



## **2025 SFMP FOLLOW-UP VISITS REPORT**

### **1. Background**

The functionality programmes had become the brand and oversight key programmes for the KwaZulu-Natal Legislature. Since 2005, the pioneer School Functionality Monitoring Programme (SFMP) has been consistently undertaken by the KwaZulu-Natal Legislature. Members of the Provincial Legislature (MPLs) visited schools during the first three days of reopening. The SFMP follow-up programme also intends to fulfil KZN's commitment to oversee the executive obligation to the implementation of the National Development Plan

Over the years, the programme's conceptual development expanded its focus from ensuring the earliest possible start of schooling to the overall functioning of schools. Attention was then paid to the fundamentals of school functionality, including infrastructure, human resources, LTSM, management, governance, and more. The findings revealed that, while there is general functionality in the schools, there are factors that consistently hinder progress toward the universal functionality of the schooling system in the province. These factors are either historical or systemic. Therefore, addressing the functionality of the schools required addressing the principal challenges facing the schooling system in the province. The 2025 SFMP reverted to the general functionality of the schooling system. As a norm, follow-up visits were conducted on some of the schools visited in January 2025.

### **2. Follow-Up Visits Implementation Plan**

Previously, all Members of the KwaZulu-Natal Legislature would be deployed to different districts in the province. However, due to financial constraints within the Government sector, including the legislature, cost containment measures needed to

be implemented. While that was the case, the Legislature's oversight mandate could not be compromised at any cost. Consequently, and to save costs, the institutional decision was that the programme for the School Functionality follow-up visits be delegated to members of the Education Portfolio Committee, as the mandated structure to oversee the Department of Education's service delivery performance in the province of KwaZulu-Natal.

## **2.1. Duration of the Programme**

The programme was undertaken in four (4) days between the end of July and the end of August 2025. This enabled the Education Portfolio Committee to gain a complete and comprehensive understanding of how the department responded to the January 2025 resolutions, thereby providing the Portfolio Committee with a thorough insight into the department's actions.

## **2.2. Allocation of PC Members to Teams**

The Portfolio Committee Members were allocated to two (2) teams, each with a minimum of five (5) Members. Each team was supported by the Committee Researcher and Co-ordinator. Each team had a consistent team leader throughout the whole programme, unless in exceptional circumstances.

## **2.3. Pre-visits Data Collection and Reporting**

The research team conducted prior visits (pre-visit research) to all schools visited in January to assess the extent of progress towards implementing the resolutions. After careful consideration of the progress, they recommended that the Members of the PC visit two (2) schools, prioritising the issues. However, each researcher compiled a progress report for all schools visited, allowing teams to engage with schools that were not visited during the actual follow-up visits. The Committee researcher, in consultation with district-specific researchers, advised the Committee on which districts to prioritise for follow-up visits, as not all districts were to be visited.

## 2.4. Visits to Schools per District

**NB:** While a maximum of two schools could be physically visited per district, the delegations had robust engagements with department officials at all four schools visited during the January 2025 visits. Furthermore, three districts could not be visited due to the limited number of programme days.

	Day1 (30/07/25)	Day 2 (07/08/25)	Day 3 (20/08/2025)	Day 4 (29/08/2025)
Team 1	Pinetown (2 schools)	Zululand (2 schools) and King Cetshwayo (1 school)	Ugu (2 schools)	Uthukela (2 schools)
Team 2	ILembe (2 schools)	Umkhanyakude (2 schools)	Harry Gwala (2 schools)	Umzinyathi (2 schools)

## 3. FINDINGS

### 3.1. Learner Admissions

The South African Schools Act (SASA), as amended by the Basic Education Laws Amendment (BELA) Act of 2024, stipulates that all schools must admit learners without discrimination. Section 5(1) further states that schools must admit learners and provide education; no learner should be denied education due to missing documentation. This means that no principal may turn away learners because they do not yet have official documents like birth certificates or identity cards. While this has good intentions for learners, the schools suffer because such learners are not funded

by the department.

Most of the schools visited had some learners admitted without identity documents. The delegations had resolved to invite the Department of Home Affairs to roll out outreach campaigns to schools with the intention of conducting birth registrations for affected learners. In all schools visited, a significant number of identified learners were registered for birth documentation. However, some learners could not benefit because their parents were not registered. It was therefore further resolved that, through Operation Sukuma Sakhe, the Department of Home Affairs should conduct late birth registrations for parents who are not yet registered, thereby making learners eligible for birth registration. However, there were also issues regarding the functionality of some war rooms. The resolution was further extended to include the IEC, encouraging people to obtain an Identity Document and register with the commission.

### **3.2. Provision of LTSM and other Curriculum Delivery Resources**

A large proportion of schools opted for central procurement, including those that qualify for school-based procurement. Late LTSM deliveries were observed in schools that opted to exercise their right to school-based procurement, as they could not guarantee service provider payments upon delivery of LTSM. This was due to delayed payments of norms and standards allocations to the schools. The delegations resolved that the districts needed to fast-track the delivery of LTSM to schools, as an agreement with service providers had been reached.

The Department intervened by issuing Circular No. 4 of 2025, which guaranteed payment for deliveries of LTSM as ordered within 30 days of the schools sending proof of delivery to the Department. While there were delays in payments, service providers were paid as promised after the Provincial Treasury allocated an advance budget payment to the department, enabling it to transfer outstanding norms and standards allocations to schools.

### **3.3. Provision of Human Resources**

Many schools whose PPNs had increased reported a shortage of educators, as the placement of surplus educators from other schools had not been finalised. Some of these schools were promised educators as soon as the department had made placements. Some schools reported a shortage of educators due to the curriculum packages, which demanded more educators, notwithstanding the learner enrolments. Indeed, schools were provided with educators in accordance with their Post Provisioning Norms (PPNs).

A new trend of single transfers was observed during the follow-up visits. This mostly affects schools in deep rural areas, where new educators apply for transfers to be closer to their families. Instability and lack of basic services in communities further exacerbated the challenge of single transfers. It was further noted that the centralisation of Post Level One appointments through a central database results in several new educators being offered employment outside their communities. Once they get absorbed into the system, they then start looking for greener pastures in areas with better services or leave schools for safety reasons. The department's decision to decentralise recent appointments allowed candidates to apply to schools closer to their families. The trade unions further reported that substitute educators are not allocated to schools, and that teachers are generally not replaced in time. The department further reported that level one posts had been put on hold.

While educators attended teacher development workshops, there was a challenge with reimbursing their travel costs, as the school had not received the required norms and standards. The early payment of norms and standards to schools allowed schools to reimburse educators who had to attend teacher development workshops.

### **3.4. Learner Achievements**

The continuous outstanding National Senior Certificate (NSC) examination results

continue to set a new benchmark for schools' academic performance in the province. Schools that performed below 75% are considered poor-performing schools in the province. Such schools are subjected to several interventions and performance standards. Each district had been allocated R5 million for interventions to implement district academic improvement plans. The interventions included twinning poor schools with nearby good-performing schools, deployment of lead educators to spend 10 hours in schools per term, bringing educators together to plan for term days, assisted by subject advisors, intensive revision, extra lessons, and upskilling of educators targeting poor-performing subjects.

During follow-up visits, it was observed that school principals from poor-performing schools had been issued incapacity letters. This is done disregarding the challenges faced by the school principals as they run the schools. Some of the challenges they face include inconsistent school funding, poor infrastructure, and instability within school communities. All-round interventions to address the challenges facing poor-performing schools were recommended before school principals are subjected to performance management measures.

The delegations were also concerned, though, about some schools' poor performance in Grade 10 and Grade 11 classes. This raised suspicions that schools were deliberately curbing learners suspected of declining performance at Grade 12. The number of progressed learners in matric also raised red flags about the commitment of certain schools to ensuring that learners are well prepared to enter matric. This, however, is a result of the department's pressure on schools to ensure outstanding results. The reports from identified schools indicated that more focus is placed on lower grades in preparing learners for the exit grade. This was further justified by improved half-yearly results in Grades 10 and 11.

### **3.5. Infrastructure Development**

Many schools visited in January reported various infrastructure challenges. It ranged

from the construction of new buildings, upgrades and additions, storm-damage repairs, desludging of ablution facilities, and the provision of water to minor repairs. The department's financial constraints seriously affect the delivery of school infrastructure. The department has suspended all projects at the pre-construction stage due to funding constraints. This is in line with the instruction note from the Provincial Treasury dated 2 April 2025. This led the department to decide not to construct new infrastructure projects but to focus solely on completing on-site projects. In a nutshell, all projects that require the provincial office's intervention cannot be started.

### **3.5.1. Provision of mobile classrooms**

Schools with floor-space challenges due to the above-mentioned enrolment capacity were expected to be provided with mobile classrooms while awaiting the construction of additional classrooms. The delegations had resolved for the department to provide these schools with mobile classrooms by either procuring new ones or identifying classrooms in schools that are no longer utilised. In some schools, mobile classrooms were indeed moved from one school to another. The case of Aldinville Primary School, however, exposed gaps in accountability and responsibility: a junior staff member signed off on the payment for the delivery of mobile classrooms despite reports that they were improperly installed, which had the potential to pose a danger to learners.

### **3.5.2. Internal infrastructure repairs**

The district offices are responsible for providing structural repairs that schools cannot afford. This includes attending to the leaking roof and repairs to ablution facilities. While the assessments had been conducted to identify schools, work could not proceed because they were still waiting for the budget from the head Office.

### **3.5.3. Desludging of ablution facilities**

The desludging of full ablution facilities has been centralised at the Head Office. The

schools submit desludging requests to the districts that conduct assessments, and the districts forward the requests to the Head Office for action. Most of the schools that had requested such services were unable to benefit due to the Head Office's non-responsiveness to the call. It was reported that such non-responsiveness had persisted for more than 2 years in some districts. This has demotivated district staff from conducting assessments, as they know nothing will be done. These left schools having to pay municipalities for desludging, depending on their ability to afford it.

#### **3.5.4. Access to water supply**

Access to water has been a burning issue for most schools in rural areas. The request was for schools to be provided with water through the installation of boreholes or connections to the municipality's water supply. Since the water supply is the province's responsibility, no school was provided with a water supply programme. The schools were left to rely either on rainwater collected from nearby taps, on paying for water delivery by the municipality, or on accessing free water through the assistance of local councillors. It was recommended that the district municipalities consider exempting no-fee schools from water charges.

#### **3.5.5. Billing system challenge**

Several urban schools had reported owing local municipalities exorbitant amounts on their water and electricity accounts. The main challenge is that municipalities are charging schools the same rate as businesses. In some cases, such charges cannot be justified because no meter readings are taken, and they have to pay similar amounts even when there is no one in the schools. The matter was not resolved as there were no bilateral meetings between the Department of Education and the Department of Cooperative Governance and Traditional Affairs (COGTA).

### **3.6. Norms and standards payment**

The delays in transferring norms and standards to schools have been a burning issue.

This led to inefficient and ineffective management and governance of the schools. The schools could not be maintained, educators were not reimbursed, and bills went unpaid. In fact, principals and educators were left to run the schools from their own pockets. As a show of concern, teacher Unions decided to protest during the SFMP to call for MPL assistance. The payments were made in May 2025 to schools that comply. However, the office and connectivity challenges in the Zululand District resulted in serious delays, as they had to camp at the Head Office to make payments to schools.

### **3.7. Learner Transportation**

Scholar transport is one of the key enablers of learner performance because when learners travel long distances, they arrive at school tired and unable to concentrate, which affects their performance. KwaZulu-Natal has the greatest need for scholar transport in the country. The province has the highest proportion of learners in the country who walk to school, as well as the highest number of learners who walk to school for more than an hour in one direction. The policy stipulates that learners are eligible for scholar transport if they walk more than 3km from their home to their nearest appropriate school.

Many visited schools reported no positive response to the request for learner transport provision. This resulted from an insufficient budget, which has been recurring over the past years. Less than 45% of the deserving learners benefit from learner transport in the province. Several challenges were cited with the provision of the learners' transport programme in the province. During the SFMP follow-up visits, a report was made about the poor condition of buses transporting learners. There were reports of frequent breakdowns and a shortage of diesel, which meant those buses could not transport learners to schools. Scholar transport roadworthiness is monitored through the monitoring firm. It has been reported that this service provider does not conduct physical check-ups; instead, they monitor buses using tracking devices, which pose

challenges in areas with no connectivity.

Other challenges included uncontrolled overloads, cross-border issues between districts (i.e., buses taking learners from one district to another's schools), a limited budget compared to urban provinces like Gauteng, a lack of dedicated staff at the district level, and poor road conditions. While financial challenges exist within the department, a concern was also raised regarding dedicated learner transport. It was reported that a lot of money is paid to operators for buses parked at the school during school hours. Should the department pay only for transportation (kilometres travelled by bus), a lot of money could be saved, benefiting more deserving learners. While the matter had been raised with the department during Portfolio Committee meetings, the responsibility was shifted to the Department of Transport. The department was directed to engage the Department of Transport on that matter.

### **3.8. National School Nutrition Programme (NSNP)**

The National Schools Nutrition Programme is a government initiative to provide learners with a nutritious meal while at school. It is intended to enhance learners' learning capacity by providing healthy meals in schools. The department has since improved the timeliness of payments to service providers, and most schools reported receiving quality food on time and in the correct quantities.

Schools that lack proper kitchens use makeshift kitchens, while others cook outside. The challenges experienced in the programme include delayed payments to service providers, leading to food supply defaults to the school; cooking gas not lasting till the month-end; and intentional avoidance of supplying fruits. The delivery of mobile kitchens to deserving schools had been very slow. The department has further ensured that defaulting service providers are reported to the Head Office and terminated. The department further promised to prioritise some schools through emergency allocation by 2026/27.

### **3.9. School Safety, Security, and Discipline**

Educators and learners have a right to a safe environment. The high level of unemployment has contributed to a new culture in our society where schools have commonly become the target for criminals. To mitigate this factor, the department employed school security officers to oversee schools. An additional Community Safety Volunteers from the Department of Community Safety and Liaison were deployed to schools. However, they are only at schools during the day, while these acts normally take place at night and during the school holidays, at most. Their role is also limited to school access control. Poor schools sometimes employ night security officers who follow norms and standards, but they are not equipped to deal with criminals who are sometimes heavily armed. Police investigations are often not completed due to a lack of community support.

The department reported having rolled out several interventions to mitigate criminal activity in schools. These include deploying security officers from the closed school to schools where they are needed most, reviving safety and security committees and linking them to local Police stations, training on the National Schools Safety Framework, and partnerships with local safety structures such as the Community Policing Forum (CPF).

Districts through SNES conduct awareness workshops on drug and substance abuse, and SAPS also conducts awareness campaigns in schools. SAPS also assists schools with conducting searches and seizures to address the problem. All the schools were linked to SAPS and CPFs, and school safety and security committees had been capacitated. The interventions on school safety include training safety officers on the National Safety Framework, establishing safety forums, conducting safety campaigns, participating in war rooms, and encouraging schools to conduct search-and-seizure operations. School safety is a call for all community stakeholders to collaborate in the fight against these social ills affecting schools.

The high rate of pregnancy in schools visited was a cause of concern. This is one of the factors that contributes to learner dropout rate and mostly affects female learners. Several secondary schools reported that more than 5 learners became pregnant in a year. Delegations engaged strongly on the issue to establish cases of statutory rape for such to be reported to law enforcement agencies. Most of the schools revisited reported a decrease in the number of pregnant learners. This was attributed to interventions implemented in collaboration with the Departments of Health and Social Development. In rural schools, there are also programmes focusing on boy learners, as they were reported to be mainly responsible.

### **3. Conclusion**

In conclusion, varying responses to the resolutions taken in January 2025, when the Legislature undertook visits to the schools, were noted. Whilst on one end, resolutions have not been implemented at all, there is also a reflection of schools where several resolutions have been implemented to the satisfaction of all the stakeholders. It is important to highlight that issues of scholar transport and infrastructure- maintenance and construction of additional infrastructure thereof, require an immense financial commitment from the government.

On the other hand, the lack of progress in addressing the shortage and maintenance of classroom infrastructure and ablution facilities, including the desludging of VIP pit toilets in some schools, was noted as a Departmental shortfall. The Department was advised to ensure that these schools form part of the schools to be assisted through the SAFE initiative and to prioritise the desludging of pit toilets at the schools mentioned above.

Safety and instability issues were also reported as concerns. As such, these incidents occur within communities and destabilise school functioning. These and other social ills require a multi-sectoral approach by government departments, agencies and external stakeholders. Likewise, the Department of Social Development must work closely with schools to offer psychosocial support to learners, facilitate registration for vital documents (IDs & birth certificates) in collaboration with the Department of

Home Affairs, and initiate social relief programmes, where needed.

There were various concerns raised in most schools regarding electricity-related difficulties, mainly due to an inaccurate billing system, requests to migrate from prepaid to a metered system, and delays by Eskom in addressing some queries. The Delegations applauded the Department's commitment to ensuring that school debts are settled and urged it to continue engaging with COGTA on how to alleviate unwarranted billing of schools.

Given the number of schools in the province, it is highly probable that the schools visited may not be revisited in the next few years. This, therefore, makes it critically important that the resolutions taken be implemented.

## DISTRICT RESOLUTIONS

### 1. AMAJUBA DISTRICT

#### 1. Isiphosemvelo Secondary School

Issue	Description	Resolution	Time Frame	Progress
Vacant post for Economics Educator.	The school reported that it does not have an Economics educator, and this has had a major negative impact on the results.	The delegation recommended that the department fill the vacant Economics educator post.	3 weeks (14 February 2025)	The issue reported was that the Economics educator had not yet been assigned official duties. Whilst this has been attended to, the school continues to experience a staffing shortage. A request to downgrade the Departmental Head post was submitted for approval, with the plan to use the post for an accounting educator.

Unavailability of stationery.	During the visit, it was reported that the stationery had not been delivered due to delays in allocating Norms and Standards to the schools.	The delegation recommended that the department assess the delivery of the stationery to the school closely and provide an updated report on the matter.	31 January 2025	The LTSM section assisted, and Stationery for all learners was delivered on the 7 <sup>th</sup> of February 2025.
Enrolment exceeding the school capacity.	The delegation noticed that the school had enrolled far more students than its capacity, resulting in overcrowding.	The delegation recommended that the department assist the school in obtaining additional floor space to address overcrowding.		The department carried out the assessment. The school has an enrolment of 911 learners, which means it is currently short of two classrooms. The department is awaiting the availability of mobile classrooms that could be sent to the school. This is being done to understand that the department does not have sufficient funds to procure new mobile classrooms.
Social ills affecting the school.	Social ills in the area surrounding the school affect the department's core business, teaching and learning.	The delegation recommended that the following departments: DoE, SAPS, DoH & DSD need to work together to arrest social ills.	2 weeks (7 February 2025)	Whilst awaiting collaboration and programmes with SAPS, DoH and DSD, the department implemented several interventions addressing social ills. These included substance abuse case management, behavioural counselling, and grief counselling for learners.

