



SACE

South African Council for Educators

Towards Excellence in Education



Educators at the epicentre of achieving learning goals and transforming education

**ABRIDGED
ANNUAL
REPORT**

**2022/
2023**
FINANCIAL YEAR



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SACE

South African Council for Educators

Towards Excellence in Education

| PART A
GENERAL
INFORMATION





1. PUBLIC ENTITY'S INFORMATION

REGISTERED NAME:

South African Council for Educators

REGISTRATION NUMBER (if applicable):

SACE Act 31 of 2000 as amended.

PHYSICAL ADDRESS:

Crossway Office Park, Block 1
240 Lenchen Avenue
Centurion

POSTAL ADDRESS:

Private Bag X127
Centurion
0046

TELEPHONE NUMBER/S:

+27(12) 6630400

FAX NUMBER:

+27(12) 663 9238

EMAIL ADDRESS:

info@sace.org.za / pr@sace.org.za

WEBSITE ADDRESS:

www.sace.org.za

EXTERNAL AUDITORS:

A2A Kopano Incorporated

BANKERS:

Nedbank Limited

CHIEF EXECUTIVE OFFICER

Ms Mapula Ella Mokgalane



2. LIST OF ABBREVIATIONS

AA	Accounting Authority
CET	Community Education and Training
COID	Compensation for Occupational Injuries and Diseases
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
ECD	Early Childhood Development
GRAP	Generally Recognised Accounting Practice
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institutions
IAS	International Accounting Standards
IFTRA	International Forum of Teaching Regulatory Authorities
MEC	Member of the Executive the Council
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NAISA	National Alliance of Independent Schools Association
NAPTOSA	National Professional Teachers Organization of South Africa
NASGB	National School Governing Bodies



NATU	National Teachers Union
NPFTED	National Policy Framework on Teachers Education and Development
NQF	National Qualifications Framework
PEDs	Provincial Education Departments
PEU	Professional Educators Union
PFMA	Public Finance Management Act
PTS	Professional Teaching Standards
SACE	South African Council for Educators
PTS	Professional Teaching Standards
SADTU	South African Democratic Teachers Union
SAOU	Suid-Afrikaanse Onderwys Unie
SAPA	South African Principals Association
SAQA	South African Qualification Authority
SA GAAP	South African Statements of Generally Accepted Accounting Practice
TVET	Technical Vocational Education and Training
VVOB	Flemish Association for Development Cooperation and Teacher Assistance



Mr Mabutho Cele

Council Chairperson



3. FOREWORD BY THE CHAIRPERSON

I am pleased to present the 2022/2023 Annual Report on behalf of the entity's Accounting Authority (AA, commonly referred to as the Council). The financial year under review marks the third year of implementing the entity's 2020-2025 strategic plan. Therefore, based on the entity's planned outcomes, outputs, and priorities as reflected in the 2020 – 2025 Strategic Plan (SP) and Annual Performance Plan (APP) 2022/23, this provides an account of the financial year performance on the delivery of the entity's mandate – providing for continuing professional development, managing as a system for continuing professional development, monitoring the upholding the ethical and professional teaching standards.

Governance and Oversight

In heightening good governance and effective oversight role over the entity's performance, together with the internal accountability systems, processes, and frameworks were strengthened. Part of this included the enhancement of all Council committees' charters (including the Council one), and their ongoing implementation. These committees add value in the work of council in terms playing oversight over to the council's work in terms of overseeing the entity's programmes and financial performance. They consist of the Registration Committee (REGCO), Ethics Committee (ETHCOM), Professional Development Committee (PRODCO), Finance Committee (FINCO), Advocacy and Communication Committee (ADVOCO), Staffing Committee (STAFFCO) and Audit and Risk Committee (A&RCOM). These committees consist of Council members and co-opted members with expertise in certain areas. The Chairpersons of the committee's form part of the council's Executive Committee





(EXCO) which is responsible for the Council activities and decisions between Council.

Performance Highlights

Based on the oversight and governance role above, allow me to present highlights of the AA's performance. Compared to the previous financial year 2021/2022, the reporting period saw an achievement of 73% APP indicators as compared to 74% in 2022/2023. SACE prides itself in providing the fit-to-practice professionally registered teachers to the basic education sector. In doing so, it managed to professionally register 48 110 newly qualified educators (including foreign nationals), and 5 124 special/conditional registrations for people who are not professionally qualified as teachers. However, these people are needed in terms of the three-stream model (technical and vocational), focus schools' areas, various regions, and other related matters. As part of professionalising the Early Childhood Development (ECD) and initial teacher education sectors, 3 862 (ECD practitioners) and 15 922 (student teachers) were professional and registered respectively. All the registrants go through the screening and vetting process through the South African Police Services (SAPS)'s criminal record database and the Department of Justice and Constitutional Development's (DOJC)' National Register of Sexual Offenders (NRSO).

Also, from an ethical perspective, 794 Investigations were held, and 122 disciplinary hearings were conducted. In terms of the sanctions meted out, 31 were Struck off indefinitely... struck off but the struck off suspended for a specific period with sanctions and 80 fines. Lastly, management of continuing professional development saw 43 823 teachers being supported on various professional matters, 70 providers approved, and 791 professional development programmes and activities endorsed. It is also noted from this annual report that gaps have been identified in the programme and financial performance. Therefore, the AA's oversight role will continue with internal accountability processes, including effectively monitored remedial action.





Strategic Partnerships and Stakeholder Relationships

Our partnerships have been very significant and central to achieving the strategic organisational goals and outputs in the APP. Therefore, the collaborations between SACE, UMALUSI, DOJC and the Department of Home Affairs (DHA) have been at the heart of registering fit-to-practice educators. The development and empowerment of Developing and empowering any organisation's human resources are significant to its maximum performance. Therefore, the ongoing skills development funding from the Education Training and Development Practices Sector Education and Training Authority (ETDP-SETA) is valued and appreciated. As the country is faced with the challenge of reading literacy, the virtual library supported by the VVOB contribute immensely to ensuring that country has a reading teaching profession that will contribute to a reading nation.

The reporting period saw the commencement of the discussion around collaborative accreditation of teacher education qualifications between SACE and the Council on Higher Education (CHE), including the national audits, qualifications standards, research, and other related matters. This move will go a long way in ensuring that SACE plays its rightful and valuable quality assurance role in the initial teacher education environment. Further developments on this partnership will be shared in the new financial year. Also, SACE had several engagements and collaborative activities with various teacher unions, higher education institutions, the Department of Basic Education and the Department of Higher Education and Training on the SACE programmes and other educational matters.

Entity and Legislative Developments

The AA produced the SACE Review and Repositioning Draft report with various proposals intended to turn the entity around and reposition it accordingly. The draft report will be used for the engagements and consultative sessions with the internal and external stakeholders in the new year. Equally, the review and repositioning process has some implications for the amendment of the SACE Act from 2023/2024 onwards. Therefore, the state law advisors will be engaged timeously in preparation for the legislative amendments process.





Acknowledgements and Appreciation

My sincere gratitude goes to SACE's Executive Authority, Honourable Minister Angelina Motshekga, for meticulously playing an oversight role over SACE, including the ongoing support received from the Department of Basic Education. To my fellow Council members (the AA), I am because you are. I would not have led this entity successfully without your continued support and ongoing inputs. The governance and oversight role you play is highly treasured. To the CEO, management, and staff, I am eternally grateful to you all for ensuring service is delivered to our esteemed educators. My appreciation also goes to all the educators and stakeholders for continued support and for joining SACE in inspiring a credible teaching profession.

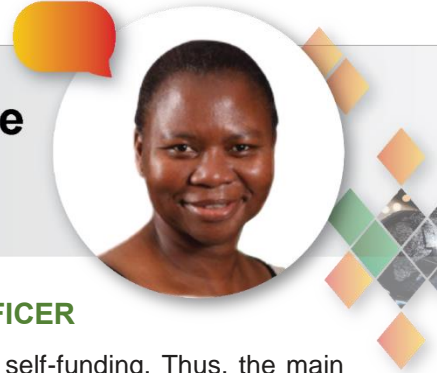
Mr Mabutho Lucky Cele
South African Council for Educators
Date: 18 August 2023





Ms. Mapula Ella Mokgalane

Chief Executive Officer



3.1. FOREWORD BY THE EXECUTIVE OFFICER

As a professional self-regulatory body, SACE is self-funding. Thus, the main source of funding is educator membership fees determined by the Accounting Authority periodically, in consultation with the Minister and stakeholders. During the year under review the entity collected a total revenue of R128 million, and R15,5 million of that was received from the fiscus in line with section 19 of the SACE Act. This amount is a grant for the management of the Continuing Professional Teacher Development (CPTD) system. From this allocated grant, R360 000 2% remained unspent and accounted for as surplus. The registration administration fee collected from registering educators is R 16.5 million. Additionally, the Council's financial position for the year under review is sound.

Spending trends of SACE

The Council delivered its responsibilities within its collected means of R 128 million as compared to 117 million in 2021/22. Given that SACE is service-oriented, 77% of this collected revenue was spent on the administration, salaries, litigations, and other related matters. The remaining 23% has been allocated to the APP programmes resulting in inadequate delivery of the entity's mandate in the teaching profession. This situation could be corrected incrementally by implementing the results of the SACE Review and Repositioning and job evaluation projects from 2024/2025 onwards.

