



**THE KING'S SCHOOL LINBRO PARK**

**EMPLOYMENT EQUITY POLICY**

**School Management and Staff Guideline**

**CONTENTS**

- 1. Introduction and Vision**
  - 2. General Policy Principles**
  - 3. Affirming Equity**
  - 4. Commitment**
- Plus*  
**Annexures (Statutory EE Reports)**

# **THE KING'S SCHOOL LINBRO PARK EMPLOYMENT EQUITY POLICY**

## **1. INTRODUCTION AND OBJECTIVES**

This Policy, and the standards and guidelines for decision-making and behaviour it provides, cannot possibly cover any situation or eventuality. It is therefore only intended to guide The King's School Linbro Park decision makers to a common and principled understanding of how to conduct The King's School Linbro Park's employment affairs with equity and integrity.

While this policy deals with a range of specific issues in some detail, it is important to highlight The King's School Linbro Park's approach to employment and equity at work as hereunder.

The King's School Linbro Park seeks to:

- Translate its vision, mission and values into employment principles that are progressive, but which reflect the priorities of an independent School operating within a competitive private education sector in a changing South Africa.
- Operate within with the policies, procedures and rules established by The King's School Linbro Park. These preserve and protect the interests of The King's School Linbro Park and all its stakeholders, but these structures may also need to be changed to demonstrate The King's School Linbro Park's commitment to moving forward towards a more equitable society.
- Challenge other stakeholders who do not conduct themselves in a professional or ethical manner as their conduct will affect others in a negative way.
- Treat all others in a respectful, fair and caring manner. The King's School Linbro Park believes that others will respond positively in return and it will achieve the best possible results, even under difficult circumstances.
- Accept responsibility for its decisions and actions at work, and constructively manage any consequences that may have a negative impact on The King's School Linbro Park.
- Behave at all times in a way which is above reproach and brings credit to The King's School Linbro Park and all its stakeholders.

## **2. GENERAL POLICY PRINCIPLES**

As indicated above, this Policy does not attempt to cover any eventuality or challenge, nor define every standard of possible behaviour. The specific aspects highlighted in the Policy set out particular principles of conduct in normal circumstances.

These principles create a framework of reference for employment decision-making and seek to establish a common understanding of fundamental expectations, decision considerations and critical responsibilities.

All employees, and especially those in managerial and staff interface positions of responsibility, will be expected to familiarize themselves with the Policy, and apply its spirit and intent in their own conduct as and decisions.

## **2.1 Implementing Policy**

The King's School Linbro Park's Policy on Employment Equity ("EE") is fully endorsed by The King's School Linbro Park's Board of Governors / Directors, The King's School Linbro Park Executive, its Management and all its office bearers.

This commitment is based on a firm belief in the need for The King's School Linbro Park to conduct itself honestly and fairly in all its employment practices, and to contribute to positive change and a better life for all.

The EE Policy is applicable to every employee. The King's School Linbro Park will not condone violation of the law, discriminatory or unethical employment practices, or breaches of policy at any level of the organisation. Any contravention of the Policy by any staff member will be investigated and dealt with firmly, expeditiously and in accordance with The King's School Linbro Park's disciplinary procedure if this is considered necessary.

## **2.2 Staffing and Employment**

The King's School Linbro Park strives to foster and maintain a stable, professional and productive working and educational environment, attracting and retaining a competent and motivated workforce. Achievement of this goal will assist The King's School Linbro Park to achieve its mission, and sustain its financial viability.

Appointment to posts, and deployment to other posts, will be on merit but with due and fair consideration to all relevant considerations. These considerations may not however prejudice the best interests of The King's School Linbro Park and its learners, which will continue to be the guiding criteria for all actions and decisions related to the utilisation of human resources at The King's School Linbro Park.

The fundamental principles of employment to which The King's School Linbro Park subscribes include:

- the elimination of all forms of unfair discrimination from all aspects of employment
- proper and affirmative recruitment and selection procedures wherever feasible, with appointment on merit
- due consideration of internal applicants from previously disadvantaged groups wherever appropriate
- clearly designating any post as being of a permanent, contractual, temporary or casual nature, with employment conditions properly formalized in letters of appointment
- assessment of staff to identify those with potential
- developing and using skills already within The King's School Linbro Park to the fullest extent possible, and where most appropriate
- open and direct lines of communication and regular contact with all members of staff.

