabled the school to offer the subject (CAT) from 2018.
- The mobile classrooms provided to the school do not have smartboards and have poor ventilation. An air conditioning system was installed, but it was not properly maintained and is currently non-functional.
- Learners continuously vandalise classrooms by removing electric cables to be sold as copper and the community recently vandalised the school fence by removing the palisade and selling it as scrap metal.
- As a consequence of all the above challenges, parents are increasingly removing their children from the schools to other schools.

5.1.2. Members' observations at the site

- Members were concerned about the SAPS's inability to cope with crime in the area and also protect the school premises and suggested the need for deployment of the SANDF to safeguard the school premises in the area.
- Despite the Department increasing security personnel to the school, members were concerned about the training, protection equipment, and the ability of the security personnel to serve and protect the school facilities, learners, and teachers, given that criminals in the area are armed and violent.
- Members suggested that the school build relationships with the community to ensure that the community takes collective responsibility for ensuring safety within the school premises.
- Members also recommended that the department increase the number of well-trained and armed security personnel at the school that will be able to serve and protect effectively.
- Members also called for the building of a high boundary wall that would protect the school from any form of invasion.
- The members called for the urgent removal of debris from the burnt classrooms as this poses a danger to learners.
- The Department is to ensure prioritization of funds to rebuild the burnt classrooms at the school and restore all furniture lost during the fire.

5.1.3. Response by the Department

- The Department indicated that the debris from the fire at the school would be removed by no later than Friday the 25th of October 2024.
- The Department indicated that it has deployed eight armed security guards to the school amid safety concerns.
- In terms of the safety of the structure of the three classrooms that were burned down, according to structural assessments done, it was reported that the structure is still safe and fixable once the debris is removed.
- The Department also indicated the SAPS and the community wardens are only mandated to patrol outside and around the parameters of the school and the internal school premises remain the responsibility of the Department.

5.1.4. Recommendations

- The Department is to remove the debris from the three call rooms that were burned down by no later than 25 October 2024.
- The district is to follow up on the arson case with the police and report the findings to the HOD with immediate effect.
- The district and the HOD are to engage SAPS for visibility on the area around the school to enhance and enforce the current safety measures within the school premises.
- The Department is to ensure that the school loses no teachers amid the drop in the enrolment of learners at the school.
- The school is to strengthen community relations through its SGB for the community to assist in curbing violence and vandalism at the school. Such community engagements should take place no later than 31 January 2025.
- The Department is to deploy armed security to the school on a longer-term contract.
- The Department is to look at the feasibility of building a high boundary wall at the school for the safeguarding of learners and school premises.
- The Department is to ensure that all furniture and learning materials displaced during the fire are replaced no later than 31 January 2025.
- The Department is to start the rebuilding of the classrooms that were burned down.
- The Select Committee on Education is to continue engagements with the National SAPS on how schools in high-risk areas can be safeguarded by police.
- A status report on the above recommendations must be submitted to the Select Committee on Education by no later than 28 February 2025.

5.2.Nokuthula Special School

5.2.1. Overview

- The school was launched in August 2018, in Lyndhurst and caters to learners with profoundly intellectual disabilities (PID), severe intellectual disabilities (SID), and learners with autism spectrum disorders (ASD).
- The costs of building the school were estimated around R340 million.
- The school operated with a temporary occupational certificate from 2018 to 2022, from there it was renewable after every six months.
- The first temporary occupancy certificate indicated that the boys' hostel and the bus parking next to it should not be utilised as they are on the flood line.
- 12 classrooms were damaged by the hailstorm on the 5th of December 2022.

