



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

MEDIA STATEMENT

To: All Media
Att: News Editors
For immediate release

19 January 2024

GAUTENG CELEBRATES TOP ACHIEVERS AND REPORTS ON OUTSTANDING PERFORMANCE

Gauteng Premier Panyaza Lesufi alongside MEC for Education Matome Chiloane hosted the 2023 Matric Results Announcement on Friday, 19 January 2024, at Microsoft Corporate Offices.

Once again, dedication, resilience, and hard work in 2023 proved to be the elements of success for the Class of 2023. Whilst our strategies and priorities capture a bold vision of a future Gauteng Education system, this can only be realized through investment of the right resources for the right purpose.

Our approach in Gauteng is multi-faceted and is directed to address the quality of learning through quality improvement strategies to improve the classroom performance of teachers and the active learning of children in classrooms across all schools in the province, and at the same time we are introducing interventions that compensates for poor family literacy level and the impact of poverty in a large percentage of our communities in Gauteng.

There is a recent and rapidly growing appetite for figuring out and accomplishing what increasing referred to as “whole system reform”, that is, how to improve all schools in a district, a region, a state, province of country. For a long time, there has been the realisation that better education is the key to societal and national productivity and personal and social well-being. Only recently are we beginning to see that interest turn into specific questions about how you actually go about whole system reform. What pathways, from what starting points, are going to get results in reasonably short time frames? How do we actually ‘raise the bar and close the gap’ for all learners?

To ensure effective teaching and learning, the focus of our strategies in Gauteng are geared towards the learners and the classroom as a unit of change. For effective teaching and learning to take place, we have to ensure that classrooms are fully functional. We must continue to demand accountability for results, particularly in chronically failing schools. The purpose is not to punish the management, teachers and learners but to provide the right combination of incentives, support and resources that will accelerate the changes needed to improve the quality of education in those schools.

The systemic approach, we adopted, is premised on the considered assumption that urgent relief to the system from the debilitating learner performance cited above will come from tackling macro, systemic aspects first, before attention is paid to the micro aspects. This makes sense particularly in the context where the majority of schools in the broader education system are dysfunctional. The model, we have adopted,

proposes that in a situation where the majority of institutions are underperforming, a systemic approach is required to fix the failing systems. It makes sense, too, in terms of resource allocation by tackling key aspects that will have wide and longer-term effects across the system, and in terms of change management where the focus is on ensuring system functionality before focusing on how to secure excellence in the subsystems. While this approach does not suggest a 'revolution', it proposes, instead, planned widespread reform that includes defining and rolling out the necessary support and monitoring systems.

Today, we are gathered here to announce the 2023 National Senior Certificate (NSC) examination results. It is without doubt that the 2023 academic year, will be remembered as the year that, not only presented major health challenges, but a year when the entire world continued to be engulfed by the by the COVID-19 pandemic. The Provincial Government through the education department and its strategic partners, continued to work tirelessly to strike a balance between containing the impact of the pandemic and the 2023 academic year.

Despite a difficult environment arising from a rapidly-growing system and tough economic conditions, the Gauteng Department of Education registered significant achievements in the delivery of quality basic education through its programmes and interventions in the 2022 academic year. Despite severe budget pressures, we have delivered on our core mandate.

As we celebrate the Class of 2023 with much pride and excitement, it is only fitting and a privilege to recognise that our successes is due to our collective commitment to *Growing Gauteng Together*. In this regard, I reiterate our commitment to pursue a quality, equitable and inclusive basic education system for all young people of our province.

There can be no denying that the Covid-19 pandemic continued to impact on education in Gauteng in 2023. The Class of 2023, that began their Grade 12 year with high expectations. The Grade 12 learners who, in addition to the anxiety of the matric year, had to contend with the impact of pandemic and the added stress and uncertainty it brought since 2020.

Despite the negative impact of COVID19 on teaching and learning, innovative measures have been developed and used to ensure the readiness of the Class of 2023. Whilst significant efforts have been made to recover the academic year and provide extraordinary support to the learners, the total impact of the abnormal educational context remains an unknown and therefore a concern.

Premier and honoured guests, whilst our strategies and priorities capture a bold vision of a future Gauteng Education system, this can only be realized through investment of the right resources for the right purpose.