Social Needs for the Child-Headed Households.	There are learners at the school who are the heads of their households. It was not clear what the involvement of departments from the social cluster was.	In this regard, the delegation recommended that officials from DSD visit the school to conduct a social needs assessment for the learners concerned to devise an intervention plan.	2 weeks (7 February 2025)	DSD officials visited the school in mid-February to collect learner information as part of a social needs assessment. However, no further progress has been made to date. This is consistently being followed up with DSD.
Unavailability of the ramp leading to the school's ablution facilities.	The ablution facilities for learners at the school do not have a ramp to accommodate people with disabilities.	The delegation assigned MEC for Public Works and Infrastructure, Hon Meyer, to assist the school in the construction of the ramp leading to the ablution facilities.	End of April 2025	The project remains on hold due to the moratorium on new infrastructure projects. This is in line with the Treasury's Instruction note.
Spiritual attacks affecting learners.	The school principal reported that learners are affected by spiritual attacks at the school.	The delegation recommended that the department source solutions by consulting other stakeholders.		Local pastors were engaged and invited to support learners through prayer sessions. A local pastor continues to visit the school in consultation with the principal. The frequency of incidents has started to decline.
Incorrect information was intentionally reported by the principal	The school principal misled the members of the Legislature and reported that:	The district is to deal with the matter and determine the consequences to be applied.		Circuit Management convened a meeting with the principal to address the matter. The principal indicated that, despite placements, a shortage of suitably qualified subject teachers had been previously reported.

	<ol style="list-style-type: none"> <li>1. The school has no accounting teacher</li> <li>2. School was not assisted by the district to acquire LTSM</li> </ol>			Following the discussion, a verbal warning was issued.
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## 2. Embabane Primary School

Issue	Description	Resolution	Time Frame	Progress
Shortage of educators.	The school is currently experiencing a shortage of educators. Teaching and learning is negatively impacted as a result.	The delegation resolved that the department attend to the matter of replacing 3x educators.	End of February 2025.	The three (3) educators requested assumed duties on the 22 <sup>nd</sup> of May 2025.
Stationery was not delivered to the school.	During the visit, the delegation learned that stationery for learners in the 2025 academic year had not been delivered to the school.	The delegation recommended that the department follow up with the school on the matter.	31 January 2025.	Stationery was partially delivered to the school, with the service provider awaiting payment to complete the order. In the interim, parents have been asked to provide exercise books to meet learners' immediate needs. This matter was eventually resolved with support from the LTSM unit.

Learners without birth certificates.	It was reported that several learners do not have birth certificates, which affects the school's finances.	The delegation recommended that DSD, SASSA, and Home Affairs visit the school to assist learners without birth certificates.	End of February 2025.	On 30 January, the OSS, in collaboration with the Department of Home Affairs (DHA), conducted a visit to the school. Of the identified learners, 16 possess birth certificates, 2 are non-South African citizens, and 3 cases are still pending. This is because parents are also undocumented. DSD and SASSA were requested to assist in fully implementing the resolution. This matter is being consistently followed by the department.
Power outage affecting the school.	It was reported that the school does not have electricity due to a faulty electrical cable, and this has never been addressed by Eskom.	The delegation recommended that Cogta meet with Eskom to fix the electricity supply problem.	End of March 2025.	Eskom intervened through CoGTA, restoring the school's electricity supply.

### 3. Emalahleni Primary School

Issue	Description	Resolution	Time Frame	Progress

<p>Inadequate infrastructure, roof, and ablution facilities.</p>	<p>The delegation observed that the school's roof had been damaged by the storm and that no repairs/ renovations had been carried out.</p> <p>Ablution facilities were also found to be in poor condition, requiring repairs.</p> <p>A school without a proper fence</p>	<p>The delegation recommended that the department intervene in this matter. The roof needs to be replaced or renovated, and the ablution facilities also need attention.</p>	<p>End of June 2025.</p>	<p>Approval has been received from Head Office for the district to carry out repairs under the maintenance programme. However, the project is currently on hold due to the Provincial Treasury's suspension of order issuance. The department remains committed to addressing the roof replacement and ablution facility repairs once the suspension is lifted.</p>
<p>Vacant educator post.</p>	<p>The delegation learned that a vacant educator post is causing harm to teaching and learning.</p>	<p>The delegation recommended that the department appoint the relevant educator.</p>	<p>28 January 2025.</p>	<p>The post has been filled, and the teacher assumed duties on the 22<sup>nd</sup> of May 2025.</p>
<p>Delayed borehole construction project.</p>	<p>The school has been waiting for the appointed contractor to commence the borehole construction project. The delays affect the school's normal operations due to an insufficient water supply.</p>	<p>The delegation recommended that the department ensure the contractor is on site commencing the work.</p>	<p>7 February 2025.</p>	<p>The project had been placed on hold due to the lack of electricity at the school. The school has since been reconnected to the power supply and now has access to running water. The department is ensuring that the contractor is on site and work has commenced</p>

Unavailability of sporting equipment.	The school principal reported that they do not have the sporting equipment.	Department of Sports, Arts & Culture has committed to providing the school with sporting equipment.	End of June 2025.	During a meeting between DoE and DSAC on 14/05/2025, it was reported that commitments made could not be addressed due to financial constraints.
Construction of a proper bridge.	It was reported that there is a makeshift bridge that floods when it rains heavily. When an improper bridge structure is submerged by water, learners are unable to cross and reach the school.	The delegation recommended that DoT assess the makeshift bridge and that a full assessment report be prepared.	End of March 2025.	Problem not yet resolved. DoT reported that due to financial constraints, approval has not yet been received to proceed with the project.

#### 4. Sesiwabonga Secondary School

Issue	Description	Resolution	Time Frame	Progress
Inadequate ablution facilities.	The school's ablution facilities are in poor condition and need renovations.	The delegation recommended that the department attend to the matter and provide a report outlining a way forward.	7 February 2025.	The project for toilet repairs and the school roof is included in the 2025/26 district maintenance plan. Implementation of these projects is still on hold. The school, however, has been able to keep a few toilets working through donations.

Unavailability of a Physical Science educator.	The school principal apprised the delegation that the school lacks a Physical Science educator, which affects the performance of the concerned subject.	The delegation recommended that DoE meet with the school principal to reach a solution.	7 February 2025.	A physical science teacher has been appointed, and the Departmental Head recommended for the school is also a science teacher.
The school's roof is in a poor state.	The school principal informed the delegation that most of the classrooms leak when it rains due to dilapidated roofs.	The delegation recommended that DoE work on a plan for when the roof renovation project can resume.	End of June 2025.	The project for toilet repairs and the school roof is included in the 2025/26 district maintenance plan. Implementation of these projects is still on hold due to financial constraints

### Additional District Resolutions

Issue	Description	Resolution	Time Frame	Progress
Schools with dilapidated ablution facilities across the district.	The delegation learned that the district has several schools with dilapidated ablution facilities.	The delegation recommended that the department develop a plan to address dilapidated ablution facilities in the district.		A meeting was held on the of May 2025 between the district and the Head Office during which the state of sanitation in Amajuba District schools and the recommendations were presented. In response, Head Office indicated that, due to financial constraints, it was not possible to build ablution facilities for schools in the current FY.

Undocumented learners in the district.	The district overview report revealed there are about 1013 undocumented learners in the district. This affects financial planning for the allocation of Norms & Standards. The department doesn't allocate funds for undocumented learners.	The delegation recommended that departments in the social cluster (DoE, DSD, SASSA & Home Affairs) meet to discuss interventions to address undocumented learners in schools across the district.	End of April 2025.	In an exercise to check on this challenge, EMIS and G&M officials identified schools with the biggest number of undocumented learners. Inzululwazi: A significant number of learners without documentation, Umzilikazi and Siyamukela: Most learners do have ID numbers, but these are not captured by schools. DHA has dedicated Wednesday for learners. Learners in uniform get priority attention on Wednesday. Schools have been advised to encourage learners to make use of this opportunity. A coordinated meeting between DoE, DSD, SASSA, and DHA is still pending.
Shortage of water in the schools around Osizweni and Dannhauser.	The delegation was informed that the schools around Osizweni and Dannhauser experience continuous water cuts.	The delegation recommended that Cogta facilitate a meeting between Newcastle LM and Dannhauser LM to find a lasting solution to the water supply shortage in both areas.	End of April 2025.	There has been progress in water provision following Amajuba Municipality's intervention. Most schools have now reported having running water.
Vacant posts of 700 educators in the district.	The delegation learned that there are 700 educator vacancies in the district.	The delegation recommended that the department develop a plan to address the 700 vacancies.		As part of the department's plan to address the 700 vacancies, HRM 26 of 2024 was issued. The district advertised 61 posts, of which 31 were later withdrawn due to changes in the PPN. A total of 24 appointments were approved by the HOD, and 24 posts were filled, with teachers assuming duty by the end of May 2025.

## 2. HARRY GWALA DISTRICT

### 1. Indawana Secondary School

Issue	Description	Resolution	Time Frame	Progress
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Undocumented learners	The delegation noted that the school has 55 undocumented learners not accounted for in the norms and standards allocated to the school. This matter affects the school's budgetary and planning processes.	The delegation resolved that a task team led by the department (comprising all relevant stakeholders such as Home Affairs, border authorities and traditional leadership) should track and trace all undocumented learners, compile a database, and devise a strategy to address this matter.	31 <sup>st</sup> March 2025	<p>The school submitted the of 55 undocumented learners to Home Affairs in May 2025. The Department of Home Affairs mobile office was scheduled to visit the school on the 10th of June 2025 to assist with the registration of affected learners; however, due to inclement weather, the visit was rescheduled. A new date will be set in July 2025.</p> <p>The Department will initiate the coordination of a task team to include Home Affairs, border authorities, and traditional leadership to develop intervention strategies</p>
ICT assistance	The delegation noted the school is a smart school with a fully	The delegation	31 <sup>st</sup> of	The team from Ndabase, together with the Shutter a

	<p>fitted computer room, yet it has no ICT champion.</p>	<p>resolved that the Department allocate an ICT champion to the school and further train educators within the school who are computer literate.</p>	<p>Marc h 2025</p>	<p>Shooter ordinator, came to the school on 15 March 2025 to train all teachers. After training, all teachers received SACE certificates, which were delivered to the school in May 2025.</p>
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ICT assistance				
Low performance in the lower grades	<p>The delegation noted that Grade 11 results dropped from 77% in 2023 to 54% in 2024.</p> <p>Furthermore, Physical Science declined from 91.3% in 2023 to 88% in 2024. The delegation further noted that there is possibly a systematic decline in the performance of lower grades, which the Department and the school need to explain.</p>	<p>The delegation resolved that the school needs to devise a turnaround strategy, with assistance from the Department, and to give more attention to the lower grades. The school should also intensify curriculum support, delivery, supervision and monitoring. The school will partner with another best-performing school to</p>	28 <sup>th</sup> of February 2025	<p>TLS GET &amp; FET conducted school visits in Term 1 and Term 2.</p> <p>Start-up workshops on 21/01/2025 and verified marking of 2024 scripts on 21/01/2025</p> <p>SMT workshop conducted on the 3<sup>rd</sup> of March 2025 on curriculum delivery and management.</p> <p>Conducted content, methodology and assessment workshops during SBA moderation for Grade 10, 11 and 12 on 15/04/2025</p> <p>Grades 10 &amp; 11 content Methodology Workshops 14 May 2025 for Physical Sciences</p> <p>Accountability sessions for teachers' underperformance on 21/05/2025. Physical Sciences results 2024 declined nationwide due to technical issues with the papers, as outlined in</p>

		<p>assist with Physical Science and appoint a subject advisor for Physical Science to intensify visits to the school.</p>	<p>examiners' and moderator reports.</p> <p>The focus is on Grades 10 and 11. The TLS FET monitors the implementation of Grade 12 mandatory vacation classes through Google Forms completed by Principals on attendance, Annexure B on daily attendance and topics covered per day, and successes and challenges experienced.</p> <p>TLS – GET also conducted a content workshop for all senior phase educators.</p> <p>The school has developed the school improvement plan (SIP) and finalised it at the beginning of the year, after the release of NSC results.</p> <p><b>Monitoring of turnaround strategy by the circuit manager</b></p> <p>The SIP was then submitted to circuit manager who monitors its implementation. 1<sup>st</sup> progress report was</p>
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				<p>submitted on the 14/04/2025 and 2<sup>nd</sup> progress report was submitted on the 28/06/2025. Teachers have initiated extra classes and remedial work from term 1 up to term 2.</p> <p>The grade 11 performance has a slight improvement from Term 1 analysis of results in certain subjects waiting Term 2 results which will give a full impact of the learner achievement improvement strategy.</p>
Insufficient learner transport	The delegation noted the school benefited from learner transport albeit not adequate to cater for all learners who require this service.	The school to conduct a needs analysis and re-apply and the Department to review the allocation.	31 <sup>st</sup> March 2025	<p>The school has 5 taxi's and a minibus transporting 144 learners on 3 routes.</p> <p>Due budgetary constraints the DoE is unable to provide additional transport. Therefore, the principal was advised to manage the learner transport and avoid overloading.</p>

Sick bay	The delegation noted that the school has a sick bay that is neither fully utilised nor fully equipped.	The delegation resolved that the school must purchase sick bay items through the norms and standards, and possibly work with the SGB to ask local businesses for donations.	31 <sup>st</sup> April 2025	The school issued donation forms to possible donors e.g. local farmers and business but no response received yet.  Since the school has received Norms standards on the 4 <sup>th</sup> July 2025, it will purchase the sick bay material before end of August 2025.
Es) Fire extinguisher	The delegation noted that the school has a fire extinguisher which was last serviced in 2019.	The delegation resolved that the Department should monitor the school's	31 <sup>st</sup> March 2025	Out of 15 fire extinguishers one at the administration block, kitchen and laboratories were serviced March 2025. The other 12 fire extinguishers will be serviced after receiving norms and standards that

		<p>maintenance committee and provide support in its budget and planning processes. The school was urged to purchase and/or service fire extinguishers from norms and standards.</p>		<p>will be deposited on the 4<sup>th</sup> July 2025</p>
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Es) Fire extinguisher	The delegation noted that the school has a fire extinguisher which was last serviced in 2019.		31 <sup>st</sup> March 2025	
Incubation classes	The delegation noted that there was a shortage of floor space during the Grade 12 school exam camp and the school converted the laboratory into incubation classes. This was flagged as a safety risk to the learners.	The delegation resolved that the Department together with the school devise a safety plan for these incubations. The Department was urged to assist the school in finding a solution including a policy directive to deal with these matric incubation programmes across the district.	31 <sup>st</sup> June 2025	Awaiting the schools draft the Matric incubation safety plan which will be shared with Governance and Management and all stakeholders.  Safety plan will be developed towards the beginning of third term.

<p>Shortage of kitchen PPE's</p>	<p>The delegation noted that food handlers did not have proper uniforms to conduct their work and that they did not adhere to safety and health standards.</p>	<p>The delegation resolved to call on the school to purchase these items and report to the Department.</p>	<p>31<sup>st</sup> of March 2025</p>	<p>Nutrition Directorate visited the school to workshop food handlers on nutrition policies – adherence to safety and health standards.</p> <p>School is awaiting norms and standards allocation to purchase uniforms and PPE items.</p>
<p>Learner pregnancy</p>	<p>The delegation noted two cases of learners who were pregnant in the previous year.</p>	<p>The delegation resolved that the school investigate partners of the learners. The Department of Education together with the Department of Health work together to launch the "My Life, My</p>	<p>31<sup>st</sup> of March 2025</p>	<p>The school had advocacy learner pregnancy in the first term together with local clinic. SNES and sister departments will be conducting awareness campaigns on social ills in the 3<sup>rd</sup> term 2025.</p>

		Future campaign” at the school and liaise with the Department of Health to assist.		
No night-duty security	The delegation noted that there is no night-duty security which renders the school vulnerable to burglaries and criminal activities.	The delegation resolved that since this is a smart school with expensive technological equipment, the Head Office is urged to intervene and revisit the issue of employment of security guards in schools.	31 <sup>st</sup> June 2025	Due to the moratorium on posts owing to financial constraints, DoE is unable to employ security guards.

