

**Adopt-a-School Foundation**  
Annual report 2008/9





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## Strategic objectives

- Identify Schools in need
- Raise awareness of the dilapidated condition of schools in disadvantaged areas
- Create opportunities for all stakeholders to get involved in improving schools in need
- Mobilise support from individuals and companies to sponsor schools in need
- Whenever possible, foster a time bound caring relationship between the school, community and the funder
- Improve the academic, infrastructural, social and security environment in schools, by ensuring that schools have the necessary management and community leadership to support a conducive environment for teaching and learning
- Work with communities to improve education.

## Schools adopted per province



North West	20
Gauteng	20
KwaZulu Natal	5
Eastern Cape	6
Northern Cape	1
Limpopo	2
Mpumalanga	3

## Beneficiaries

- ★ 2000-2005: 3 000 Children
- ★ 2006: 15 100 Children
- ★ 2007: 15 200 Children
- ★ 2008: 31 000 Children
- ★ 2009: 45 271 Children





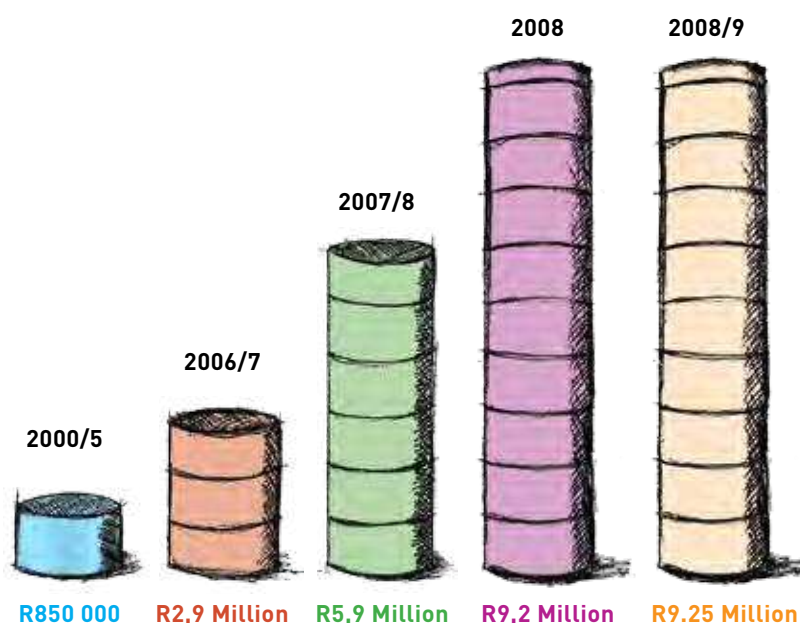
## Vision

To support the creation and enhancement of a conducive learning and teaching environment in state-funded schools.

## Mission

To mobilise the private sector and individuals to support schools that are in need.

## Funding since inception



## Foundation Achievements

### 57 schools are under the Foundation adoption programme

Since inception we have built:

- 76 Classrooms
- 17 Computer centres
- 7 Administration blocks
- 6 Ablution block
- 4 Science labs
- 3 Libraries
- 3 Grade R structures (with bathrooms, classroom and kitchens)
- 2 New schools
- 3 Kitchens
- Renovation of 10 schools

### We have also achieved the following:

- Created 1267 temporary jobs
- About 94 SMMEs have benefited financially
- About R28.2 million has been invested in the development of schools
- 50 teachers received computer training
- 11 school principals are being trained on Executive Leadership and Management at Wits University
- 386 soccer kits were donated to various schools
- 11 schools are being trained on the setting up of Environmental Clubs and Life Skills
- 2 parents and 4 teachers have been trained to be librarians
- 2 schools libraries received donations of books
- 52 teachers were trained on basic counseling skills and team building
- Christmas party and gifts for about 200 OVCs
- 1300 steel bowls donated to the school feeding scheme
- 100 Grade 1 learners and 6 teachers have benefited from Breakthrough to Literacy school base support
- Public phone shops for 11 schools
- Kombi Court

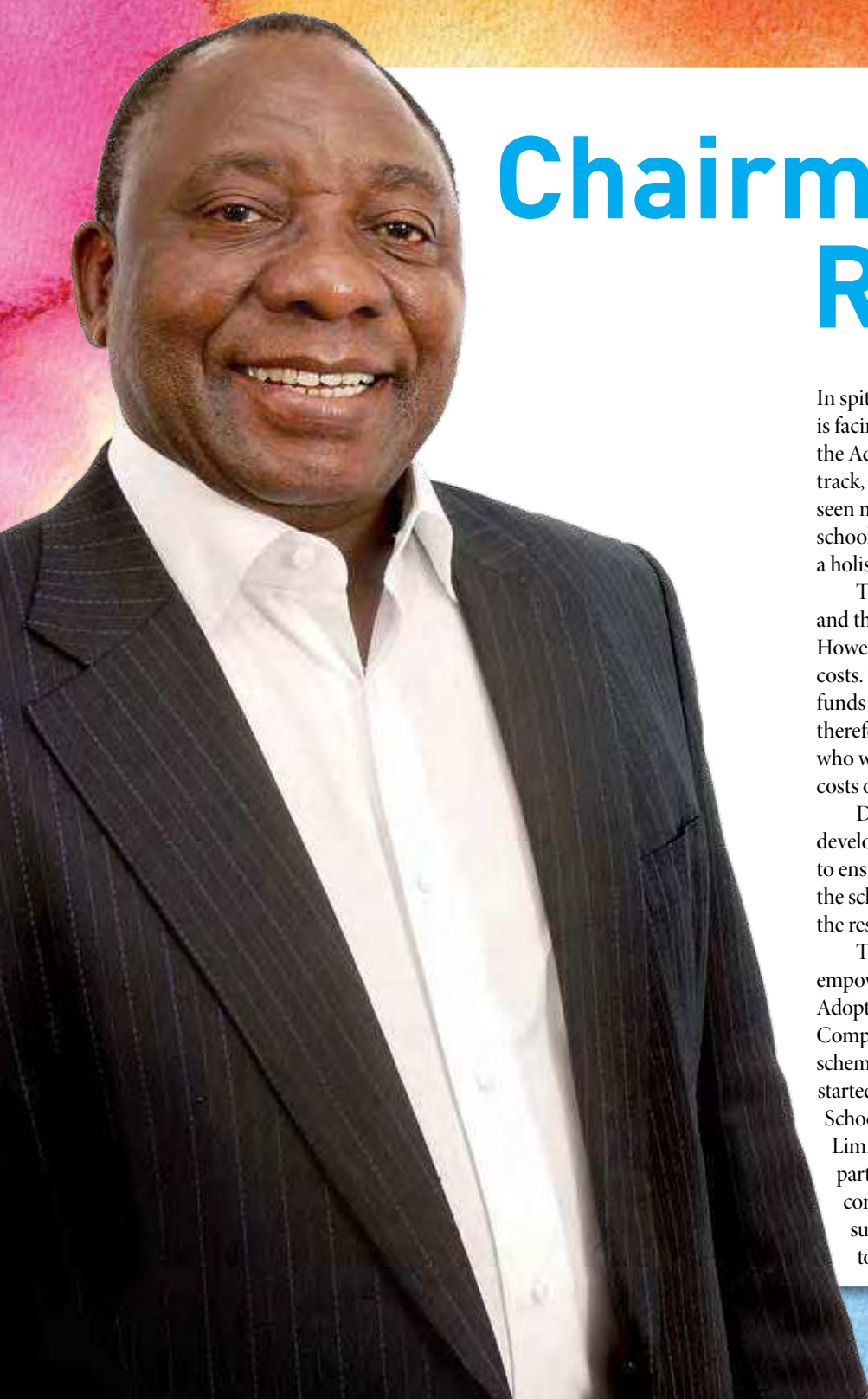


# Background

According to the National Education Infrastructure Management System, of the 28 000 schools in South Africa:

2 568 - lack clean running water  
1 097 - do not have ablution facilities  
7 418 - do not have science laboratories  
4 080 - do not have sports facilities

These are just some of the challenges our schools have to grapple with.



## Chairman's Review

In spite of the economic downturn South Africa is facing, I am pleased to report that the work of the Adopt-a-School Foundation has remained on track, with very good progress achieved. We have seen more companies taking the initiative to adopt schools and NGOs partnering with us to ensure a holistic approach to the work we do in schools.

The number of adopters has increased and that has enabled us to adopt more schools. However, this has also increased our operational costs. The model we apply ensures that most of the funds raised are used directly on projects. We are therefore looking for additional anchor donors who will assist with the increase in operational costs of running the foundation.

During the year under review, our school development initiatives were reviewed and refined to ensure a more holistic approach in our efforts. In the schools where the programme was introduced, the results are pleasing.