The Council maintained a constant low net annual surplus of R3.1 million in comparison with the previous financial year. The surplus arises from the unfilled vacant positions which were pending the SACE review and repositioning as well as job evaluation processes. From a capital investment perspective, Council has been operating from its own bought five properties - the national office





situated at No. 240 Lenchen Avenue in Centurion; No. 25 Rhodesdrift Office Park in Polokwane, Limpopo; and 180 Mahatma Gandhi Road in Durban, KwaZulu-Natal., 33 Bonza Bay Drive in East London, Eastern Cape and No. 2 Genius Loci Park in Bloemfontein, Free State.

Capacity constraints and challenges facing SACE

First, SACE is self-funding from educators' monthly levy of **R16.50**. This amount appears incommensurate with the mandate and role of SACE in the main. The ripple effect of this is evident in the budget allocations to the APP programmes. Second, the inevitable budget allocation imbalances between the administration/salary bill and delivery of services to the teaching profession remain a cause of course for concern for the entity. This situation seems to be aggravated by an attempt to extend provincial offices in their current brick -and -mortar form, along with the related increase in the administration and human resource costs. It is for this reason, amongst others, that SACE is going through a self-renewal process that includes, amongst others, the rethinking and reconceptualization of provincial offices and exploring varying cost-effective and context sensitive models. As such, the process to continue with provincial offices has been deferred to investigate these issues further.

Third, for various reasons, SACE experienced some level of staff turnover. Also, the SACE review and repositioning project, along with the job evaluation process, resulted in the entity putting various vacant positions on hold, including those in management and senior management levels. While the rationale for this is sensible, the unintended consequences have impacted the internal capacity, especially in the management and internal controls of performance information at finance and APP programmes levels, resulting in some material findings. This necessitates the acceleration and conclusion of the SACE review and repositioning and job evaluation proposals. In addition, due to inadequate capacity the internal audit and risk committee has been unable to assist in effectively minimising the entity's external audit findings. Lastly, while the entity works very closely with the State Information Technology Agency (SITA), there are challenges in terms of the ICT systems that hinder the effective utilization of data. The current data integration process might contribute to solving the problem, to a certain extent.





Discontinued key activities/activities to be discontinued

There were no key activities which were discontinued during the period under review. However, the SACE review and repositioning project might lead to some discontinuation of certain obsolete activities in the new financial year.

New or proposed key activities

Council commenced a process of engaging the Council on Higher Education (CHE) on the collaborative quality assurance in the higher education band of the National Qualifications Framework. As such, the new financial year will see the signing of a Memorandum of Agreement (MOA) between SACE and CHE on the joint accreditation of teacher education qualifications and programmes, as well as national teacher education audits, qualifications standards, and other related areas. This has implications for SACE in terms of extending its quality assurance and management scope.

Also, council will be hosting its first national teachers' conference for the teaching profession under the central theme "The teaching profession in our hands, "our voices and plight matter". The aim of the conference is to bring teachers, teacher unions, and other stakeholders together to pause, reflect and raise their voices as individuals and collectively about matters that affect their profession and plight in this changing world. The conference will also honour and recognize the 21 women school leaders who wrote a short story book titled "Women Unveiling Untold Stories in the Education Sector". Equally, 45 educators who exceeded the required number of professional development points to be earned every three-year cycle as part of the mandatory SACE Continuing Professional Development System will be appreciated. Council is conducting a job evaluation process and repositioning and review.

Requests for roll over of funds

As explained above, the entity remained with a net surplus of R3.1 million for the financial year. This brings Council's accumulated surplus to R182 million at the end of 31st March 2023. Thus, Council applied to the National Treasury (NT) to retain the accumulated surplus for purposes of Information Communication Technology (ICT) infrastructure improvement, as well as





keeping a contingency reserve fund for operations, such as employee disputes, educator misconduct case management processes, and assets acquisition.

Supply chain management

As reflected in the audit report, the Accounting Authority's Supply Chain Management (SCM) systems and processes are in place and operating effectively. At the close of the financial year, there were no unsolicited bid proposals.

Challenges experienced and how they will be resolved

Council experienced challenges around the management and recovery of membership fees whereby R6,5 million had to be written as irrecoverable. New members register without paying membership fees (policy gap), which accrue to the end of the financial year and remain irrecoverable. The council is considering membership policy as a remedy for this deficiency. The council will also consider financial sustainability in the 2023/24 financial to ensure council continuity.

Audit report matters in the previous year and how they would be addressed

- a. Material loss as a result of the R6,5 million write-off – membership management policy to be reviewed.
- b. Classification of government transfer – to be classified as revenue.
- c. Reported performance information target achievement did not agree with the evidence provided for indicator under the professional development programme – an improvement plan to manage workshop participation will be developed.
- d. IT control deficiency – controls to be reviewed.

Outlook/ Plans for the future to address financial challenges

In line with the Council's decision, funding will be reviewed Annually to ensure sustainability in delivering mandatory functions. The council is considering membership policy as a remedy for revenue loss. The council will also be considering financial sustainability in the 2023/2024 financial year to ensure council sustainability.





Events after the reporting date

None

Economic Viability

Council's financial position is reported to be sound with a surplus of R3.1m and the cash reserves which had grown to **R108 million** for the period under review. Notwithstanding this, an enhanced funding model of the entity is being explored as part of the SACE Review and Repositioning process to ensure financial stability.

Acknowledgement/s or Appreciation

I am eternally grateful to the Council Chairperson, Mr Mabutho Cele, for his leadership, strategic guidance and valued support throughout the financial year. The work of Council would not have been accomplished without all levels of the entity's management and support staff. Thank you very much for your selflessness, expertise, hard work, and dedication. The teaching profession is because you are. To the Department of Basic Education, thank you for your varied and treasured support towards SACE and its programmes. Your feedback, inputs and constructive criticism continue to build and strengthen us and the teaching profession for the better.

Ms Ella Mapula Mokgalane Chief
Executive Officer
South African Council for Educators
Date: 18 August 2023





SACE

South African Council for Educators

Towards Excellence in Education

| PART B PROGRAMMES





SUB-PROGRAMMES

- Executive and Governance
- Planning, Monitoring & Evaluation and Reporting
- Cooperate Services
- Communication and Stakeholder Relations
- Financial Management
- Information and Communications Technology

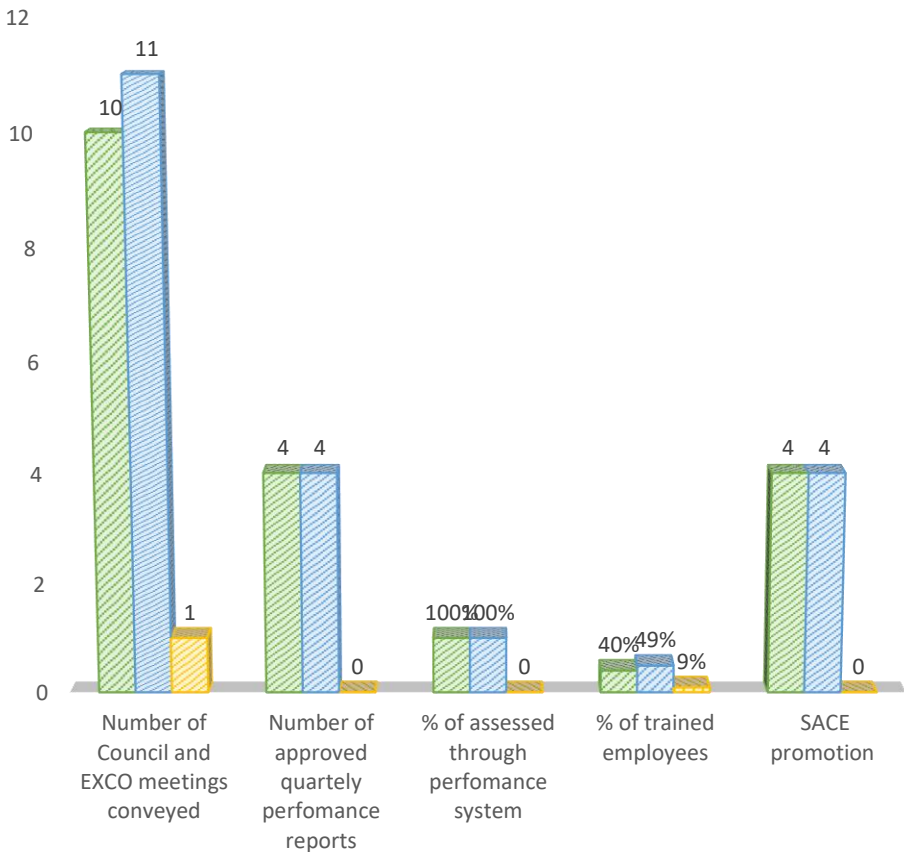




PROGRAMME 1: ADMINISTRATION: KPI's

KPI's, PLANNED TARGET, ACTUAL ACHIEVEMENT

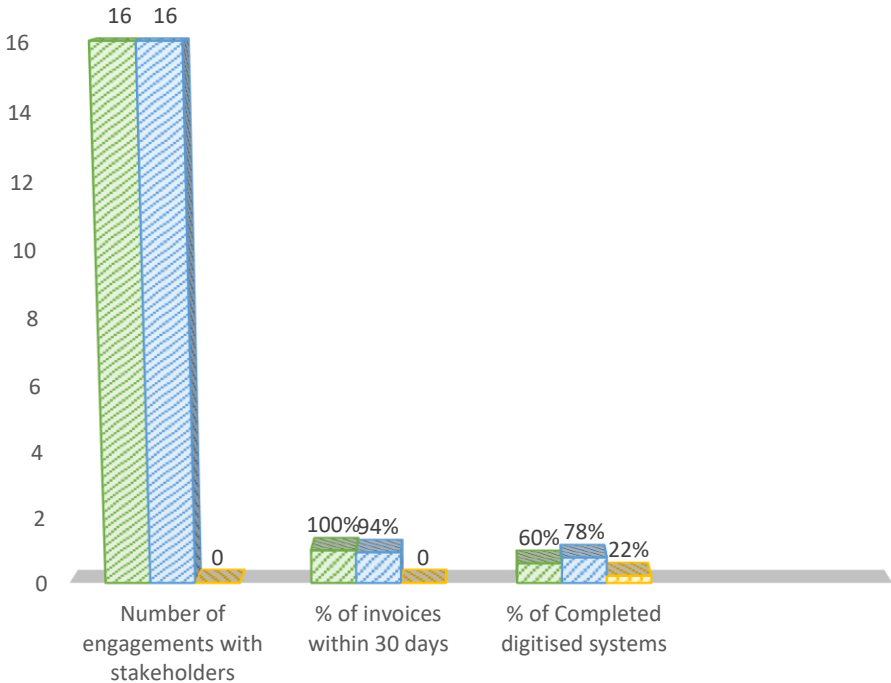
■ Planned Target
 ■ Actual Achievement
 ■ Deviation from Planned to Actual





