GDE POLICY FOR THE DELIMITATION OF FEEDER ZONES FOR SCHOOLS

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<tr>
<th>Policy Administrator</th>
<th>Director : Infrastructure Planning</th>
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<tr>
<td>Date of approval</td>
<td>18/09/2018</td>
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<td>Internal Policy Register No.</td>
<td>18/2018/05</td>
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Contents

1. Title of the Policy ................................................................. 3
2. Effective Date................................................................. 3
3. Date of Next Review .......................................................... 3
4. Revision History ............................................................. 3
5. Preamble ........................................................................... 3
6. Purpose of the Policy .......................................................... 4
   6.1 Objectives ....................................................................... 4
7. Definitions and Acronyms ..................................................... 4
   7.1 Definitions ....................................................................... 4
   7.2 Acronyms ......................................................................... 5
8. Application and Scope of the Policy ......................................... 5
9. Legislative Framework .......................................................... 5
10. Policy Statements .................................................................. 6
   10.1 Principles for the delimitation of Feeder Zones for schools .... 6
   10.2 Criteria for the delimitation of Feeder Zones for schools ........ 8
   10.3 Policy Options for the Determination of Feeder Zones .......... 10
   a) Individual School's Feeder Zone - Residential Areas around the School ...... 10
   b) Clustered Schools Feeder Zones ........................................... 11
   10.4 Creating a Model for the Delimiting of Feeder Zones ............ 12
   10.5 Mapping of Feeder Zones ............................................... 12
   10.6 Consultation ................................................................... 12
   10.7 Planning and Timeframes .................................................. 13
   (a) Feeder Zones shall be finalised one year prior to implementation. ........ 13
   (b) Processes relating to the planning and timeframes shall be guided by the Cycle for delimiting feeder zones (Annexure B). ............ 13
   10.8 Appeals ........................................................................... 13
   10.9 Reviewing of Feeder Zones .............................................. 13
11. SHORT TITLE .................................................................... 13
12. DATE OF APPROVAL .......................................................... 13
ANNEXURE A: THE FEEDER ZONE DECISION MATRIX ................. 14
ANNEXURE B: CYCLE FOR DELIMITING FEEDER ZONES ................ 15
1. **Title of the Policy:**
   GDE Policy for the Delimitation of Feeder Zones for Schools

2. **Effective Date:**
   This policy becomes effective once approved by the Head of Department.

3. **Date of Next Review:**
   This policy will be reviewed every three years or sooner as a result of amendments to related legislation or operational requirements.

4. **Revision History:**

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5. **Preamble**

   The Constitutional Court judgment of 20 May 2016 required the MEC for Education to determine Feeder Zones within 12 months of the judgment. The Department’s application for an 18 month extension was successful thus giving the Department time till 20 November 2018 to determine Feeder Zones in the Province. An analysis of the requirements for the delimiting of feeder zones revealed that there were four areas along which the Department should organise its work to fulfil the requirements, namely, legislation and policy; consultation; appeals and technical work. This policy provides for how the Department will utilise all the data collected during the technical work process to inform the delimitation of Feeder Zones for schools in the Province.
6. **Purpose of the Policy**

The purpose of this policy is to provide a framework for the process of delimiting feeder zones for schools in Gauteng.

6.1 **Objectives**

The objectives of this policy are to:

a) explain the principles and criteria that are used to determine feeder zones for schools in Gauteng;

b) identify the policy options that will be used to determine feeder zones for schools in Gauteng;

c) explain what constitutes the model for the delimiting of feeder zones;

d) provide for how feeder zones will be mapped and published for schools; and

e) outline the consultation processes, planning and timeframes that will be followed in the determination of feeder zones.

7. **Definitions and Acronyms**

7.1 **Definitions**

In this policy, unless the context indicates otherwise, a word or expression to which a meaning has been assigned in the Gauteng School Education Act, 1995 (Act 6 of 1995), retains that meaning:

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<thead>
<tr>
<th>No.</th>
<th>Term</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>a.</td>
<td>&quot;As-Is&quot; feeder zone</td>
<td>refers to the historical feeder zone that the school has been using to enrol learners.</td>
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<td>b.</td>
<td>delimitation</td>
<td>refers to the act or process of fixing boundaries for schools in the province to facilitate admission processes.</td>
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<td>c.</td>
<td>feeder zone</td>
<td>means the area from which a school accepts its core intake.</td>
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<tr>
<td>No.</td>
<td>Term</td>
<td>Explanation</td>
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<tr>
<td>d.</td>
<td>Focus school</td>
<td>Refers to a school as defined by Section 12 (3) of the South African Schools Act, 1996 (Act No. 84 of 1996), as amended</td>
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<tr>
<td>e.</td>
<td>main place</td>
<td>refers to the second level of the place name category e.g. Sandton</td>
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<tr>
<td>f.</td>
<td>non-contiguous</td>
<td>means not joined along a boundary</td>
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<td>g.</td>
<td>sub-place</td>
<td>refers to the lowest level of the place name category e.g. Parkmore, Rivonia, Sunninghill, etc.</td>
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7.2 Acronyms