The government's emphasis on broad-based empowerment has given organisations such as the Adopt-a-School Foundation an added advantage. Companies that prefer to include broad-based schemes in their empowerment transactions have started looking at organisations such as the Adopt-a-School Foundation as possible partners. Grindrod Limited was the first company to approach us for a partnership. This JSE-listed shipping and logistics company allocated a 10% shareholding in its subsidiary, Grindrod South Africa (Pty) Ltd, to the Adopt-a-School Foundation.



Most companies, for good reasons, prefer to assist projects that are in their areas of operation. This poses a challenge for rural schools based in remote areas, yet they are the ones with most needs. The proceeds of the Grindrod transaction

**“We will continue to measure our developmental impact and improve as we move along.”**

will, in 10 years' time, enable the Foundation to reach more schools, particularly those in the rural areas.

We established the Adopt-a-School Foundation because we believe children are our future and schools remain a sanctuary where children can be children and support of whatever nature can reach them in a more targeted manner.

The advances of the South African education system are recognised by international institutions (the Organisation for Economic Co-operation and Development described the 2008 improvement as “significant and unprecedented”), but sober observation reveals that massive challenges remain.

The Minister of Education in her budget speech, highlighted that: All schools – especially in disadvantaged communities – are in the government's vision, a priceless resource. A school system cannot be transformed on the basis of exceptional performance of a few.

These findings are consistent with the government and the minister's policy views with regard to creating equal access, beside providing quality education, and what underpins such quality education. In her new budget, “more provision has been made to improve the infrastructure of schooling especially in rural areas of the country.”

We are delighted to report that Adopt-a-School programmes are very well aligned to the new government's policies and focus areas. Nonetheless, we continue to tackle the challenges we face and set new standards for ourselves.

If we do our share, the government does its share, the private sector does its share and the schools and pupils do their share, true progress will continue to be achieved and will secure the future for our young people.

The primary focus of the Foundation remains the improvement of schools to create equal access to learning opportunities for all children, especially the disadvantaged. We carry out this task with maximum inclusion of local communities, creating local economic benefits. The application of sound business principles will remain the core of our model to enhance delivery.

The coming together of various stakeholders in the community development sector is progressing well, with more organisations realising the importance of coordination. These efforts have started to bear fruit, as we pursue the whole school development model. We will continue to measure our developmental impact and improve as we move along.

Our partners, adopters and anchor donors have continued to support the Foundation's initiatives financially and by referring new adopters. Without their support, none of this would be possible.

We welcome the new members of the Foundation staff, Khaliphani Khumalo and Bakang Enele. The Adopt-a-School management and staff have continued to demonstrate passion for their work and I thank them for their unrelenting commitment to build such an enviable track record of success for the Foundation.



## Strategic allies

The Shanduka group continued to provide strategic support to the Foundation. This support takes the form of infrastructure, logistics and inspiration.

Shanduka's culture of giving back begins right at home. The employees of the Shanduka Group have clubbed together and adopted their own school. During the year under review, the school adopted by Shanduka employees was officially launched. The science laboratory is equipped and the library stacked with books sponsored by Exclusive Books and Room to Read.

Each year, Shanduka employees spend a day physically working at the school to improve the facilities.

Eric Samson and MacSteel continue to be anchor supporters of the Adopt-a-School Foundation. I am very grateful for their ongoing support.

## Working with communities

Our partnership with communities has strengthened. There are many ways of making a school child-friendly and caring, and it certainly requires the commitment of all interested parties, particularly the community. Therefore it is important to ensure coordination among all stakeholders.

In most of the communities in which we are operating, there is enthusiasm about the work we do. In some, we still need to demonstrate the benefits and importance of stakeholder involvement. We are confident the battle can be won, particularly where employment opportunities are created and different skills are transferred to the parents

and local community members involved in the projects.

Communities play a pivotal role in ensuring that schools remain sustainable beyond our involvement. We therefore cultivate meaningful relationships with them while we assist in putting structures in place to manage their schools efficiently, transforming schools into development centres.

## Involvement of alumni

Alumni are still encouraged to get involved in schools. To date we have seen some interest, but we believe much more can still be done. They can participate by:

- ★ forming a team to work with the school
- ★ donating funds or time.
- ★ volunteering to be involved in cultural and sporting activities.
- ★ participating in the school maintenance programme.

We need to have role models for the learners and financial support for their schools.

## Success indicators

For us, success would be to see more and more schools having access to facilities that will make their environment pleasant and conducive to learning. We are proud to report some great achievements at the adopted schools, such as improvement in the morale of learners, educators and parents, pass rate improvement, a decrease of absenteeism, skills transfer and the involvement of local business in our projects. For us, those are indicators that we are making progress in our support for schools.

## Corporate governance

The Foundation conducts its work in accordance with sound and acceptable corporate governance principles. We submit that, in all material respects, the board has sought to comply with the highest levels of corporate governance practices.

I am confident that the board of directors will put their skills and experience to good use for the development of the Adopt-a-School Foundation initiatives.



**Learners of the Olifantsvlei Primary School at the opening of their science laboratory, computer laboratory and extra classrooms.**





**is for: classroom**

The Adopt-a-School initiative has made it possible for thousands of children to be able to sit in a classroom that is safe, warm and built for education and fun.

## The Board

The Foundation's directors are all non-executive save for the executive director. The non-executive directors are chosen for their acumen and skills pertinent to the work of the Foundation

The board is ultimately accountable and responsible for the performance of the Foundation and ensures that the work of the Foundation is executed efficiently and cost-effectively. The board governs the Foundation and its management and is involved in all activities that are material for this purpose.

During the year under review, we initiated a strategic review of the Foundation to meet the new demands presented by the whole school development approach. Three new board members, two of whom come from adopters, were appointed. They are bringing a fresh perspective and expertise to the running of

the Foundation. We welcome on board Francie Shonhiwa, Yegs Ramiah and Mshiyeni Belle.

## Finance Committee

The Foundation's Finance Committee consists of the non-executive directors. The main function of the committee is to review the principles, policies and practices adopted in the preparation of the financial statements to ensure that the annual financial statements comply with all statutory requirements. The committee also reviews the work and performance of management in relation to financial matters to ensure the adequacy and effectiveness of the Foundation's financial, operating, compliance and risk management activities.

The Finance Committee also operates as the Human Resources and Remuneration Committee, which provides guidance on all human resource and remuneration policy matters for the Foundation.



Thathani Primary school.



## Executive Committee

The Executive Committee of the Foundation comprises one executive director and seven non-executive Directors. The committee is responsible for overseeing the strategic and operational work of the Foundation as directed by the board of directors. It is also responsible for reviewing projects and management matters to ensure strategic alignment.

## Prospects

We believe that the work of the Foundation is continuing in line with its vision and mission and we are well poised to take on the challenges presented by the whole school development approach. More companies have realised the value of giving and are becoming more involved in initiatives that advance society.

The government's approach to broad-based black economic empowerment has opened opportunities for organisation such as Adopt-a-School Foundation. More and more companies are including trusts and Foundations in their shareholding. This provides NGOs with much needed funding to carry out social development work.