KPS's, PLANNED TARGET AND ACTUAL ACHIEVEMENTS

- Planned target
- Actual Achievement
- Deviation form Planned target to actual achievement





5. PROGRAMME 2: PROFESSIONAL REGISTRATION

PURPOSE OF THE PROGRAMME:

Purpose of the programme is to register qualified educators and create sub-registers for special categories: maintain and update the educator database; and enhance the quality for the registration of teachers by introducing standards.

OUTCOME:

Fit-to Practice Registered Educators.

REGISTRATION OF PROFESSIONAL EDUCATORS

	Must determine minimum criteria and procedures for registration or provisional registration.
	Must determine the form and contents of the registers and certificates to be kept, maintained or issued in terms of this Act, the periods within which they must be reviewed.
	Must consider and decide on any application for registration or provisional registration; - Two types of Registration (Provisional and Full).
	May prescribe the period of validity of the registration or provisional registration; - currently applicable to provisional registration only
	Must keep a register of the names of all persons who are registered or provisionally registered.





FITNESS-TO-PRACTICE IN TERMS OF PROFESSIONAL REGISTRATION

FIT-TO-TEACH/PRACTICE PROFESSIONAL EDUCATORS

Enhance the status and esteem of the profession by registering fit-to-practice educators.

Vetting educators through the submission of the police clearance and national register of sexual offenders.

Heighten public trust and confidence in teachers.

Note: it does not mean being fit to teach in terms health/medical fitness.

WHO IS ELIGIBLE TO REGISTER WITH SACE FULLY?

SECTION 3 of the SACE Act: This Act applies to all educators appointed-

In terms of the Employment of Educators Act, 1998 (Act No.76 of 1998)

In terms of the South African School Act, 1996 (Act No.84 of 1996, as amended 2007)

At an Independent School.

In terms of the Further Education and Training Act, 2006 (Act No.16 of 2006)

Technical vocational Education and Training Colleges.

Community education and Training Colleges.

REGISTRATION SCOPE

Professionally Qualified Educators/ Lecturers-

- Full Registration Status to Practice

Student Teachers

- Provisional Registration Status for BED and PGCE
- The Status cannot be used for employment purposes.

Academically Qualified and professional Unqualified Practicing Teachers

- Must be studying towards PGCE

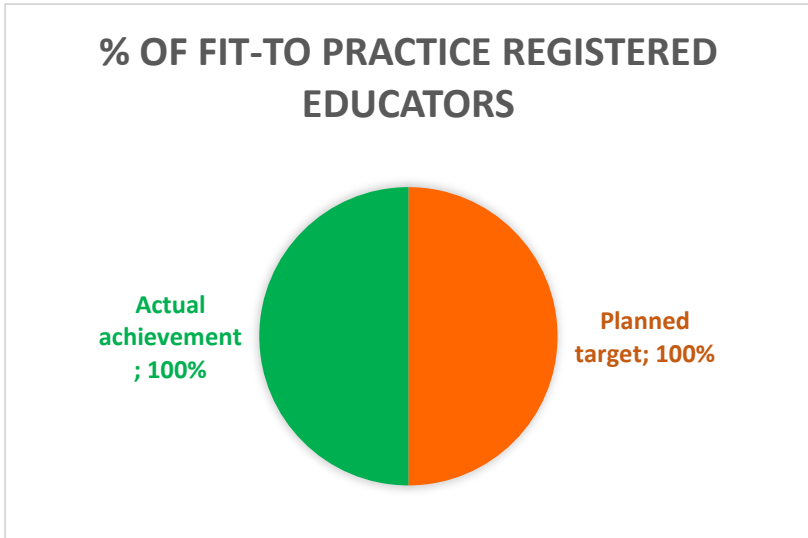
Special Registrants

- Conditional Registration Status with some limitations to a subject/phase/ school.
- Caters for the Three Stream Model and Focus Schools.





PROGRAMME 2: KPI's, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS



2022/2023 REGISTRANTS

48 110 newly qualified educators –

- Only category accounted for in the Annual Performance Plan because it impacts directly on the schooling sector and contributes to the teacher demand and supply.
- Current data analysis project to understand the areas this cohort's areas of specialization.
 - 5 124 in the special/conditional registrations.
 - 3 862 (ECD practitioners) – Part of professionalization of the Early Childhood Development (ECD) sector.
 - 15 922 (student teachers) – Part of professionalization of the initial teacher education sector.





6. PROGRAMME 3: ETHICAL STANDARDS

PURPOSE OF THE PROGRAMME

The purpose of the programme is to promote and maintain ethical standards in the profession.

OUTCOME

Maintained ethical standards

SUB-PROGRAMME

- Investigations
- Disciplinary Hearing
- Sanctions

Code of Professional Ethics:

- Set of rules
- Determination of behavioural expectation



**Educator
and the
learner**



**Educator
and the
council**



**Educator
and the
profession**



**Educator
and his/her
employer**



**Educator
and the
parent**



**Educator
and the
community**

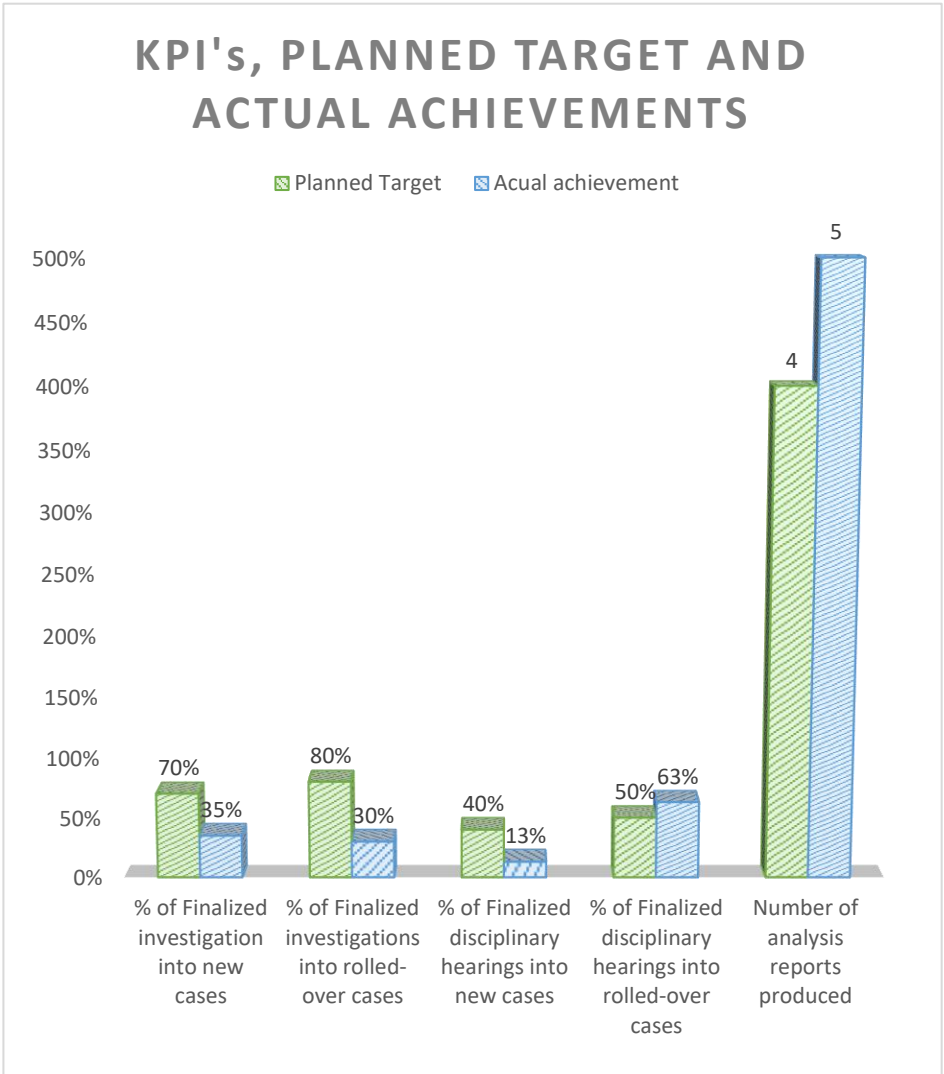


**Educator
and his/her
colleagues**





PROGRAMME 3: ETHICAL STANDARDS: KPI's 2022/2023





SERVICE DELIVERY HIGHLIGHTS

The Council follows a First-In-First-Out approach in processing cases, meaning that the order of case processing corresponds to the order in which they are lodged. However, there is an exception for serious breaches of the code of professional ethics, such as sexual offenses and severe assault cases, which receive preference and are processed expeditiously. This prioritization is crucial to ensure timely resolution, particularly for older cases carried over from the previous calendar year. Preliminary screening occurs promptly upon case reporting, leading to either an investigation or closure based on the evidence. The goal is to finalize cases efficiently, recognizing the importance of addressing older cases promptly, as learners and witnesses may relocate if not dealt with promptly.