- Three classrooms are without electricity as of mid 2nd term in 2024.
- There are leaking roofs in some of the classrooms, the admin block, and the therapy center. The roof in the admin block was repaired twice with no success. There are also collapsed ceilings in some classrooms as well as the school hall.
- There is rising dampness on the walls.
- The retaining wall at the back of the ECD block collapsed on 13 February 2023. The collapsed retaining wall affected the fire hydrants, domestic supply of water, and irrigation system.
- The Hydro swimming pool at the school does not provide clean water and it is recommended that the swimming pool must be rebuilt from scratch. There are also leaks from the swimming pool.
- There have been ongoing plumbing challenges at the school since the day of occupation.
- There is no drainage system at the school.
- Solar geysers burst from time and again.
- There is no stable internet connectivity.
- There is poor allocation for maintenance subsidy for the size of the school.
- Johannesburg Water terminated services in the school from May 2024 to date. Johannesburg Water handed over the account to Noko Maimela Attorneys.
- The school hostel is currently not operating.
- 83 Solar panels and 6 electric stoves were stolen before the premises were occupied.
- There is damaged paving between the F Block and N Block of the school.
- The Athletics track is peeling off.
- There is no Exit plan/strategy.
- Transport budget cuts have a negative impact on learner transportation.
- There was a proposal made to the Department to consider including a facilities manager in the post establishment at the school.
- The Borehole system cannot supply water to the whole school.
- The borehole pump was not working and the SGB had to replace it.
- There is little involvement of learners with Special Needs in the District Sport Competitive Programme especially for SID.

5.2.2. Members' observations at the site

- Members were concerned that the hostel portion of the school was built on the riverbank, and without a functioning drainage system, putting the school at a flood risk.
- Members were disappointed with the shoddy workmanship done during the building of the school, which is currently costing the government millions of rand on continuous infrastructure repairs.
- There were concerns about the rapid dilapidation of school infrastructure despite the construction of the school being concluded as early as 2018.
- Members were surprised to find that the school was built on land where formal permission was not granted.
- There were concerns over the collapse of the school wall happened as a consequence of poor foundation. Members highlighted that the wall collapse is a sign that the school infrastructure may be sitting on an unstable site.
- Members were concerned that the school went through a long period without receiving an occupancy certificate and operated with a temporary occupancy certificate and highlighted that any certifications of occupation that were recently issued to the school must be investigated.
- Members called for urgent investigation and action to be taken against the contractors that were involved in the building of the school, including those that issued an occupancy certificate despite warnings that certain areas of the facilities may not be safe for human occupation.

5.2.3. Response by the Department

- The Department indicated that it also takes collective responsibility for the dire state of school facilities as an end user.
- The Department of Infrastructure Development (DID) is responsible for taking action against the shoddy work seen at the school.
- The DID has acknowledged that the poor state of the school infrastructure was a result of poor workmanship.
- Potential action is to be taken against contractors and claims are to be made against the contractor's professional indemnity insurance.

- Assessments will be conducted at the end of October 2024 and the process of appointing a new contractor to fix the infrastructure will assume.
- One of the challenges that contributed to the poor state of shoddy work seen at the school was that the Gauteng Department of Education did not have a built environment team at the early stages of the construction of the school to monitor the building project.
- The HOD is to submit a report on the appropriate consequence management that was taken as a result of the shoddy work discovered at the school.

5.2.4. Recommendations

- The Department is to ensure that action is taken against the contractors that were involved in the building of the school, including those that issued an occupancy certificate despite warnings that certain areas on the facilities may not be safe for human occupation. Professional safety report on the continued occupation of the school must be submitted to the Select Committee on Education by no later than 30 November 2024.
- The Department is to submit two contradictory reports from two different engineers on the issue of the school being built on a flood line.
- An urgent assessment must be conducted on the extent of damaged classrooms, admin block, sports facilities including swimming pool, bursting solar geysers, plumbing and electrification challenges and timelines for repairs must be provided to the Select Committee on Education by no later than 30 November 2024.
- All the Damaged roofs at the school must be reassessed for rebuilding and/or repairs and the timeline must be submitted to the Select Committee on Education by no later than 30 November 2024.
- Urgent intervention is needed on the collapsed boundary wall to block it from further collapse.
- There is an urgent need to build the school's drainage system.
- The HOD is to engage Johannesburg Water to make arrangements addressing the issue of water disconnection at the school.
- An investigation report over the theft of 83 Solar panels and 6 electric stoves stolen before the premises were occupied must be submitted to the Select Committee of Education by no later than 30 November 2024.