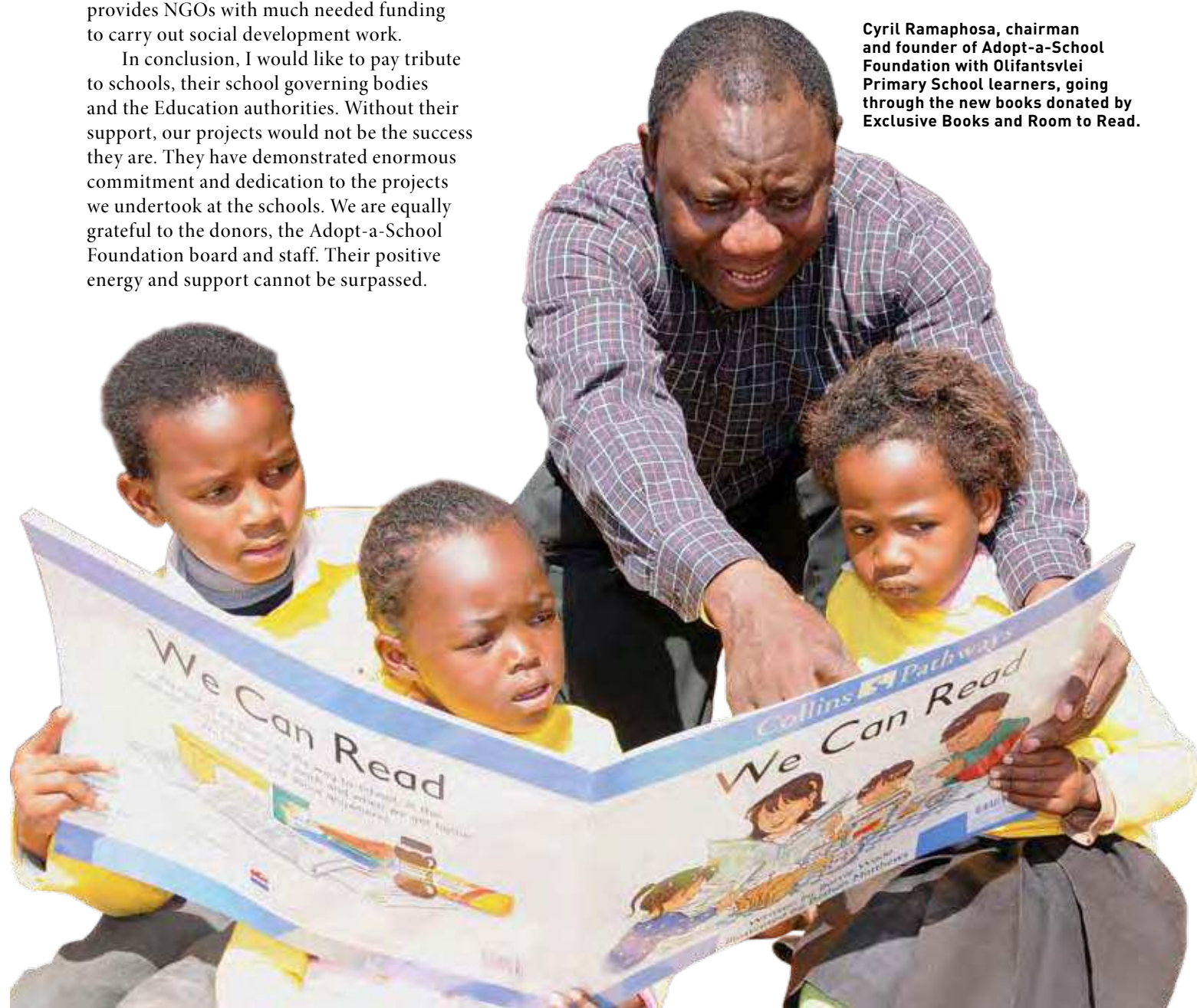
In conclusion, I would like to pay tribute to schools, their school governing bodies and the Education authorities. Without their support, our projects would not be the success they are. They have demonstrated enormous commitment and dedication to the projects we undertook at the schools. We are equally grateful to the donors, the Adopt-a-School Foundation board and staff. Their positive energy and support cannot be surpassed.

is for: calculator

Special effort is taken in ensuring that learners of all ages have the necessary equipment such as calculators, to improve and assist in the learning process.



Cyril Ramaphosa, chairman and founder of Adopt-a-School Foundation with Olifantsvlei Primary School learners, going through the new books donated by Exclusive Books and Room to Read.









# Board of Directors

The Foundation's mandate has expanded from infrastructure development to whole school development and its organisation structure has changed in line with the strategy.



**Cyril Ramaphosa:**  
**Chairman**

Executive Chairman of Shanduka Group.



**James Motlatsi**  
**Non Executive Director**

CEO of TEBA Limited.



**Helena Dolny**  
**Non Executive Director**

Free lance coach, consultant, facilitator and founder member of Grey Matters.



**Stephen Lebere:**  
**Executive Director:**  
**Adopt a School Foundation**



**Griffiths Zabala**  
**Non Executive Director**

Managing Member of the Integrated Consulting Managements Services CC.



**Francie Shonhiwa**  
**Non Executive Director**

Group Corporate Social Investment Manager at Pretoria Portland Cement.



**Donné Nicol**  
**Non Executive Director**

Executive Director: Shanduka Foundation



**Mshiyeni Belle**  
**Non Executive Director**

Head: International Relations at the South African Reserve Bank.



**Yaganthrie (Yegs) Ramiah**  
**Non Executive Director**

Deputy Chairman & General Consul South Africa & Sub-Saharan South Africa of Merrill Lynch.



**Sydney Seolonyane**  
**Non Executive Director**

District Education Coordinator: Gauteng Department of Education



**Ntjantja Ned**  
**Non Executive Director**

Social worker and consultant.



**Zanele Mbere**  
**Non Executive Director**

Financial Manager in the Personal & Business Banking Finance division of Standard Bank.



# Executive Director's Report

It is now seven years since the formation of the Foundation in 2002. It has grown and matured as a Foundation, from small and unknown to a well known and reputable organisation.

The Foundation's mandate and focus has expanded from infrastructure development to whole school development. This change was necessary to ensure our schools become safe, healthy, happy places of learning and are in all respects conducive to teaching and learning.

Since its inception, the Foundation has assisted 57 schools, in seven provinces. Still waiting to be adopted are 148 schools. Two adopters suspended their adoption owing to the economic recession.

In the seven years of existence, the Foundation and its strategic partners have invested over R28,2 million in school development in seven provinces and has created 1 267 temporary jobs.

In February 2009, the Foundation was a part of a broad-based black economic empowerment transaction involving Grindrod South Africa (Pty) Ltd and Calulo Petrochemicals. The Foundation was chosen because it offers a good fit with their social responsibility focus, which has always been to support education.

The transaction involved Adopt-a-School acquiring a 10% shareholding of Grindrod South Africa, with an equity value of approximately R100 million. This transaction was fully vendor financed and is seen as a great opportunity that is in line with the Foundations' long-term strategy of sustainability.

During the year under review, the Foundation ensured implementation of the whole school development model.

## Whole school development is:

An intervention aimed at improving the academic, infrastructural, social and security environment in schools, by ensuring that schools have the necessary management and community leadership to support a conducive environment for teaching and learning.

## Areas of focus

- ★ Leadership and communication
- ★ Governance
- ★ Quality of teaching and educators development - knowledge and implementation of curriculum
- ★ School safety, security and discipline
- ★ Learner support systems in Maths, science, counseling etc
- ★ Motivation and teambuilding
- ★ Extra and co-curricular activities e.g. sports
- ★ Parental involvement
- ★ Parental volunteerism - gardening and feeding scheme
- ★ Maintenance of school Infrastructure





## Creating a happy place for learning

### Art, Essay or Poem Competition

The Adopt-a-School Foundation ran a competition to encourage learners to participate in creative writing and art.

Learners were asked to submit an artwork, essay, or poem on one of the following topics:

- ★ What I want to be when I graduate;
- ★ How I can change the world;
- ★ My best lesson;
- ★ What Adopt-a-School means to me; or
- ★ My ideal teacher.

The schools submitted their two top artworks, essays or poems. The primary and high schools from which the winning entry is received will each win a computer and the winning learners will receive a prize to the value of R1 000. The runners-up will receive a prize to the value of R500 and students who are chosen to enter will receive a token prize to the value of R100.

The top entry from each school will be included in the school yearbook that Adopt-a-School is producing for the Back 2 School party.

The learners enjoyed the competition. They presented the most amazing artwork and stories. The winning drawings and essays are on page 25 and 26.

## Functional support

### Teacher training

Teachers generally need management and leadership skills to equip them in managing the resources at their disposal in schools, in working as a team with colleagues and in managing their own time.

The Foundation has spent a lot of time capacitating teachers by providing them with executive leadership training aimed at ensuring they have skills to manage the resources provided in their schools. For example, teachers need to know and understand how to manage the number of computers provided in their school to maximise the benefit for all learners. They allocate specific tasks to individual learners to improve their skills. Executive strategic planning is also facilitated for teachers. With the advent of technology and the increased sophistication of running a school, more and more teachers need to upgrade their skills.

We are proud to report that, in instances where we trained teachers, the results have been positive. The following training was provided during the year under review:

- ★ Wits Business School trained principals of eleven schools of Bodibe Village in Executive Leadership and Management.
- ★ Teambuilding sessions.
- ★ Strategic planning sessions.
- ★ Curriculum development.
- ★ Computer training.
- ★ Librarian training.
- ★ How to deal with trauma and identify abuse symptoms.







## Health and environment

To create awareness among learners on the importance of preserving the natural environment, the Foundation introduced environment clubs in some of the schools in which it is working. The club will run projects such as recycling, vegetable gardens, cleaning campaigns etc. The learners are also encouraged to be part of the Scouts, an initiative that has been very successful in instilling discipline in learners as well as engendering environmental awareness.

The Foundation encourages schools to include these programmes in the curriculum. The teachers are also taught how to draft environmental policies and how to raise funds for the clubs' initiatives.

Environmental clubs and HIV/Aids awareness have been established at 11 schools in Bodibe Village. The South African Scouts Association funds a number of learners per school to attend a three-day training programme on environmental awareness and life skills, including discipline and patriotism. The sponsorship covers food and transport for the duration of the training.