REMOVAL FROM THE REGISTER

No	Case No	School	District	Circuit	Gender	Misconduct	Sanction
1	513/2 019-LP	Chumana Primary School	Waterberg	Mahwelereng	Male	Sexual assault of a colleague	Removal from the register indefinitely
2	584/2 021-WC	Makapula High School	Cape Winelands	Stellenbotsch	Male	Sexual harassment of learner	Removal from the register indefinitely
3	541/2 021-GP	Pecanwood College			Male	Rape of learner	Removal from the register indefinitely
4	275/2 020-WC	Vleiplaas Primary School	Overberg education	Barrydale 01	Male	Sexual relationship with learner/s	Removal from the register indefinitely
5	296/2 021-WC	Mountview Secondary School	Cape Winelands	Stellenbosch	Male	Sexual assault, assault of a learner and providing alcohol to a learner	Removal from the register indefinitely
6	687/2 021-MP	Bonginhlhla Secondary School	Mgwenya	Ehlanzeni	Male	Sexual relationship with learner/s	Removal from the register indefinitely
7	96/20 21-FS	Comtech Combined School	Motheo	Mongaung	Male	Sexual relationship with learner/s	Removal from the register indefinitely
8	96/20 21-FS (1)	Comtech Combined School	Motheo	Mongaung	Male	Sexual relationship with learner/s	Removal from the register indefinitely
9	422/2 021-MP	Laerskool Lydenburg	Mashishing	Bohlabela	Male	Sexual harassment of learner	Removal from the register indefinitely
10	409/2 020-GP	ED Mashabane Secondary			Male	Sexual harassment of learner	Removal from the register indefinitely
11	448/2 021-NW	Matemogelo Secondary School	Sedibeng West	Small Farm	Male	Sexual relationship with learner	Removal from the register indefinitely



REMOVAL FROM THE REGISTER

12	337/2 021- WC	Brooklyn Primary School	Metro North	City of Cape Town	Male	Fraud on examination s and mis presentation s authorities	Removal from the register indefinitely
13	539/2 021- GP	Babinaphuti Secondary School	Tshwane North	Soshanguve	Male	Sexual assault of a learner	Removal from the register indefinitely
14	329/2 021- MP	Kaapmuiden Primary School	Barbeton	Nkululeko	Male	Sexual assault of learner/s, colleague, or parent	Removal from the register indefinitely
15	388/2 021- LP	Maratapelo Primary School	Capricorn		Male	Fraud and dishonesty	Removal from the register indefinitely
16	596/2 021- WC	Zola Senior Secondary School	Metro east	4	Female	Fraud relating to learner's marks	Removal from the register indefinitely
17	373/2 021- GP	Langaville Secondary School	Gauteng east	2 Mahlangu	Male	Insubordinat ion and falsify ing assessment marks	Removal from the register indefinitely
18	350/2 021- MP	Platorrand Skool	Mogodumo		Male	Sexual assault of colleague	Removal from the register indefinitely
19	027/2 021- KZN	Brailsford Primary School	Pinetown	Phoenix Central	Male	Sexual assault of colleagues	Removal from the register indefinitely without an option of reapplying for readmission
20	51/20 21- WC	Rhodes High School	Metro Central	9	Male	Sexual harassment of a learner	Removal from the register indefinitely
21	742/2 020- KZN	Imbasa Public Primary School			Male	Sexual harassment of colleague/s	Removal from the register indefinitely without an option of reapplying for readmission
22	81/20 22- GP	Thuto Pele Secondary School	Johannesburg South		Male	Sexual relationship with learners	Removal from the register indefinitely



REMOVAL FROM THE REGISTER

23	611/2 021- LP	Nwanedi Primary School	Mutale	Vhembe	Male	Sexual relationship with learners	Removal from the register indefinitely without the option of reapplying for readmission, and further that his name to be submitted to the DSD
24	418/2 019- KZN	Marrianridge Secondary School			Male	Examination fraud	Removal from the register indefinitely
25	743/2 021- KZN	Glenhaven Secondary School	Pinetown	Tongaat	Male	Sexual harassment and uttering derogatory words	Removal from the register indefinitely and submit his name to the DSD
26	718/2 021- GP	Besek College	Ekurhuleni South	ES_4	Male	Sexual harassment of a learner	Removal from the register indefinitely and submit his name to the DSD
27	143/2 020- LP	Sebala- Margolo Secondary			Male	Fraud and dishonesty	Removal from the register indefinitely
28	268/2 021- LP	Babina Tlou primary School	Marbel hall		Male	Rape of a learner	Removal from the register indefinitely and submit his name to the DSD
29	237/2 021- WC	Naluxolo Primary School	City Of Cape Town		Male	Assault of a learner	Removal from the register indefinitely and submit his name to the DSD
30	440/2 018- GP	Abbotts College Johannesburg South	Johannesburg Central		Female	Examination fraud	Removal from the register indefinitely

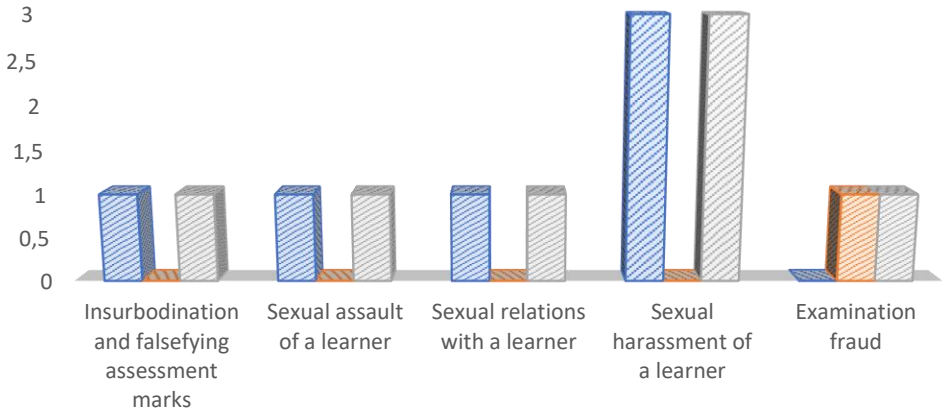




REMOVAL FROM REGISTER – GRAPH VIEW

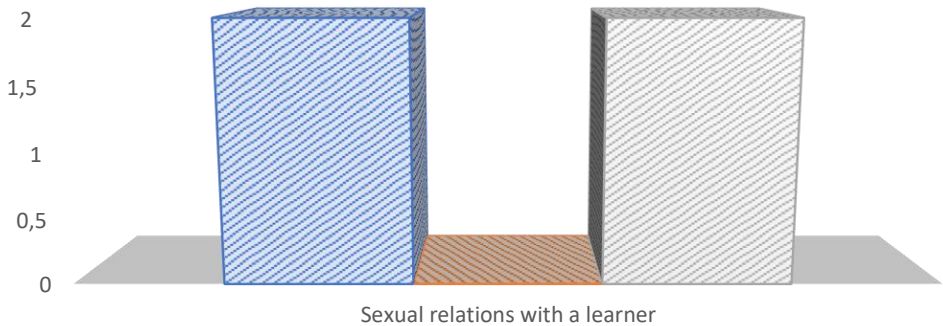
GAUTENG

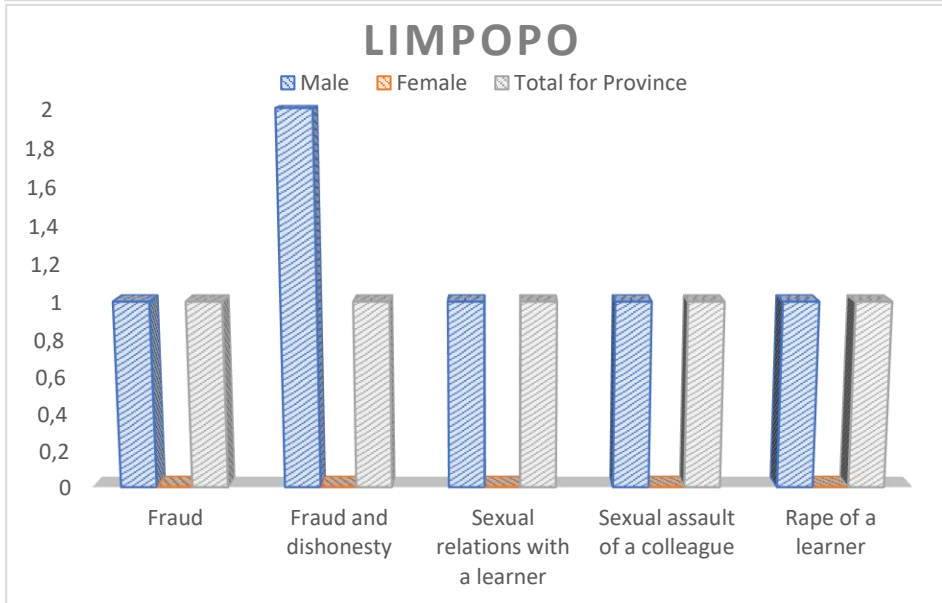
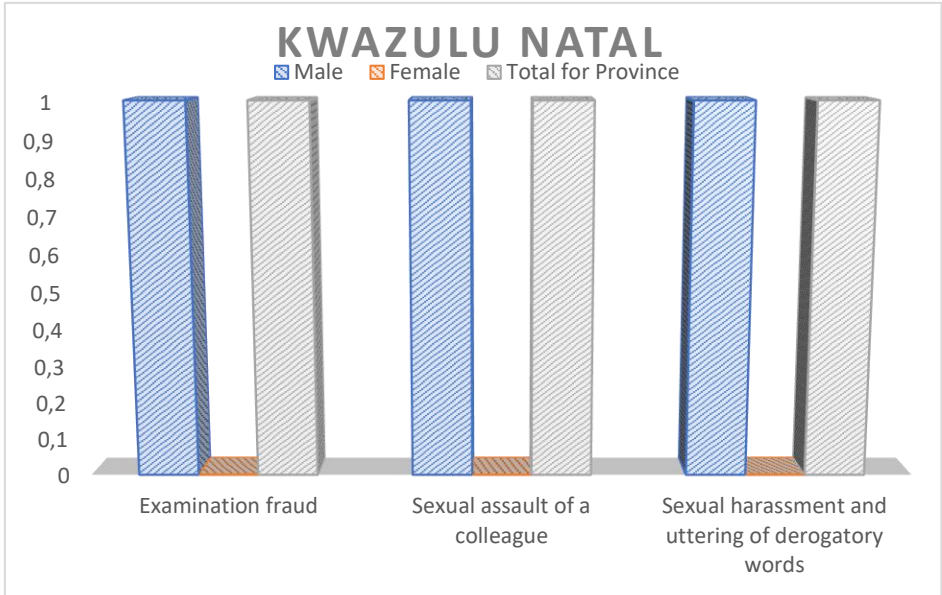
Male Female Total for Province