- The Department is to engage with the Department of Sports, Arts, and Culture on how best can learners living with severe intellectual disabilities at the school be accommodated in sports programmes in the province.
- A status report of the recommendations above must be submitted to the Select Committee on Education by no later than 30 November 2024.

6. Visit to schools in Ekurhuleni.

6.1. Tembisa School of Commerce, Entrepreneurship, and Hospitality

6.1.1. Overview

- The school was established in 1965 but was launched as a school of specialisation in 2022. The school of specialisation provides training for learners with an interest in working within the hospitality industry.
- The school has 67 educators. Due to the school being a School of Specialisation, the learner number had to be reduced over time at this would put a strain on the infrastructure. Currently, there are 1558 learners enrolled at the school. The school has four vacancies, two deputy principals (DPs) and two Departmental Heads. The post for one DP is at Head Office for approval and the second post for DP and DH is in the process of shortlisting.
- The facilities contain 49 classrooms, two science laboratories, two computer centres, a hospitality centre with a restaurant, a classroom turned into a mock hotel and a mobile container turned into the bush lodge.
- 18 Classrooms are installed with smartboards. However, most classes including the classes with smartboards cannot access the Internet. The GDE internet cables were damaged by the learners, and it was reported in term one of 2024.
- The school library is accessible but there are no library resources such as furniture reading material (books, charts, computers) and most books in the library are old textbooks no longer used by teachers.
- There are four blocks of learners' flushing toilets with five taps with running water for learners. However, of the functioning blocks of toilets, only six of the 20 girls' toilets are functional, and six out of 12 boys' toilets are functional will all 12 urinals broken.
- The underground plumbing pipe by the teacher's toilet was leaking and is temporarily fixed.

- The school's maintenance budget cannot adequately cover the challenges in the ablution facilities. Therefore, the matter was reported to the Head Office for major repairs of ablution facilities.
- Four classrooms have near-collapse ceilings and the ceiling in the foyer has collapsed.
- The school buildings need painting.
- The school has seen a decline in the matric pass rate between 2019 to 2023.
- The evaluation report investigating poor performance found that the school had both management and governance challenges.
- The school removed the former Principal from the school due to poor performance.
- It was also reported that there is a disjuncture between the school budget and the schools' developmental needs.

6.1.2. Members' observations at the site

- Members were concerned about the dismal state of ablution facilities at the school and called for the immediate fixing of all the broken toilets and cleaning of the ablution facilities. They highlighted that the hospitality industry goes hand-in-hand with cleanliness and the ablution facilities do not represent the scope of the school.
- Members were also concerned over the high rates of matric failure whereby the school only achieved a 63% matric pass rate in 2023.
- Members were concerned that the school had no facilities for disabled learners.
- There were concerns over the lack of furniture and the poor state of the school's usage of the school library. There were concerns that the library looked like a storage room for textbooks and did not have the necessary reading material in line with the scope of the school.
- Members were concerned that the school may be more focused on the hospitality component than the entrepreneurial component and must therefore strengthen the entrepreneurial content in its teaching.
- Members were concerned that the school specialises in hospitality, yet the cold rooms are empty and without any food. It brings into question whether the school is doing what it's mandated to do.
- There were concerns that the confidentiality box where learners report bullying was not taken care of and did not protect the anonymity of learners.

6.1.3. Response by the Department

- On the state of poor matric results in 2023, the Department conducted an investigation and found that poor leadership leading to a breakdown in school governance and management was the major cause of poor academic performance at the school.
- The Department then reached a mutual agreement with the former principal at the school to be removed from his post due to poor performance.
- The current principal at the school is also a principal at another school nearby and his appointment at the school has not yet been finalised.
- The school agreed that the library is currently not functional.
- The school reported that there's a problem of poor cleanliness throughout the school.
- In terms of a strategy for improving learner performance, it was found that mathematics and physical sciences are problematic subjects. Subject advisors were brought in to assist learners in an organised residential camp. A central venue was organized in the area and expert teachers were brought in for learners to go and attend lessons based on the subjects that they were struggling with.