## Sport

In partnership with Lafarge Education Trust and Dreamfields Trust, the Foundation hosted a soccer tournament with 5 000 learners and more than 3 000 members of the community attending.

Lafarge Education Trust sponsored soccer equipment and kits for boys and girls for the event.

This marked the beginning of a league whose finals will be held in October 2009.

The winning school will be given a trophy, two computers and a printer.

The LaFarge Education Trust, in partnership with Investec and Dreamfields Trust, also funded a trip for sixty learners from the leading teams in the league and their coaches to the Confederations Cup at the Royal Bafokeng Stadium.

Bantu Sports Club sponsored a Kombi court for Motshegotadiwa Primary School.

S

is for: sport



Sports equipment, facilities and training ensures our children are fit and brings out all the stars!











## Learner support

One of the most wretched ramifications of HIV/AIDS is the escalating number of orphaned and vulnerable children. Parents and caregivers continue to die from HIV-related illnesses. South Africa has 2,5 million children who have lost a parent (Human Sciences Research Council, 2005) and by 2015 the country is expected to have 5 million orphans if nothing is done to stem the rate of adult deaths.

The extent of deprivation and challenges these orphans face came to light in a simple yet gripping circumstance at Mayibuye Primary School where children were missing out on a government funded feeding scheme, because they didn't have a simple tool like a dish. Any parent would have provided this for his/her child.

Today, the Foundation is pleased to report that a small part of their daily needs is being met through a donation by Relational Database Consulting of 1300 bowls for the school feeding

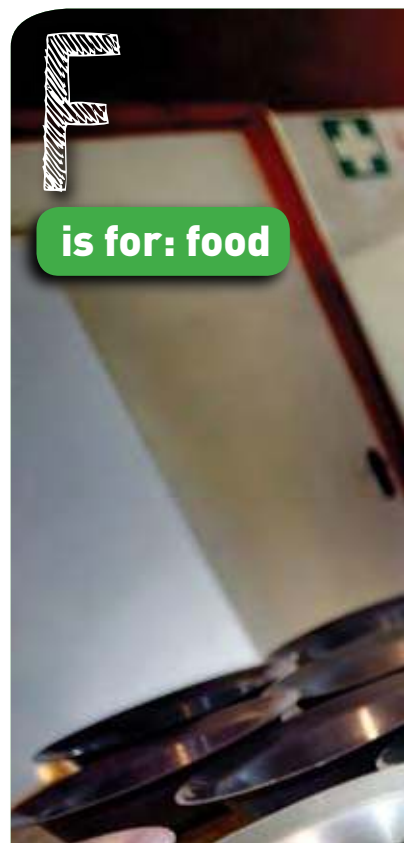
scheme. They also went a step further and put more smiles on the little faces by hosting a Christmas party for them and getting each one of them a Christmas gift.

Most orphans and vulnerable children do not have the necessary documentation to access government grants. The Department of Home Affairs, in partnership with FeverTree Consulting and the Foundation ensure that these learners get the documentation they need to gain access government grants.

In an effort to ensure that all deserving learners have access to institutions of higher education regardless of their background, PriceWaterhouseCoopers has selected a number of matriculants from the schools in the Foundation's adoption programme who after assesSMMEnt will be awarded bursaries to study towards Bachelor of Commerce degrees.

F

is for: food





## Language literacy

It has been discovered that many learners, when they get to Grade 4, are not able to read or write. To address this challenge, the Foundation is working with the Molteno Institute for Language and Literacy to introduce a programme called Breakthrough to Literacy.

This programme is aimed at preparing Grade 1 to Grade 3 learners for Grade 4. The programme provides teacher training, classroom support and resources to enhance writing and reading skills in the foundation phase.

The learners gain literacy competence by first learning in their mother tongue, then transferring the mastery to English and other curriculum subjects. This enables learners promoted to Grade 4 to understand other subjects, like Mathematics, Science and Technology.

To encourage the culture of reading, the Foundation also works with teachers to ensure that libraries in schools are well equipped and managed and learners have access to books. It facilitates the donation of books and works with other NGOs to ensure quality training for teachers, enabling them to utilise libraries to the benefit of the learners.

As part of this initiative, Room to Read donated books and trained four educators and two parents as librarians at Olifanstvlei Primary School. Exclusive Books donated books to Thathani Primary and Olifanstvlei Primary.

The Molteno Institute for Language and Literacy has committed to providing training on the Introduction and Improvement of Language and Literacy at Olifanstvlei Primary School for a period of three years.

Education Africa has partnered with the Foundation to provide Grade R literacy programmes and supply teaching and learning resources.



**In some schools, learners receive two meals per day, thanks to the support of the National Feeding Scheme.**





W

is for: water



The Foundation sees access to water in schools as an absolute necessity. Not only does it quench the learners' thirst on a hot day, but also plays a vital role in personal hygiene.





# How do I get involved

## The four adoption options

Schools can be adopted in different ways:

### Adoption by individuals:

Individuals can participate by offering time, funds or both.

### Adoption by a group:

Individuals can club together and adopt a school and offer time, funds or both.

### Adoption by a company:

Companies may choose to adopt a school of their choice over a five-year period, or provide one-off support.

### Adoption by a group of companies:

A group of companies may partner to support a school on a one-off basis or adopt a school over a five-year period.

## The school adoption process

The central concept of adoption is to build relationships between donors, schools and the community. The Foundation's adoption process enables the Foundation and donors to work with schools effectively and sustainably.

The facilitation of sustainable change is a process that requires time, commitment, patience and understanding; thus it cannot be achieved through a one-off involvement. The Foundation spends a minimum period of five years in the adopted schools to ensure a positive impact. During this period, numerous phases are completed, as follows:

### Phase one

- ★ Schools apply to or are identified by the Foundation.
- ★ Schools are appraised in consultation with stakeholders.
- ★ A high level due diligence is conducted on the school.
- ★ The profiles of eligible schools are prepared.

### Phase two

- ★ Potential adopters are sought.
- ★ The profiles of schools are presented to potential adopters.
- ★ Potential adopters choose the schools

and programmes in which they wish to participate.

- ★ An adoption agreement is entered into between the school's governing body, adopters and the Foundation.
- ★ An action plan is developed with all stakeholders.
- ★ A design plan and a whole school development proposal are submitted to the Department of Education for approval.
- ★ A project steering committee and a project management committee are formed with all stakeholders.

## Phase three

During phase three, whole school development work begins.

### Infrastructure

- ★ The Foundation Project Manager and the School Governing Body (SGB) identify local skilled and unskilled parents.
- ★ A team leader (local artisan) is appointed after a thorough interview process. Preference is given to the local community.
- ★ The local skilled and unskilled workers, together with the team leader, form the construction team.
- ★ The Foundation regularly monitors the project.
- ★ Periodic visits by the adopters to the schools are encouraged.
- ★ Infrastructure expenditure by the adopter is strictly monitored according to the approved budget.
- ★ Project progress reports are submitted to adopters.

### Whole school development

- ★ The Foundation co-ordinates different services offered by other NGOs to ensure whole school development.
- ★ The school community is assisted by the Foundation to gain access to government services such as social grants, feeding schemes, home affairs services, etc.
- ★ In collaboration with the Department of Education and SGBs, the Foundation identifies service providers to address skills and social development needs in the schools.





## Volunteering programme

Volunteerism is defined as the practice of volunteering one's time or talents for charitable, educational, or other worthwhile activities, especially in one's community.

The Adopt-a-School Foundation has started an initiative to encourage individuals, groups of individuals and companies to give of their time, expertise, knowledge and skills by volunteering in schools adopted by the Foundation.

There are several benefits to volunteering through the Adopt-a-School Foundation:

- Learning and developing new skills
- Getting to be part of your communities
- Becoming motivated and getting a sense of achievement



**M****is for:  
maintenance**

Schools adopted by the Foundation are maintained and kept in very good condition. Not only does this improve the morale in schools, it also creates jobs.





# The team

## Brief Profile of Shanduka Foundation staff:

### Stephen Lebere

#### Executive Director

Stephen's qualifications include a B-Tech degree in Industrial Engineering and a post graduate diploma in Strategic Planning and Corporate Governance.

He has more than 12 years experience in process engineering, project management, community development and corporate governance.

He has received various awards in his previous and current positions for his involvement in improving the life of the communities.

### Ayandiswa Mgwebi

#### Project Manager

Ayandiswa holds a Building Management & Quantity Surveying Diploma from the Durban Institute of Technology, and a certificate in Project Management from the University of Pretoria.

She started her career in 1998 as a student technician working on the Chief Albert Luthuli Hospital in Durban project for Murray & Roberts. She then moved to Henwood & Nxumalo Consulting Engineers, and then Concor (Building Section), before she joined Adopt a School in 2007.