<table>
<thead>
<tr>
<th>No.</th>
<th>Acronyms</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>a.</td>
<td>GDE</td>
<td>Gauteng Department of Education</td>
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<td>b.</td>
<td>SGBs</td>
<td>School Governing Bodies</td>
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</table>

8. Application and Scope of the Policy

This policy shall apply to all schools in the Province excluding Focus Schools and public schools for learners with special education needs.

9. Legislative Framework

9.2 South African Schools Act, 1996 (Act No. 84 of 1996), as amended
9.3 National Education Policy Act, 1996 (Act No. 27 of 1996), as amended
9.4 Employment of Educators Act, 1998 (Act No. 76 of 1998), as amended
9.5 Public Service Act, 1994 (Proclamation No. 103 of 1994), as amended
9.6 Gauteng Schools Education Act, 1995 (Act No. 6 of 1995), as amended
10. Policy Statements

10.1 Principles for the delimitation of Feeder Zones for schools

10.1.1 The Department shall consider the following principles, which emanate from the analysis of South African education policies when determining the most suitable policy options to implement in the delimiting of feeder zones:

a) Community ownership of schools

This principle considers location of a school in a community and whether the school is subscribed to by learners from the community. Community embeddedness encourages parental support from the community and promotes community ownership of the school.

b) Accessibility to schools

Schools should be easily accessible to learners reducing learner stress and exposure to dangers of commuting. Travelling long distances to schools contribute to learner absenteeism. The lack of sleep as a result of learners leaving home at dawn, coupled with the strenuous effect of long commutes to school leads to mental and physical fatigue, which has a negative effect on learner concentration and contributes to poor learner performance.

c) Learner safety

(i) This principle considers minimising the number of learners travelling a significant distance to school.

(ii) Learners should not walk long distances to schools.
d) Quality of Education

For the purpose of this exercise, the quality of education will be described as an output in terms of learner performance as follows:

(i) **Primary schools:** In the absence of standardised national assessments, individual school/circuit/district assessment results should be used. Primary schools must be deemed to be providing quality education if, using Literacy and Numeracy as a proxy, more than 60 per cent of their learners perform at Level 4 and above in Grade 6.

(ii) **Secondary schools:** A secondary school should be deemed to be providing quality education if its pass percentage in the National Senior Certificate examination is above 65 per cent, and it has produced more than 30% bachelor and diploma passes, combined.

d) Transformation issues

(i) **Access**
This principle ensures that learners will have access to quality education.

(ii) **Redress**
This principle is based on addressing injustices of the past.

(iii) **Equity**
This principle is based on ensuring fairness by treating all learners in the same way and striving towards affording learners the same opportunities.

e) **Cost to parents and/or guardian/s**
This principle considers whether schools are located close to learners, thereby minimising travelling time to school and reducing travel costs for parents.
f) Efficiency

This principle considers the optimal utilisation of physical and human resources to serve the best interest of the learner in support of broader access, equity and transformation.

10.1.2 Decision Matrix for Policy Options

a) The Department shall construct a Feeder Zone decision matrix (see Annexure A) comprising of the principles as per (10.1.1) and a rating as per Table 1 below.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
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<tbody>
<tr>
<td>3</td>
<td>When the zone promotes the principle strongly.</td>
</tr>
<tr>
<td>2</td>
<td>When the zone promotes the principle moderately.</td>
</tr>
<tr>
<td>1</td>
<td>When the zone promotes the principle poorly or not at all.</td>
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</tbody>
</table>

b) Each of the principles should be rated from 1 to 3 with 1 being poor and 3 being good. The options that score the highest total score are the policy options that should be considered for implementation by the Department.

10.2 Criteria for the delimitation of Feeder Zones for schools

To enable the Department to delimit feeder zones in an objective manner, the following criteria that link to the principles identified above shall be used by the Department to inform the process of delimiting feeder zones:
a) Geographical and Spatial Transformation.

(i) In terms of the National Admissions Policy, feeder zones should be geographically determined but need not be geographically adjacent to the school or each other. This will take into consideration the proximity of the learner's place of residence to the school or the parent's place of work. Consideration will also be given to the sub-place population dynamics of the area.