6.1.4. Recommendations

- The Department is to urgently fix and refurbish the ablution facilities at the school, ensure that all toilets are in good working order, and provide suitable ablution facilities for disabled learners. This includes fixing the underground leaking pipe at the educator's ablution facilities.
- The Department must urgently ensure that the school has stable internet access so that the classrooms with smartboards have internet access.
- The Department is to finalise the appointment of the current principal, the two Deputy Principals, and the HOD posts at the school by no later than 31 January 2025. The new leadership must prioritise improving the academic performance of learners at the school.
- The Department is to assist the school in furnishing its library with furniture and reading material so that the library is fully operational.

- The Department is to submit a report on the whereabouts of the former school principal who performed poorly as to whether he resigned or was redeployed elsewhere.
- The school is to clean up its sports facilities and ensure that more learners are participating in sports activities.
- A status report of the recommendations above must be submitted to the Select Committee on Education by no later than 31 January 2025.

7. Visit to schools in the City of Tshwane

7.1. Lebogang Primary School

7.1.1. Overview

- The challenges at the school started when it was merged with a nearby Ikageng school and the schools started to operate as one campus in April 2024.
- The ablution system is not enough to cater to 504 learners (Grade R inclusive) and 34 personnel. Ablution facilities are too high for Grade R's and are unsuitable for them.
- Learners' toilets boys are seven (7), learners toilets girls are nine (9) and personnel's toilets are two (2).
- The mobile classrooms were erected in Dusty areas with no paving. SGB initiated the area to be covered by concrete sand to eliminate the dust. The mobile stairs are also not compatible with learners and teachers.
- The mobile classrooms' tiles are already cracked, which needs more maintenance.
- The allocated mobile classrooms for Grade R are not compatible with their teaching and learning.
- The school's classrooms need renovations.
- The entire school needs to be re-electrified (according to an electrical assessment report) as there are five classrooms including the principal's office without electricity.
- Community members volunteered to offer sports activities to learners but due to lack of facilities, they're unable to continue with the activities.
- Learners still do not have a playground.
- The school doesn't have a vegetable garden.
- In terms of ICT, the school has a computer center with computers that were donated to the school, but the computers are non-functional due to a lack of software on computers.

- The SGB took the initiative to install surveillance cameras to cope with high levels of vandalism at the school.
- The school has a social worker through a learner support agent.
- The school has challenges with the scholar transport service provider as the provider has unreliable transport that, at times, brings and collects learners late from school, negatively affecting learning activities.
- The food from the NSNP is not enough to cater to all learners.
- The school currently has a vacancy for the school principal.

7.1.2. Members' observations at the site

- Members were concerned that the school still had two different school facilities to date, despite the merger that took place.
- Members called for the department to urgently fill the permanent school principal post at the school.
- Members enquired whether the school has learners living with disabilities and whether the facilities can cater to such learners.
- Members were concerned over the poor delivery of scholar transport by the appointed service provider and called for an urgent review of the contract of the provider and to take action for not delivering on the mandate they were appointed for.
- Members were concerned that the school doesn't have a vegetable garden and called for the school to engage with the Department of Agriculture for assistance.
- Members called for an urgent building of the ablution facilities for Grade R learners at the school.
- The Department is to ensure that the school has a safe play area for the learners as a matter of urgency.

7.1.3. Response by the Department

- The principal of the school passed away a few years ago.
- The principal of the school will be appointed before the end of 2024.
- The Department is to address the issue of scholar transport challenges.
- The Department is to support schools with jungle gyms and sports facilities.
- The Department is to get ablution facilities for Grade R learners.