### Bakang Eliza Enele

#### Community Coordinator

Bakang holds a diploma in Mechanical Engineering as well as a Certificate in Youth Development work in the process acquiring skills in Facilitation, Computer literacy, Leadership and Management, Communication, and more.

Bakang has worked in the Non Profit sector for over 8 years, facilitating development and life Skills programs in schools.

### Banyana Mohajane

#### Community Coordinator

Banyana holds a Bed Hons. in Management and a Masters in Environmental Education. Her skills are in Research, Project Management, Training and Development, Report writing, Community Development, Presentation, Establishment of Environmental Clubs, Communication and Networking. She has over 16 years experience in education, management and community development.

### Dinake Thobejane

#### Project Manager

Dinake holds a National Diploma in civil engineering, a certificate in Project Management and is studying towards a B-Tech Degree in Civil Engineering.

He has more than 4 years experience in building construction.

### Julia Serame Maishoane

#### Office Administrator

Julia joined the Foundation as an intern in 2005. She holds a certificate in basic bookkeeping from Damelin & management accounting and a finance diploma from Varsity College. She has experience in office and financial administration.

### Khaliphani Khumalo

#### Project Manager

Khaliphani holds a diploma in Business management, financial management and a bachelor degree in Architectural studies.

He has more than 10 years experience in Building construction and project management

### Nhlanhla Baloyi

#### Office Manager

Nhlanhla holds certificates in Business Administration, Accounting, Fundamentals of Human Resources and is a 3rd year B Com student.

She has extensive experience in finance and administration.



Stephen Lebere



Dinake Thobejane



Bakang Eliza Enele



Banyana Mohajane



Khaliphani Khumalo



Ayandiswa Mgwebi



Nhlanhla Baloyi



Julia Serame Maishoane



## Strategic partners

The Foundation is grateful for Eric Sampson's continued support of the Foundation as an anchor donor. His support is crucial to the sustainability of the Foundation and for ensuring that it continues to impact the lives of children in schools.

The Shanduka Group has continued to make the Foundation an integral part of its corporate social investment. The group has integrated the Foundation by making it part of the Shanduka family.

Over and above the allocation of shareholding, which has already been mentioned, Grindrod SA (Pty) Ltd has agreed to channel part of its CSI spend to the Foundation.

### The Adopt-a-School Foundation owes its existence to the following partners:

Adopters who have adopted schools for a minimum of five years:

- ★ Lafarge Educational Trust (11 school);
- ★ Standard Bank Corporate and Investment Banking (3 schools);
- ★ FeverTree Consulting (2 schools);
- ★ J.P. Morgan (2 schools);
- ★ Merrill Lynch (2 schools);
- ★ Mondi Shanduka Newsprint (2 schools);
- ★ PPC Cement (2 schools);
- ★ VWSA (2 schools).
- ★ Cyril and Tshepo Ramaphosa (1 school);
- ★ L'Oréal (1 school);
- ★ Investec (1 school);
- ★ Investment Solution (1 school);
- ★ Northern Cape Dept of Education (1 school);
- ★ Relational Database Consulting (RDC) (1 school);
- ★ Shanduka Coal (1 school);
- ★ Shanduka Group and its employees (1 school) and
- ★ Vodacom (1 school).

### New adopters:

- ★ Absa Capital;
- ★ Grindrod South Africa (Pty) Ltd;
- ★ Deloitte;
- ★ Kangra Coal
- ★ Bernard Swanepoel; and
- ★ Barberton Mines.

The following companies and organisations have assisted us in the development of schools through infrastructure projects or donations of clothes, furniture, equipment, etc.

- ★ MTN;
- ★ PWC;
- ★ Tshwane Municipality;
- ★ Netgroup;
- ★ Huawei Technologies;
- ★ Vancut Diamonds;
- ★ Goldfields;
- ★ BP Southern Africa;
- ★ Thando Sishuba and Friends;
- ★ Architectural students from the University of Innsbruck;
- ★ Twenty 30;
- ★ Standard Bank Graduates;
- ★ Westcon AME (Pty) Ltd;
- ★ Johnnic;
- ★ Carina Wilson Secondary School, Canada;
- ★ Sasol;
- ★ Telkom Foundation;
- ★ Education Africa;
- ★ Eagle International Group Holdings;
- ★ MD Ash and Company;
- ★ Dr K.O.P Matseke;
- ★ X-pert Group
- ★ KreditInform; and
- ★ Bantu Sports Club.

### The Foundation also receives ongoing wonderful support from:

- ★ Caxton and CTP Publishers and printers (printing of all the Foundation publications);
- ★ Betelgeuse Advertising (design and layout of the Foundation's annual report for the past three years);
- ★ Dlamini Weil Communications (conceptualising and coordination of the Foundation's fund raising events); and
- ★ Kaelo Worldwide Media (production of a Foundation video).

Provincial and district Departments of Education have been very supportive of the Foundation's interventions. They have also partnered with the Foundation in schools such as Folweni High School in Durban, where they built five classrooms, and in Banksdrift High School in the Northern Cape, where they contributed towards the building of a new school consisting of twelve classrooms, an ablution block and an administration block.

The Department of Education in the North West has also supported the Foundation's work in Bodibe Village.



## Community involvement

The Adopt-A-School Foundation model is not only about the improvement of schools, but is also about involving the local community in the improvement of the schools.

The Foundation achieves this by employing local unemployed skilled and unskilled parents from the community, thus creating temporary jobs. It also sources some material and skills from the local small businesses (SMMEs), such as plumbers, electricians, carpenters and security installers.

This model has created more than 1 267 temporary jobs and 94 SMMEs have benefited from this initiative.



**1 is for: library**

Being able to read is probably the most important part of a decent education. Libraries have been built and many libraries still need to be built in schools. Pupils are encouraged to spend as much time as possible reading books. Thousands of books have been donated to schools.

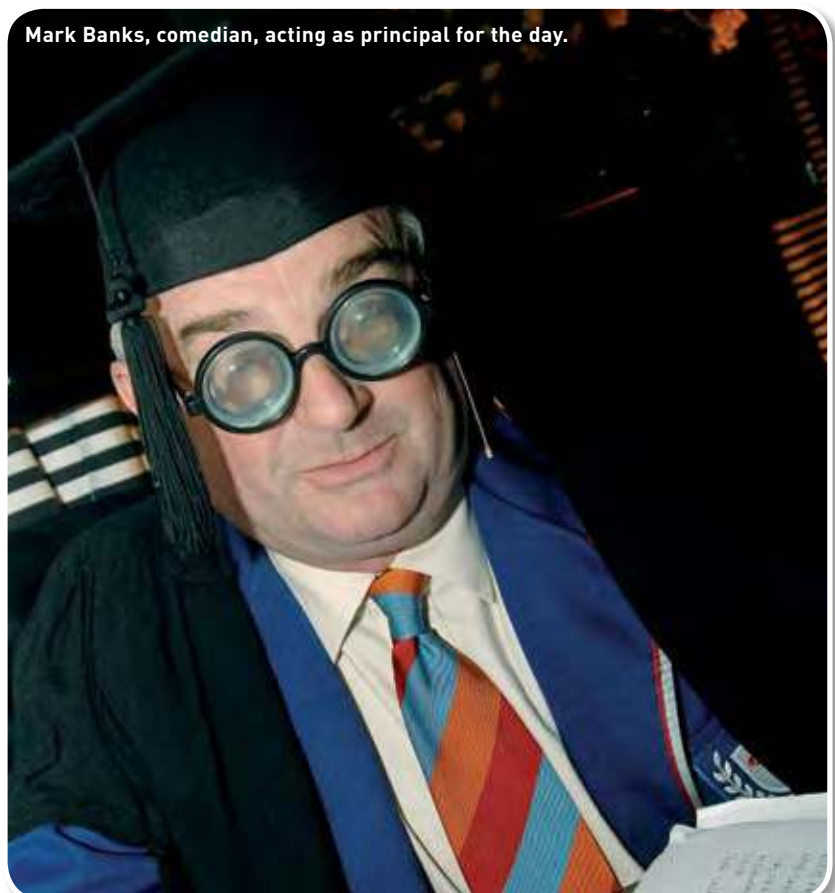
## Back 2 School fund raising initiatives

The second Back 2 School fund raising event was held in November 2008 and was enjoyed by all who attended. This has become an annual event. This year it will take place on 14 November 2009.



Cyril Ramaphosa thanking supporters of the fund raising initiative.

Mark Banks, comedian, acting as principal for the day.





## Conclusion

In its seven years of existence, the Adopt-a-School Foundation's model and concept have been applauded by many stakeholders and adopters. The Foundation, together with its partners, have invested about R28,2 million in schools and created 1 267 temporary jobs in poor communities.