## **2.3 Performance Development and Training**

The King's School Linbro Park's policy is to encourage the development of its staff through various training and development initiatives. These initiatives are intended to improve work performance and encourage personal growth.

While training is generally provided in-house, external training, additional educational or professional development will be considered on merit, and where the chosen field of study is also in line with The King's School Linbro Park's needs and preferences.

Wherever possible, preference will be given to the provision of training and development opportunities to staff from previously disadvantaged groups, where potential has been identified and where development is also of benefit to The King's School Linbro Park. Owing to the priority placed on the excellence of the service provided generally to learners, the provision of these training and development opportunities cannot be exclusively reserved for staff from previously disadvantaged groups.

## **2.4 Remuneration and Incentives**

The King's School Linbro Park commits itself to the application of sound remuneration principles and structures which reflect value (contribution to The King's School Linbro Park) and equity.

On a collective level, The King's School Linbro Park will engage with the appropriate stakeholders and forums to assure that the principle of similar pay for work of similar value is the founding remuneration principle practiced by The King's School Linbro Park.

The confidentiality of remuneration information, including salaries and benefits of the individual employee, must be respected and The King's School Linbro Park will not debate or negotiate issues regarding salaries and increments in terms of this Policy.

Remuneration policies will be founded on a commitment to maintain fair, market-related and non-discriminatory recognition and reward for all employees, on the basis of responsibility, qualification and individual contribution. Considerations related to service will be of secondary importance.

The provisions of all relevant legislation and statute affecting remuneration, including Income Tax, Unemployment Insurance, Basic Conditions of Employment, Occupational Injuries and Diseases Acts will be adhered to by The King's School Linbro Park.

## **3. AFFIRMING EQUITY**

### **3.1 Equity of Employment**

The King's School Linbro Park pursues a policy of affirming equity of employment.

The fair, ethical, sensible and balanced application of this policy will not cost any employee their job because they are of a particular race, creed,

gender or orientation; nor will it guarantee anyone a position based solely on these factors.

However, The King's School Linbro Park, as a fair and responsible employer, recognizes the need for an active programme which assures employment equity and the equalisation of employment opportunities. More specifically, The King's School Linbro Park has adopted an equity affirmation policy founded on the principles of:

- decisions based on considerations of fairness
- differentiation only where operationally justified and in accordance with actual job requirements
- skill and job-requirement related recruitment, selection and promotion practices; with due consideration for the achievement of demographic targets set from time to time
- preferential treatment for persons with identifiable potential from disadvantaged groups
- bridging cultural differences and promoting the recognition of and the respect for diversity

The King's School Linbro Park's policy is therefore based on the principle of "best opportunity for all" rather than "only opportunity for some".

It seeks to identify, develop and reward every employee who demonstrates the qualities of professionalism, initiative, hard work and loyalty in their work. It emphasizes opportunity for candidates with potential rather than a preference for other criteria based purely on demographic or racial grounds.

### **3.2 Affirmative Action**

While a rigid, quota-based 'reverse discrimination' policy is neither practical nor educationally feasible, The King's School Linbro Park will take appropriate steps to:

- stop all School practices which continue to place employees in an unfairly disadvantaged position
- strive to correct historical imbalances, inequities and unfair discrimination (or illegitimate historical differentiation)
- promote workforce diversity from within
- utilise existing internal human resources from designated groups as a first priority wherever possible.

The King's School Linbro Park therefore considers any "affirmative action" process that may be decided upon in consultation with its stakeholders as being a means to achieve equity, and not as an end in itself.

The King's School Linbro Park's approach of "Affirming Equity" will nevertheless be based on the equalisation of access to all opportunities, positive management of diversity, and preferential treatment for persons from designated disadvantaged groups wherever appropriate and feasible.

The notion of "window dressing" or tokenism in employment equity practices is insulting to any employee and is rejected by The King's School Linbro Park. The King's School Linbro Park will strive to have its

workforce reflect both the demographic composition of society at large and the community it serves.

In these efforts to achieve reasonable representativeness, consideration must also be given to the skills required by The King's School Linbro Park to sustain its reputation and ensure its competitiveness. The King's School Linbro Park will not force a quota-based system, and it will strive to reach its targeted levels of demographic representivity through proper recruitment, accelerated development and effective promotional practices.

Employment by The King's School Linbro Park shall remain on a merit and identified potential basis, rather than some other basis which is unrelated to the capacity of a person to do the job required.