Borehole	<p>The delegation noted that the borehole constantly breaking down. The delegation was told that the service provider had identified the faults and that parts were being ordered.</p> <p>The quality of the water in the school was also flagged as a health risk.</p>	<p>The department to monitor and provide a report to the portfolio committee on education. The department was urged to assist the school in getting the water tested at a laboratory and possibly purified.</p>	28 <sup>th</sup> of February 2025 (and ongoing monitoring perhaps)	<p>The school will also utilize Norms and Standard that was deposited on 4<sup>th</sup> July 2025 before the end of July 2025.</p> <p>The department however not conduct its duty as recommended in the resolutions.</p>
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## 2. Emtshibeni Secondary School

Issue	Description	Resolution	Time Frame	Progress
Poor ablution facilities	<p>The delegation noted that the school has insufficient ablution facilities and poor condition of existing toilets which directly affects the health of the learners and therefore a potential health hazard.</p>	<p>The delegation resolved that these toilets need to be revamped.</p> <p>The</p>	31 <sup>st</sup> of March 2025	<p>School toilets were dislud and the school has been placed on the ABT list.</p>

		<p>Department at the provincial level must ensure that these facilities are revamped for use by the school. The school to apply for ABT toilets and the school to be prioritized on the list. The District is to send a service provider urgently to desludging.</p>		
Overcrowding	<p>The delegation noted that the school has serious overcrowding in classes and is not conducive for the learners and educators to conduct effective teaching and learning.</p>	<p>The delegation resolved that the District Department to monitor the School's Admission Policy to ensure that they do not admit above the school capacity.</p>	<p>28<sup>th</sup> of February 2025</p>	<p>Governance and Management visited the school and workshopped principal on the admission policy. The school governance body reviewed admission policy on 11 March 2025.</p>

<p>Low performance in the lower grades</p>	<p>The delegation noted that there is a decline in learner performance in the lower grades 10 &amp; 11 results. The delegation further noted that there is possibly a systematic decline in the performance of lower grades, which the Department and the school need to explain.</p>	<p>The delegation resolved that the school needs to devise a turnaround strategy assisted by the Department and give more attention to the lower grades. Intensify Curriculum support, delivery, supervision and monitoring</p> <p>The school to twin with another best-performing school to assist.</p>	<p>28<sup>th</sup> of February 2025</p>	<p>TLS-FET conducted: -Start up workshops on 21/01/2025 and Verified marking of 2024 scripts on 21/01/2025</p> <p>SMT workshop conducted on the 3<sup>rd</sup> of March 2025 on curriculum delivery and management.</p> <p>Conducted content, methodology and assessment workshops during SBA moderation for Grades 10,11 and 12 on 15/04/2025.</p> <p>Grades 10 &amp; 11 content Methodology workshops 14 May 2025 for Physical sciences, Accountability sessions for teachers' underperformance on 21/05/2025. The focus is on Grades 10 and 11 in 2025. School submitted the turnaround strategy at the</p>

				beginning of the current year to the Circuit Manager
No learner transport	The delegation noted that the school does not benefit from learner transport but is in need as learners travel plus or minus 7 kilometres to school	The District is to assist the school with the application for learner transport	31 <sup>st</sup> March 2025	<p>The learner transport application form was issued to the school during the 1<sup>st</sup> term of 2025.</p> <p>The school has been placed on the learner transport waiting list; however, due to financial constraints and a long waiting list the school will be prioritised as soon as funds become available in the 2026 budget</p>
School maintenance	The delegation noted that the school has hazardous falling ceiling boards, flasher boards, gutters many broken items around the school that require maintenance.	The delegation resolved that a maintenance committee to be formed and a Department to assist with budget planning and supervision when removing the falling ceiling. The school to utilize their norms and standards and also requests	31 <sup>st</sup> March 2025	<p>The school formed the maintenance committee on the 11 March 2025, that will develop maintenance policies.</p> <p>The school has removed hazardous parts of the building and temporary maintained 1 mobile classroom while waiting for their procurement.</p> <p>School was on the 2024-2025 Maintenance Plan submitted to Head Office.</p>

		<p>donations from local businesses and local tradesmen. The department monitors maintenance committees of these schools to assist with the allocation of Norms and Standards as well as planning in general.</p>		<p>School was also added on the list for 2025-26 Draft Maintenance Plan and submitted to Head Office 29/01/2025</p> <p>DoE is unable to conduct maintenance projects in 2025/26 due to budgetary constraints.</p>
<p>Quintile ranking</p>	<p>The school is ranked as Quintile 3 whereas it's situated in a deep rural area.</p>	<p>The delegation resolved that the school is encouraged to apply the contestation of its quintile ranking. The District department to assess the application and forward it to the</p>	<p>31<sup>st</sup> March 2025</p>	<p>The outcome was that the quintile 1/2/3 have same benefits, therefore changing it would not have any effect</p>

		section handling quintile ranking in the province.		
Insufficient classrooms and furniture	The delegation noted that learners are overly overcrowded in the classrooms and there is a shortage of furniture in the classrooms, where two or three learners share one desk. The school also uses park homes as extra classes and some were damaged by storm.	The delegation resolved that the school to make a requisition and the district must provide additional furniture for the school as a matter of urgency. A report is to be submitted to the portfolio committee on the progress.  Dept. of Education infrastructure unit to intervene and prioritise the school in the infrastructure	28 <sup>th</sup> of February 2025	Submission of Request for Funding for The Provision of At Least 10 Mobile Classrooms done.  The school was issued 46 single stackable desks on the 7 <sup>th</sup> March 2025.

		plan and add on their storm damage programme.		
No reliable or sufficient electricity supply	The delegation noted that the school project was abandoned by the contractor and not completed, and no electricity compliance certificate was issued.	The District is to conduct an investigation and provide a detailed report to the portfolio committee on measures and interventions they are going to take to address this matter.	31 <sup>st</sup> of March 2025	The list of schools with electrical faults was submitted to Head Office 22/11/2024.  The school is awaiting outcome of the inspection by provincial office.

### 3. Mdingi High School

Issue	Description	Resolution	Time Frame	Progress
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Undocumented learners	The delegation noted the school has 210 undocumented learners not accounted for in the norms and standards allocated to the school. This matter affects the budgetary and planning processes of the school.	The delegation resolved that a task team led by the department with all relevant stakeholders such as Home Affairs, border authorities and Traditional Authority. To devise a strategy to track and trace all undocumented learners. Compile a database and devise a strategy to address this matter.	31 <sup>st</sup> March 2025	Department of Home Affairs mobile office will visit the school in July 2025 to assist with registration of the affected learners.
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Decline in learner performance	The delegation noted that the school received an overall matric pass rate of 85% in 2024 86% in 2023 and 90% in 2022.	The delegation resolved that the District embark on an intense curriculum support programme spearheaded by subject advisors. The school must develop and submit a recovery plan.	28 <sup>th</sup> of February 2025	<p>TLS - FET Conducted SM workshop on the 05/03/2025.</p> <p>Accountability sessions teacher's underperformance on the 21/05/2025</p> <p>Physical sciences result 2024 declined in the entire country due to technical in the papers as outlined in the examiners and moderator reports and the school has some subjects like No teachers in Physical sciences and Geography and that has been resolved. School submitted the turnaround strategy at the beginning of the current year to Circuit Manager</p>
Overcrowding	The delegation noted that the school has serious overcrowding in classes and is not conducive for the learners and educators to conduct effective teaching and learning.	The delegation resolved that the District Department to monitor the School's Admission Policy to ensure that	28 <sup>th</sup> of February 2025	Governance and Management directorate guided the school on the admission policy and committed to closely monitor the admission at the school in 2026.

		they do not admit above the school capacity.		
Safe and security concerns	Noting that the school has experienced numerous security-threatening incidents such as burglaries and vandalism.	The principal together with the department should convene a meeting with all local security structure CPF, ward safety forum, and	31 <sup>st</sup> of March 2025	The school has been fen accordingly as per resolution in May 2025. There has been minor maintenance to some classrooms at the schoo

		station commander and report all the challenges on safety. This multisectoral approach needs to be centralised at the District level.		.
Infrastructural challenges	The delegation noted an appalling state of affairs in terms of infrastructural challenges at the school, namely referring to poor ablution facilities (no proper sanitation), shortage of toilets, non-servicing of the mobile toilets, poor condition of fencing, falling hazardous ceiling, broken windows, storm damaged hazardous park home.	The delegation resolved to declare a state of emergency at this school and an urgent report to be submitted to the portfolio committee outlining measures and interventions to be taken to address these infrastructural challenges. The District to prioritise the cleaning of toilets, ensure	28 <sup>th</sup> February 2025	The toilets at the school were disludged 29 March 2025.

		<p>the service provider does the work and be accountable for the lack of service. The MEC committed to prioritising the school. The Department's engineer who was present in the meeting was tasked by the MEC with compiling an urgent report on all infrastructure challenges facing the school.</p>		
No water supply	<p>The delegation noted that the school has no water supply and that they buy water from local families that have boreholes and filled Jojo tanks, costing R700 per 5000 litres. The nutritional programme is affected by the lack of water at the school.</p>	<p>The delegation resolved that the school should be prioritised by the Department and included in MEC's</p>	<p>28<sup>th</sup> February 2025</p>	<p>The school has received borehole on 20<sup>TH</sup> of May 2025.</p>

		<p>schooling programme in NDZ as the provision of water is a basic human right. Furthermore, the MEC Champion committed to adding the school to the priority list.</p>		
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No water supply	The delegation noted that the school has no water supply and that they buy water from local families that have boreholes and filled Jojo tanks, costing R700 per 5000 litres. The nutritional programme is affected by the lack of water at the school.		28 <sup>th</sup> February 2025	
Faction fights	The delegation noted that a case happened on the school premises where one learner stabbed another learner but no arrest was made (that happened in 2023)	The Principal together with the Department should convene a meeting with all local security structures including CPF, traditional leadership, ward safety forum, and station commander to address these challenges.	31 <sup>st</sup> March 2025	The school disciplinary committee implemented suspension to affected group of learners as per policy.  There were recommendations by SG on certain individuals to moved away.  Intervention by stakeholders, CPF, SAPS Spiritual leaders, Local municipality, DSD, Health tribal leaders doing awareness campaign at school for all learners. M Imbizo was conducted on 20th May 2025
Learner pregnancy	The delegation noted three cases of learners who were pregnant in the previous year.	The delegation resolved that the school	31 <sup>st</sup> March 2025	SNES and sister departments will be conducting awareness

		investigate partners of the learners The Department of Education together with the Department of Health work to launch the “My Life, My Future campaign” at the school and liaise with the Department of Health to assist.		campaigns on social ills 3 <sup>rd</sup> term 2025.
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#### 4. Nomgidi Primary School

Issue	Description	Resolution	Time Frame	Progress
Undocumented learners	The delegation noted the school has 14 undocumented learners not accounted for in the norms and standards allocated to the school. This matter affects the budgetary and planning processes of the school.	The delegation resolved that a task team led by the department with all relevant stakeholders such as Home	31 March 2025	Department of Home Affairs mobile office will visit the school in July 2025 to assist with the registration of the affected learners

		<p>Affairs, border authorities and Traditional Authority to devise a strategy to track and trace all undocumented learners.</p> <p>Compile a database and devise a strategy to address this matter.</p>		
Ablution facilities	The school has toilets for girls and boys though not in good condition and no toilets for educators.	<p>The delegation resolved that The District facilitate a process of procuring temporary toilets in the interim at the school for educators, and a new ablution facility to be prioritised for educators.</p>	31 <sup>st</sup> March 2025	<p>The service provider could not honey suck the toilet due to toilets being the traditional style, no main for sucking, matter reported. District prioritised building new toilets at the school the financial year 2025/26.</p>

### 3. KING CETSHWAYO DISTRICT

#### 1. Ntuthuko Primary School

Issue	Description	Recommendations	Time-Frame	Progress
Infrastructure	The delegation noted an increase in learner enrolment resulting in shortage of classrooms in the school.	<p>The delegation recommended that, for effective oversight, the infrastructure planning directorate at a provincial level must submit to the KZN Legislature a school improvement plan.</p> <p>The plan should provide clear timelines, measurable outputs, and budget.</p> <p>The plan must include, but not be limited to the</p>	28 April 2025	<p>The Works Inspector from District Infrastructure visited the school on 29 April 2025 to conduct the condition assessment to school facilities. Head Office Infrastructure Planning visited the District Infrastructure on the 15 May 2025 to discuss the 2026/2027 priority list of schools requiring infrastructure intervention.</p> <p>The district is processing request for the relocation of x mobile classrooms to</p>

		<p>following:</p> <ul style="list-style-type: none"> <li>● Erecting the fence.</li> <li>● Classrooms and special rooms</li> <li>● NSNP kitchen</li> <li>● Sports field.</li> <li>● Ablution facilities</li> </ul> <p>In the interim the Department should provide mobile classrooms.</p>	<p>Ntuthuko Primary School Waiting for the 2025 budget allocation.</p> <p>The infrastructure planning meeting of 15 May 2025 prioritize projects for 2026/2027 financial year. Ntuthuko Primary School prioritized for repairs and renovations, additional classrooms, ablutions, fencing.</p> <p>The 2026/27 infrastructure plan was then submitted to the Head Office – Infrastructure Planning and Delivery for implementation.</p> <p>The department has suspended all projects pre-construction stage due to funding constraints, in line with the instruction noted by the Provincial Treasury on 2 April 2025.</p>
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Infrastructure	The delegation noted an increase in learner enrolment resulting in shortage of classrooms in the school.		28 April 2025	
Frequent break-ins	The delegation noted several reported break-ins at the school where criminals steal school nutrition program groceries,	<p>The delegation recommended that various stakeholders such as SAPS, traditional and political leadership led by the department of Education and Social Development must devise a program to profile criminals in and around Melmoth area and assess their situation.</p> <p>Rehabilitation service interventions must be developed for the purpose of changing their behaviour.</p> <p>Planned and implemented interventions must be sent to KZN Legislature for effective oversight.</p>	07 Feb 2025	A meeting was held as recommendations with stakeholders. Some of community members volunteered to patrol the around the school in the evening. Since the last the Provincial Legislature there has not been case reported so far. With re to profiling and rehabili of criminals the school it difficult since they do reside in the same area

## 2. Mthonjaneni Secondary School

Issue	Description	Recommendations	Time-Frame	Progress
Shortage of water in the community	The delegation noted that Thubalethu community has a shortage of water, and this might affect the school water supply as the school has a borehole backup system.	<p>The delegation recommended that the District and Local Municipality, together with the Department of Education, submit a report of water challenges in the community and interventions to resolve this challenge.</p> <p>A progress report on the matter must be submitted to KZN Legislature.</p>	21 Feb 2025	The school has a functional borehole, which was drilled about 2 years ago.

School Section conversion	The delegation noted that, the school falls under Section 20 of the South African Schools Act of 1996.	The delegation recommended that the Department of Education must assess whether the school can financially manage itself and be converted to Section 21. The school must be assisted with compliance issues to meet the qualification criteria  Feedback on this assessment should be submitted to the KZN Legislature.	21 Feb 2025	The school has undergone training on how to manage School finances as stipulated in the South African Schools Act as well as policy on norms and standards. The school will submit its application on or before May 2025. The district is working with the school.  The application for conversion from Section 20 to Section 21 is attended to at the school.
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### 3. Emkhayideni Technical School

Issue	Description	Recommendations	Time-Frame	Progress
School Vandalism	The delegation noted regular school vandalism, where among other things, criminals break the fence, steal copper pipes, sink in bathrooms, damage classrooms and broke into the strong room,	<p>The delegation recommended that various stakeholders such as SAPS, Traditional and political leadership led by the department of Education and Social Development must devise a program to profile criminals and assess their situation and produce rehabilitation service interventions to change their behaviour.</p> <p>For follow-up, the school SGB through the district office must Submit to KZN Legislature, all case numbers of cases with evidence and those opened.</p> <p>It was also recommended that, the district office on a monthly base must monitor school</p>	07 Feb 2025	<p>The meeting of all stakeholders took place on the 11<sup>th</sup> of 2025. SAPS, Municipality, CPF, SMT and learners were part of the meeting.</p> <p>SAPS reported that they already identified 16 households with criminal elements who vandalized school and that they have made a remarkable progress towards apprehending criminal elements</p> <p>The following cases were opened after criminal acts took place in the school no. 120/4/2022, Case 399/7/2023, Case No 302/7/2024 and Case No 88/10/2024</p> <p>21/01/2025 PNS Radebe BC Ntombela from the district office visited the school</p>

		<p>improvement plan and progressed made on the issues raised during school functionality monitoring program visit.</p> <p>The portfolio committee on education must on quarterly base must monitor progress made on the issues raised during this visit. Planned and implemented interventions must be sent to KZN Legislature for effective oversight.</p>		<p>support co-curriculum activities</p> <p>22/01/2025 Mr SA Mnq visited the school to pre the SMT about upcoming by the members of KZN Legislature</p> <p>28/01/2025 Follow up v the school was conduct after the visit by the Legislature</p> <p>24/01/2025 The Legisla visited the school</p> <p>18/02/2025 Mr SA Mnq visited the school to mo and support the implementation of resol</p>
Lack of security guard	The delegation noted lack of security and thus lack of funds from the department. It was also noted that the traditional leadership	The delegation recommended that the Department of Education at a district level, traditional and political leadership must devise a strategy to provide security services at school.	07 Feb 2025	The Department of Edu met with the traditional leadership to discuss th of security in schools an Mzingazi area. The tradi leadership committed to provide security service

	<p>provided a security company and was chased away.</p>	<p>The department in collaboration with traditional leadership must monitor these services and ensure that personal interests do not supersede teaching and learning.</p> <p>SAPS must continuously monitor improvement on the matter and ensure security services are, and without disruption, provided in the school.</p>		<p>The Circuit Manager will meet up with the school and the Traditional Council. On 15 June 2025 a formal funding request was made to Inkhosikati Mbonambi for day and night security guards.</p>
<p>Norms and standards</p>	<p>The delegation noted tranche payment by the resource planning directorate which often delays allocation of norms and standards thus hinder services at school.</p>	<p>The delegation recommended that the department of education- resource planning directorate - must review the tranche payment system for norms and standards and provide it timeously.</p>	<p>31 Jan 2025</p>	<p>The district communication with Resource Planning and Budget Office at Head Office. Furthermore, it is noted that tranches to schools are not released on time due to financial constraints from the province.</p>

		An update on the matter must be submitted to the KZN Legislature.		Allocations have been o and is awaiting the run. expected date is 04/07/
School Maintenance	The delegation noted lack of school maintenance.	<p>The delegation recommended that the department of education must submit the school maintenance plan and ensure maintenance is regularly done. The school must also play its role in ensuring maintenance.</p> <p>It was also recommended that the school may visit Mthonjaneni high school to draw lessons on maintenance related matters.</p>	07 Feb 2025	<p>The school will be enlist the 2026 Internal Mainto Plan. Maintenance coul be done in 2025 financi due to budgetary constr</p> <p>The SMT led by the prin DCES and CES visited Mthonjaneni High Scho the 14<sup>th</sup> of February 202 first part of the visit delt the conversations on curriculum managemen monitoring.</p>

#### 4. Siphumelele Secondary School

Issue	Description	Recommendations	Time- Frame	Progress
School vandalism	The delegation noted regular school vandalism,	The delegation recommended that various stakeholders, such as SAPS, Traditional and political leadership led by SAPS, the Department of Education, and Social Development, must devise a program to profile these criminals and assess their situation and produce rehabilitation service interventions to change their behaviour.	07 Feb 2025	<p>The meeting of all stakeholders took place on the 11<sup>th</sup> of April 2025. The Municipality, SGB, CP, and learners were present at the meeting.</p> <p>SAPS reported that they have already identified 16 households with criminal elements who vandalize school and that they have made remarkable progress in apprehending them.</p>