The foundation has had a positive impact on the lives of more than 60 000 learners and their communities in seven provinces.

Some wonderful anecdotal feedback has been received, such as that from a former learner from Motshegofadiwa Primary School, who now attends school at Modilati High School. She has won R25 000 for herself and R50 000

for the school in an international letter writing and reading competition. The school used this amount to build additional classrooms. The school, working with the SGB, has embarked on a number of fund raising activities to finish these classrooms, which are at roof level.

The Principal of Modilati High School says since the Foundation's intervention at Motshegofadiwa Primary School, learners from that school are performing well at his school and he sees the difference between them and learners that come from other primary schools from the area. Merrill Lynch adopted both schools. I would like to thank each and every team member for their distinct contribution to the work of the Foundation.

### The need for my own character refinement

The eyes of one's fallen into slumber,  
Are like living vaguely with a mind day-dreams shaded.  
An envisioned vision mustn't fade like dew, when the day is about to break  
And the sun giving a bit of its morning rays.  
A cracking character cannot stand life's long race,  
Because reality requires reasonably.

I awoke one day  
To find that my character encompasses the being I am,  
To my destination of either destructiveness or gusto.  
Definitions may define but I am its skilful master of design.  
It is like a piece of art portraying my true chromatics  
When not even a blink has captured a piece of my act.

Living the life of values alone is like disintegrated wishes to ashes  
Because the impression doesn't lie successive compliments,  
Neither nor with the appreciation of spectators around my solid  
But within my tranquilized world of who I am.  
Unscrutinized thoughtless thoughts of pleasure and popularity,  
Can shade the flaws of my character that of to be revolutionized.

I am the rider of my own horse.  
My traditions and beliefs are my precedence  
I can define the horizon of my own individuality,  
But my character still tells it all,  
Because it is a strand of the web that catapults me to my next dawn.

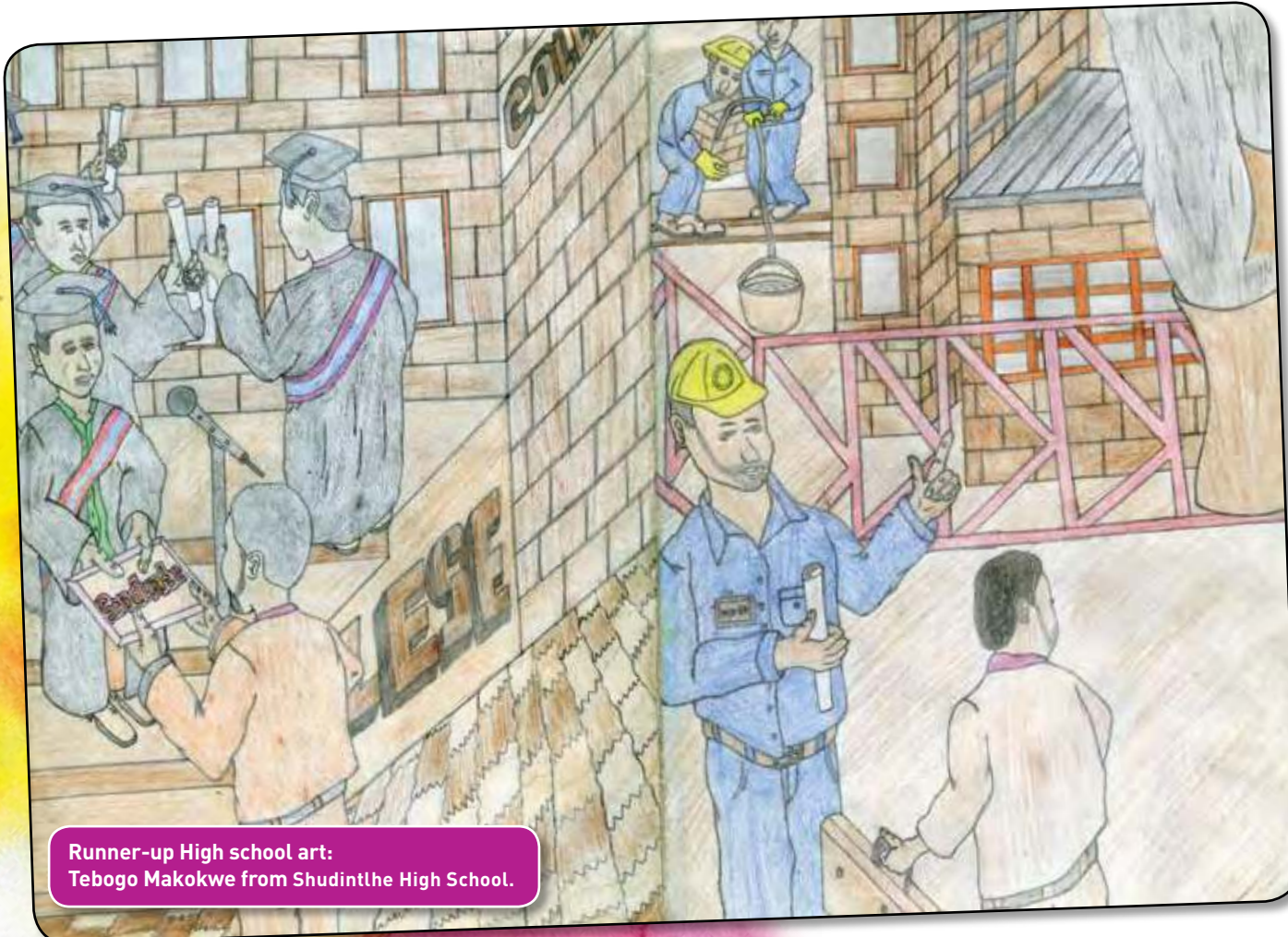
Poet: Koketso Mbewe

Winner of the Post Office competition  
Koketso Mbewe





Winning Primary school art:  
Maluleke Lebogang from Motshegofadiwa Primary School.



Runner-up High school art:  
Teboggo Makokwe from Shudintthe High School.



### How I can change the world

I am young, intelligent and proud  
I am a girl who loves nature  
I am a young woman who is willing  
to change the world  
But how can I change the world?

In my thoughts I sometimes think that  
I could become a President to change the world  
In my thoughts I sometimes think that  
I could be a Minister of Security to reduce crime  
In my thoughts I sometimes think that  
I could be a Minister of Agriculture so I could  
end poverty

In my thoughts I sometimes think  
I could be a Doctor, a Nurse or a Scientist  
to prevent diseases, to heal all diseases that  
cause pain to the world  
And so all the sufferers can be survivors

I sometimes think the rich don't care  
about the poor  
Don't give hungry people fish, rather teach  
them how to fish  
When they see poor people they give them  
food parcels  
That will make them even poorer. I mean  
you should give them skills so they can  
maintain themselves

Shelter to protect them from colds and flu  
Give them love so they will always give  
that love back  
Give them support, give them care  
Give so that tomorrow you will get  
I sometimes think maybe they are  
waiting for me to lend a helping hand

The world is heavy, the world is huge  
But for me the world is a globe, a globe  
that creates light and light brightens our  
future

The world is heavy, the world is huge  
For me the world is small

The world is a globe. A globe gives us  
light, light brightens our future, the future  
is ours, the future is in our hands, the  
future is tomorrow  
Get education, Be educated and discover the world  
Change the world.

Winning High school essay:  
Letlhogonolo Seopela from Makhathini Intermediate School

Women can change the nation by contributing or encouraging other  
women to be educated and being involved in community projects and  
helping other needy people.

### THUTHUZEKANI PRIMARY SCHOOL EUNICE THEMBA GRADE 4F

The topic that I have chosen is how I can change the world  
I can change the world by encouraging women to make sure that  
they are educated. Those women who didn't get a chance to go to  
school while they were young should make sure that they attend night  
school that was started for adults.

In my world I would like to see women that are independent.  
They must not depend on their husbands and families. They must  
work in high companies, be more creative and intelligent to work on  
their own. They must be able to provide love and security for their  
children and for the nation.

I can change women's minds by convincing them to be involved in  
community projects in places where they can help to improve the situa-  
tion that people are facing. I would encourage them to be involved  
in making their environments a better place to live in. They should  
make sure that they are more responsible and educated. Women who  
get child support grant should be responsible for the money and have  
how to use the money wisely. They must also not fall pregnant because  
of the grant money. I think this is stupid they must rather go  
back to school.

I can change women's behaviour by convincing them not to be pro-  
stitutes and party ladies. To also remind them that the world is in their  
hands and encourage them to be church members so that they can  
spread the word of God to people of the world. They must also tell  
other women about nation building.