### **3.3 Legislation, Recording and Reporting**

The King's School Linbro Park fully endorses the principles and provisions of the Employment Equity Act, as applicable to the organisation, and within the broad terms of reference set out herein.

In order for The King's School Linbro Park to assess, monitor and report on its employment equity practices, and the racial and gender mix of its employees, whether for the purposes of in-house structures or for reports required by law, it is necessary for information to be gathered and reported by The King's School Linbro Park on a gender and racial basis.

The classification, recording and reporting of such statistics is a legitimate statutory information requirement and will be used for such purposes only.

Any information requested of employees relating to gender, race or health status will be restricted to that required for such purposes, and be treated in strictest confidence. All such details will be treated as sensitive information and will not be disclosed to any unauthorised third parties.

The King's School Linbro Park will facilitate the creation of the required employee Forum to ensure staff consultation on EE matters, and to provide opportunity for their fullest possible participation in implementing, guiding and monitoring The King's School Linbro Park's Equity Affirmation programme.

### **3.4 Harassment and Victimization**

All employees have the right to work in an environment free from harassment, victimization or unfair discrimination.

Any cases of infringement of this right are to be reported immediately, confidentially if necessary. The King's School Linbro Park will investigate any such reports, and take appropriate action in accordance with this policy.

## **4. COMMITMENT**

Every employee of The King's School Linbro Park is expected to take ownership of The King's School Linbro Park's Policy and the Affirming Equity programme.

If any employee becomes aware of, or may suspect a contravention of this Policy, they are expected to promptly bring this information to the attention of their manager, or the Head if the alleged contravention is considered to be serious.

Such notification may be anonymous and all investigations of contraventions will be handled discreetly, with no further involvement of the claimant if this is preferred and feasible. All investigation reports will be reviewed confidentially by The King's School Linbro Park's Executive only, who will decide on the appropriate action to be taken.

As contravention of the Policy is generally considered to be a serious breach of the employment relationship, this may result in disciplinary action being taken. Certain very serious breaches of the Employment Policy could also result in Civil or even Criminal legal proceedings.

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**Annexures:** Statutory EE Reports (small employers)




# DEPARTMENT OF LABOUR

## EE A2 FORM

Employment Equity Report for small business or employers

Page: 1 of 8

|   |
|---|
| <p>Employment Equity Act<br/>55 of 1998, Section 21</p> <p><b>PLEASE READ THIS FIRST</b></p>  <p><b>WHAT IS THE PURPOSE OF THIS FORM?</b></p> <p>This form contains the format for employment equity reporting for employers with between 50 and 150 employees or those with less than 50 employees who meet the turnover criteria of Schedule 4 of the Act.</p> <p>Employers with less than 150 employees may either use this form (EEA 2A) or EEA2 to report to the Department of Labour.</p> <p><b>WHO COMPLETES THIS FORM?</b></p> <p>All designated employers who employ less than 150 employees and have to submit a report in terms of the Employment Equity Act, 55 of 1998. Any employer completing the Employment Equity Report voluntarily.</p> <p><b>INSTRUCTIONS</b></p> <ul style="list-style-type: none"> <li>• Submit this report by 1 December 2000.</li> <li>• Please fill in Employer Details as accurately and completely as possible.</li> <li>• Complete all sections of this form</li> <li>• The signature of the CEO must be completed in section H</li> </ul> <p><b>SEND TO:</b></p> <p>Employment Equity Registry<br/>The Department of Labour<br/>Private Bag x117<br/>Pretoria 0001<br/>Telephone: 012 3094000<br/>Facsimile: 012 3202059 / 3220413<br/>e-mail: <a href="mailto:ee@labour.gov.za">ee@labour.gov.za</a><br/>website: <a href="http://www.labour.gov.za">www.labour.gov.za</a></p> |
|---|

### Section A: Employer Details

|                       |  |
|-----------------------|--|
| Employer:             |  |
| Registration No:      |  |
| SARS Registration No: |  |
| UIF Number:           |  |
| Contact Person:       |  |
| Address:              |  |
| Town/City:            |  |
| Province:             |  |
| Postal Code:          |  |
| Telephone No:         |  |
| Fax No:               |  |
| E-Mail Address:       |  |
| Date of Submission:   |  |