School Section conversion	The delegation noted that, the school falls under Section 20 of the South African Schools Act of 1996.	<p>The delegation recommended that the Department of Education must assess whether the school can financially manage itself and be moved to Section 21.</p> <p>It was also recommended that the school continue to apply for section conversion until such time as they are approved and ensure that they meet all the requirements.</p> <p>Feedback on this assessment should be provided to the KZN Legislature.</p>	21 Feb 2025	The school was assi commence with the of applying for Sectio to meet the requirem thereof. This is a pro matter that will be co pending approval
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Water and Electricity	The delegation noted high electricity and water bills and that, when the school has not paid, they get cut off.	<p>The delegation recommended that the district department of education, local municipality and school SGB must further discuss the matter with the Local municipality to come up with the best suitable solutions.</p> <p>For effective oversight, outcomes should be submitted to the KZN Legislature.</p>	25 Feb 2025	<p>The District Finance negotiated with local municipality and the of water and electricity continued.</p> <p>The school will be expected to pay the full amount. The basic allocation for 2025 was received in July and the school is in the process to pay the total amount of R100 000 remaining balance used by the school for its to-day functioning of school.</p>
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<p>Poor Workmanship</p>	<p>The delegation noted a report on poor workmanship during school construction.</p>	<p>The delegation recommended that the infrastructure delivery unit compile a full report on poor workmanship and identified defects and how contractors would rectify all areas of concern.</p>	<p>25 Feb 2025</p>	<p>Infrastructure Delivery together with IDT have engaged the contractor back to site and rectified defects.</p> <p>Poor workmanship has been attended to by IDT and contractor.</p>
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## 5. PINETOWN DISTRICT

### 1. Mandosi Combined School

Issue	Description	January 2025 Resolution and Time Frames	Progress as reported by the Department.	Researcher's Observation
School Rationalisation and Realignment Programme	Noting that the school is a combined school, and there is a need to separate the schools in line with the South African Schools Act	The delegation resolved that the district should initiate consultative meetings with stakeholders to discuss the relocation of either a primary or secondary school to a separate site.	Meetings were held with the School Governing Bodies (SGBs) and parents of both Mandosi Combined School and New River Combined School. These were followed by meetings with the traditional leadership (22nd of June 2025) and organised labour, viz. SADTU and NATU (27th of June 2025).	A resolution was taken that Mandosi would be a primary school, and New River would be a secondary school. The discussions are at advanced stages.
Rejected plans and designs	Noting that appointed consultants submitted plans/designs for the school building and were sent	The delegation resolved that the Head Office should follow up on the resubmission of plans and	The designs will be for the combined school, as the site cannot accommodate a secondary and primary school.	Based on the resolution that was taken by stakeholders, the designs for the school should be for a primary

	<p>back to DBSA in October 2024, as the department's architects did not approve them.</p>	<p>designs and ascertain whether the designs are for a combined school.</p>	<p>There are no alternative sites in the area to accommodate two schools.</p> <p>The project is at a concept and viability stage, with stage 1 designs approved. The project is, however, not accelerated as the department has suspended the implementation of projects in the pre-construction phase due to budgetary constraints. This is in line with the instruction note issued by the Provincial Treasury (2 April 2025).</p>	<p>school.</p>
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Rejected plans and designs				
Underqualified educators	Noting that the school started as a primary school and has educators teaching secondary school subjects with primary school qualifications, affecting the grade 12 results.	The delegation resolved that circuit management should assist the school with the placement of suitable educators.  Twining of the school with Emachobeni Secondary School educators for capacitation.	The working relationship between the Departmental Heads for both schools was established. Two schools agreed to do an analysis for every school term together, and they started doing that for Term One.  It was a challenge to place new educators since the school had a PPN of 19. Instead, a single transfer was instituted for a history teacher who resigned in October last year.	The school has not implemented the resolution; however, educators were profiled in the preparation for the split that was anticipated.
Container	Noting that the	The delegation	This could not be	The district officials

wrongly positioned	container used as a kitchen is in a place with running water underneath.	resolved that the container needs to be relocated to a dry area.	implemented due to the moratorium on issuing of orders.	came to conduct an assessment. The principal identified sites where the container could be moved to but it has not been moved.
Dilapidated ablution facilities	Noting that the school has dilapidated ablution facilities that are no longer in use and are a safety risk to both learners and teachers.	The delegation resolved that the ablution facilities should be dismantled.	Abandoned toilets will be demolished to accommodate new infrastructure. A recommendation was made that no further investments should be made in renovating or demolishing old toilets, as this requires funds.	The demolition was paused as Umgeni Water identified the area as a wetland and wants to protect it. Umgeni Water was still looking at safer ways to demolish without destroying the wetland.
Water drainage	Noting that there is water running all over the yard, creating a hazardous situation for learners and educators.	The delegation resolved that the district should come up with a drainage system to channel the water.	Consultants appointed to undertake the design will ensure there is an effective strategy to manage water in the school.	An assessment was conducted, but it was resolved that it would be wasteful expenditure to deal with the issue as the school was waiting building of a new school structure.
Scholar	Noting that the			

Transport	learners from both schools will require learner transport			
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## 6. UGU DISTRICT

### 1. NTABA PRIMARY SCHOOL

Issue	Description	Resolution	Time Frame	Progress
Fencing	The fence is generally old, and it has damages.	The Department should prioritize replacing the school fence.	2025/2026	Fencing has been included on priority list for infrastructure projects for 2025/26 FY and will be implemented should there be funds available.
Grade R	The school has a shortage of grade r classrooms.	The Department should prioritize the school for the construction of extra classes or convert some of the offices once the admin building has been completed.	6 months	Construction of the of administration block is underway, once the project completed, the classrooms previously used as the administration office will be available for use by Grade R
Access road	The road going to the school is very bad.	The Department of Transport and the Municipality should service the road.	Ongoing	This is a competency of the KZN Department of Transport.
Birth certificates	Some learners do not have birth	The Department should liaise with	Ongoing	The department of Education liaised with the Department

	certificates.	the Department of Home Affairs to ensure that learners are issued with birth certificates.		of Home Affairs to support six learners who were reported to not have birth certificates (IDs). Five learners were assisted with application as they are South African citizens. The sixth learner is from Lesotho and therefore status remains unchanged.
Victims of Child abuse	There are victims of child abuse enrolled in the school.	The Department of Education must monitor the children and give them psych-social support.	Ongoing	<p>The school was visited on the 27-01-2025 and it was found that two learners were victims of abuse. These two incidents happened in the year 2023 at their homes, both cases were attended to by the Department of Social Development (DSD).</p> <p>One learner was removed by a Social Worker who subsequently assigned the case to Inathi Child and Youth Centre in Oribi Flats and the other learner has progressed to Hafuleni Secondary. Both learners have been receiving counselling from DSD.</p> <p>Psycho-social Support Services will conduct a school visit at Hafuleni Secondary before the end of term 2 to support the learner that has progressed.</p>
Learner transport	There are learners walking over 5KMs to school.	The Department of Education should prioritize the school for learner transport.	2025/2026	The school is on the district standby list pending budget availability and the new transport contract to be

				<p>implemented in 2026.</p> <p>Unfortunately, the budget for the learner transport programme is insufficient to cater for all qualifying learners in the province.</p> <p>Currently, there are 1,148 schools on the waiting list that are not benefiting due to budgetary constraints.</p>
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## 2. JOLWAYO SECONDARY SCHOOL

Issue	Description	Resolution	Time Frame	Progress
Birth certificates	Some learners do not have birth certificates.	The Department should liaise with the Department of Home Affairs to ensure that learners are issued with birth certificates.	Ongoing	<p>The department has been meeting with the Department of Home Affairs on undocumented learners.</p> <p>Out of the 50 learners who had no IDs and</p>

				were assisted with applications, 29 have since received their numbers.
Teenage pregnancy	Teenage pregnancy is very high in the school.	The school health team from the Department of Health should intensify raising awareness against teenage pregnancy.	Immediately	Awareness campaign and community dialogue was conducted on 1 March 2025.  Parents committed to engage on parent-teacher communication about sexual reproductive health issues with their children, both girls and boys
Media centre books	The media centre does not have books.	The Department of Education working with the Department of Art and Culture should work together to ensure that the school has books.	2025/2026	Books to be delivered the 22 <sup>nd</sup> July 2025.
Computer lab	The computer lab does not have computers.	The Department should prioritize procuring computers for the school.	2025/2026	Work in progress.
Infrastructure	The school	The department of	3 months	The repairs have been

damage	infrastructure was damaged by the storm wind.	Educations should prioritize the school for infrastructure repairs.		delayed due to budgetary constraints
Hysteria	Due to unknown reasons, girls scream and collapse.	The Department of Education, Social Development and the SGB should devise a plan to deal with hysteria.	February	This matter is being attended by the two departments, however there has been no recurrence of hysteria

### 3. INALA PRIMARY SCHOOL

Issue	Description	Resolution	Time Frame	Progress
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<p>Birth certificates</p>	<p>Some learners do not have birth certificates.</p>	<p>The Department should liaise with the Department of Home Affairs to ensure that learners are issued with birth certificates.</p>	<p>Ongoing</p>	<p>A list was compiled and submitted to the circuit manager for consolidation, where 08 learners without birth certificates were identified. DSD social worker visited the schools on 12/03/2025 to address the issue with the parents of these learners.</p> <p>One out of the eight learners has received birth certificate. For remaining 7 learners parents have applied and are waiting for interview at Home Affairs. One of these learners has since transferred.</p>
<p>NSNP</p>	<p>The service provider is defaulting and does not get paid on time by the Department.</p>	<p>The Department should pay the service provider on time.</p> <p>The services providers should be replaced in line with the policy if they don't deliver.</p>	<p>Ongoing</p>	<p>The delay in payments were due to compliance delays by the Service Provider. This has since been resolved and the programme is running smoothly.</p>

School yard	There's unwanted soil and concrete material that needs to be removed.	The Ray Nkonyeni Local Municipality committed to bring the yellow plant to level and dispose unwanted material.	1 week	Ray Nkonyeni Municipality assisted school with levelling ground and removed unwanted material.
Substance abuse	Some learners have been found consuming alcohol and smoking.	SAPS must increase raising awareness against drugs and substance abuse and conduct random search.	ongoing	The department in partnership with the SAPS conducted an awareness campaign on substance misuse and substance abuse on 28 <sup>th</sup> of January 2025.
Administrator vacancy	The vacancy of the Administrator has not been field.	The Department should prioritize filling the existing vacancy even if it is through EPWP.	3 months	The department can fill the said post due the moratorium on fi of posts. The department is explor the possibility of appointing an in-serv intern.
Disabled learners	Some learners enrolled in the school are mentally challenged.	The Department of Social Development should profile the learners and give the necessary support including placing them in relevant schools.	Ongoing	Department of Social Development has vis the school and assist with profiling learner

Sport field	The Sport field is has grown up grass.	The Ray Nkonyeni LM committed to cut grass and maintain the sport field.	1 week	Ray Nkonyeni Municipality has assisted in cutting the sports field grass at school.
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#### 4. GEORGE MBHELE

Issue	Description	Resolution	Time Frame	Progress
Ablutions	All ablutions for learners are not in good state.  The flushing ablutions built with the school remain unused because there was a lack of water supply.	The school, through its budget should reconnect the existing flushing toilets to the Municipal water since there're no more water cuts.  The current mobile toilets should be serviced regularly.	6 months  Ongoing	The school received sponsorship for construction of new ablution block. This was completed and handed over to the school in April 2025
Sporting facilities	The school does not have a sport field, but it does have a space that could be sufficient for a combo-court.	The Department of Education should work with the Department of Sport to ensure that the school has a sport field.	2025/2026	The application for construction of a combi court was sent to DSAC in May 2025, they have acknowledged receipt. The department is awaiting a response to the application.
NSNP	The service provider is defaulting and does not get paid on time by the Department.	The Department should pay the service provider on time.  The services providers should be replaced in line with the policy if they don't deliver.	Ongoing	The delay in payments were due to compliance delays by the Service Provider. This has since been resolved and the programme is running smoothly.

Substance abuse	Substance abuse is high in the school and compromising school safety.	The Police must increase visibility, conduct random searching, and increase awareness.	Ongoing	The school conducted an awareness campaign on substance misuse and substance abuse on the 14 <sup>th</sup> of March 2025.
Learner transport	Learners are walking long distances to school from Stick farm and Melville where there is no high school while some arrange their transport.	The department should prioritize the school for learner transport.	2025/2026	The school has been added to the priority list of the district. Unfortunately, the budget for learner transport is insufficient to cater for all qualifying learners in the province. Currently, there are 1 148 schools on the waiting list who are not benefiting due to budgetary constraints.
Pregnancy	Teenage pregnancy is high in the school.	The school health team from the Department of Health should intensify raising awareness against teenage pregnancy.	Ongoing	SNES conducted a workshop for the school during the second term  Department of Health will schedule an awareness campaign toward the middle of the 3 <sup>rd</sup> term

## 5. TRANSVERSAL RESOLUTIONS

Issue	Description	Resolution	Time Frame	Progress
Vacancies	There are existing vacancies in the district office and in schools.	The Department should fill the existing funded vacancies.	6 months	There is a moratorium on filling of posts, especially for office-based posts. Through the CMTT, DTT and PTT processes for surplus educators have been placed at schools. FTAs for critical posts were appointed. The process is in progress.

Water	Most rural schools do not have running water.	The Department should liaise with the District Municipality to ensure that all schools have running water.	2025/2026	A list of schools requiring municipal water supply was sent to uGu District Municipality. Principals have been directed to apply for municipal water supply which is currently waiting for the departmental borehole programme. The said programme will require funds from infrastructure budget, and this is currently not available due to budgetary constraints.
Ablutions	Majority of schools are using pit-latrines and mobile toilets.	Where there is running water, schools' ablutions should be upgraded using available budget.  The schools should establish relationships with the private sector for sponsorships.	Ongoing	The district has a programme for Sanitation Upgrades. This is implemented in a phased approach depending on the availability of funds.
Birth certificates	Some learners do not have birth certificates.	The Department should liaise with the Department of Home Affairs to ensure that learners are issued with birth certificates.	Ongoing	There is ongoing engagement with the Department of Home Affairs on a quarterly basis to assist learners to obtain identity documents.

## 7. UMGUNGUNDLOVU DISTRICT

### 1. Georgenau Combined School

Issue	Description	Resolution	Time Frame	Progress
Infrastructure	<p>The delegation noted that the school has old, leaking galvanized pipes, which led to a high-water bill. At times, the water produced rusty water, which was hazardous to the school community.</p> <p>The delegation noted that the school's roof was leaking.</p> <p>The delegation noted a shortage</p>	<p>The Department of Public Works was recommended to visit the school to assess its infrastructure needs. The district will prioritize the school by adding it to the renovations and additions list.</p> <p>It was recommended that the district should fast-track their application for portable toilets.</p>	<p>28 February 2025</p> <p>Waiting for the approval</p>	<p>The school is placed on the priority list however the department has suspended all projects at the pre-construction stage due to funding constraints. This is in line with the instruction note from the Provincial Treasury dated 2 April 2025.</p>

	<p>of learners' ablution facilities as the school was previously a primary school.</p> <p>The delegation noted that the school had smaller classrooms because it was a primary school.</p>			
<p>The educator who has been on prolonged sick leave</p>	<p>The delegation noted that the school had an educator who would be away from school without a valid reason. He has been put on unpaid leave several times, but that has not helped. The educator has not reported to duty for most of the fourth quarter and the start of the academic year.</p>	<p>It was recommended that the Circuit Manager should investigate and deal with the matter accordingly.</p>	<p>End of fiscal year</p>	<p>The Circuit manager investigated the matter; the educator was advised to complete all outstanding leave forms and submit to the school. All leave forms were submitted to leave -section. Later the educator was declared as a surplus and was placed at Ekhamanzi Primary where he is gainfully employed. The matter was therefore resolved</p>

Cleanliness	The delegation noted that the school was quite dirty, the ablution facilities had pungent smells, the sanitary bins were full, the classrooms were dusty, and there were cobwebs around the school. The school had three SGB-paid cleaners, but there were no cleaning materials.	The school was recommended to supervise the cleaners and ensure that cleaning materials are available.	28 February 2025	The School Management Team (SMT) has implemented a duty roster to maintain cleanliness in the toilets at Georgenau.  The SMT is closely monitoring the situation and overseeing the school's maintenance. The school is kept clean now.
Vacant post	The delegation noted that the school had not had a Languages Departmental Head since the second term of 2024; learners were without an educator for three	It was recommended that the school have someone fill the post and apply for a substitute. The district should ensure that a substitute is given to the school urgently.	28 February 2025	Interviews for the Departmental Head position have been conducted, and a teacher has been selected. Although a dispute arose, it was dismissed on May 5th, and the appointment has since been finalized.

	terms. No substitute was given as no one was acting on the post.			
Stakeholders	The delegation noted that the school did not have a good relationship with stakeholders, as the Department of Social Development stated it did not have a good relationship with the school.	It was recommended that the school LSA engage with the social worker and work together to educate learners on social issues that affect them.	28 February 2025	The Department of Social Development has initiated programmes with the school and has visited twice to empower learners on issues affecting them.
School Leadership	The delegation noted that the school leadership was not at a level that shows strong school leadership.	It was recommended that the district capacitate the school's SMT on their roles and responsibilities and closely monitor them.	28 February 2025	The Circuit manager organized the workshop to capacitate the SMT. It was done successfully. MDT also visited the school to capacitate the SMT. The school was also invited to attend the SACE workshop, which focused on school management.
<b>New Issues</b>				

Vacant post	An educator who specialized in Economics (grade 10-12) and taught EMS and LO had been promoted to a higher post and left to teach at Thornville Primary.			
Sick leave	The school had an educator that did not return to school in the third term as he/she had had a hip replacement. The school had approached the District for a substitute but had not received a substitute.			

## 2. Mpolweni Secondary School

Issue	Description	Resolution	Time Frame	Progress
Infrastructure	The delegation noted that the storm had damaged the school's old roof, which was hanging on by a thread.	<p>The Department of Public Works was recommended to visit the school and assess its needs. The district has included the school on the prioritized list of schools to be renovated and upgraded.</p> <p>The district was recommended to explore how the school can be assisted regarding fencing.</p>	28 February 2025	The department has suspended all projects pre-construction stage funding constraints, in line with the instruction not to the Provincial Treasury 2 April 2025.

Water	The delegation noted that the school did not have running water as the municipality owed it.	<p>It was recommended that the principal visit the Municipality to check if the district has paid the water bill, as the 40% allocation was not given to the school and was supposed to go towards paying for the utilities. If not paid, the principal should revert to district finance.</p> <p>It was recommended that they work with the local municipality to address the water pressure issue and install a water tank.</p>	28 February 2025	The school currently has access to water, and the department has covered the cost wherein the debt has been reduced from R230,000 to R59,000
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Ablution Facilities	The delegation noted that the learner's ablution facilities were full and needed to be dislodged.	It was recommended that the district track their submission for the demolition and repairs.	30 January 2025	The department has suspended all projects pre-construction stage funding constraints, in line with the instruction not to spend from the Provincial Treasury until 2 April 2025.
Camera's	The delegation noted that some of the cameras were no longer working.	It was recommended that the uMshwathi Municipality send someone to do an assessment and assist the school in fixing the cameras.	28 February 2025	The cameras are still not operational. However, the municipality has commenced installing additional cameras and repairing the existing ones.