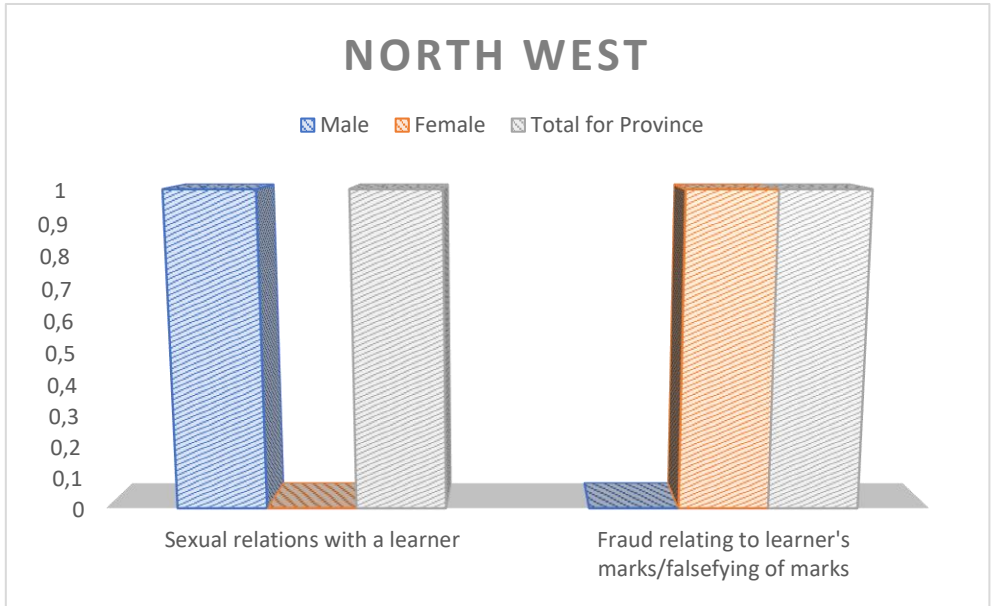
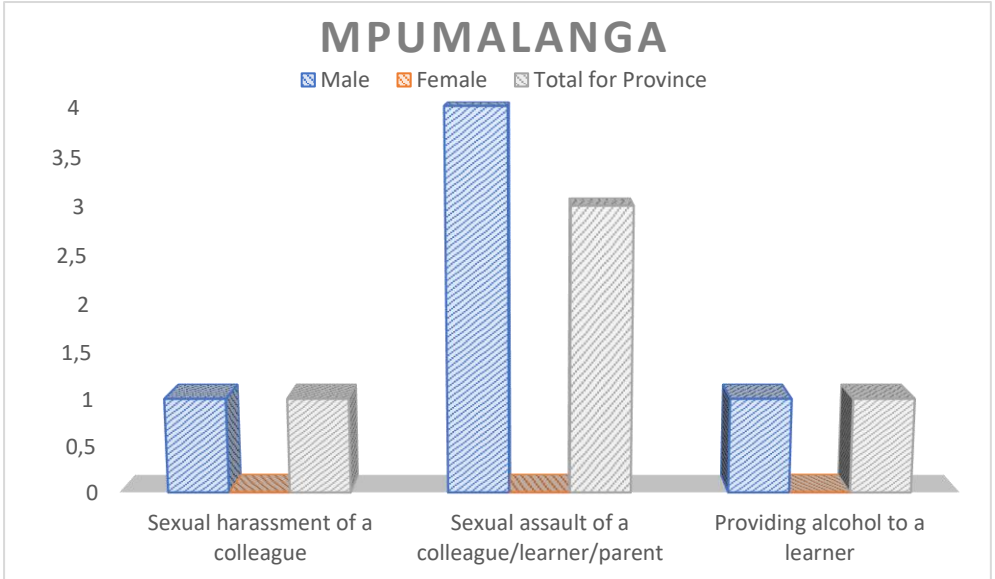


FREE STATE

Male Female Total for Province









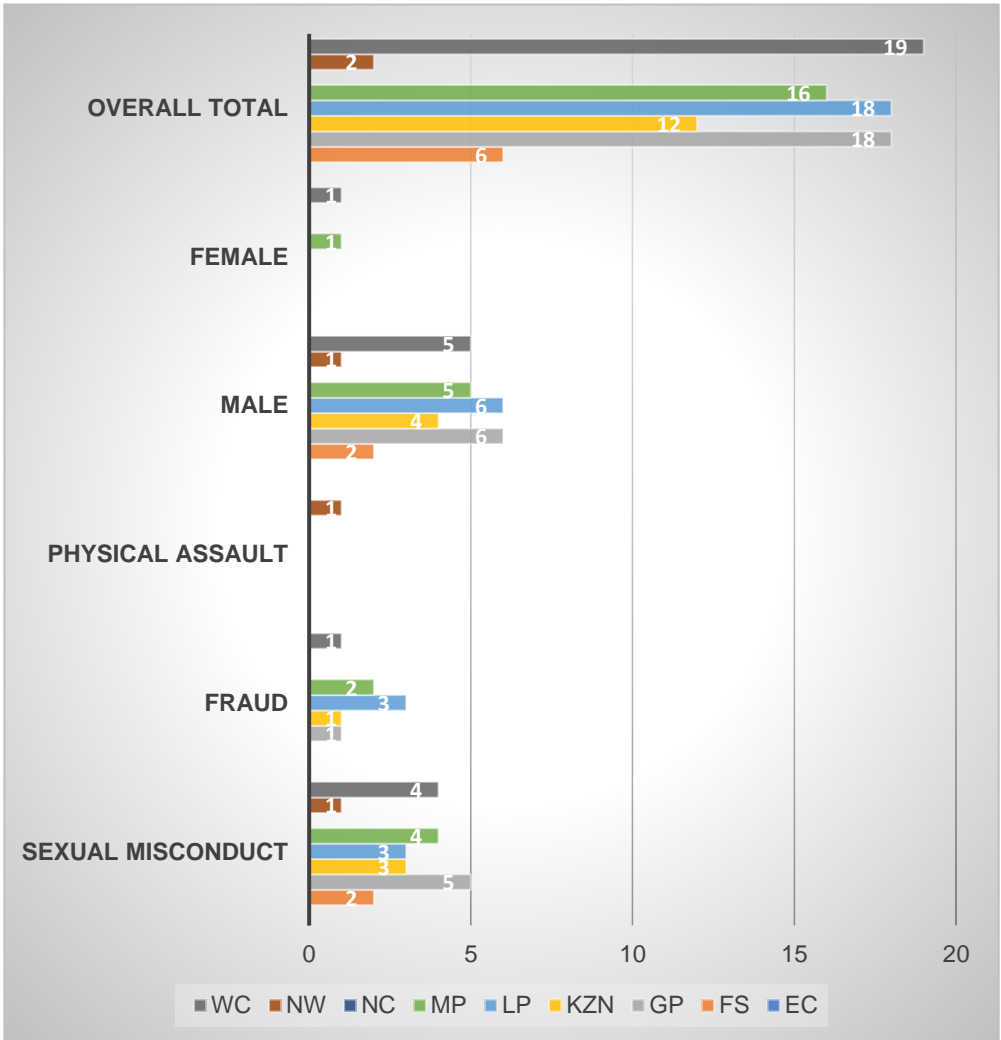
WESTERN CAPE

Male Female Total for Province





REMOVAL FROM THE REGISTER – GRAPH VIEW AGGREGATED STRUCK OFFS PER PROVINCE, TYPE OF MISCONDUCT AND GENDER





TEACHER-LEARNER AGE PROFILES FROM THE 31 STRUCK OFF FROM THE REGISTER OF TEACHERS

Age of Teachers from eldest to the youngest	Age of learners from old to young one
56	17
49	17
47	17
32	16
32	15
31	15
29	15
29	15
28	14
23	12





7. PROGRAMME 4: PROFESSIONAL DEVELOPMENT

PURPOSE OF THE PROGRAMME:

- To ensure that educators engage in life-long learning to improve their professional competence.