Organ of state:

|     |    |
|-----|----|
| Yes | No |
|-----|----|

Are you voluntarily complying with this Act as specified in section 14:

|     |    |
|-----|----|
| Yes | No |
|-----|----|

# DEPARTMENT OF LABOUR



Please select the SETA (Sector Education and Training Authority) that your organisation belong to:

| SETA |  |    |  |
|------|--|----|--|
| No   | Name   | No | Name   |
| 01   | FASSET – Financial and Accounting Services                                   | 14 | LGWSETA – Local Government, Water and Related Services Sector          |
| 02   | BANKSETA – Banking sector  | 15 | MAPP – Media, Advertising, Publishing, Printing and Packaging          |
| 03   | CHETA – Chemical Industries  | 16 | MQA – Mining Qualifications Authority                                  |
| 04   | TEXTILES – Clothing Textiles, Footwear and Leather                           | 18 | MERSETA – Manufacturing, Engineering and Related Services              |
| 05   | CETA – Construction sector   | 19 | POLSECSETA – Police, Private Security, Legal and Correctional Services |
| 06   | DIDTETA – Diplomacy, Intelligence, Defense and Trade sector                  | 20 | PAETA – Primary Agriculture  |
| 07   | ETDP SETA – Education, Training and Development Practices                    | 21 | PSETA – Public Services  |
| 08   | ESETA – Energy Sector  | 22 | SETASA – Secondary Agriculture   |
| 09   | FOODBEV – Food and Beverages Manufacturing                                   | 23 | SERVICES – Services Sector   |
| 10   | FIETA – Forest Industries Sector   | 25 | THETA – Tourism and Hospitality  |
| 11   | HWSETA – Health and Welfare Sector   | 26 | TETA – Transport   |
| 12   | ISETT – Information Systems, Electronics and Telecommunications Technologies | 27 | W&RSETA – Wholesale and Retail   |
| 13   | INSETA – Insurance Sector  |    |  |



## DEPARTMENT OF LABOUR

### Section B: Workforce Profile

|                                       |   |
|---------------------------------------|---|
| <p>Please read instructions first</p> | <p>(a) The totals for questions 2 and 3 should tally exactly.</p> <p>(b) The summary of the occupational categories is available in EEA 10 of the Regulations. The complete classification system is available from Statistics South Africa.</p> <p>(c) Occupational levels appear in EEA9 of the Regulations.</p> <p>(d) When completing question 3 and 3 only include permanent employees in the occupational categories and levels.</p> <p>(e) For reporting purposes, non-permanent employees refer to those who are employed to work for less than 24 hours per month, or those engaged to work for less than 3 continuous months.</p> |
|---------------------------------------|---|

1. Date of workforce profile: \_\_\_\_\_
2. Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational categories**:

| Occupational Categories                    | Male    |          |        |       | Female  |          |        |       | TOTAL |
|--|---------|----------|--------|-------|---------|----------|--------|-------|-------|
|  | African | Coloured | Indian | White | African | Coloured | Indian | White |       |
| Legislators, senior officials and managers |         |          |        |       |         |          |        |       |       |
| Professionals                              |         |          |        |       |         |          |        |       |       |
| Technicians and associate professionals    |         |          |        |       |         |          |        |       |       |
| Clerks                                     |         |          |        |       |         |          |        |       |       |
| Service and sales workers                  |         |          |        |       |         |          |        |       |       |
| Skilled agricultural and fishery workers   |         |          |        |       |         |          |        |       |       |
| Craft and related trades workers           |         |          |        |       |         |          |        |       |       |
| Plant and machine operators and assemblers |         |          |        |       |         |          |        |       |       |
| Elementary occupations                     |         |          |        |       |         |          |        |       |       |
| <b>TOTAL PERMANENT</b>                     |         |          |        |       |         |          |        |       |       |
| Non – permanent employees                  |         |          |        |       |         |          |        |       |       |
| <b>TOTAL</b>                               |         |          |        |       |         |          |        |       |       |

|                                  |  |  |  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|--|--|--|
| <b>Persons with disabilities</b> |  |  |  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|--|--|--|