Combo Court	The delegation was informed that the school previously had a combo court, but it was removed when it expanded. The Department of Education said it would build the combo court elsewhere on school premises, but that has not happened.	The combo court did not form part of the scope; the school must apply for the combo court.	28 February 2025	A letter was written to the municipality. The council has been assisting in coordinating.  The district will have to wait for the funds to be made available for the construction of the Combo Court. The school combo court will be prioritized in the next financial year.

Learner Transport	The delegation noted that the school was the only secondary school in the area, and learners had to walk long distances to get there, which influenced the high dropout rates. This issue was raised at Albert Falls Primary School two years ago.	It was recommended that the school apply for Learner Transport and follow due process. The department also built a new Albert Falls school to relieve Mpolweni Secondary School.	28 February 2025	The school is on the district priority list. However, the budget for learner transport is insufficient to accommodate all qualifying learners in the province. Currently, 114 schools remain on the waiting list and are not benefiting due to budgetary constraints.
Vacant posts	The delegation noted an increase in the school's PPN and three vacant posts.	The district was recommended to place an educator from their surplus educators at the school.	07 February 2025	Three teachers have been placed according to the school PPN.



### 3. Asande Secondary School

Issue	Description	Resolution	Time Frame	Progress
Infrastructure	<p>The delegation noted with concern that the December 2022 storm had severely damaged the school's administration block, blowing away the roof. This has created an urgent need for action.</p> <p>It was also noted that the structural integrity was not sound.</p>	<p>It was recommended that the district provide mobile classrooms to be used as the admin block in the interim; this would address the school's overcrowding.</p> <p>The district reported that pending budget availability, the school will be added to the priority list for renovations and additions for the next fiscal year.</p>	<p>28 February 2025</p> <p>30 May 2025</p>	<p>The school is prioritized in the lists of Upgrades and Additions; however, the department has halted new projects or entering in new commitments as per instruction note from the Provincial Treasury dated 2 April 2025.</p>

Vacant post	The delegation noted that the school PPN had increased by one, and an educator was required to fill that post.	It was recommended that the district should place an educator from their surplus educators at the school.	27 January 2025	An educator was placed against the vacant post.
Ablution Facilities doors	The delegation noted that the doors in the girls' ablution facilities had become unhinged, resulting in a lack of privacy.	The school was recommended to buy the doors using their norms and standard allocation.	30 March 2025	Ablution facilities doors were replaced during term 1 holidays
Orphaned and Vulnerable Children (OVC)	The delegation noted that learners lived without parents and participated in activities that affected their schooling.	It was recommended that the principal submit a list of OVCs for the Department of Social Development to follow up on.	03 February 2023	DSD visited the school and commenced implementing relevant programmes.  All identified learners are being attended to in that they receive food parcels from the DSD team.

Admin Clerk	The delegation noted that the school did not have an administrative clerk. The clerk had moved up to being an educator in a different school, leaving the post vacant.	It was recommended that the Portfolio Committee on Education deliberate on the matter, as there was a moratorium on hiring non-teaching staff.	Ongoing	There is a moratorium on all administrative posts, which has affected the filling of non-teaching posts.
Educators are abandoning their posts.	The delegation noted that educators in Impendle were abandoning their posts because they were threatened through SMS, and the district allowed them to report to the district.	It was recommended that the district, working with SAPS, further investigate those matters, as this created a massive problem for the schools in Impendle.	Ongoing	The investigation is ongoing

#### 4. Sithunjwana Full-Service School

Issue	Description	Resolution	Time Frame	Progress

<p>Infrastructure</p>	<p>The delegation noted that the school had fewer classes than educators (17:21), and some educators had to share a class.</p> <p>The school also had learners with disabilities; however, their classroom was too small, and there was not enough room.</p>	<p>It was recommended that the district provide mobile classrooms.</p> <p>The district reported that pending budget availability, the school will be prioritised for renovations and additions for the next fiscal year. The district also mentioned that they would investigate how they can assist with the kitchen.</p> <p>The Department of Public Works shared with the delegation that the cracked block needed plasterwork, but the structure was still sound, and if funding were available, it could be done in six weeks.</p>	<p>28 February 2025</p>	<p>The department has resolved to relocate mobile classrooms as and when they become available. This is due to funding constraints and the department is guided by the instruction note from the Provincial Treasury dated 2 April 2025.</p>
<p>No running water</p>	<p>The delegation noted that the school had no running water,</p>	<p>It was recommended that the district conduct an assessment.</p>	<p>31 January 2025</p>	<p>The department has not conducted the assessments understanding the moratorium in commencing new</p>

	<p>and even though there was a water meter, the uMgungundlovu District Municipality could not provide running water. It was sending water tanks, but they, too, had challenges.</p>	<p>If the evaluation is favourable, they will provide a borehole. The school mentioned that a previous appraisal showed that water was available.</p>	<p>30 March 2025</p>	<p>infrastructure projects due to financial constraints. This is also in line with the instruction note from the Provincial Treasury.</p>
<p>School Camera's</p>	<p>The delegation noted that the school had cameras that were no longer operational due to the storm.</p>	<p>It was recommended that the school intensify their fundraising and approach the telecommunications industries with towers in the area to ask for donations for the cameras.</p>	<p>30 March 2025</p>	<p>The cameras are still not operational, and the funds raised were used for other, more pressing necessities.</p>

Budget Allocation	The delegation noted that the school was not receiving the full allocation but was receiving two tranches (instalments) that only allowed them to focus on teaching and learning.	It was recommended that the Portfolio Committee on Education follow up on the matter, as the Department of Education's head office manages it.	Ongoing	Allocations are being received in small tranches on an ongoing basis due to budgetary constraints.
Combo Court and Soccer field	<p>The delegation noted that the school's combo court needed renovation, as it was in poor condition.</p> <p>It was also noted that the school did not have a soccer field. Instead, it used community grounds close to a river, and learners sometimes swim in the river when the educators</p>	The Portfolio Committee was recommended to refer the matter to the Department of Arts, Sports, and Culture.		The combo courts have not yet been renovated due to financial constraints.

## 8. UMKHANYAKUDE DISTRICT

### 1. Cwakeme Secondary School

Issue	Description	Resolution
Fencing/security	The school is not properly fenced. The fence is weak and compromises the safety and security of the learners and staff.	<p>Fencing is a physical safety measure that helps to prevent unauthorised access to school premises. The Department of Education takes school safety very seriously and as an apex priority the department has put in place various policies and measures to ensure the safety of all learners, educators and relevant stakeholders in schools.</p> <p>Therefore the Department must implement these policies and measures to ensure the safety of learners and educators.</p> <p>Fencing is well and good, but criminals can vandalise it. The SGB must mobilise the community to make sure that the school is secured.</p>
Borehole/water	The school has a borehole that is not functional. The school relies on rainwater. During the dry season, when there is no water in the <i>Jojo</i> tanks, the school buys water from a local farmer.	<p>The District Municipality Mayor must undertake to assist the school to fix the borehole and that within 7 days, the Municipality Water Services will bring the school to dig and fix pipes so that the school will receive water from the municipality.</p> <p>The Department of Education must ensure that the school has access to clean water. The District Office and the Principal of the school must follow-up with the Mayor's Office and submit a progress report to the Legislature.</p>
Infrastructure/cracks	Grade 12 classrooms have major cracks.	Assessment to determine the problem.

Staffrooms/lack of cooling system	<p>The school needs extra classrooms</p> <p>The staffrooms are hot and there is no air conditioning.</p>	<p>be conducted. The Director made an undertaking that the Department will repair classrooms that are cracking.</p> <p>Therefore the Department must make sure that the school gets extra classrooms to prevent overcrowding. And that repairs of Grade 12 classrooms are done expeditiously.</p> <p>The District Mayor made an undertaking to instal air-conditioning equipment in the staffroom.</p> <p>Therefore the District Office and the Department must follow-up with the Office of the District Mayor and report to the Legislature research within two weeks.</p>
Physical Science Educator	The school has a new qualified Physical Science educator. However, the educator is struggling to teach the subject.	<p>Chief Director, Dr Chonco, and the District Director made an undertaking that the Department of Education will come up with an intervention plan to assist the educator.</p> <p>The delegation resolves that the Department of Education must send lead educators and subject advisors to assist the educator and provide the intervention plan to the legislature.</p>
Crossing bridge	There is a river/stream learners and educators cross to reach the school. When the river overflows, learners often cannot go to school because the flooded river effectively cuts off access to education during periods of heavy rain.	The Department of Education must coordinate with the Department of Transport and Communications Works to construct the bridge, as part of the <i>Welisizwe</i> rural bridges programme. The Department is building crossings in rural areas.
Carports/Shelters	The school does not have carports/shelters for educators' vehicles. Sun exposure compromises educators' vehicles' paint jobs and can cause it to bubble.	The Department of Education (District Office), SMT and the SGB must raise funds and encourage local businesses to build carports/shelters for the school.

Drugs/Alcohol abuse	There are a few and isolated cases identified at the school. However, the challenge is that they (educators) are not in position to identify drugs, let alone identifying the type of a drugs a learner may have taken, except dagga because it is common.	Working with all relevant departments as the Department of Social Development, Department of Health, SAPS, the Pr the SGB must organise a drug abuse awareness workshop at the school educate learners and parents about dangers of drug abuse.
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## 2. Isiphosabadletshe High School

Issue	Description	Resolution
Classrooms/overcrowding	The classrooms are overcrowded. The school needs extra classrooms.	The Department of Education must build new classrooms for the school.  Whilst waiting for the building of new classrooms, to avoid overcrowding in classrooms, school can implement strategies like creating flexible seating options with different start times and use online learning platforms for certain subjects – where feasible.
Kitchen	The school has a kitchen to prepare food for learners and the food is stored in the kitchen. However, the kitchen is not suitable to store food because it is small.	The Department of Education to make the kitchen suitable to prepare and store food for the school.
Learner Transport	The school benefits from the Learner Transport Programme. There were two buses allocated to the school. However, a local taxi association blocked and threatened learner transport operators from ferrying learners to schools. As a result, use of one of the buses was discontinued.  Consequently, there are many children	The Chairperson of the SBG, also a member of the local taxi association, indicated that the local taxi association has come to its senses, and realised that this action is not beneficial to anyone.  The taxi association will no longer block and threaten the learner transport operators. Instead the association will support some of the schools' projects e.g. buy uniform for indigent learners.

	<p>who are eligible but do not benefit from the transport programme. Some walk about 10km; this has a negative impact on teaching and learning. It also compromises the safety and security of the learners.</p>	<p>Considering that the challenge local taxi association has been the Department of Education must ensure that the school gets adequate transport.</p>
Pit toilets	<p>The school is using pit toilets. Because of lack of water in the school.</p>	<p>South Africa's Department of Basic Education (DBE) has a policy to replace pit toilets in schools with better sanitation facilities. The Sanitation Approaches for Education (SAFE) initiative is the programme that is carrying out this policy.</p> <p>The Department of Education must implement its policy and replace pit toilets with better sanitation facilities.</p>
Asbestos	<p>The school classrooms have asbestos roofs.</p>	<p>Asbestos was banned in South Africa in 2008. It is a health hazard to learners, workers and the environment. The Department must initiate a process to appoint a competent service provider to remove the asbestos.</p> <p>The Department must submit a plan with timeframes to the Legislature indicating when the asbestos will be removed.</p>
No library	<p>The school does not have a library.</p>	<p>The Department of Education, the SGB and the community should approach the private sector and request a donation of books, building and material for the school library.</p>
Faction fights ( <i>izimpi zezigodi</i> )	<p>The issue of faction fighting, a problem of tribal unrest which has persisted for a long time. The school is not unaffected because the school caters for learners from different villages in the community.</p>	<p>The SGB, working with the local leadership (<i>inkosi</i> and <i>izinduna</i>), the Police Station and the District School Commissioner must take this matter seriously to prevent escalation of faction fights into a full-blown conflict.</p>

		All relevant stakeholders must be made aware and combat the problem of faction fighting. The above-mentioned stakeholders together with learners must initiate a roadshow, a door-to-door campaign and a communal gathering through which they try to broker peace between the factions.
Paving	The school quad (yard) is currently difficult for learners to use, especially during the rainy season.	The Department to fundraise, engage the private sector. Paving a school can create a safe and attractive space for learners to learn, play, and socialize. Paving can also protect underlying surfaces, surrounding structures from rainwater and prevent erosion, mud and dust which can be a health hazard to both learners and educators.
Vacant Posts	The posts of Deputy Principal and one departmental head are vacant.	<p>The principal indicated that the process of filling the post has been initiated. Interviews will be held on 4 February and on 6 February, the school will submit a recommendation to the Department of Education District Office.</p> <p>The Department of Education must expedite the appointment of the Deputy Principal.</p> <p>The Principal and the SGB must submit a motivation to the district for the filling of the vacant post of the departmental head.</p>

### 3. Makhana Primary School

Issue	Description	Resolution
Fencing/safety	The school is not properly fenced.	<p>The District Director indicated that the Department has a plan to fence the school.</p> <p>The Department must report progress.</p>

		the legislature.
Ablution facilities	<p>The school does not have sufficient gender-separated, functional ablution facilities for educators and learners. There is one toilet for 34 educators and one for 106 learners.</p> <p>There is no water for flushing toilets. As a results, the school is using pit toilets.</p>	<p>The District Director indicated t of ablutions facilities at the sch reported to the Head Office.</p> <p>The Department to give a progr w.r.t the building of proper and ablution facilities at the school.</p> <p>The Department must prioritise facilities for EDC.</p>
Classrooms	<p>Grade R class ratio: One is to 20. Because there is not enough classes for Grade R, at the school, class ratio is one to 35.</p> <p>Classrooms roofs leak when it is raining.</p> <p>Class floors are damaged and are dangerous to learners and educators.</p>	<p>The Department resolved not to homes any longer because it is budget spent on building of a p equal to the building a normal c with brick and mortar. However, Director, Dr Chonco, made an un that the Department will take fro schools that have park homes b need them anymore and bring t Makhana.</p> <p>The delegation, therefore, resolv Department must provide the s least two park homes as a temp measure whilst the Department to build proper classes.</p>
Textbooks/and stationery	<p>The school has not received textbooks and stationery for the 2025 academic year.</p>	<p>The Department has appointed provider to deliver textbooks and</p> <p>The Department must make su school receives textbooks and s and reports progress to the Leg</p>
Library and laboratory	<p>The school does not have a library and laboratory.</p>	<p>The Department to fundraise fo lab and equipment such as lapt tablets.</p>

#### 4. Mandla Mthethwa School of Excellence

Issue	Description	Resolution
Infrastructure/ maintenance matters	<p>Drainage system in the kitchen needs some maintenance.</p> <p>Plumbing system at the hostel and school toilets needs some fixing.</p> <p>Flooding in the classrooms and offices if there are heavy rains.</p> <p>Lights (around the school and pathways). Major problem being that the type of lights installed in the school are no longer manufactured/produced.</p> <p>Relocation of the electricity DBs (at the pool and at the workshop). When it rains, water drips straight into the DBs and this is extremely dangerous.</p> <p>Delayed visits by the Honey Sucker.</p>	<p>The Department of Education must attend all infrastructure and/or maintenance issues at the school and present a report, with timeframes, to the Legislature.</p>
Staff vacancies	<p>There are vacant posts which include that of a departmental head and two deputy principals</p>	<p>The Department of Education must make sure that all critical posts are filled. The Department must write a report, with timeframes, explaining to the Legislature when the critical posts will be filled.</p>
Security	<p>There is a vacant post for a security guard.</p>	<p>The Department of Education must ensure that the post of the security guard is filled.</p>
Accommodation	<p>The accommodation/hostel for boarding learners is not sufficient.</p>	<p>The Department of Education to build sufficient hostels for learners and submit a report to the Legislature explaining when learner accommodation will be built.</p>

## Transversal Resolutions

Sport fields	All the schools that were visited do not have their own sporting facilities. They use sports facilities outside their respective premises. This is not suitable for learners because there is no security for learners outside the premises.	<p>The Department of Education in District must work with individuals, SGBs, SMTs and approach local municipalities in which the respective schools are situated and sign memorandum of understanding (MOU) between school and the respective municipality that the schools can officially use sport facilities that belong to municipalities outside the school as a temporary measure. These facilities must be secured, especially when they are using the facilities.</p> <p>The Department of Education must approach the Department of Sports and Culture in the Province and request schools to build sportsfields.</p>
Learner Transport	All the schools that were visited either have inadequate learner transport (buses) or do not benefit at all from the learner transport programme.	The Department of Education to ensure that all learners that are eligible from the programme are provided with learner transport.
Water	With the exception of the Mandla Mthethwa School of Excellence, all schools visited have no access to piped clean water. This has an impact on the ablution facilities. Schools have flushing toilets, but they are using pit toilets because they have no access to water.	<p>The Department of Education must approach uMkhanyakude District Municipality and discuss this matter to ensure that all schools have access to clean running water.</p> <p>The Department of Education must ensure that, as per its policy, children have access to proper and acceptable ablution facilities.</p>
Norms and Standards	<p>The Department of Education has not transferred norms and standards to the schools.</p> <p>Norms and standards include amount of funding allocated to schools, and the</p>	<p>Norms and Standards – all matters relating to schools will be settled by the end of March. No school will be owed money for the current financial year.</p> <p>The Department must make sure</p>

## 9. UMLAZI DISTRICT

### 1. Sawela Primary School

Issue	Description	January 2025 Resolution and Time Frame	Progress Reported by the Department	Rese
Safety and Security	There is lack of safety and security at school as there are a number of break-in and vandalism where in 2022 the night SGB paid security guard was beaten close to death by thugs hence the school doesn't have night security guard. In December 2024 teachers were robbed at	The school to identify people with security background from community to assist the school with security measures that the school must implement.  14 February 2025  The school to install	The school has a security guard with security background, guarding the school.          The school has not installed an alarm system, due to budgetary	Secu insta How weel The SAP arres face visib