Intervention and Support Programmes for the Class of 2023

The matric class of 2023 has faced significant disruptions over the last three years, with more than half of teaching time lost in the Grade 10 and Grade 11 years due to the pandemic. The matric class of 2023 was confronted with an unprecedented crisis and they lost more time in their Grade 10 and Grade 11 school years as a result of the Covid-19 pandemic. These learners had to deal with a reduced exposure to face-to-face teaching and learning. Learner have also had to grapple with several other issues while preparing for exams including load shedding, a new curriculum, and the psychological impact of the pandemic. The crucially important foundation that Grades 10 and 11 work builds in preparation for Grade 12, was weakened. We are therefore seeing the success of the efforts by the provincial department, schools, learners and their parents in compensating

for the deleterious effect of lost teaching time, especially on those subjects that are time-intensive.

Our interventions catered for both learners who are at risk of underperforming, and those who are moderate to high achievers. This differentiated approach, aims to address both content deficiencies that may prevent learners from achieving good educational outcomes; and support moderate to high achievers to improve their performance – thereby improving the quality of learning outcomes.

The Class of 2023 was offered targeted support aimed at ensuring that all learners receive maximum opportunities to succeed. The 2023 learner support programmes, encompassed a broad collection of educational strategies, including supplementary materials – including textbooks, study guides, revision notes and worksheets; vacation classes (during autumn, winter and spring vacations), as well as morning and after-school classes; teacher development on content, pedagogical methodologies, and assessment support; mobilising volunteer tutors, as well as alternative and differentiated ways of grouping and teaching learners; ICT interventions, including the provision of devices, data, online content, virtual classrooms, broadcasts and radio lessons.

UMALUSI declares on the credibility and integrity of the 2023 NSC Examinations

Let us highlight from the standardisation decisions and approval statements of Umalusi, on the 2023 NSC combined examinations, administered by the DBE. Umalusi pronounced that it had not identified any systemic irregularities that have compromised credibility and integrity of the National Senior Certificate examinations as a whole. We advise all concerned to read the full statement from Umalusi; it is available on their website.

Results of the National Senior Certificate

The National Senior Certificate (NSC) examinations is one of the external nationally validated tools by which we measure our progress in the attainment of learning outcomes of our schooling system. The Gauteng Department of Education is one of the largest matric examination sub-system of the national system. Equally, we pride ourselves that Gauteng produces some of the highest overall pass rates and bachelor pass rates in the country. As a province, our contribution to the pool of young people who are positioned to transition to post-schooling and access further and higher education is without question.

The Class of 2023 achieved a pass rate 85,4%. This is a 0,95% improvement over the 2022 achievement of 84,4%. Congratulations to the Class of 2023! Your hard work and resilience has been justly rewarded.

Gauteng's sustained performance confirms the fact that the Gauteng Education system is a stable and resilient system. In addition, the Gauteng is so diverse and complex, that it is the only province in the country where learners offer all the 11 official languages of our country. Further, the system offers at least 10 non-official languages, making our basic education system a global player for development. It further demonstrates that this is a system that is benefitting from careful planning, direct attention and targeted interventions, despite it being under pressure. This performance must be celebrated in the unique and complex nature of the Gauteng education system.

It is against this context that the performance of Gauteng in the National Senior certificate examinations, that one begins to appreciate the improvements across Gauteng education system. While, the National

Senior Certificate Examinations is just one measure of the quality of education after twelve years of schooling, it does allow us the opportunity to release learners to enter post- schooling opportunities as young adults in line with the provincial delivery goal outlined earlier.

While the 2023 cohort has benefited from the maturity of the NSC system over the past 16 years, the CAPS aligned system introduced in 2014 is slowly beginning to strengthen after over the last eight years. The results of the National Senior Certificate of the Class of 2023 demonstrates that we are a maturing, stable and improving provincial education system. This improvement in performance must be celebrated in the context of the large, unique and complex provincial education system that Gauteng has become over the last 29 years.

The class of 2023 was the 10th Grade 12 cohort to write final examinations under the Curriculum Assessment Policy Statements (CAPS). Concerted efforts were made at all levels – provincial; district and school – to provide the Grade 12 learners and teachers with the necessary support towards the successful implementation of the 2023 NSC examinations. The learner performance of the cohort of 2023 has seen an increase in our performance, but this is consistent across the country.