Winning Primary school essay:  
Eunice Themba from Thuthuzekani Primary School



# Profiles of Adopted Schools

Name of school and location	Profile	Work done	Future needs
<b>Dargle Primary School</b> Howick KwaZulu-Natal	Learners : 122 Classrooms : 7 Learners per class : 17 Pass rate: 100%	<b>Adopter : Cyril Ramaphosa</b> • Renovation of existing seven classrooms • Renovation of existing ablution block • New Ablution Block <b>Plan for 2009</b> • <b>Upgrading of the library and training of librarian</b>	• Computer laboratory • Fence
<b>Folweni High School</b> Umlazi KwaZulu-Natal	Learners : 1101 Classrooms : 23 Learners per class : 48 Pass rate: 76%	<b>Adopter : Standard Bank Corporate and Investment Banking</b> • Two classrooms • Fence installed. • Science laboratory <b>Plan for 2009</b> • Five classrooms	• Additional classrooms • Administration block
<b>Indawana Lower Primary School</b> Underburg KwaZulu-Natal	Learners : 320 Classrooms: 1 built with mud and three face brick classrooms= 4 Learners per class: 80 Pass rate: 76%	<b>Adopter : Mondi Shanduka Newsprint</b> • Three classrooms • Ablution block <b>Plan for 2009</b> • Fence	• Additional classrooms • Science laboratory • Library
<b>Emnqundekweni Primary School</b> Bulwer KwaZulu-Natal	Learners : 307 Classrooms : 8 Learners per class : 38 Pass rates: 95%	<b>Adopter: Mondi Shanduka Newsprint</b> <b>Plan for 2009</b> • Renovation of existing classrooms • Two classrooms	• Administration block
<b>King Shaka High School</b> Umlazi KwaZulu-Natal	Learners : 957 Classrooms: 18 Learners per class: 53%	<b>Adopter : Grindrod SA (Pty)Ltd</b> <b>Plan for 2009</b> • Computer laboratory • Scientific calculators for learners • Computer training for educators	• Administration block • Upgrading science laboratory and library • Language and literacy programme • Management and leadership training • Learner Representative Council training • Training of a librarian
<b>Motshegofadiwa Primary School</b> Hammanskraal Gauteng	Learners: 853 Classrooms: 19 Learners per class: 45 Pass rates: 92%	<b>Adopter: Merrill Lynch</b> <b>Additional sponsors: MTN, Tshwane Municipality, Net Group and Bantu Sports club</b> • Ablution block • Eight classrooms • Multimedia centre • Public phone shop • Vegetable garden • Kombi Court • Solar panel	• Additional classrooms • Administration block
<b>Bokgoni Technical High School</b> Atteridgeville Gauteng	Learners: 1495 Classrooms: 33 Learners per class: 45 Pass rate: 85%	<b>Adopter: Volkswagen S.A.</b> <b>Plan for 2009</b> • Ablution block • Renovation of existing ablution block • Fence	• Technical equipment • Sports facilities • School hall • Additional classrooms • Renovation of classrooms • Vegetable garden • Learner Representative Council training • Learner –teacher support (literacy and technical learning areas) • Entrepreneurial and life skills training
<b>Makgetse High School</b> Themba Gauteng	Learners: 1125 Classrooms: 24 Learners per class: 47 Pass rate: 90%	<b>Adopter: Volkswagen S.A.</b> <b>Plan for 2009</b> • Renovation of existing ablution block • Additional ablution block	• Science laboratory • Auditorium • Renovation of classrooms • Sports facilities • Science and technology learning programme and resources • Language and literacy programme • Library resources and training of librarian • Career guidance for learners • Stress management and team building • Learner Representative Council training • Vegetable garden • Counselling and life skills training • Sports kits and musical instruments
<b>Tshilidzi Primary School</b> Soweto Gauteng	Learners: 608 Classrooms: 19 Learners per class: 32 Pass rate: 92%	<b>Adopter: Standard Bank Corporate and Investment Banking</b> <b>Additional sponsors: Johnnic and Gold Fields</b> • Six classrooms • Science laboratory • Renovations of existing classrooms • Science laboratory equipment • Basic counselling skills training • Administration block • Soccer and netball kits <b>Plan for 2009</b> • Library • Training of librarian	• School hall • Intercom
<b>Thuthuzekani Primary School</b> Krugersdorp Gauteng	Learners: 1541 Classrooms: 29 Learners per class: 53 Pass rate: 98%	<b>Adopter: Investment Solutions</b> <b>Additional sponsors: Johnnic and Westcon AME (PTY) Ltd</b> • Five classrooms • Computer laboratory <b>Plan for 2009</b> • One classroom	• School hall • Science laboratory • Additional classrooms



Name of school and location	Profile	Work done	Future needs
<b>Thathani Primary School</b> Zola North Gauteng	Learners: 389 Classrooms: 14 Learners per class: 28 Pass rates: 97%	<b>Adopter: Standard Bank Corporate and Investment Banking</b> <ul style="list-style-type: none"> <li>Administration block</li> <li>Renovation of existing classrooms</li> <li>Science laboratory</li> <li>Basic counselling skills training</li> <li>Library</li> <li>Library books</li> <li>Soccer and netball kits</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Training of librarian</li> <li>Training of educator managing the science laboratory</li> </ul>	<ul style="list-style-type: none"> <li>Sports facilities</li> <li>House craft centre</li> <li>School hall</li> <li>Language and literacy programme</li> <li>Educator development on the implementation of the National Curriculum Statement learning areas</li> <li>Remedial educator training</li> <li>Environmental clubs</li> <li>Conflict management training</li> <li>Team building</li> <li>Strategic planning</li> <li>Sports kits (cricket &amp; boxing)</li> </ul>
<b>Olifantsvlei Primary School</b> Eikenhof Gauteng	Learners: 769 Classrooms: 17 Learners per class: 45 Pass rate: 99%	<b>Adopter: Shanduka Group Staff</b> <b>Additional sponsors: University of Innsbruck, Exclusive Books and Room to Read</b> <ul style="list-style-type: none"> <li>hall painted</li> <li>Grade R facility</li> <li>Vegetable garden</li> <li>Library</li> <li>Staff room</li> <li>Science laboratory</li> <li>Team building</li> <li>Basic counselling skills training</li> <li>Training of four educators and two SGB members as librarians</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Language and literacy programme</li> </ul>	<ul style="list-style-type: none"> <li>Abution block</li> <li>Additional classrooms</li> <li>Administration block</li> </ul>
<b>Kanana Primary School</b> Thembisa Gauteng	Learners: 2372 Classrooms: 18 prefabs & 32 permanent=50 Learners per class: 47 Pass rate: 98%	<b>Adopter: Vodacom</b> <ul style="list-style-type: none"> <li>Five classrooms</li> <li>Additional abution block</li> <li>Christmas party for Orphans</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Grade R facility</li> </ul>	<ul style="list-style-type: none"> <li>Additional classrooms</li> <li>Kitchen</li> <li>Science laboratory</li> </ul>
<b>Boschkop Primary School</b> Pretoria Gauteng	Learners: 915 Classrooms: 22 Learner per class: 42 Pass rate: 98%	<b>Adopter: FeverTreeConsulting(Pty)Ltd</b> <ul style="list-style-type: none"> <li>Grade R Facility with bathroom and kitchen</li> <li>Kitchen</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Computer laboratory</li> <li>Extension of Grade R facility</li> </ul>	<ul style="list-style-type: none"> <li>Library</li> <li>Additional classrooms</li> <li>Abution block</li> </ul>
<b>Mokgome Secondary School</b> Meadowlands Gauteng	Learners: 1124 Classrooms: 27 Learners per class: 42 Pass rate: 75%	<b>Adopter: J.P. Morgan</b> <b>Plan for 2009 to be finalised</b>	<ul style="list-style-type: none"> <li>Palisade fence</li> <li>School hall</li> <li>Renovation of library</li> <li>Science laboratory</li> <li>Language and literacy programme</li> <li>Career guidance for Grade 10 learners</li> <li>Team building</li> <li>Library books and stationery</li> <li>Remedial educator training</li> </ul>
<b>Meadowlands Primary School</b> Meadowlands Gauteng	Learners: 401 Classrooms: 12 Learners per class: 33 Pass rate: 96%	<b>Adopter: J.P. Morgan</b> <ul style="list-style-type: none"> <li>Renovation of school</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Administration Block</li> </ul>	<ul style="list-style-type: none"> <li>Administration block</li> <li>Palisade fence</li> <li>Additional classrooms</li> <li>School hall</li> <li>Library</li> <li>Science laboratory</li> <li>Stress management and team building</li> <li>Language and literacy programme</li> <li>Governance and leadership training</li> </ul>
<b>Lawley Primary School</b> Lawley Gauteng	Learners: 1250 Classrooms: 24 Learner per class: 52 Pass rate: 93%	<b>Adopter: LOreal</b> <ul style="list-style-type: none"> <li>Grade R facility</li> </ul>	<ul style="list-style-type: none"> <li>Computer laboratory</li> <li>Additional classrooms</li> <li>Kitchen for feeding scheme</li> </ul>
<b>Eqinisweni Secondary School</b> Thembisa Gauteng	Learners: 2077 Classrooms: 9 mobile & 41 permanent =50 Learners per class: 42 Pass rate: 85%	<b>Adopter: Volkswagen S.A.</b> <b>Plan for 2009 to be finalised</b>	<ul style="list-style-type: none"> <li>Sports facilities</li> <li>School hall</li> <li>Palisade fence</li> <li>School bus</li> <li>Science equipment</li> </ul>
<b>Elethu Themba Combined School</b> Eikenhof Gauteng	Learners: 1547 Classrooms: 29 Learners per class: 53 Pass rate: 65%	<b>Adopter: Merrill Lynch</b> <ul style="list-style-type: none"> <li>Five classrooms</li> <li>Computer laboratory</li> <li>Upgrade of existing computer laboratory</li> <li>Renovation of Grade R facility</li> <li>Office furniture</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Abution block</li> </ul>	<ul style="list-style-type: none"> <li>Library</li> <li>Administration block</li> <li>Science laboratory</li> <li>Additional classrooms</li> </ul>
<b>Diepsloot Combined School</b> Diepsloot Gauteng	Learners: 1709 Classrooms: 18 mobile & 13 permanent =31 Learners per class: 55 Pass rate: 91%	<b>Adopter: Absa Capital and Eagle Canyon Golf Estate</b> <ul style="list-style-type: none"> <li>Nine classrooms</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Five classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Additional classrooms</li> <li>Administration block</li> <li>Abution block</li> </ul>
<b>Mayibuye Primary School</b> Midrand Gauteng	Learners: 1373 Classrooms: 27 Learners per class: 51 Pass rate: 100%	<b>Adopter: Relational Database Consulting</b> <ul style="list-style-type: none"> <li>Sports kits</li> <li>Christmas party for Orphans</li> <li>Bowls for feeding scheme</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>Language and literacy programme</li> <li>uniform for orphans and needy learners</li> </ul>	<ul style="list-style-type: none"> <li>Library</li> <li>Computer laboratory</li> <li>Additional classrooms</li> <li>Kitchen</li> <li>School hall</li> </ul>