	<p>gun point. There is only day security guard, however teachers were robbed with security guard present.</p>	<p>alarm system with beams and panic buttons.</p> <p>28 February 2025</p> <p>The school principal and SGB to attend War-Room where safety and security of the school will be discussed and measures to curved</p> <p>Next War-Room meeting</p> <p>The school to work hand in hand with the new sector commander as SAPS is implementing sector policing</p> <p>Immediately</p>	<p>constraints. These will be attended when norms and standards allocation has been transferred.</p> <p>The school Principal and SGB attend War Room meetings</p> <p>The school works closely and has a good relationship with SAPS (BB Police Station). Both the school and SAPS work together on programmes such as safety and security awareness.</p>	<p>Only cam utiliz alloc</p> <p>The that Room enco</p> <p>The with scho the s stole were yet a arres</p>
<p>School buildings</p>	<p>School buildings old and worn out where there is asbestos roof, cracks on the walls, roof ceiling damaged and no proper administration building, lack of paving and sports fields.</p>	<p>School principal to follow up on the announcement made by the District Director that the district has appointed implementing agent that will remove the school roof asbestos starting in June 2025.</p>	<p>The department has suspended all projects at the pre-construction stage due to funding constraints, in line with the instruction note from the Provincial Treasury dated 2 April 2025</p>	<p>The the c susp infra budg</p> <p>Ther that proje not b</p>

	The school building requires upgrading	06 June 2025 The school to write and request for school building upgrade from the Department of Education. 31 January 2025		
Paving	The school doesn't have paving all around the school premises. When it rains the yard is muddy.	The school to write to the department and request paving of the school yard from the department of education. 31 January 2025	The school is on the list of the District Internal Maintenance for 2025/2026.  The department has suspended all projects at the pre-construction stage due to funding constraints, in line with the instruction note from the Provincial Treasury dated 2 April 2025.	The the c susp infra budg Ther that proje not b
Sports fields	The school has sport ground which is not properly equipped yet it has a potential for different sporting codes	The school to look for sponsors to equip school sport field. 21 February 2025	The school has written several requests to companies for potential sponsorships including Build-it, Spar & Toyota.	The fund how posi

## 2. Sobonakhona Secondary School

Issue	Description	January 2025 Resolutions and Time Frame	Progress Reported by the Department	Re
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Old school buildings	The school buildings are old and has asbestos roof that is old and leaking. The school doesn't have proper staffroom nor special rooms. The school requires upgrades of building	The school to write and request for school building upgrade from the Department of Education.  31 January 2025	The department has suspended all projects at the pre-construction stage due to funding constraints, in line with the instruction note from the Provincial Treasury dated 2 April 2025.	The the o susp infra budg  Ther that proje not b
Over-crowding	Shortage of learning space and there is overcrowding in classrooms. The school has 16 classes, yet they are supposed to have 20 classrooms. Some classrooms were converted to kitchen, staff room.	The school to write and request mobile classrooms from the Department of Education.  31 January 2025	The district is waiting for the completion of Collingwood Primary school so that the mobile classrooms may be relocated to Sobonakhona High School.	The still o was depa mob
Wet land	The school principal reported that the school was built on a wet land. Paving done in 2023 has been damaged by water	Umlazi Education District Infrastructure Unit to investigate possible way to mitigate wetland in school and come with possible solutions on the matter.  31 May 2025	The matter was referred to eThekwini Municipality for guidance on solution.  The Municipality suspended all the infrastructure services, everything is on hold. The Department is making constant follow up on this matter.	The that actio wet built

Gas cylinder	Gas cylinder at the school kitchen was near the gas stove and posing danger.	The school to remove gas cylinder near the gas stove especially when the stove burners was lit.  Immediately	The gas cylinder was relocated, and it is now connected from outside of the kitchen.	For s the g and scho builc
Cleanlines	It was noted that the school facilities weren't as clean as it was supposed to be	The school principal to ensure that the school buildings and premises are always clean.  Immediately	The school is ensuring that premises are kept tidy and clean. Toilets are cleaned morning and after break however, they consistently experience water shedding.	The than How impr
Septic tank hole	The school converted pit toilets and uses old pit toilets holes as septic tanks. However, there were holes that were not covered that posed serious danger.	The school to cover the septic tank hole with concrete.  07 February 2025	The septic tanks have been covered using concrete slabs provided by Induna uHlongwa.	The cover
Water supply	The school has a huge challenge with unreliable water supply. In 2024 the school once didn't have water for two months.	Department to consider installing borehole in school.  30 June 2025.	The department has suspended all projects at the pre-construction stage due to funding constraints, in line with the instruction note from the Provincial Treasury dated 2 April 2025	The the c susp infra budg Ther that proje not b
Vandalism	School experience high rate of break-in and	The school SMT representative and SGB to	The principal reported that they are now	The they

	vandalism as the school has old fence where thieves easily break into that old fence. Concern that there hasn't been any arrest yet the school report these to the SAPS	attend War-Rooms.  Next War-Room meeting	attending the war room meetings.	room  It wa a bre 2025 the h fenc and stole
Section 20	The school has section 20 resulting in school using principal and SGB funds for the operation of the school as there are funds at school	Th school principal to ensure its finances are in order and audits its books timeously so as to apply for section 21 status.  31 December 2025	The financial audits are in order including the one for 2024	The Sect Depa

### 3. Lugobe Educational Centre

Issue	Description	January 2025 Resolutions and Time Frames	Response Reported by the Department	
Teaching space	The school has a challenge with the lack of adequate space that can accommodate all the classes and learners and there is overcrowding in classrooms. Some classes have learners that are sitting in fours in a desk.	Umlazi Education District to move Education Centre from the school so as the school to have more space for learners.  31 March 2025	The district has created learning space by moving the education centre to Ekudeyeni Primary school	De of do bu ha loc bu Th ov

	Learner enrolment increased yet resources did not accommodate the increase			
Education centre	Education centre in school occupying school buildings that are a property of the school, yet the school has the shortage of space. There was a resolution in 2022 that the education centre must move, however 3 years after the resolution has taken the centre hasn't move.	Education centre to move from the school as resolved in 2022 that they must move.  31 March 2025	<p>The department has identified Ekudeyeni Primary School as the host school. This was done understanding the proximity of the school to Lugobe Education Centre.</p> <p>All the materials and resources have been removed from Lugobe Education Centre.</p> <p>The department is waiting for Vodacom to remove their respective resources as these falls outside of the department's competency.</p> <p>The school has been identified for repurposing due to it being a small and non-viable school. The district planning and infrastructure team has also visited the school to plan around</p>	Ed of Th of ob me Ce  Th ha th ac

			reinforcement and security measures that must be put in place. The school is included in 2025/26 internal maintenance.	
Huge electricity bill	The school has huge electricity bill dating back to before 2020 where the school did not have electricity it was only in education centre. School Norms and Standards Allocation was used to pay that bill that the school didn't use.	The district office must pay the electricity bill that was accumulated before 2020.  28 February 2025	Upon checking Lugobe High school Municipality account, The Department confirms that the Education Centre and the school shares the same meter, the account is not separated.  The Department has taken the responsibility to pay the bill accumulated by the Education Centre to address the high amount owed. The Centre has been moved to operate from another Departmental building.	Ele sp Ed  Th the Dir fin dis wa 14  Th sta "ot ele the R1 bil
Shortage of water supply	There is crisis of the shortage of water in the school and around the school area. This is a challenge of Umbumbulu area	Department to consider installing borehole in school.  30 June 2025	The school is on the list for borehole Installation. Actual installation will be reliant on availability of funds.	Th bo sh

Food supply in school	NSNP Service provider doesn't provide the school with fruits and expect the school principal to sign the delivery invoice and the principal dispute that and this has been a constant battle	The school principal to report service provider should this occur.  31 January 2025	The school NSNP deliveries have been implemented according to the specification.	The pre the wa Th tha pa se un wi
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#### 4. Transversal Issues

Issue	Description	Recommendations	Time Frame	
School safety and security	60% of schools in Umlazi District are affected by school violence that include burglary, brutal robbery and murder, substance abuse,	District office to ensure that every school is linked to the nearest SAPS and sector commander	28 February 2025	The seve sch on t mea link poli ass (ad safe hel to b SAP  Eng priv bee

				volu star proc sch
Vacancies	Implementation of HRM 26 of 2024 management plan have not started yet there are a number of vacancies in the district as well as in the province	District office to give update and feedback to schools that had vacancies advertised on the HRM 26 of 2024.	07 February 2025	All v
Norms and Standards Allocation	Some schools haven't received a quarter of the 2024 Norms and Standard Allocation	Head Office and the Umlazi District to give update to schools that haven't received their 2024 Norms and Standard Funds Allocation	14 February 2025	The atten on m outs stat to p their  The func 202
2025 PPN	There is constant battle over the statistics used to determine schools PPN in schools. Schools are complaining on the process PPN has been established.	Head Office and the District to communicate to schools and unions on how the PPN has been establish and there must be proper engagement on the matter.	30 April 2025	The alwa repr furth infor the mee Disc

				is de com mee
Municipal utility bill	Most schools have huge municipal bills that the schools are not able to pay, and Department of Education take and use the school 30% Norms and Standard funds allocated for other to pay for municipal bill and the schools are complaining that these payments sometimes don't appear on their bills and the bills escalate	Head Office and the District Office to ensure transparency on the process of using the schools Norms and Standard Funds Allocation to pay for municipal bills.	Continuously	The prog Star Dist was mee 202 mad depa
Special schools	Most special school are concentrated in Durban Central yet in Umbumbulu area there isn't any special school. District Director made commitment to repurpose one of the schools that will be closed as its non-viable	District Director to communicate and update Umlazi Education District school stakeholders on the processes to repurpose non-viable school into special schools.	Continuously	Com repu sche due the p non- sche

## 10. UMZINYATHI DISTRICT

### 1. Kufanelesibonge Secondary School

Issue	Description	Resolution	Time Frame	Pro
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Single transfers	<p>Noting that the school constantly loses educators who opt for single transfers leaving the school with vacant posts. The SGB is of the view that educators who opt to leave should do so via cross-transfers which in turn guarantees that the school immediately receives an educator.</p>	<p>The Department of Education UMzinyathi District is to ensure that vacancies are filled immediately when single transfers occur.</p> <p><b>Follow up:</b> The action is noted.</p>	-	<ul style="list-style-type: none"> <li>• All posts that were v filled.</li> <li>• As noted previously, requests for transfers transfers are guided b individual educators r circumstances.</li> <li>• There were 6 vacanc applications for single have been filled while district is waiting for p office.</li> </ul>
Lack of mobile clinics/ Clinic	<p>Noting that the community around the school does not have access to a mobile clinic anymore. The community members are of</p>	<p>The Department of Health in UMzinyathi is to ensure that the area of ward 1 receives enough coverage of mobile clinic coverage.</p> <p><b>Follow-up:</b> The development is noted</p>	A.S.A.P	<ul style="list-style-type: none"> <li>• Mobile clinic is avail</li> <li>• It is held at Qhudeni every month.</li> </ul>

<p>the view that learners lose out on learning if they need to go to clinics which are far away.</p> <p>Furthermore, the area does not have a clinic although a site for the construction of one was provided 16 years ago.</p>			
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<p>Birth Certificates</p>	<p>There is a significant number of learners without birth certificates or IDs. The SGB need the Department of Home Affairs to intervene in this regard.</p>	<p>The Department of Home Affairs (uMzinyathi District) will provide a report on how it will intervene to address this challenge.</p> <p><b>Follow- up:</b> The progress is noted.</p>		<ul style="list-style-type: none"> <li>• Issue attended to as school on the 11th ar</li> <li>• 148 applications we</li> <li>• There were challeng did not have supporti</li> <li>• Some parents do no themselves.</li> </ul>
<p>Work opportunities for youth</p>	<p>It has been noted that although former learners have completed matric and some even tertiary qualifications, they are not employed within the town of Nqutu or uMzinyathi.</p>	<p>The uMzinyathi District Municipality and various government departments within the district need to consider the employment of youth from rural communities such as those from ward 1</p> <p><b>Follow-up:</b> The development is noted.</p>	<p>2025</p>	<ul style="list-style-type: none"> <li>• The Department of B Basic Education Emp uMzinyathi District.</li> <li>• The BEEI personnel Handy person. Curric Sports and Enrichmen Champions, Laborato Assistants and Care a</li> <li>• There are 6 schools Kufanelesibonge, Nta Gwija and Matshana f been appointed. The local youth per schoo</li> </ul>

Infrastructure	Noting that the school faces challenges with infrastructure.	<p>The Department of Education are to prioritize the provision of the following.</p> <ul style="list-style-type: none"> <li>- Fencing</li> <li>- Desludging</li> <li>- Kitchen</li> </ul> <p><b>Follow-up:</b> The progress is noted. On the issue of deludging,</p>	Immediately	<ul style="list-style-type: none"> <li>• The school has been Additions due to the s fencing and kitchen. l</li> <li>• The school has been Additions due to the s fencing and kitchen. l</li> </ul>

## 2. Ntabasibahle Primary School

Issue	Description	Resolution	Time Frame	Proposed
Unpaid Norms and Standards	Noting that the schools in uMzinyathi are not being disbursed on time, some tranches meant for October still have not been disbursed to schools thus making it difficult to achieve proper functionality.	The DoE in the uMzinyathi District is to expedite this process and provide a report on the disbursement of the funds to schools.  <b>Follow-up:</b> The development is noted	2023/24 financial year	<ul style="list-style-type: none"> <li>Payment of Norms and Standards to date.</li> </ul>
Non-attendance of government departments to OSS War rooms	Noting that the non-attendance of government departments in OSS war room meetings are hampering service delivery to the community of Qhudeneni at	It was resolved that departments attend war room meetings. The following departments are to provide a report on their attendance to the war room:  Department of Social	Monthly	Government Departments now

	<p>large. Traditional leadership and members of the war room would like to have these departments attend meetings so that issues plaguing the community are resolved.</p>	<p>development SASSA Dept of Home Affairs Dept of Health</p> <p><b>Follow-up:</b> The development is noted</p>		
Need for a Full-Service School	<p>The school wishes to be a full-service school due to it already having learners with disabilities and learning barriers. Officially classifying it as a full-service school will allow for the intake of more learners with challenges.</p>	<p>The KwaZulu-Natal Legislature's Portfolio Committee on Education is to monitor the process of changing the school into a full-service school</p> <p><b>Follow-up:</b> This development is noted</p>	2025	<ul style="list-style-type: none"> <li>• The application / request is currently at the Department of Education Office.</li> <li>• Currently there is a policy review process for schools to full-service schools. This process could not be finalised pending the completion of the policy review process.</li> </ul>

<p>Family living with multiple disabilities</p>	<p>Noting that a family of four i.e. Mother and three children all live with disabilities of varying degrees. It is the community worker and principal's plea that they receive assistance with</p>	<p>The Department of Health in the district is to facilitate the process of assisting the family with medical care. The Departments of Home Affairs and Social Development will</p> <p><b>Follow-up:</b> The progress is noted</p>	<p>Immediately</p>	<ul style="list-style-type: none"> <li>● The social worker is at</li> <li>● The ambulance is made affected children to hos</li> <li>● Home Affairs has com Certificates by the 11th</li> </ul>

Scholar transport	<p>It was noted that learners from Ntabasibahle Primary shares scholar transport with Kufanelesibongwe High School. The learners from the primary school have to wait more than two hours for the high school learners to come out of school to commute back home together. Also having both schools share a bus leaves the primary school learners susceptible to bullying by the high school learners.</p>	<p>The DoE are to facilitate a process to assign a separate transport for the primary school learners. However, an alternative to this challenge in the interim, the Principal is to formulate ways to develop curricular/ extracurricular activities to bide the time to commute back home.</p> <p>Follow-up: The issue is noted and will remain monitored.</p>	2027	<ul style="list-style-type: none"> <li>• Separate learner transport for School cannot be provided on the waiting lists of scholar transport. Due to financial constraints, separate transport cannot be provided.</li> </ul>
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Dwindling enrolment	Noting that the school has had the challenge of a dwindling enrolment in the past 5 years owing to a variety of reasons.	<p>The DoE in the district is to formulate a plan through GET and the CMC to assist in the improvement of the school's enrolment number. A progress report on this matter is required to be submitted to the legislature on its follow-up visits.</p> <p>Follow-up: The issue is noted and the Department's GEC is to still maintain contact with the school in this regard.</p>	2025	<ul style="list-style-type: none"> <li>• The plan has been drafted and it has been discovered that there is low enrolment as people are not coming to school.</li> <li>• The Circuit Manager is to meet with the Inkosi regarding dwindling enrolment.</li> </ul>
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### 3. Eshane Primary School

Issue	Description	Resolution	Time Frame	Progress

<p>Permission to occupy (PTO)</p>	<p>Noting that the school has a PTO from the Traditional Authority, however, it does not specify the size of the land it was granted. This has led to the shortage of expanding the school due to surrounding properties encroaching on the land close to the school which was supposedly meant to be for the school.</p>	<p>The Principal and the Circuit Manager are to engage the Traditional Authority on this challenge and provide a progress report to the KZN Legislature on its follow-up visit</p> <p><b>Follow-up:</b> The development is noted and will be monitored.</p>	<p>2025</p>	<ul style="list-style-type: none"> <li>• The local Induna facilities wherefore it was concluded only the fenced area, the family.</li> <li>• The district has escalated section at head office.</li> </ul>
<p>Infrastructure</p>	<p>Noting that the school has the following infrastructural issues that require addressing urgently.</p>	<p>The DoE are to urgently address the following challenges and provide a progress report to the KZN Legislature on its follow-up visit.</p> <p><b>Follow-up:</b> A report</p>	<p>Q3 2025</p>	<ul style="list-style-type: none"> <li>• Infrastructure needs to be prioritised into one Upgrading Programme.</li> <li>• The IA DBSA, having contacted contractor on back on site because the contractor has resolved to cede the</li> </ul>

	<ul style="list-style-type: none"> <li>-Fencing</li> <li>-Floor space</li> <li>-Incomplete Grade R block</li> <li>-Kitchen</li> </ul>	<p>on the progress on the development of this matter is required to be sent to the KZN Legislature.</p>		<p>contractor to finish the work thereof is scheduled for September 2025.</p>
Learners without certificates	<p>Noting that the school has more than 52 learners without identity documents due to various reasons. This affects the school's financial and NSNP allocations.</p>	<p>The DoE and Department of Home Affairs are to address this challenge and provide a progress report to the KZN Legislature upon its next visit.</p> <p><b>Follow-up:</b> The development is noted.</p>	Immediately	<ul style="list-style-type: none"> <li>• The issue was escalated to Home Affairs. Home affairs are on due course.</li> </ul>

#### 4. Maqhinga Memorial High School

Issue	Description	Resolution	Time Frame	Project

Dilapidated buildings	It was noted that the school buildings are dilapidated to the point where two of its classrooms were condemned by the DoE Chief Engineer and other classrooms continue to worsen.	It is resolved that the DoE urgently prioritise the overall infrastructural challenges of the school.  <b>Follow-up:</b> This issue is noted and will be closely monitored through written reports to the KZN Legislature.	2025/26	<ul style="list-style-type: none"> <li>● DBSA was appointed to refurbishment. However because of financial constraints</li> <li>● The need for mobiles and procurement of mobile phones thereof is subject to the</li> </ul>
Rising drug abuse	Noting that the school is facing a rise in the use of drugs such as marijuana and cigarettes, the SGB requires assistance in this regard.	It is resolved that the OSS war room and its relevant stakeholders address this challenge.  <b>Follow up:</b> Development is noted	Immediately	<ul style="list-style-type: none"> <li>● OSS/DTT is in the forefront of drug abuse.</li> <li>● DOE- SNES is implementing a campaign.</li> </ul>

High pregnancy rate	Noting the school has a rising level of pregnancies among its learners.	It was resolved that the DOH, DoE and DSD work closely with the school to address this matter through their respective competencies.  <b>Follow-up:</b> The school and DoE in the district are to formulate a plan and provide written feedback to the KZN Legislature	School 3 <sup>rd</sup> term.	The district is implementing a "now" which seeks to promote
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### Transversal Resolutions

**Non-attendance of the District Municipality** – The KZN Legislature is to obtain correspondence from the uMzinyathi District Municipality explaining their non-attendance.