A staggering number of 191 664 learners enrolled to sit for the NSC examinations in 2023. This is a decrease of 1,6% from the 194 720 enrolled candidates in 2022. Disaggregating the overall 2023 demographics, 132 570 are full time candidates and 59 094 are part time candidates. The full-time candidates include 7197 candidates who have progressed from grade 11 in 2022 to grade 12 in 2023.

We are the second largest provincial education system with 127 697 full time matriculants that wrote the National Senior Certificate examinations compared to 133 841 matriculants in 2022. This is Second, only to Kwazulu-Natal with 157 911, Gauteng represents 18,5% of the national enrolment in the National Senior Certificate examinations.

Given the comments by Umalusi and the very tough papers in some of the subjects, 85,4% remains a good achievement taking into account the impact of the Pandemic on the Class of 2023. It is important to note that the 109 030 learners passed in Gauteng compared to 113 006 learners in 2022. This represents 19% of the total number of learners who passed nationally. This is slightly down from 2022.

We remain convinced that we are on the right track and that we can do much better provincially. Gauteng is still the leading performing province by virtue of the size of the provincial system. The year 2023 marked increased number of candidates that enrolled to sit for the National Senior Certificate (NSC) Examinations.

What is more important, perhaps, than 85,4% pass rate for 2023, are the detailed indicators showing the increasing quality of the teaching and learning in our schools in the province. It is the details of the 2023 results which show that the positive trends of the last eight years continue.

Gauteng has once again, this year, achieved the significant milestones in respect of national performance and we do have many reasons to celebrate with our learners and educators. It is also important to recognise that the improvements remain sustainable even while we respond to a growing learner population in Gauteng.

A number of key indicators – quality of passes, progressed learners, spatial distribution, gender, achievement in maths and science, achievement in language, and the number of university endorsements - serve as important

points of reference for the quality of the matric pass rate in Gauteng.

Quality of passes

In respect of Bachelor passes, we improved on the actual number of matriculants that achieved a bachelor pass. While our performance improved to 44,3% compared to 43,4% in 2022; but we have achieved the highest number of Bachelor passes since 1996 and the second highest number in the country with 56 552 learners.

Gauteng achieved the highest number of candidates qualifying for Bachelor studies, ever, in 2023, with 56 554, who wrote, qualifying with a Bachelor pass. This is slightly down from the 58 119 bachelor passes in 2022. All 15 districts showed an improvement in the Bachelor Rate. Nationally, we contributed 20% of all bachelors achieved countrywide.

Over 27,4% of learners, or 34 937 learners who wrote, passed with a diploma pass. I am encouraged by the fact that 84,1%, learners who passed the National Senior Certificate exams in 2023, passed with a Bachelor or Diploma pass qualifying them to go into higher education.

There has also been an increase in the percentage of learners who passed at the Higher Certificate level, mainly progressed learners.

We want to congratulate the following public schools for achieving 100% passes and who have achieved above **95% Bachelor rates**.

- Afrikaanse Hoer Meisieskool
- Hoerskool Menlopark
- Hoerskool Garsfontein
- Hoerskool Waterkloof
- Parktown Girls High School
- Hoerskool Randburg

We want to give a special recognition to Raymond Mhlaba Maths Science & ICT School of Specialisation, a township schools that have achieved a 100% pass rate and 85% Bachelor Passes.

As we focus on townships as a political priority – we want to acknowledge Imbali Combined School, an independent school in Orange Farms that achieved a 100% pass rate and 85% Bachelor passes. We urge all independent schools in townships to follow this good example.

We also want to acknowledge the following township schools that achieved a pass rate above 100%

- Ithembelihle LSEN School with 60% Bachelor Passes
- Kgatoentle Secondary School (L G HOLELE SEC) with 59% Bachelor Passes

School Performance

The number of schools, including township schools that have achieved 95% and above pass rate has improved. This year 297 schools achieved above 95% compared 290 in 2022.

In 2023, 143 schools achieved 100% compared to 149 in 2022.

We want to congratulate the principals of the 110 township public schools, including 9 LSEN schools, that achieved above 90% pass rate. This is up from the 107 schools that achieved above 90% last year. A total of 10 schools achieved 100% of which 4 are LSEN schools.

It must, also, be noted that just over of 94,1% Gauteng schools perform above the nationally defined benchmark for school under-performance of 65% compared to 92,6% in 2021.