- The structural engineer indicated that the school does not have a sinkhole but the soil in the area often sinks the infrastructure.
- There are plans to build a new school in the area with all the necessary facilities, but the proposal is yet to be submitted to the National Treasury.
- The SGB is set to have a meeting on learner ablution facilities and security at the school.
- The unit for ICT will be coming from the district office to assist the school with ICT infrastructure.
- The district will also assist in sorting out the school's library.
- The district has all the furniture requests from the school and should deliver the furniture.
- There school has a number of learners with special needs who are incorrectly enrolled at the school and has a challenge of delays in assessment by specialists in order to refer these learners to the dedicated special schools.
- The school has 16 teachers and 3 of the teachers must be redeployed to other schools because of the reduced number of learners at the school.

7.1.4. Recommendations

- The Department is to fill the principal post at the school by no later than 31 December 2024.
- The Department must urgently build more ablution facilities at the school to cope with the demand, especially ablution facilities for Grade R learners.
- The district is to address the following matters at the school: ICT infrastructure, school library material, and school furniture required and ensure that the material is delivered to the school by no later than 31 January 2025.
- The Department is to address the poor provision and reliability of scholar transport for learners at the school and ensure that the current service provider's contract is not renewed given the poor service provided.
- The Department is to ensure that it urgently builds a play area for the children at the school.
- The Department must assess the concern raised about the NSNP not providing adequate food for all learners at the school and urgently increase the supply for all learners.
- The plans for building new school facilities in the area must be submitted to the National Treasury as the Department has indicated.

- A status report of the recommendations above must be submitted to the Select Committee on Education by no later than 31 January 2025.

7.2. Philadelphia Special School

7.2.1. Overview

- The school dropped in terms of admission from 300 to 187. The school lost 20 educators consequently.
- Reskilling new educators at the school remains a challenge.
- There is continuous vandalism in boys' hostels by learners.
- The fire occurred in one of the boys' hostels
- There were incidences of poor infrastructure in the hostels
- There were insufficient mattresses and linen in the hostels
- Learners are inadequately supervised in the hostels, leaving them at risk.
- There were learners consuming alcohol and engaging in sexual activities on school premises.
- The school is having security challenges. The school doesn't have the financial muscle to appoint the required security.
- The school was provided with over 500 solar panels to cope with energy needs.
- The school owes more than R2 million in electricity to the municipality because of the issues around the billing system, which the funds could be better used to assist learners.
- The school requests that the Department speed up the approval for the transfer of the nurse coming from the northwest province. The documents are still at the head office.

7.2.2. Members' observations at the site

- Overall members were satisfied with the intervention that the Department has been doing at the school, more especially concerning learner accommodation and learning facilities but however, called for the issue of alcohol use by learners to be urgently addressed.
- Members requested that the Department allocate funds that are in line with the needs and size of the school facilities.
- The Department is to meet with the municipality regarding the billing system used for the school and ensure that the school is zoned and billed correctly.

7.2.3. Response by the Department

- The affected hostel was refurbished by the Department and learners are accommodated in it.
- Old mattresses were removed from the hostels.
- The school recruited qualified chefs to cook for learners. Quality of food improved. No complaints from learners after insourcing was introduced.
- Every hostel has a hostel supervisor and sleeping at the hostel ensuring that learners are accounted for. Only learners whose parents granted permission for them to leave the premises are allowed to go out during open weekends.
- More hostel supervisors were appointed.
- Increased number of security guards available on the premises who are strategically placed in certain areas on the premises.
- The HOD took it upon himself that he would meet with the municipal manager to address the issue of the billing and rezoning/classification of the school.
- The HOD indicated that he will sign the transfer documents of a professional nurse from the North West province to the School as a matter of urgency.

7.2.4. Recommendations

- The HOD is to meet with the city management of the municipality that the school is registered under, to address the billing and the rezoning/classification of the school.
- The HOD is to sign the transfer documents of a professional nurse who requested to transfer from the Northwest province to the school by no later than 30 November 2024.
- A status report of the recommendations above must be submitted to the Select Committee on Education by no later than 31 January 2025.

7.3.Soshanguve Secondary School

7.3.1. Overview

- In terms of infrastructure, the school has 43 classrooms, 6 mobile classrooms, a music lab, one science lab, two consumer labs, one kitchen, and one storage.
- The school has 1469 learners catered for by 47 permanent teachers and one Principal, 11 professional staff members, and eight (8) general assistants.
- The school has two vacancies for deputy principals.