# DEPARTMENT OF LABOUR



3. Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**:

| Occupational Levels  | Male    |          |        |       | Female  |          |        |       | TOTAL |
|--|---------|----------|--------|-------|---------|----------|--------|-------|-------|
|  | African | Coloured | Indian | White | African | Coloured | Indian | White |       |
| Top management   |         |          |        |       |         |          |        |       |       |
| Senior management  |         |          |        |       |         |          |        |       |       |
| Professionally qualified and experienced specialists and mid- management   |         |          |        |       |         |          |        |       |       |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents |         |          |        |       |         |          |        |       |       |
| Semi-skilled and discretionary decision making   |         |          |        |       |         |          |        |       |       |
| Unskilled and defined decision making  |         |          |        |       |         |          |        |       |       |
| <b>TOTAL PERMANENT</b>   |         |          |        |       |         |          |        |       |       |
| Non – permanent employees  |         |          |        |       |         |          |        |       |       |
| <b>TOTAL</b>   |         |          |        |       |         |          |        |       |       |

|                                  |  |  |  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|--|--|--|
| <b>Persons with disabilities</b> |  |  |  |  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|--|--|--|--|

4. Termination categories: (report the total number of terminations in each category during the twelve months preceding this report)

| Terminations  | Male    |          |        |       | Female  |          |        |       | TOTAL |
|---|---------|----------|--------|-------|---------|----------|--------|-------|-------|
|   | African | Coloured | Indian | White | African | Coloured | Indian | White |       |
| Resignation   |         |          |        |       |         |          |        |       |       |
| Non-renewal of contract                             |         |          |        |       |         |          |        |       |       |
| Dismissal – Operational requirements (retrenchment) |         |          |        |       |         |          |        |       |       |
| Dismissal - misconduct                              |         |          |        |       |         |          |        |       |       |
| Dismissal - incapacity                              |         |          |        |       |         |          |        |       |       |
| Other   |         |          |        |       |         |          |        |       |       |
| <b>Total</b>  |         |          |        |       |         |          |        |       |       |



**Section C: Qualitative Assessment**

**5. Awareness of Employment Equity**

5.1 Please indicate which of the following awareness measures were implemented by your organisation:

|  | Yes | No |
|--|-----|----|
| Formal written communication                             |     |    |
| Policy statement includes reference to employment equity |     |    |
| Summary of the Act displayed                             |     |    |
| Employment Equity training                               |     |    |
| Diversity management programmes                          |     |    |
| Discrimination awareness programmes                      |     |    |
| Other (please specify):                                  |     |    |
|  |     |    |
|  |     |    |

**6. Consultation**

6.1 Please indicate which stakeholders were involved in the consultation process prior to the development of your employment equity plan:

|                            | Yes | No |
|----------------------------|-----|----|
| Workplace forum            |     |    |
| Consultative body or forum |     |    |
| Registered trade union (s) |     |    |
| Employees                  |     |    |
| Other (Please specify):    |     |    |
|                            |     |    |
|                            |     |    |

6.2 What was the level of agreement reached in the formulation of the plan:

|       |            |      |      |
|-------|------------|------|------|
| Total | Sufficient | Some | None |
|-------|------------|------|------|

6.3 How regularly do you meet with the stakeholders mentioned in 6.1:

|        |         |           |        |       |
|--------|---------|-----------|--------|-------|
| Weekly | Monthly | Quarterly | Yearly | Other |
|--------|---------|-----------|--------|-------|



**Section C: Qualitative Assessment - continued**

**7. Analysis**

Please indicate in which categories of employment policy or practices *barriers* to employment equity were identified:

| Categories                           | Yes | No |
|--------------------------------------|-----|----|
| Recruitment and Selection procedures |     |    |
| Job classification and grading       |     |    |
| Work environment and facilities      |     |    |
| Training and development             |     |    |
| Performance and evaluation systems   |     |    |
| Succession and experience planning   |     |    |
| Corporate culture                    |     |    |
| HIV/Aids education and prevention    |     |    |
| Skills Availability                  |     |    |
| Low staff turnover                   |     |    |
| Other (please specify):              |     |    |
|                                      |     |    |
|                                      |     |    |
|                                      |     |    |

**8. Employment Equity Plan:**

Please indicate in which categories **affirmative action measures** have been implemented. These measures should be formulated to overcome the employment equity barriers identified in your organisation.

| Categories                                 | Yes | No | Describe measures implemented |
|--|-----|----|-------------------------------|
| Recruitment and selection procedures       |     |    |                               |
| Job classification and grading             |     |    |                               |
| Remuneration and benefits                  |     |    |                               |
| Terms and conditions of employment         |     |    |                               |
| Training and development                   |     |    |                               |
| Performance and evaluation systems         |     |    |                               |
| Succession and experience planning         |     |    |                               |
| Diversity programs and sensitisation       |     |    |                               |
| Community investment and bridging programs |     |    |                               |
| Retention measures                         |     |    |                               |
| Reasonable accommodation                   |     |    |                               |
| Other (please specify):                    |     |    |                               |
|  |     |    |                               |
|  |     |    |                               |
|  |     |    |                               |