As a province, we have to attend to the matter of schools that consistently perform below par. The issue of underperforming schools must also be resolved, as 34 public and independent schools that achieved less than 65% compared to 53 public and independent schools in 2022. In the next few days, the department will meet with the school management teams of all public schools that performed below 65% and to hold them account for their poor performance.

We want to congratulate Mohaladitoe Secondary School in Sedibeng West who with tremendous effort turned around the performance of the school from 56,6% to 93,8%, a staggering improvement of just over 37,2%. The school also improved on the percentage of Bachelor Passes to 37,5%.

Impact of Pro-Poor Policies

We have also made significant strides in closing the gap between schools serving poor communities, specifically township schools, and those with a strong middle-class component, as shown by the narrowing gap in the performance by township and non-township schools. In 2009, township schools achieved an average pass rate of 60.1%, with non-township schools achieving 84,2%, making a gap of 24,1 percentage points. In 2023, the gap declined to 9,7% compared to 8,3% in 2022.

Township schools achieved higher results than 2023, with township schools achieving a pass rate of 82,3% compared to 80,7% in 2022 and non-township schools achieved 92% compared to 89% in 2022, a notable improvement.

It is worth noting that all Grade 12 learners in township schools have had an opportunity to benefit from teaching and learning through investments that we made in technology on the classroom. This was in addition to the supplementary learning programmes over weekends and school holidays. We shall continue to consolidate our input in this area in order to maximize the utilization of these resources for improved learning outcomes. This will contribute to narrowing the inequality gaps that that still persist.

Gender

Almost 15 616 more girls wrote the matric exam than boys. 85,3% of boys passed compared to 85,3% of girls. 46,7% of girl learners achieved a bachelor pass compared to 41,2% of boy learners. Despite the lower enrolment of boy learners, boy learners pass rates are higher than those of girl learners when it comes to maths and science performance. We will review intensify our interventions in 2023 to address these disparities.

Progressed learners

There were 7197 progressed learners that wrote in 2023 the National Senior Certificate compared to 9125 progressed learners that wrote in 2022. It should also be noted that this is the group of learners who were progressed without having met Grade 11 promotion requirements to go through. As a province, we committed resources and expertise to ensure that progressed learners are given a fair chance of completing school with a minimum loss of time. We have provided progressed learners with comprehensive supplementary programmes in schools and in study camps over weekends and holidays.

Most critics have considered Gauteng's support for progressing learners as a risk to the provincial performance. But it must be said that we are not chasing percentages, we are committed to ensure that all learners progress through the system in the minimum time allowed. 42,5% of progressed learner passed compared to 45,5% of the progressed learners that wrote in 2022. This is a massive decline when compared to 2022. 7,4% of these learners who passed achieved a bachelor pass and almost 16,3% achieved a diploma pass. The learners who have not passed will have further opportunities to completing their certificate.

SSIP Performance

For many, this success has been achieved under the efforts of our Secondary School Improvement Programme, called SSIP for short. These were designated priority schools because for historic and other reasons, they have in the past not achieved the outcomes learners, parents, and the GDE expect. The SSIP programme provides extra classes by expert teachers on Saturdays and during school holidays, as well as the final matric revision camps in October.

Last year, our SSIP programme targeted over 76 507 grade 12 learners in over 436 priority schools from the word go in January 2023. More than 81,1% of SSIP learners passed compared to 79,9% in 2022. 36,9% of SSIP learners achieved a Bachelor pass.

So, it is particularly pleasing to be able to tell you today that the SSIP programme has not only once again proven its value. But that it has done so with improved results that show that more township children than ever are benefitting from the efforts all involved in SSIP have put into the programme. The sustained improvement in results over the last four years show the SSIP system is improving teaching and learning inside the prioritised schools themselves.

Spatial Distribution

In Gauteng, all 15 districts performed above 82% against the national average of 82,9%. I am also pleased that 3 districts from Gauteng featured as the National Top 10 districts. With the top Johannesburg West as the top district nationally. This is most impressive in the year that just passed.

We are also happy that the Johannesburg West district achieved an 892,6% pass rate as the top performing district in 2023. An improvement from last year.