SUB-PROGRAMMES:

- Continuing professional teacher development management system
- Member support
- Quality management

PROFESSIONAL DEVELOPMENT

Mandatory:

Teacher Professionalisation/ Professional Standards

- Promote, develop and maintain a professional image
- Advise the Ministers to the education and training of educators: including but not limited to:
 - Minimum requirements to all the levels of the profession
 - standards of programmes of pre-service and in-service educator education:
- Requirements for promotion within the education system
- Educator professionalism

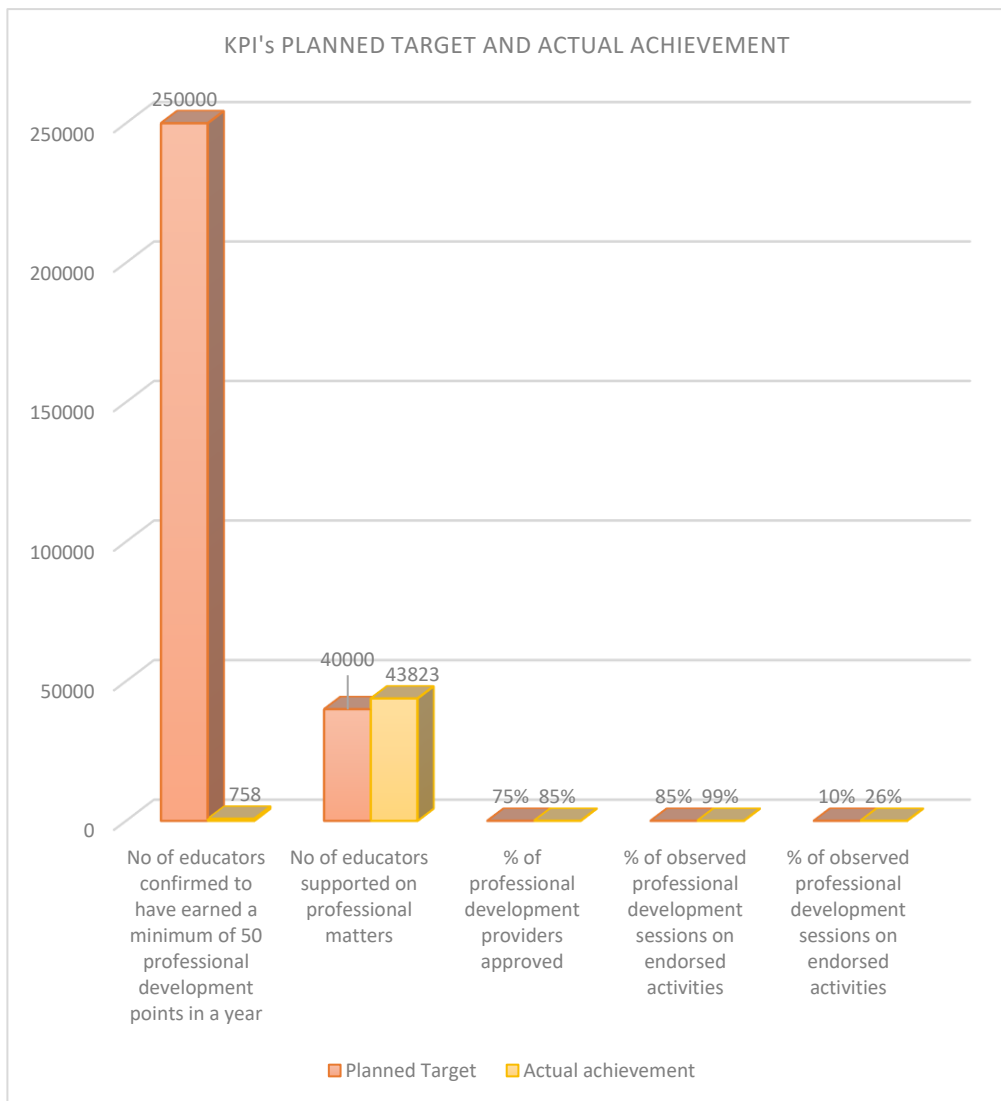
CPTD Management System

- Research and develop a professional development policy.
- Manage a system for the promotion of professional development for all educators in schools





PROGRAMME 4: KPI's, Planned Targets and Actual Achievements





SERVICE DELIVERY HIGHLIGHTS

- The indicator 4.1.1, which aimed to measure the uptake and reporting of educators in the self-service portal, who earned a minimum of 50 professional development points is underperformed, and the Council's overall performance for the indicator is 75%. The total number of educators reporting in the financial year including the ones which accumulated 50 points is 74 843.
- The overall performance of the Council for the financial year under review confirms the overachievement in indicator 4.2.1 to be 3 823 more educators supported in their professional matters, against the annual target of 40 000, and the actual achievement is 43 823.
- There were 82 eligible professional development providers' applications received, and Council approved 70 to increase the pool of quality providers who will participate in developing SACE-registered educators. This translates to 85% performance for this indicator.
- 800 professional development activities were received, and only 791 were processed and endorsed, resulting in 99% performance against the 85% annual target.





74,843

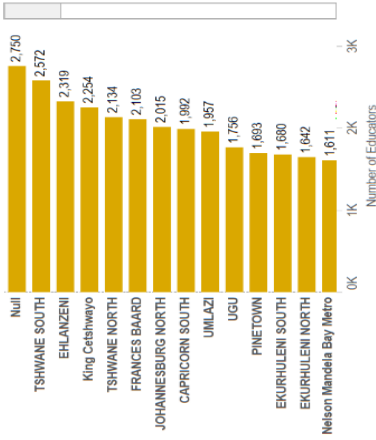


Educators Reporting : Points Within Selected Dates

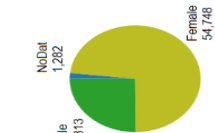
Point_Date
01/04/2022 to 28/03/2023

MainStream_Special
All

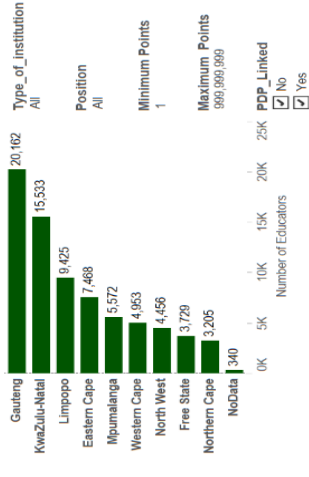
District



Gender



Province

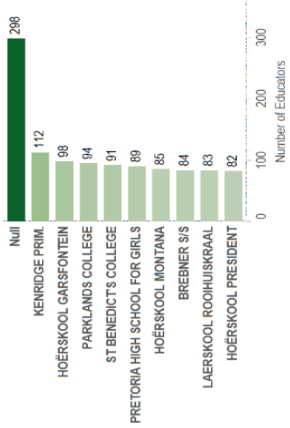


Minimum Points
1

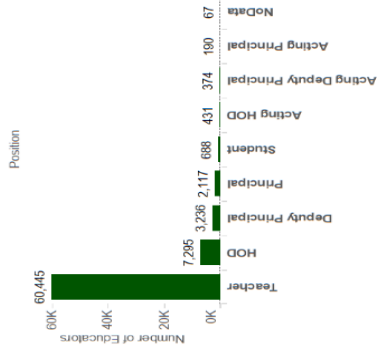
Maximum Points
960,969,969

PDP_Linked
 No
 Yes

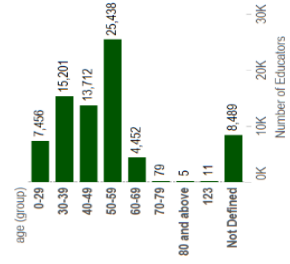
Top 10 School



Position



Age Group





8. PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

PURPOSE OF THE PROGRAMME:

To Improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

OUTCOME:

Improved Professionalism

PROFESSIONALISING THE TEACHING PROFESSION

- Enhancing the status and standing of the teaching profession and its internal quality across the teacher education and development continuum Because:
- Teaching is a Profession and NOT a semi-profession Teaching is not a free for all
- Teaching is not a free for all
- Teaching is NOT something that everyone can do
- Teaching should not be an after-thought or last resort profession



2 Teachers collaborate with others to support teaching, learning and their professional development.

2.1 Teachers conduct themselves in ways that respect the dignity of the teaching profession.

2.2 Teachers understand that the wellbeing of learners and the support of the learning requires collaboration between teachers, school leaders, other professionals, and the community.

2.3 Teachers are responsible for their ongoing personal, professional and research.

2.4 Teachers participate in endorsed continuing professional teacher education programmes organised by their subject associations, professional learning communities (PLCs), higher education institutions, teacher unions and private providers.

2.5 Teachers provide supportive environments for the reaction and mentoring of colleagues who are new to their school, as well as for pre-service and newly qualified teachers.

2.6 Teachers actively involve themselves in educational debates, curriculum development initiatives, and educational issues that affect them.

3 Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.

3.1 Teachers are committed to ensuring that learners are given the support they need for inclusive access to learning opportunities.

3.2 Teachers have a responsibility to identify and challenge policies and practices that discriminate against, marginalise or exclude learners.

4 Teaching requires that well-managed and safe learning environments are created and maintained within reason.

4.1 Teachers are in class and teaching during scheduled teaching time.

4.2 Teachers establish clear routines to ensure the best of practice teaching and learning time.

4.3 Teachers use fair and consistently applied rules to promote respectful behaviour in their working environments.

5 Teaching is fundamentally connected to teachers' understanding of the subjects they teach.

5.1 Teachers understand the subjects they teach as bodies of knowledge in which important concepts are connected to one another.