**Section C: Qualitative Assessment – continued**

**9. Numerical goals:**

9.1 Please use the table below to indicate the numerical goals you have set for your current employment equity plan:

| Occupational Levels  | Male    |          |        |       | Female  |          |        |       | TOTAL |
|--|---------|----------|--------|-------|---------|----------|--------|-------|-------|
|  | African | Coloured | Indian | White | African | Coloured | Indian | White |       |
| Top management   |         |          |        |       |         |          |        |       |       |
| Senior management  |         |          |        |       |         |          |        |       |       |
| Professionally qualified and experienced specialists and mid- management   |         |          |        |       |         |          |        |       |       |
| Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents |         |          |        |       |         |          |        |       |       |
| Semi-skilled and discretionary decision making   |         |          |        |       |         |          |        |       |       |
| Unskilled and defined decision making  |         |          |        |       |         |          |        |       |       |
| <b>TOTAL PERMANENT</b>   |         |          |        |       |         |          |        |       |       |
| Non – permanent employees  |         |          |        |       |         |          |        |       |       |
| <b>TOTAL</b>   |         |          |        |       |         |          |        |       |       |

9.2 By which year do you plan to achieve the above numerical goals:

**10. Resources:**

Please indicate what resources have been allocated to the implementation of employment equity during the past year:

| Allocation of Resources  | Yes | No |
|--|-----|----|
| Appointed a designated officer to manage the implementation                                      |     |    |
| Allocated a budget to support the implementation goals of employment equity                      |     |    |
| Time off for employment equity consultative committee (or equivalent) to meet on a regular basis |     |    |
| Other (Please specify)   |     |    |

**11. Monitoring and evaluation of implementation:**

How regularly do you monitor progress on the implementation of the employment equity plan:

|        |         |           |        |       |
|--------|---------|-----------|--------|-------|
| Weekly | Monthly | Quarterly | Yearly | Other |
|--------|---------|-----------|--------|-------|



**Section D: Signature of Chief Executive Officer**

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ at: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Full Name


# DEPARTMENT OF LABOUR



## EEA4 FORM

Income Differential Statement – small business or employers

Page: 1 of 1

|   |
|---|
| Employment Equity Act<br>55 of 1998, Section 27   |
| <b>PLEASE READ THIS FIRST</b><br>  |
| <b>WHAT IS THE PURPOSE OF THIS FORM?</b><br>This form contains the format for reporting income differentials to the Employment Conditions Commission.   |
| <b>WHO FILLS IN THIS FORM?</b><br>All designated employers, that have to submit a report in terms of the Employment Equity Act, 55 of 1998.<br><br>Smaller employers (less than 150 employees) only have to complete <b>Sections A and D</b> of this statement.   |
| <b>INSTRUCTIONS</b><br>Income levels must be reported in two wage categories. In completing the Income Levels, the first income level (1) represents the average equivalent yearly remuneration and benefits of the five highest paid employees.<br><br>The second income level (2) represents the average equivalent yearly remuneration and benefits of the five lowest paid employees.<br><br>For reporting purposes, calculate what the equivalent yearly remuneration and benefits would be of workers who are not employed full-time. |
| <b>SEND TO?</b><br>Employment Conditions Commission<br>c/o Employment Equity Registry<br>(Income Differentials)<br>The Department of Labour<br>Private Bag x117<br>Pretoria<br>0001<br>e-mail: <a href="mailto:ee@labour.gov.za">ee@labour.gov.za</a>   |

### Section A: Employer details

|                       |  |
|-----------------------|--|
| Employer:             |  |
| Division of:          |  |
| Registration No:      |  |
| SARS Registration No: |  |
| UIF Number:           |  |
| Industry Sector:      |  |
| Contact Person:       |  |
| Address:              |  |
| Town/City             |  |
| Postal Code           |  |
| Telephone No:         |  |
| Fax No:               |  |
| E-Mail Address:       |  |
| Date of submission:   |  |

### Section D: Total income differentials

|                            | Income Levels |   |
|----------------------------|---------------|---|
| All occupations and levels | 1.            | R |
|                            | 2.            | R |