- The school's administration block was burned down and was rebuilt in 2022. However, three months after rebuilding the tiles started to crack.
- Learners use their own transport to get to school. The principal indicated that they don't have transport learners to school and some learners walk long distances of over 10km to school. Therefore, the school requests assistance with scholar transport.
- The school offers extra mural activities such as football, netball, table tennis, music, debates, and public speaking. More than 2000 trophies were burned down during the fire.
- The school has a vegetable garden.
- The school provided a portion of the community to also plow on school premises.
- The school is waiting for approval regarding the appointment of deputy principals.
- The school has a functional SGB which meets regularly.
- The school has a library, but the school has insufficient books or library materials.
- The school has 36 smart boards and only seven (7) outstanding. The school is hoping to have the remaining smartboards by 2025. Learners have access to tablets.
- The school has access to one social worker from the district who is assisting learners full-time. The school has two learners who were sexually assaulted this year outside of the school premises.
- The school had high levels of vandalism and theft. The SGB has worked with the local members of the community how patrol the school at night and the school has not had vandalism ever since.
- Parental involvement at the school is minimal.
- Some members of the community intimidate the school whenever the school runs maintenance projects. It is mostly former learners of the school not currently in any employment.
- The school has seven voluntary food handlers. However, the kitchen is too small.
- The food handlers have no changing room and change in the ablution facilities.
- Challenges include insufficient sports facilities.
- The school has 348 matric learners and 12 classes, and they lack invigilators.
- The school has no hall.
- The matric performance: 2022 = 81%, 2023 = 73%.

7.3.2. Members' observations at the site

- The school was encouraged to improve its community relations.
- There was a concern over lack of parental participation in school activities.
- Members called for an urgent appointment of the two deputy principals.
- Members requested that the Department address the issue of tiles in the admin block.
- Members were concerned that community members were provided land to plow and indicated that it would be difficult to end such arrangements.
- Members are concerned about the potential extortion activities at the school.
- The school must initiate innovative ways to acquire sports facilities as they showed concern over the lack of sports facilities.
- Members encouraged the Department to work with the school to procure library books that would allow learners to be able to do research.
- Members tasked the school management with making the required submission for the school hall that identified as a requirement.

7.3.3. Response by the Department

- The school doesn't qualify for scholar transport as it's only supposed to admit learners within a 5km radius.
- The school has recently phased in grades 8 and 9 as it was previously offering grades 10-12.
- The refurbishment of the administration block was done by DID and they are responsible for any shortcomings of the refurbishment work at the school.
- The District Director is to send the HOD the deputy principal's appointment letters for signature.
- The HOD indicated that it's departmental policy that all schools have a library, and they will assist the school in making sure its library is functioning.
- Smart boards will be delivered to the school in early 2025. However smart boards will not be delivered to classrooms that are dilapidated.
- The school was encouraged to expand its kitchen by the SGB with its allocated funds.
- The school must send a request for the building of a hall; however, it must make sure it has sufficient space to build a hall. However, due to backlogs in infrastructure, it may not be prioritised for the current financial year.

7.3.4. Recommendations

- The Department is to deliver the outstanding smartboards to the school by no later than 31 January 2025.
- The Department is to assist the school have a functional library.
- The appointment of the two deputy principals at the school must be concluded by no later than 30 November 2024.
- The school management is to submit a request for a school hall to the Department.
- The school management together with the SGB is to build community relations and find ways to improve parental involvement within the school activities.
- A status report of the recommendations above must be submitted to the Select Committee on Education by no later than 31 January 2025.

8. Closure

The chairperson thanked the senior management of National Department of Basic Education, the Gauteng Education Department, stakeholders present as well as the parliament delegation for being part of a successful oversight visit in Gauteng and highlighted that the committee is committed to work with the Department to address issued raised during the course of the oversight.

Report to be considered.