11 out of our 15 districts have had improvements when compared to 2022. Gauteng West, Tshwane North, Johannesburg West, Johannesburg South and Tshwane West must be applauded for being the districts that increase by more than 2% in performance in 2023, while four districts had a slight decline due to the impact of the pandemic on learning. Gauteng West must be congratulated for highest improvement in 2023 with a 4,7% improvement in the pass rate.

In line with the municipal boundaries, I am happy to announce that learners across the five regions of Gauteng have achieved above 80% pass rate and all regions showed an improvement:

- Tshwane achieved 87,5% compared to 85,5% in 2022
- West Rand District Municipality achieved 86,7% compared to 82,1% in 2022
- Ekurhuleni achieved 84 % compared 84,2% in 2022
- Johannesburg achieved 85,4% compared to 84,7% in 2022
- Sedibeng achieved 83% compared to 82,9% in 2022

Position	District	% Achieved
1	Johannesburg West	92.5
2	Tshwane South	90.4
3	Gauteng North	88.4
4	Gauteng West	86.7
5	Tshwane North	86.4
6	Johannesburg North	86.1
7	Ekurhuleni North	86.0
8	Johannesburg South	85.4
9	Tshwane West	84.1
10	Sedibeng East	83.7
11	Johannesburg Central	83.0
12	Sedibeng West	82.9
13	Gauteng East	82.8
14	Ekurhuleni North	82.8
15	Johannesburg East	81.8

Subject Performance

Sixty-three (63) out of 75 subjects had a pass rate above 90%, with 26 subjects at a 100% pass rate.

The system has improved performance in subjects like Accounting, Business Studies Mathematics, Physical Sciences and Life Science, otherwise known as gateway subjects. Notable are the:

- 7,1% improvement in Technical Sciences
- 7% improvement in Agricultural Sciences
- 6,5% improvement in Mathematics
- 4,7% improvement in Technical Mathematics, and
- 3,6% improvement in Economics

The province achieved a total of 41 459 distinctions. **We have contributed almost 20% of all distinctions nationally.**

Maths and science

The maths passes, at 69,1% is a commendable achievement an increase from 2022. This performance is above the national target of 60% pass rate for Mathematics. The successful achievers in mathematics deserve our congratulations because the 2023 exam year was a very tough.

In Physical Science the pass rate is 77,9% is a 1,2% increase from the 76,4% in 2022. Our performance in the life sciences was 77,4%. The continued performance, above the national target of 60%, for science subjects, still maintains that this as a positive indication of progress in quality.

There is general agreement that our success rates in mathematics and science are still below the levels necessary to respond satisfactorily to our skills needs. We have dealt with our planned responses in this area in other platforms. We will be doing more to increase the success rates in these critical subjects. It is also pleasing to note that the number of learners that wrote pure Mathematics and Physical Science was up on the 2022 number.

African Languages

The issue of language looms large in South African schooling, given that the majority of children study in a second language. This year, there have been significant increases in the numbers passing languages at the higher levels.

English as a First Additional Language is the subject with the largest number of registrations, 84 589 learners. The performance of the

candidates in this exam is extremely high, 99,9% slightly up from 99,8% in 2022, and levels of achievement have not declined over the previous years.

However, we are pleased to see the growing number of passes in indigenous Home Languages. The province has a 99,9% pass in Setswana First Additional Language and 100% in South African Sign Language and the lowest is 93,6% pass in Afrikaans First Additional Language.

Moving forward

Gauteng is considered as a moderate to good performing education “system” in the South African context. Gauteng is a system where the interventions are focused on supporting learners in achieving literacy and numeracy basics. This includes providing for scaffolding for low-skill teachers, fulfilling all basic learner needs and bringing all schools up to a minimum threshold.

To ensure effective teaching and learning, the focus of our strategies in Gauteng are geared towards the learners and the classroom as a unit of change. For effective teaching and learning to take place, we have to ensure that classrooms are fully functional. We must continue to demand accountability for results, particularly in chronically failing schools. The purpose is not to punish the management, teachers and learners but to provide the right combination of incentives, support and resources that will accelerate the changes needed to improve the quality of education in those schools.