**SIAS** – The DoE uMzinyathi District is to prioritise training more educators on SIAS.

**Group Copying** – A report on the group copying during exams is to be submitted to the KZN Legislature. Time frame (Current quarter)

**Bus safety** – The Department of Transport and the Department of Health in the district are to investigate the issue of bus safety. Time frame (2 weeks)

## 11. UTHUKELA DISTRICT

### 1. Mzimela High School

Description	Resolution	Pr
Classrooms require refurbishment. The floor inside and outside the classrooms has cracks, walls are cracked and dull. Doors, windows require fixing as well.	The school must be added on the list of the Upgrades and Additions Programme with a clear indication on where it is placed on the list. The district must provide a report to the delegation on where the school is on the provincial list.	<i>The infrastructural issues r</i>  The district was tasked with solution as infrastructural of school are directly linked to classrooms. Mr Mazibuko, tasked with providing a rep

<p>The assembly area is open ground whenever it rains, assembly cannot be held due to the area turning muddy. Paving installation is required to restore the area and functions thereof.</p>	<p>Floor space around the school is open ground, whenever it rains, assembly cannot be held due to the area turning muddy. Paving installation is required to restore the area and functions thereof.</p>	<p>relocation of mobile units to address the issue of aging infrastructure and overcrowding. The matter remains unresolved.</p> <p>The department's response to the construction stage are suspended due to budget constraints, this is in line with the Provincial Treasury data. The school will be prioritised.</p> <p>The district must respond to the delegation had suggested a commitment to investigate the school with mobile units the school was visited in January 2023. The school will be prioritised from Provincial Treasury data.</p>
<p>The storage where the food is kept may be harmful to the staff. the storeroom is a make shift structure, the roof is low, no windows and it is a mixture of concrete slab and corrugated iron.</p>	<p>The school must be added on the list of the Upgrades and Additions Programme. The list must be submitted to Provincial Head Office. The district must provide a report to the delegation on where the school is on the provincial list.</p>	<p>This issue falls under infrastructure and was raised in January that have not been resolved.</p> <p>The department's response to the construction stage are suspended due to budget constraints, this is in line with the Provincial Treasury data. The school will be prioritised.</p>
<p>Access to water is limited and</p>	<p>The district must assess and</p>	<p><i>The issue remains unresolved.</i></p>

<p>JoJo tanks are running low.</p> <p>There are 26 educators on site, however there should be 34. This affects allocation of educators to class as well as duty loads. Educators are overburdened with additional duties.</p>	<p>provide a response on the possibility of a borehole installation and report on the matter on 24/01/2025.</p> <p>The district must prioritise hiring processes for Deputy Principal and Departmental Head posts as well as five post level one post.</p>	<p>There are JoJo tanks available and access to water remains. The district must respond on the possibility of a borehole installation by January 2025. There has not been a response on this matter.</p> <p><i>The matter has been resolved</i></p> <p>The district provided the school with a response on the matter.</p>
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## 2. Intandoyesizwe High School

Issue	Description	Resolution	
<p>Poor workmanship</p>	<p>The Ceiling in classroom 31 and 30 has caved in and it raised safety concerns as it may fall on top of learners.</p>	<p>The school must be added on the Upgrades and Additions Programme and the district infrastructure unit must prioritise fixing of the ceiling.</p>	<p><i>The infrastructural issue has been resolved</i></p> <p>The department reported that all projects at the present time are subject to funding constraints, as noted in the Provincial Infrastructure Strategy for 2025.</p> <p>The condition of the ceiling has been assessed and the school is advised to take necessary safety measures until the ceiling is repaired.</p>

<p>Ablution facilities are not in a good condition.</p>	<p>The ablution facilities do not have doors; it infringes on the privacy of the learners. Further, the ablution facilities are inadequate for a school that has an enrolment of 1537.</p>	<p>The school must be added on the Upgrades and Additions Programme and the district infrastructure unit must prioritise providing additional ablution facilities.</p>	<p><i>The infrastructural is resolved</i></p> <p>The department reports all projects at the present time due to funding constraints, note from the Province 2025.</p> <p>The condition of the school is the same.</p>
<p>Flasher boards falling off. Wire fence has gaps.</p>	<p>The flasher boards at the front building of the school have fallen off/ are falling off. The wire fence around the school, has gaps where learners are able to gain access to the school whenever they are late. It makes it difficult to regulate gate access and late coming.</p>	<p>The school must be added on the Upgrades and Additions Programme and the district infrastructure unit must prioritise fixing of the flasher boards.</p>	<p><i>The infrastructural is resolved</i></p> <p>The department reports all projects at the present time due to funding constraints, note from the Province 2025.</p> <p>The condition remains the same.</p>

<p>No laboratory/No proper kitchen</p>	<p>The physical science practicals are not done because the school does not have a laboratory. Physical science is only taught in theory which is a disadvantage to the learners.</p> <p>The kitchen is a make shift structure that does not have adequate floor space to accommodate food handlers.</p> <p>Food handlers are opting to prepare meals using wood fire whilst there is a gas stove on site.</p>	<p>The school must be added on the Upgrades and Additions Programme and the district infrastructure unit must prioritise adding the specialist classroom and kitchen to be built.</p>	<p><i>The infrastructural is resolved</i></p> <p>The department reports all projects at the present time are subject to funding constraints, note from the Provincial Government dated 2025.</p> <p>An application for the kitchen was submitted by the school and will be processed by the district.</p> <p>The food handlers have been advised to use the gas stove and the wood fire.</p>
<p>Educator shortages and PPN issues.</p>	<p>There are 43 educators on site, however there should be 50. This affects allocation of educators to class as well as duty loads. Educators are overburdened with additional duties.</p>	<p>The district must prioritise hiring processes to close the deficit experienced by the school to ease workloads for educators</p>	<p><i>The issue is not resolved</i></p> <p>The department reports that the deficit has not been filled.</p> <p>The school reports that there are 43 educators on site. The PPN certificate states that there should be 50. The district is currently providing educators,</p>

			school, not all posts
Non participation at OSS War Room.	The school has never attended OSS war room meetings. They have never been invited.	Circuit management must ensure that OSS war room participation is activated.	<i>The issue is not resolved</i> The department reported deployed as stipulated in 2017 and that all Principals  There is no participation

### 3. Ngibongeleni High School

Issue	Description	Resolution	
School Infrastructure is aging	The school has aging infrastructure.  Ablution facilities not conducive for a teaching and learning environment.  The project for school upgrade and additions is in IPEC two ,i.e. waiting for project funding.	School must be prioritized for upgrades and additions during the 2025/26 financial year.  Provide and regularly service mobile ablution facilities in the interim.	<i>The infrastructural issue is resolved</i>  The department reported all projects at the present funding constraints, note from the Province 2025.  As per the instructions infrastructure upgrade  Apart from the four mobile provided by the district another four donated not provided more mobile facilities. The ablution

			mobile require a hon the school does not municipality to provi the administration bl the school by the Mo had ablution facilities never materialized as kitchen.
Social Ills	Although the prevalence of substance abuse has decreased after allocation of Learner Support Agent (LSA) in the school, there are still few cases of substance abuse amongst the learners.	The allocated Learner Support Agent (LSA) to continue providing psycho-social support and conducting referrals for rehabilitation.	<i>The resolution has b</i>  The department repo receiving ongoing tra  There is evidence of provided by the depa
Social Ills	Although the prevalence of substance abuse has decreased after allocation of Learner Support Agent (LSA) in the school, there are still few cases of substance abuse amongst the learners.	The allocated Learner Support Agent (LSA) to continue providing psycho-social support and conducting referrals for rehabilitation.	<i>The resolution has b</i>  The department repo providing ongoing su  There is evidence of provided by the depa

<p>School safety</p>	<p>Break-ins and vandalism allegedly done by community members where 40 school computers were stolen and never recovered are amongst the incident that have occurred.</p> <p>School is not adequately fenced.</p>	<p>The Department must invest in data dots/trackers for equipment that is issued to the school.</p>	<p><i>The issue has not been resolved.</i></p> <p>The department reported that the directorate will conduct an audit with guidance on procedures. Further that the matter of departmental equipment through provisions of the policy on data dots will be covered by August 2025.</p>
<p>Shortage of qualified educator</p>	<p>The Educator teaching IsiZulu FAL in Grades 8, 9, and 10 is qualified by not specializing in IsiZulu/languages.</p>	<p>The district must identify qualified IsiZulu language educator from surplus educators in the district.</p>	<p><i>The issue has not been resolved.</i></p> <p>The school reported that the matter will take place.</p> <p>The department reported that the educators were retained based on curriculum needs.</p> <p>The school reported that the educators were retained, however they are not language specialists and do not have a specialization in IsiZulu.</p>

<p>LTSM top up method does not fully support schools</p>	<p>The top up method has resulted to shortages in LTSM.</p>	<p>The Provincial Head Office must engage with the school and district with regards to assisting the school to be part of the process that alleviates the issue of schools not having LTSM material.</p>	<p><i>The matter is ongoing</i></p> <p>The department reported coordinators were coordinating requirements per grade. There will be a meeting in June with specialists to engage with schools for packs for 2026.</p> <p>The school reported that there are discrepancies in the 2026 further that the system is flawed as it caps the number of type of orders to be placed, that is the school enters orders for books, as the system does not allow well as the number of</p>
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#### 4. Phuthini High School

Issue	Description	Resolution	Progress
No permanent structure	The school is fully mobile. There is no access to electricity, water and proper sanitation.	The new school is 76% complete and the school is scheduled to move there in April 2025	<p><i>The issue is not resolved</i></p> <p><i>Site handover was done on the 01 June 2025 and the contract commencement date was 01 November 2022 with a completion date of 01 May 2024.</i></p> <p><i>The construction of the school was delayed due to the contractor not meeting the completion date and the main reason reported was that the contractor was suspended due to non-payment of invoices. In April 2024 the contractor was suspended and construction was suspended. The contractor as well as the contractor suspended mobile units (8) that are under construction by the contractor that is building the school. The contractor provider that services the mobile units was suspended therefore due to non-payment of invoices. The mobile units were removed and the contractor was suspended for a month. The district provided ablution units which were delivered to the school.</i></p> <p>The department reported that the contractors caused the delay. The school is scheduled to move on the 01 June 2025, therefore no progress has been made on the project to date – May 2025.</p>

<p>Section 20 school</p>	<p>The school falls under section 20 without functions. It is reported that the funds are released in trenches, and it causes challenges in the day to day running of the school as well as falling victim to suppliers who charge exorbitant fees for services.</p>	<p>The DDG must conduct a follow-up meeting with the District Director and Principal to address school section issue.</p>	<p><i>The issue has not been resolved</i></p> <p>At the time of the pre-visit the that was going to be submitted to the school to have functions.</p> <p>The school remains under section 20. There are still delays in the release of funds. The money was received by the school committee but have not been released.</p>
<p>Heavy Workload</p>	<p>The school has a surplus of two educators and an ongoing contestation which makes it difficult to hire educators.</p>	<p>The district to assess educators workloads and place surplus educator(s) to the school.</p>	<p><i>The resolution was implemented</i></p> <p>The department reported that the school has a surplus of two educators however the educator that was surplus was not released from the school in December 2025. The school is still in contestation. Being retained at the school as a result of a measure taken by the circuit court to reduce the school's workload.</p>
<p>Poor performance</p>	<p>Learner performance has decreased. Performance for 2024 was 43,9%.</p>	<p>The DDG must conduct a follow-up meeting with the District Director and Principal to develop school performance improvement plan</p>	<p><i>The resolution was implemented</i></p> <p>The district Director visited the school to assess curriculum management and implementation. A curriculum analysis was conducted to identify areas that require intervention and support. The school was given support on how to improve performance. A follow up visit was set up.</p>

			<p>Futher;</p> <p>A provincial multi-disciplinary provided support on curriculum setting, turn around strategies improvement of learner performance development and capacity building</p>
Delays in payment of norms and standards	Allocation is paid in tranches, for the year 2023 the school did not receive an allocation. In 2024 it was received in December. This has caused the school to not be able to prepare and present audit reports as the school account could not be maintained/ activated. As a result, there are no bank statements and funds to		<p><i>The issue is implemented but</i></p> <p>The Department reported that amounting to R900 Million through disbursed to all schools on the</p> <p><i>Schools that were sampled prior the issue, some have only received 2024. Some reported to have no standards for the year 2025. There are delays in releasing the norms for the year. The resolution may have been the funds reported above, however schools not receiving norms and standards persists.</i></p>

### Transversal Resolutions

Issue	Description	Resolution	Progress
<p>Norms and Standards</p>	<p>The Department of Education has not transferred norms and standards to the schools. The funds are released in tranches and takes long to be transferred.</p>	<p>The Department must make sure that norms and standards due to the school are transferred as required.</p>	<p><i>The issue is implemented but</i></p> <p>The Department reported that amounting to R900 Million through disbursed to all schools on the</p> <p>The Department responded that amounting to R900 Million through disbursed to all schools on the</p> <p>Schools that were sampled prior to the issue, some have only received 2024. Some reported to have not standards for the year 2025. The delays in releasing the norms year. The resolution may have the funds reported above how not receiving norms and stand</p>

<p>High number of OVC households</p>	<p>The district has a high number of child-headed households, one of the sampled schools has a total of 45.</p>	<p>The Department of Social Development must work with the Department of Education to intervene.</p>	<p><i>Implemented not resolved</i></p> <p>The issue raised was common response from the department school. The issue related to a have been broken down based conducted which may have re child headed households but as it would have been stipulated</p> <p>An engagement was held with the School database was conducted LSA, no Child Headed Households</p> <p>Interventions were provided to Identity Documents in partnership</p> <ul style="list-style-type: none"> <li>● 1 case has been finalized</li> <li>● 2 cases are still pending Department of Home Affairs</li> </ul>
<p>Access roads not visible/bad condition</p>	<p>Access roads along road P32 are not clearly demarcated nor visible. They are also not in a good condition.</p>	<p>The Department of Transport must prioritise construction and maintenance of access roads leading to schools.</p>	<p><i>Implemented, not resolved</i></p> <p>The department reported that experienced because of the Community contractors to do upgrades on community would like locals to upgrades of the road.</p> <p><i>It is reported that the contractor construction even on road P32</i></p>

<p>Infrastructure issues</p>	<p>The four schools that were sampled all had infrastructural issues. The delegation was concerned on how progress on infrastructure would be tracked.</p>	<p>The department must formulate a committee to get regular reports on the proposed work to be conducted at sampled schools. This will assist to track progress on decisions taken.</p>	<p><i>The infrastructural issues raised</i></p> <p>The department reported that, projects at the pre-construction constraints, in line with the instructions of the Provincial Treasury dated 2 April 2024.</p> <p>There is no progress on all infrastructural issues raised during the SFMP visits in 2024. The department cites funding constraints as the main reason.</p>
<p>No access to water</p>	<p>Sampled schools do not have access to water. Some have had to rely on rain water and municipalities do not provide schools with water, and they are not able to purchase water due to delayed funding that is released in tranches. Schools are purchasing water from private sellers who may be sourcing water from rivers. This is a health hazard to the learners and educators.</p>	<p>The department must engage with the municipality for water to be provided to schools. The department must release timeously funding to schools that have function C.</p>	<p><i>The issue has not been resolved</i></p> <p>Schools will utilize Norms and Standards as soon as it is deposited in the municipalities' accounts.</p> <p><i>The delay in the transfer of norms and standard allocations is a challenge that was reported, for the January visits (2024). The response from the department is to resolve the issue as norms and standards are released timeously which causes pressure in the day to day running of schools.</i></p>

Stationery packs specifications	Schools complained about the quality and relevance of the contents of stationery packs and text books that are provided for schools.	The department must formulate a committee to discuss specifications of stationery packs – the matter must further be referred to the P/C on Education.	<i>The issue has not been resolved</i> KZN circulars no 60 and 64 have been issued to address the issue of dealing with the matter.  <i>The schools reported that they are not involved in the matter.</i>
School Governance	The SGB is non-functional. Members of the SGB do not attend meetings and they do not send apologies for non-attendance.	District Governance and Management unit must intervene with an intention to revive functionality.	<i>The issue was implemented by the department</i> The department reported that the SGB was revived by 8 February 2025 when the SGB members and responsibilities was conducted.  <i>Some of the Principals from schools have not resumed participation.</i>