(ii) Spatial transformation also needs to be considered in the process of delimiting a feeder zone, this entails considering Township/Suburban Establishment (Current and new), as well as informal settlements.

b) Capacity of the school

This process will promote the maximum utilisation of classroom space and reclaim classroom spaces used for other purposes by schools. School utilisation patterns will also be considered, including new schools, closure and mergers of schools. This process will ensure conformity to the Regulations relating to minimum uniform norms and standards for public school infrastructure.

c) Language and Curriculum offerings

Curriculum offerings will become a consideration when a learner requires placement in a school outside the feeder zone for academic purposes, in cases where a subject that a learner wishes to study is not available in the feeder area of the learner. The language offerings of schools also need to be established in the determination of feeder zones.
d) Exclusions

The following schools are excluded in the determination of feeder zones as their learner in take cannot be limited to a feeder zone due to the type of learners being catered for:
(i) Focus schools; and
(ii) public schools for learners with special education needs.

e) Non-contiguous

This rule will apply in cases where the learner population around the school is not sufficient to ensure a maximum utilisation of the school, then two or more separate geographic areas which are not connected may be identified as a feeder zone.

10.3 Policy Options for the Determination of Feeder Zones

Feeder Zones for schools in Gauteng shall be determined on the basis of two policy options, namely, Individual School’s Feeder Zone - Residential Areas around the School or Clustered Schools Feeder Zones. The choice of which option to use in an area will be based on the criteria as well as the proximity of the schools to each other. A description of each policy option is provided below:

a) Individual School’s Feeder Zone - Residential Areas around the School

This feeder zone is based on the school and the sum of the school-going population by sub-place and the residential areas around the school. This option could also be non-contiguous (two or more separate geographic areas that are not connected). Map 1 below provides a visual of what such a feeder zone would look like.
b) Clustered Schools Feeder Zones

This feeder zones is based on a number of schools being clustered together to service a large geographic area. This approach will be adopted when schools are in close proximity to each other and it is difficult to determine individual feeder zones due to e.g. the Language of Learning and Teaching. Map 2 below provides a visual of what this option would look like.
10.4 Creating a Model for the Delimiting of Feeder Zones

10.4.1 A model for the delimiting of feeder zones for schools shall be created based on the following information, linked to the principles and criteria, obtained from schools:

a) The “As-Is Feeder Zone”;
b) Learner capacity audit;
c) Physical School Infrastructure audit;
d) Population dynamics;
e) Enrolment trends;
f) Curriculum offerings;
g) Language offerings;
h) Learner Performance Information;
i) School Closures and Mergers; and
j) New and Existing Schools.

10.4.2 The contextual and empirical information obtained in (10.4.1) shall be used to create Feeder Zone Overlays which will result in the final delimitation of a feeder zone for a school or a cluster of schools.

10.5 Mapping of Feeder Zones

a) Once the feeder zones have been determined as per (10.4.2) above, each school’s feeder zone will be mapped.
b) Schools will be able to access their feeder zone through the GDE website.
c) The Department will inform schools of their feeder zone by Notice which will include how they will access this information on the GDE website.

10.6 Consultation

(a) Districts will organise Principal’s meetings to discuss procedures related to feeder zones and distribution of the proposed feeder zones.
(b) At school level consultation shall be co-ordinated by SGBs with the school.
(c) Schools shall have 30 days to submit comments on the proposed feeder zone.
(d) After considering representations from the school, the final feeder zone will be published by notice.

10.7 Planning and Timeframes
(a) Feeder Zones shall be finalised one year prior to implementation.
(b) Processes relating to the planning and timeframes shall be guided by the Cycle for delimiting feeder zones (Annexure B).

10.8 Appeals
Appeals shall be considered in the manner set out by the Admissions Regulations.

10.9 Reviewing of Feeder Zones
Feeder Zones shall be reviewed every three years or sooner due to changes in learner and population demographics in the school’s feeder zone.

11. SHORT TITLE
This policy shall be called GDE Policy for the Delimiting of Feeder Zones.

12. DATE OF APPROVAL

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<tr>
<th>Approved by GDE Head of Department</th>
<th>Mr. Edward Mosuwe</th>
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<td>Date of Approval</td>
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ANNEXURE A: THE FEEDER ZONE DECISION MATRIX

The table below rates the policy options against the principles with a view to selecting the best possible option. Ratings are from 1 to 3 as follows:

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<tr>
<th>3 = Good</th>
<th>2 = Average</th>
<th>1 = Poor</th>
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<th>No.</th>
<th>Policy Option</th>
<th>Community Ownership of Schools</th>
<th>Accessibility to schools</th>
<th>Learner Safety</th>
<th>Quality of Education</th>
<th>Transformation Issues</th>
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## ANNEXURE B: CYCLE FOR DELIMITING FEEDER ZONES

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