Our five-year plan is designed to move our province towards being a moderate to good performing system. Gauteng must be a performing system as a system focusing on consolidating the system foundations. This includes the production of high-quality performance data, ensuring teacher and school accountability. To this end, in line with our new plans for the 6th Administration, we are focusing on, amongst others:

- Strengthening Foundations across all GET Grades
- Continuing the improvement of quality learning in the FET Band
- Skills for a Changing World including Technical High Schools including expanding and enhancing Schools of Specialisation to Strengthen Our Skills Base, introducing several new technology subjects and specialisations in identified Technical Secondary Schools and Multi-certification - The strategy is for the implementation of the certificated skills-based programmes, focussing on learners in the identified grades though not limited to those grades.
- Fourth Industrial Revolution, ICT and E-learning to increase greater access to rich, multimedia content; and the increasing use of online courses that offer classes not otherwise available.

Actions to address the key trends in our performance as we move into 2024

System performance and learner performance across all grades and all schools is non-negotiable. Since the start of this political term, I have consistently said that quality performance must be a key feature of what and how we deliver education. We have also said that there will be consequences where performance is no satisfactory.

Firstly, the department will meet the public schools that performed below 65% to put into place interventions to improve the performance of these schools. This will include a review of management and teaching personnel. A rapid school evaluation will be undertaken and an academic improvement plan be designed and implemented.

Secondly, we have requested the Head of Department, to deal with the under-performing schools below 90%. The policy direction of merging and twinning of schools is primarily driven to address this problem of poor governance and management that contributes negatively to learner performance and success. It is for this reason that that we will accelerate interventions in underperforming schools to ensure the future success of all learners.

Thirdly, we will undertake in the next few days, a detailed school by school analysis to identify the subjects where schools are continuously performing poorly and to remove those teachers that cannot meet the challenges and to support those that are having challenges in some topics in the curriculum.

Fourthly, the Secondary School Interventions Programme (SSIP) will be reviewed to greater impact and districts will begin work in poorly performing schools immediately and will expand its focus to include mathematics at grade 9 and 10 Level.

Finally, we will support all matriculants that have failed. We will provide a Second Chance Programme in 2024 to assist learners who need to complete the National Senior Certificate. We will assist them in the subjects they have failed to ensure that they completed the requirements for passing. The Second Chance Programme in 2024, which will focus on the following three phases:

- Supplementary Exam: Candidates sitting for exams in June 2023 will receive support in the form of printed resources and multimedia broadcasting solutions.
- Progressed Learners: Learners who previously modularised and who will be sitting for exams in June, will receive support in the form of tutoring during April-June, as well as printed resources and multimedia broadcasting solutions in the rest of the districts.

Concluding remarks

We are grateful firstly to Premier Lesufi and Minister Motshekga for joining us as we congratulate everyone who has played a role in achieving these excellent results for Gauteng, for our learners, and for all within the GDE.

We would like to thank the Head of Department, Rufus Mmutlana and the department. Gauteng would not be celebrating these results today were it not for the massive team effort of all at head office, and in the education department across the province. Thanks to the examination team under the stewardship of Alison Bengtson, Nadine Pote and Jonathan Williams. Once again, we have had a clean, successful examination process in Gauteng. Thanks to all of you in district offices.

We could not have done it, and we cannot do it without our educators and principals. Thousands of you have again in the past year shown your dedication to your profession and to our children, attending courses, participating in our in-service development offerings, upgrading your management skills, and – most importantly – putting our learners at the centre of your efforts every day.

Let me also mention the many parents from across the province without whose contribution we would struggle to achieve the successes we celebrate together with you. Your efforts, your contribution to the outcomes we are able to celebrate today prove that our children and our country are best served by constructive engagement from all sides.

Our teachers and your organisations have in 2023 again helped through your constructive approach to make a very important difference to the lives of many, many young people during a difficult school year. Thank you.

Which leads me to my thanks to all of the leaders of our teachers' organisations and workers' unions operating within the education sector – last year was a challenging year. We salute you for stepping up and meeting the challenges brought about by the pandemic.

We would like at the same time to thank members of the provincial legislature for their continued support.

We also want to thank the companies who annually support the matric awards and contribute to the awards presented to learners and schools.

We also therefore to send to all of our learners my heartfelt congratulations. You are the builders of our future; we are very proud of you!

For more information, contact the Gauteng Department of Education's Spokesperson, Steve Mabona on 072 574 3860 or Spokesperson for Gauteng Education MEC Matome Chiloane, Xolani Mkhwemte on 084 513 9285

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Issued by the Gauteng Department of Education