## 12. ZULULAND DISTRICT

### 1. Ivungu High School

Issue	Description	January 2022 Resolution and	Progress as reported by	Researcher's Observation and Findings
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		<b>Time Frames</b>	<b>Dept.</b>	
<b>Poor learner performance</b>	The school achieved 30% in Mathematics and Accounting in 2024 matric results.	The Delegation recommended that the Department of Education must intensify provision of curriculum support to address poor performance in these subjects.  [Ongoing]	A specific support programme was developed in line with District Academic Improvement Plan (DAIP) and School Improvement Plan (SIP).  Monitoring and support are led by respective Subject Advisors and Lead Educators.	The Principal reported that the final results for Maths and 32% for Accounting. Educators and learners at this School received support from the Department to improve performance in Maths and Accounting.  The Principal mentioned that, as part of the support, a Lead Educator for Accounting was allocated. For Mathematics, the School is supported by the District Centre. In addition to this, there is a Subject Advisor that visits the School to offer educational support. According to the Principal, the recent results showed improvement on both subjects following the intervention. This has been well received by learners and staff, and the school is on course to achieve good performance in the next matric course.
<b>Proper waste management</b>	The Delegation observed that this School fails	The Department of Education must follow up on this commitment.  [31 March 2025]	All the waste material were disposed to a recycle site in Ulundi on the	In January the Legislature Delegation requested that the School be assisted to dispose old and unused furniture that were lying around

	to apply proper waste disposal and to keep the entire school environment clean. The Department of Economic Development committed to support this school with proper environmental and waste disposal, as part of its capacity building initiative.		14 February 2025.	<p>The Principal reported that following he wrote a letter to the Department to dispose old books and broken old furniture were then taken to disposal.</p> <p>The Principal said that there has been and all waste is being handled and environment.</p> <p>The School is now litter free and the condition.</p>
<b>General cleanliness and maintenance</b>	The Delegation observed that this school is battling to maintain a clean and welcoming	<p>The Delegation recommended that -</p> <ul style="list-style-type: none"> <li>the Department of Education provides</li> </ul>	Onsite workshop on school cleanliness and duties of a school cleaner was conducted on 06.02.2025	<p>With the limited budget at its disposal maintenance on its infrastructure, windowpanes, and to fix wall cracks.</p> <p>The Principal stated that other infrastructure phases due to budget constraints</p>

	<p>environment.</p> <p>Several broken windows, missing windowpanes in classrooms, collapsed wall in front of the old block, untidy storeroom are some of the many defects that require attention.</p>	<p>mentorship support to the SMT and SGB to maintain a clean environment that is conducive for teaching and learning; and</p> <ul style="list-style-type: none"> <li>The Delegation further recommended that the Portfolio Committee on Education conducts a follow-up oversight visit to this School.</li> </ul> <p>[24 March 2025]</p>	<p>√Shrubs and bushes in the school premises were removed and cleared on 12 February 2025.</p> <p>√The SGB, SMT and a cleaner visited Manza mhloph e High School for networking on 6 February</p>	<p>The general storeroom and storage untidy were cleaned and all the materials and books that are kept in the staff room were cleaned.</p> <p>Through the Employee Assistance services of a general assistant who is also one additional cleaner that now five (5) cleaners.</p> <p>The general cleanliness of the school improved following these interventions.</p>
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			<p>ry 2025 and a follow up visit on 12 Februa ry 2025.</p> <p>√The school submit ted the cleaner 's job descrip tion, daily roaster plus the monito ring tool.</p>	
Old ablution facilities	The School has old chemical toilets that are no longer being	The Department of Education, working with the Department of Public Works were instructed to	The old pit toilets structure was demolished on the 12 February 2025	The old toilets which were a health with the support of the SGB.  In January the Legislature Delegat

	used and an old toilet structure that needs to be demolished.	remove chemical toilets and demolish the old ablution facilities.	The chemical toilets were removed on 29 January 2025.	old chemical toilets that were received and were never recovered. These toilets have enough fixed ablution facilities. The Delegation called for their urgent removal. These chemical toilets were indeed
<b>Exposed electrical wires</b>	The Delegation observed that this School has many exposed electrical wires that are a safety hazard.	The Delegation recommended that the Department of Education, working with the Department of Public Works must identify these faults and assist the school with proper wiring. [31 March 2025]	The exposed electrical wires were removed on the 12 February 2025	All the exposed and old electrical wires and loose wires connecting to the distribution board was damaged during a power surge. This matter has been resolved.
<b>Stream model</b>	The Delegation discovered that packaging of streams at this School, especially the commerce	The Delegation recommended that the Department of Education must support this school with proper packaging of streams. [28 February 2025]	CMC conducted career expo for the Grade 10, 11 and 12 learners at the school.  The school attended the Department	All these interventions as reported were an attempt to assist this School to package their academic strengths and aspirations. Even though the School would wish to offer their academic strengths and aspirations, they will consider offering commerce learning. Maths Lit. Subject selection will depend on performance and aspirations.

	<p>stream, which offers Maths Literacy instead of Mathematics core limits learners' access to good quality education especially at tertiary level and deter them from venturing into competitive career paths.</p>		<p>Career Expo for Grade 10, 11 and 12 on Subject Packages on 12 May 2025 that was supported by institutions of higher learning.</p> <p>Parents and learners' meetings to review of subject packages is planned for August 2025 as per the policy.</p>	<p>The School plans to hold a parent's this matter before it is considered 2025.</p>
<p><b>Learner pregnancy</b></p>	<p>The Principal reported as a challenge that twenty (20) learners from this School fell</p>	<p>The Delegation recommended that -</p> <ul style="list-style-type: none"> <li>• the Department of Education must</li> </ul>	<p>In collaboration with the Department of Health and other partners, the department</p>	<p>There are various programmes that the Department of Education in co These programmes are aimed at p programmes to learners in order to orientation and that are aimed at c pregnancy and the potential spread</p>

	<p>pregnant in 2024.</p>	<p>intensify programmes that are aimed at preventing learner pregnancy working closely with the Department of Health, Social Development, the community and relevant organisations, and</p> <ul style="list-style-type: none"> <li>• The Department was further urged to strengthen its relations with a local clinic in order to provide ongoing support on</li> </ul>	<p>has conducted the following:</p> <ul style="list-style-type: none"> <li>√ Trained principal on learner pregnancy and HIV &amp; AIDS policies on 23 April 2025.</li> <li>√ Life Orientation Educator attended Comprehensive Sexuality Education on</li> </ul>	<p>This ongoing support is provided by Educators also received training on</p>
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		<p>health education services.</p> <p>[Ongoing]</p>	<p>09-12 April 2025.</p> <p>√ Trained 1 SMT member on Solution Focus (Guidelines on Management of Learner Pregnancy) on 25 May 2025.</p>	
<p><b>Grade 9 class</b></p>	<p>The delegation observed a Grade 9 class that was overcrowded with 109 learners.</p>	<p>The Delegation recommended that -</p> <ul style="list-style-type: none"> <li>the Department of Education must ensure that the Grade 9 class is</li> </ul>	<p>The overcrowded Grade 9 class was divided into two classes - 9A and 9B - on the 12 February 2025</p>	<p>The Principal reported that the Grade 9 class was held in the school hall because of the large number of learners. The School converted one classroom into an additional classroom for Grade 9.</p> <p>Though this matter has been resolved, the school's enrolment while classrooms are in use. The School have high number of learners.</p>

## 2, Zamimpilo LSEN

Issue	Description	January 2022 Resolution and Time Frames	Progress as reported by the Department	Researcher school
Water shortage	The school does not have supply of running water, while they are running a boarding establishment for learners with special needs. The school has a waterborne sanitation system. Water for bathing and flushing toilets is fetched from nearby jojo tanks using buckets.	The Delegation recommended that the Department of Education must assist this School to apply for water supply from Zululand District Water Services.  [31 March 2025]	Application letter with all relevant documents was submitted to ZDM on 04 February 2025  The Department is engaging ZDM through follow-ups on the matter.	The Princip Zululand  District Wa  A further fo However, th application  Water acce especially v toilets.  So, this ma
Psycho-social support	The Delegation discovered that health and psychosocial interventional programmes that are offered by the Department of Health and Social Development to this schools do not offer extensive support that is required by learners	The Delegation recommended that: <ul style="list-style-type: none"> <li>The Department of Education, Health and Social Development must design a plan to strengthen</li> </ul>	Planning with Department of Health to render health services to schools was held on the 7th of February 2025.  The following services were provided: <ul style="list-style-type: none"> <li>√ School health and ward-based outreach teams</li> </ul>	The Depart School.  According now visit the sc assessment and therap offer speech, au

	<p>with special needs.</p>	<p>school health services through the implementation of the Integrated School Health Programme at Zamimpilo LSEN. This support must be extended to all special schools in this District.</p> <ul style="list-style-type: none"> <li>Community Health Care Workers and school health teams must visit special schools on weekly basis.</li> </ul> <p>[31 March 2025]</p>	<p>visit the school to provide screening, assessment, health talks and immunization twice a week.</p> <ul style="list-style-type: none"> <li>Health Specialist (Audiologist, Dietician, Dentist, Physiotherapist, Ophthalmic and others) visit the school to conduct screening and specialised support twice a week.</li> <li>Mobile Clinic visit the school to provide screening assessment and management of medication twice a week.</li> <li>The programme was</li> </ul>	<p>services.</p> <p>There is also a monthly health check-up.</p> <p>The Principal is responsible for the overall health of the school and ensures that the overall health of the school is extensive.</p> <p>Continuous health checks are crucial.</p>
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			<p>re-instated in February 2025</p> <p>✓ Similar programme also kickstarted in other four special schools in the district</p>	
Construction of a new school	<p>The Delegation learnt that the Department of Education has approved construction of a new School on a new site because the current premises offers limited development space and the infrastructure does not meet the requirements of a 'special needs'. DBSA has been appointed as an implementing agent.</p>	<p>The delegation recommended that:</p> <ul style="list-style-type: none"> <li>The Department of Education must prioritise construction of the school</li> </ul> <p>[2025/2026 f/y]</p>	<p>Due to financial constraints, construction of the schools is still at IPAC stage 2</p>	<p>Space and for learners and The School girls from areas keep up with the hi year in and year o</p>
Ramps and hand railings	<p>Prefabricated classrooms that were provided to this School in 2023 do not offer easy access to learners with mobility challenges especially</p>	<p>The Delegation recommended that the Department of Education prioritises procurement of ramps, hand railings and other minimum</p>	<p>The Department has prioritised the school for 2025/2026 to install rails through the District Maintenance Budget</p>	<p>There has l The School District to assist by i District ma</p>

## 2. Dwarsrand Primary School

Issue	Description	January 2022 Resolution and Time Frames	Progress as reported by Dept.	Researcher school
Demolition of unused toilets	The school has an old block of toilets that are no longer being used. The fact that these are accessible to learners is not only a safety hazard but a health hazard too.	<p>The Delegation recommends that-</p> <ul style="list-style-type: none"> <li>● as an urgent intervention, the Department of Education to cordon off and lock up these toilets,</li> <li>● To demolish these ablution facilities.</li> </ul> <p>[24 February 2025 &amp; 30 May 2025]</p>	<p>Barricading of old structure was done on 27 January 2025.</p> <p>The Department conducted an assessment and concluded that the toilets are solid and therefore should be renovated instead of being demolished.</p> <p>The toilets will be renovated through the district maintenance budget for 2025/26 F/Y</p>	<p>The Princip school to a no longer l These toile from acces At the mon cater for a The existin The Princip they are fu</p>
Disposal of old furniture	The school has old desks that need to be disposed	<p>The Delegation recommends that the Department of Education must support this School to dispose old furniture.</p> <p>[24 February 2025]</p>	<p>The school disposed of all the old unusable furniture on the 31st of January 2025.</p>	<p>This matte The Princip a waste di</p>

<p>Proper storage of gas cylinder</p>	<p>Size 48 gas cylinder at this school is kept inside Grade R class, which puts the lives of learners at risk.</p>	<p>The Delegation recommends that the Department of Education supports this School to comply with standard procedures for handling and storing gas cylinders to ensure the safety of users and the school environment.</p> <p>[31 March 2025]</p>	<p>Gas cylinder was removed from Grade R classroom and stored in a safe cage on the 27 January 2025.</p>	<p>This matter Following t Delegation. the School which is next to the</p>
<p>Grade R ablution facilities</p>	<p>The School does not have ablution facilities that are suitable for Grade R learners.</p>	<p>The Delegation recommended that the Department assists this School with suitable ablution facilities.</p> <p>[2025/2026 f/y]</p>	<p>The school has been included in the UAMP 2025/2026 F/Y</p>	<p>The matter There are n are forced to s</p>
<p>Grade R admission</p>	<p>The Delegation observed that ages of some learners in Grade R were below the ages of five (5)/ six (6) years.</p>	<p>The Delegation recommended that the Department of Education assists the SMT to ensure that Grade R learners are of appropriate age, in line with the Department's Admission policy.</p>	<p>The Department sensitised the school about conducting audit of Grade R learners if they qualify for Grade R in terms of policy of Grade R age requirements.</p>	<p>The matter The Princip audit of all Grade exercise co between the ages of policy of th</p>

		[Ongoing]		
Water supply challenges	The school does not have access to running water. The principal made a request for a borehole. The Department and Public Works stated that they will conduct a site inspection for borehole installation.	<p>The Delegation recommends that-</p> <ul style="list-style-type: none"> <li>the Department of Education provides a progress report following this inspection; and</li> <li>the Department of Education should prioritise funds to construct this borehole.</li> </ul> <p>[31 March 2025 &amp; 2025/2026 f/y]</p>	The school is prioritised for the borehole programme for the 2025/6 financial year.	The matter the attention of The Princip of Public Wor conduct an inspecti system at this Schoo any develo been any feedba The school Zululand D

### 5. Manzamhlophe High School

Issue	Description	January 2022 Resolution and Time Frames	Progress as reported by Dept.	Researcher's school
Poor performance	Although the overall performance for 2024	The Delegation recommends that	The District has	The School is receiving performance in Math

<p>in Maths and Physical Sciences</p>	<p>NSC has improved, performance in Mathematics and Physical Science remains a challenge in all grades. Content gap was identified as one of the factors leading to poor performance.</p>	<p>the Department of Education must develop an interventional plan to close these gaps and report quarterly. [31 March 2025]</p>	<p>developed DAIP and the school has been guided to develop their SIP which focuses on Maths and Sciences</p> <ul style="list-style-type: none"> <li>√ The recovery plan for the science stream has been completed</li> <li>√ Analysis has been presented, and Subject Improvement Plans has</li> </ul>	<p>Agricultural Science in learner performance improved following the part of 1+9 programme. The position of a Deputy remained vacant since to the Principal, this has improved. The Principal mentioned and holiday classes given transport does not operate. There was a request for at least two buses to transport</p>
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			<p>been incorporated to the recovery plan</p> <p>✓ Intervention programmes are reviewed quarterly informed by results analysis</p>	
Termite infestation and infrastructure related challenges	The school has a termite that is destroying the wooden floor skirting in classrooms.	The Delegation recommends that inspectors and engineers from the Department of Education and the Department of Public Works to conduct an inspection at this school and provide a progress report to	The engineers visited the school and conducted inspection on the 31st of January 2025 and identified the following: a) Poor construction of the administration block	The matter has not been confirmed that inspected the extent of this condition. The Principal reported with chemicals as part

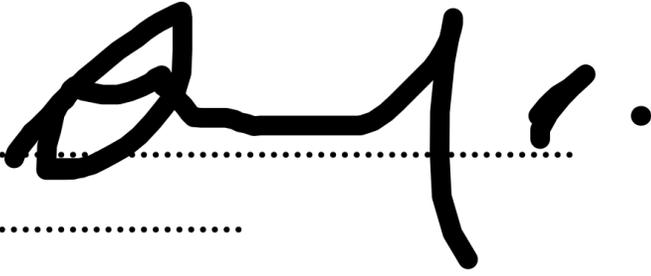
		the Legislature	b) Poor fencing condition c) Poor landscaping of school d) Poor condition of ablution block facilities. The Department has not intervened due to financial constraints.	
Construction of a boarding school	The Department of Education made a pronouncement at one of the community meetings regarding its plan to construct a new boarding school in the Magudu Area, many years back.	The Delegation recommends that the Department of Education must make a follow-up on this pronouncement and provide a progress report to the Legislature and to this community. [31 March 2025]	The Department has put on hold construction of new projects due to financial constraints.	The matter has not been resolved. The school, which is in a rural area, has many learners who travel long distances to school. These learners are affected by the poor state of the school.
Poor state of ablution facilities	The school has old pit toilets that are in a poor state, get flooded when it is raining. The structure of the girls' toilets in particular has become unstable, and	The Delegation recommends that, the Department of Education must conduct an urgent inspection of these ablution facilities	Engineers visited the school on the 31st of January 2025 and recommended	The matter has not been resolved. The Principal confirmed during a site inspection of the school. The existing pit toilet is inadequate for all learners, which is a challenge because the toilets become inaccessible during rain.

	<p>its foundation is shifting. There is a huge hole at the back which exposes human waste. A portion of roof in the boy's toilet was blown off by storm.</p>	<p>and come up with a plan to resolve faults.</p> <p>working with the Department's infrastructure unit, the school must develop a maintenance plan to address all infrastructure challenges.</p> <p>[11 February 2025]</p>	<p>construction of new toilets. Due to financial constraints, the Department is unable to construct new toilets but will do minor repairs through District maintenance budget for the 2025/6 financial year.</p>	
Learner pregnancy	<p>The School reported high prevalence of learner pregnancy. About nine (9) learners fell pregnant in 2024.</p>	<p>The Delegation recommended that the Department of Education must intensify programmes that are aimed at preventing learner pregnancy working closely with the Department of Health, Social Development, community and</p>	<p>In collaboration with Department of Health and other partners, the Department has conducted the following:</p> <ul style="list-style-type: none"> <li>√ Trained princip</li> </ul>	<p>The matter is receiving</p> <p>On this matter, the Pri</p> <p>School was visited by</p> <p>Hospital. They conduct</p> <p>on various health- rela</p> <p>AIDS and sexual educ</p> <p>This team also offered</p> <p>specific areas.</p> <p>Social Workers from th</p> <p>the school to offer wo</p> <p>share information on g</p> <p>are not on social gran</p> <p>The Department of Ho</p> <p>meeting with learners</p>

		<p>relevant organisations, and to strengthen its relations with a local clinic in order to provide ongoing support on health education and services.</p> <p>[Ongoing]</p>	<p>al on learner pregnancy and HIV &amp; AIDS policies on 3 April 2025.</p> <p>√ Life Orientation Educator attended Comprehensive Sexuality Education on 09-12 April 2025. Trained 1 SMT member on</p>	IDs.
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			<p>Solution Focus (Guidelines on Management of Learner Pregnancy) on 25 May 2025.</p>	
Nutrition kitchen	The school has a makeshift kitchen which does not offer favourable and hygienic environment for cooking.	The Delegation recommended that the Department of Education must provide the school with proper soup kitchen. [2025/2026 f/y]	A soup kitchen has not been provided due to financial constraints.	The matter has not been resolved. The School continues in the same condition.

THIS REPORT WAS ADOPTED BY THE EDUCATION PORTFOLIO COMMITTEE ON THE  
22<sup>nd</sup> OF OCTOBER 2025



HON HGS MAVIMBELA

ACTING CHAIRPERSON: EDUCATION PC

DATE