5.2 Teachers understand how learners process and present information in the subjects they teach.

5.3 Teachers understand how subject knowledge can be applied to interpret and address real-world issues.

5.4 Teachers keep themselves informed of new developments and research in their subjects.

7 Teachers understand that language plays an important role in teaching and learning.

7.1 Teachers create opportunities for learners to develop their vocabulary, their command of the language of learning and teaching (LALT), and to develop their reading and writing skills in the lessons they teach.

7.2 Teachers draw on other languages, when necessary, to enhance learners' understanding of the important concepts in their lessons.

7.3 Teachers enable learners to understand and use the specialist terminology and language of their subjects.

7.4 Teachers provide learners with ongoing opportunities to read, write, speak and listen to a range of texts, genres, graphical and visual texts.

7.5 Teachers recognise that all learners need to acquire and hone foundational skills in language and literacy to support the relationship between language and numeracy.

8 Teachers are able to plan coherent sequences of learning experiences.

8.1 Teachers use the national curriculum to identify what learners are required to know and do.

8.2 Teachers use the national curriculum and knowledge of their subjects to understand how important ideas and skills are built up across different years of learning.

8.3 Teachers base their planning on what learners know and understand in order to design coherent units of lessons with meaningful learning activities and assessments.

9 Teachers understand how their teaching methodologies are effectively applied.

9.1 Teachers explain content knowledge to learners in ways that are understandable and accurate.

9.2 Teachers design tasks that give learners opportunities to consolidate new knowledge learnt and to practise skills.

9.3 Teachers learn to anticipate what learners will find difficult to understand and use various ways to address common misunderstandings.

9.4 Teachers find, develop or modify carefully chosen physical, graphic, digital and teacher resources to enhance learning.

9.5 Teachers engage their learners to stimulate their curiosity about a subject and motivate them to learn more.

10 Teaching involves monitoring and assessing learning.

10.1 Teachers use assessment tasks that give learners opportunities to show what they have learnt, and what they can do with that knowledge.

10.2 Teachers provide learners with constructive feedback that helps them understand how they can improve their learning.

10.3 Teachers analyse learner contributions, their questions and their errors as important data that shows what the learners do and do not yet understand to inform future planning.

10.4 Teachers keep accurate records of learner achievement and can report to stakeholders on the progress of learners.

6 Teachers make thoughtful choices about their teaching that lead to learning goals for all learners.

6.1 Teachers consider how learners develop and learn when choosing teaching and learning strategies.

6.2 Teachers seek to understand how theoretical concepts can inform the choices they make in their classroom practices.

6.3 Teachers can account for the design, delivery and assessment of lessons to themselves, their colleagues and to other stakeholders.

6.4 Teachers improve their teaching by reflecting on what has worked and what has not worked in the learning experiences they have created.

10

9

8

7

6

5

4

3

2

1

PROFESSIONAL
TEACHING

...IN OUR
HANDS

1 Teaching is based on an ethical commitment to the learning and wellbeing of all learners.

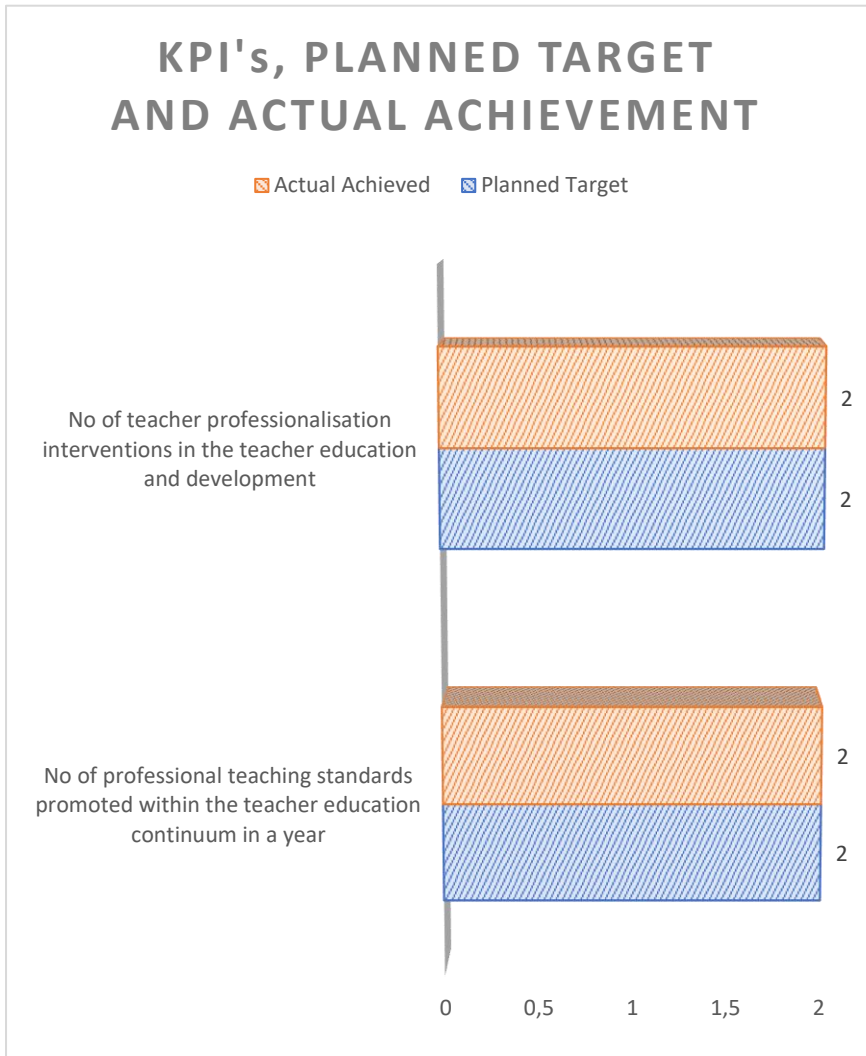
1.1 Teachers believe in the capacity of all learners to achieve and make progress on tasks and outside the classroom.

1.2 Teachers understand the different challenges that confront learners and their families and consider how these challenges may affect their behaviour and learning.

1.3 Teachers respect different aspects of learners' identities (including gender, race, language, culture, sexual orientation and disability), and believe that these dimensions are important to their learning, teaching and learning.



PROFESSIONAL TEACHING STANDARDS





PROGRAMME 5: SERVICE DELIVERY HIGHLIGHTS

- The Council used different methods to introduce the Ten Professional Teaching Standards to educators, policymakers, and other stakeholders in the education system.
- Out of the Ten Professional Teaching Standards, the Council focused on unpacking the first two standards.
- In that regard, the Council held awareness campaigns that targeted teachers and other relevant stakeholders to help increase the visibility and understanding of professional teaching standards.
- Council identified and prioritised the Western Cape and Northwest provinces for the 2022/2023 promotion of Professional Teaching Standards.
- Six hundred forty-three (643) members of the Western Cape Province actively participated during all the Professional Teaching Standards sessions.
- Whilst, one thousand two hundred forty-five (1245) educators attended the Professional Teaching Standards sessions, facilitated in the district of Ngaka Modiri Molema.





9. PROGRAMME 6: RESEARCH

PURPOSE OF THE PROGRAMME:

- To enhance research coordination within SACE in order to strengthen its advisory role and service that is informed by policy, research, and consultative processes. This programme also aims to promote research on professional matters and any other educational matter relevant to SACE and the educational landscape.

OUTCOME:

- Improved advisory role.

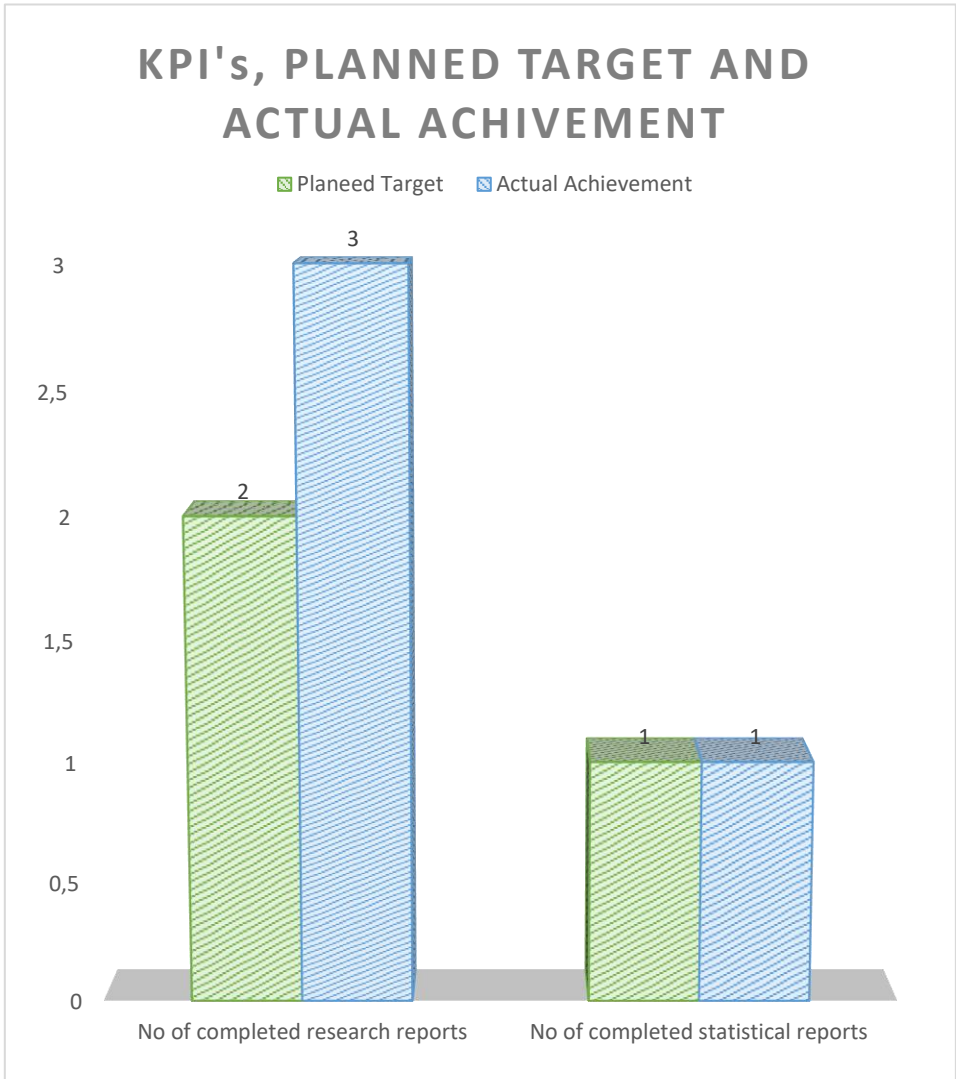
SUB-PROGRAMMES:

- Research Reports,
- Data Management





PROGRAMME 6: RESEARCH – KPI's, PLANNED TARGET AND ACHIEVEMENT





PROGRAMME 6: SERVICE DELIVERY HIGHLIGHTS

- Basic Education Paraprofessionals in South African context
- Policy Brief: Teachers' Rights, Responsibilities and Safety (TRRS) Programme
- Strategic Plan Mid-Term Assessment
- Teacher Supply and Demand
- SACE Book Club





SACE VIRTUAL LIBRARY FOR EDUCATORS AND STAKEHOLDERS

- 50,000 free reading materials
- 2554 signed-up educators in 2022/23.
- Most educators utilising the virtual library predominantly request CAPS-related material.
- The Council purchased books totalling R150 000, which stay in the library for further use by the educators.





SACE

South African Council for Educators

Towards Excellence in Education

| PART C AUDIT REPORT





10. 2022/23 AUDIT REPORT

EXTERNAL AUDITORS REPORT

- Financial statements were submitted after the due date, due to financial system instability – a request was made to the relevant authority.
- SACE received an unqualified audit opinion with emphasis of matter:
 - Write-off of unrecoverable R6 million unrecoverable membership fees from unemployed educators.
 - Reclassification of conditional grant in prior years to be treated as government transfer fund.
- Material misstatements were raised on reported performance information under Professional Development for the following indicators:
 - Number of educators confirmed to have earned a minimum of 50 professional development points in a year
 - Number of educators supported on professional matters
- Remedial actions are being implemented

The misstatements identified in the audit report and reflected in the management report are being addressed through the Council-approved remedial action plan and close Council oversight process.

- Some of the key remedial actions include the following:
 - Organisational reflective and planning session to:
 - Review the overall organisational performance and learn from the audit findings
 - Develop the remedial action plan
 - Heighten systems and processes for credible and reliable performance information in line with the DPME / National Treasury Frameworks.





SACE

South African Council for Educators

Towards Excellence in Education

| PART D

FINANCIAL INFORMATION





ANNUAL FINANCIAL STATEMENTS

Figures in Rands	Note(s)	2023	2022 Restated*
Revenue			
Revenue from exchange transactions			
Registration, Reprints and Reinstalment	10	16 512 467	15 687 603
Rental income		-	257 948
Recoveries		13 000	11 443
Other income		70 630	102 120
Interest received	13	4 090 804	1 715 330
Total revenue from exchange transactions		20 686 901	17 774 444
Revenue from non-exchange transactions			
Fines		986 174	772 439
Membership fees		91 205 532	81 193 102
Transfer revenue			
Government transfer		15 528 000	17 985 000
Total revenue from non-exchange transactions		107 719 706	99 950 541
Total revenue		128 406 607	117 724 985
Expenditure			
Employee related costs	15	(68 292 070)	(70 141 393)
Depreciation and amortisation	16	(4 458 021)	(4 241 026)
Lease rentals on operating lease	11	(9 040)	(1 456 714)
Debt impairment	18	317 349	(491 319)
Membership fees written off	22	(6 496 223)	-
Loss on disposal of assets		(48 969)	(20 847)
General Expenses	19	(46 321 691)	(38 923 535)
Total expenditure		(125 308 665)	(115 274 834)
Surplus for the year		3 097 942	2 450 151





STATEMENT OF FINANCIAL POSITION AS AT MARCH 2023

Figures in Rands	Note(s)	2023	2022 Restated*
Assets			
Current Assets			
Other financial assets	4	724 073	410 916
Receivables from exchange transactions	6	2 916 364	1 856 327
Receivables from non-exchange transactions	7	991 655	403 513
Cash and cash equivalents	8	108 002 749	105 644 746
		112 634 841	108 315 502
Non-current Assets			
Property, plant and equipment	2	93 961 041	94 696 438
Intangible assets	3	2 649 744	3 035 353
		96 245 626	206 047 293
Total Assets		209 245 629	206 047 293
Liabilities			
Current Liabilities			
Payables from exchange transactions	5	27 151 659	27 051 252
Total Liabilities		27 151 659	27 051 252
Net Assets		182 093 967	178 996 041
Accumulated surplus		182 093 967	178 996 041
Total Net Assets		182 093 967	178 996 041





NOTES: FINANCIAL POSITION

- **Total assets increased by 2% -**
 - Cash and cash equivalent
 - Receivables from exchange transactions
 - No material assets acquired or disposed
- **Current liabilities remained constant**
- **Accumulated surplus increase of 2%**
 - Unspent operating expenses
- **Financial position of SACE is favorable – going concern.**





STATEMENT OF FINANCIAL PERFORMANCE

Figures in Rands	Note(s)	2023	2022 Restated*
Revenue			
Revenue from exchange transactions			
Registration, Reprints and Reinstalment	10	16 512 467	15 687 603
Rental income		-	257 948
Recoveries		13 000	11 443
Other income		70 630	102 120
Interest received	13	4 090 804	1 715 330
Total revenue from exchange transactions		20 686 901	17 774 444
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Loss on disposal of assets		(48 969)	(20 847)
General Expenses	19	(46 321 691)	(38 923 535)
Total expenditure		(125 308 665)	(115 274 834)
Surplus for the year		3 097 942	2 450 151





NOTES: FINANCIAL PERFORMANCE

- **Revenue from exchange transactions increased by 16%**
 - Increase in registration-related revenue
 - Increase in interest received
- **Decrease of 14% on CPTD spending**
- Government transfer reduction
- **Total Revenue increase of 9%**
 - Increased registration activities
 - Increased membership collection
 - Increased interest received
- **Personnel Expenditure decrease of 3%**
Unfilled vacancies – Job evaluation process in progress
- **Operating Expenditure increased by 19%**
 - Adjustment of business operations
 - Inflation effect on services
 - Improved interaction with the educators and ultimately improved delivery
- **Total Expenditure increased by 9%**
 - Improved operation activities
- **SACE operated within its approved budget**
- **Surplus of R3 million realized**
 - Approval has been obtained to retain surplus for contingency and improving operating infrastructure





CASH FLOW STATEMENT

Figures in rands	Note(s)	2023	2022 Restated*
Cash flows from operating activities			
Receipts			
Receipts from exchange transaction		15 709 245	-
Receipts from non-exchange transaction		85 424 690	96 495 816
Grants		15 528 000	17 985 000
Interest income		4 090 804	1 676 811
		120 752 740	116 157 627
Payments			
Employee costs		(69 049 615)	(61 053 729)
Suppliers		(45 959 532)	(33 316 068)
		(115 008 737)	(94 369 797)
Net cash flows from operating activities		5 744 003	21 787 830
Cash flows from investing activities			
Purchase of property, plant and equipment		(2 905 615)	(20 686 279)
Proceeds from sale of property, plant and equipment		64 166	169 495
Purchase of other intangible assets		(516 150)	(1 245 088)
Proceeds from sale of other intangible assets		16 616	65 270
Movement in deposit held in trust		-	(144 827)
Net cash flows from investing activities		(3 385 983)	(21 841 429)
Net increase/(decrease) in cash and cash equivalents		2 358 020	(53 599)
Cash and cash equivalents at the beginning of the year		105 644 746	105 698 347
Cash and cash equivalents at the end of the year		108 002 766	105 644 748





NOTES: CASH FLOW

- Cash inflow into SACE increased by 4%
 - Increase of collection of subscription and registration fees.
- Net cash flows from operations decreased by 73% - increase in payments(outflow).
- Cash and Cash equivalents on the 31st March increased by 2% - increased revenue collection.

HEAD OFFICE

Crossway Office Park,
Block 1,
240 Lenchen Ave,
Centurion,
0157

PROVINCIAL OFFICES

4 The Spinnaker,
180 Mahatma Gandhi Rd,
Durban,
4001

EASTERN CAPE OFFICE

33 Bonza Bay Drive,
Bonza Bay,
East London,
5241

LIMPOPO OFFICES

25 Rhodedrift street,
Bendor Park,
Polokwane

FREE STATE OFFICE

2 Genius Loci Park,
CP Hoogenhout Street,
Langenhovenpark,
Extension 7,
Bloemfontein,
9301

Tel: 012 663 9517

Email: info@sace.org.za

Website: www.sace.org.za

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