Name of school and location	Profile	Work done	Future needs
<b>Ivory Park Secondary School</b> Ivory Park Gauteng	Learners: 2320 Classrooms: 21 mobile & 23 permanent = 44 Learners per class: 53 Pass rate: 88%	<b>Adopter: Deloitte</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Language and literacy programme</li><li>• Learner Representative Council training</li><li>• Student motivation</li></ul>	<ul style="list-style-type: none"><li>• School hall</li><li>• Additional classrooms</li><li>• Sports facilities</li><li>• Advance computer training for educators</li><li>• Educator capacity building</li></ul>
<b>Banksdrift Secondary School</b> Hartswater Northern Cape	Learners: 600 Classrooms: 12 Learners per class: 50 Pass rate: 58%	<b>Adopter: Investec and Northern Cape Department of Education</b> New school built consisting of the following: <ul style="list-style-type: none"><li>• Twelve classrooms</li><li>• Administration</li><li>• Ablution blocks</li><li>• Desks donated</li></ul> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Science laboratory</li><li>• Computer laboratory</li><li>• Library</li><li>• Three classrooms</li><li>• Entrepreneurship programme for learners</li></ul>	<ul style="list-style-type: none"><li>• Sports facilities</li><li>• School hall</li><li>• Additional classrooms</li></ul>
<b>Ramokoka Primary School</b> Ramokoka Village North West	Learners: 232 Classrooms: 7 Learners per class: 33 Pass rate: 99%	<b>Adopter: PPC Cement</b> New school built consisting of the following: <ul style="list-style-type: none"><li>• Seven classrooms</li><li>• Ablution block</li><li>• Office for clerk and principal</li><li>• Computer laboratory</li></ul> <b>Plan for 2009 to be finalised</b>	<ul style="list-style-type: none"><li>• Additional Classrooms</li><li>• School hall</li><li>• Library</li><li>• Kitchen for feeding scheme</li></ul>
<b>Tau Rapulana High School</b> Bodibe North West	Learners: 477 Classrooms: 15 Learner per class: 32 Pass rate: 41%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Library</li><li>• HIV / AIDS counselling for OVC's</li><li>• Executive leadership training</li><li>• Computer training for educators</li><li>• Establishment of environmental club</li></ul>	<ul style="list-style-type: none"><li>• Science laboratory</li><li>• Computer laboratory</li><li>• Additional classrooms</li><li>• Science laboratory</li><li>• Study skills and career guidance for Grade 10</li><li>• Language and literacy programme</li><li>• Training and mentoring of maths and science educators</li><li>• Vegetable garden and training</li><li>• Educator development on the implementation of National Curriculum Statement learning areas</li></ul>
<b>Bodibe Intermediate School</b> Bodibe North West	Learners: 543 Classrooms: 16 Learner per class: 34 Pass rate: 96%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Building of ablution block</li><li>• HIV / AIDS counselling for OVC's</li><li>• Executive leadership training</li><li>• Computer training for educators</li><li>• Establishment of environmental club</li></ul>	<ul style="list-style-type: none"><li>• Computer laboratory</li><li>• Library</li><li>• Additional classrooms</li><li>• Educators development on the implementation of National Curriculum Statement learning areas</li><li>• Language and literacy programme</li><li>• Team building</li><li>• Vegetable garden and training</li></ul>
<b>Motllhako Primary School</b> Bodibe North West	Learners: 402 Classrooms: 15 Learner per class: 27 Pass rate: 90%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Renovation of classrooms</li><li>• HIV / AIDS counselling for OVC's</li><li>• Executive leadership course</li><li>• Computer training for educators</li><li>• Establishment of environmental club</li></ul>	<ul style="list-style-type: none"><li>• Computer laboratory</li><li>• Library</li><li>• Kitchen</li><li>• Science laboratory</li><li>• Administration block</li><li>• Language and literacy programme</li><li>• Educator development on the implementation of National Curriculum Statement learning areas</li><li>• Vegetable garden and training</li></ul>
<b>E.H.Mogase Primary School</b> Bodibe North West	Learners: 423 Classrooms: 15 Learners per class: 28 Pass rate: 82%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Ablution block</li><li>• Repairs borehole</li><li>• Repairs to electricity</li><li>• HIV / AIDS counselling for OVC's</li><li>• Executive leadership course</li><li>• Computer training</li><li>• Establishment of environmental club</li></ul>	<ul style="list-style-type: none"><li>• Kitchen</li><li>• Library</li><li>• Computer laboratory</li><li>• Science laboratory</li><li>• Team building</li><li>• Remedial programme for grade 1-6 educators</li><li>• Educator development on the implementation of National Curriculum Statement learning areas</li><li>• Vegetable garden and training</li><li>• Language and literacy programme for educators</li></ul>
<b>Shudintlthe Intermediate School</b> Bodibe North West	Learners: 682 Classrooms: 14 Learner per class: 49 Pass rate: 79%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Two classrooms</li><li>• HIV / AIDS counselling for OVC's</li><li>• Executive leadership training</li><li>• Computer training for educators</li><li>• Establishment of environmental club</li></ul>	<ul style="list-style-type: none"><li>• Renovation of kitchen and electrification</li><li>• Science laboratory</li><li>• Library</li><li>• Securing computer laboratory and installation of computers</li><li>• Administration block</li><li>• Language and literacy programme</li><li>• Educator development on the implementation of National Curriculum Statement learning areas</li><li>• Vegetable garden and training</li><li>• Remedial programme for learners with learning difficulties</li></ul>
<b>Mmuagabo Primary School</b> Bodibe North West	Learners: 342 Classrooms: 10 Learner per class: 34 Pass rate: 86%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"><li>• Two classrooms</li><li>• HIV / AIDS counselling for OVC's</li><li>• Executive leadership training</li><li>• Computer training</li><li>• Establishment of environmental club</li></ul>	<ul style="list-style-type: none"><li>• Kitchen</li><li>• Completion of ablution block and upgrading of sanitation</li><li>• Science laboratory</li><li>• Computer laboratory</li><li>• Library</li><li>• Administration block</li><li>• Language and literacy programme</li><li>• Educator development on the implementation of National Curriculum Statement learning areas</li><li>• Vegetable garden and training</li></ul>



Name of school and location	Profile	Work done	Future needs
<b>Naletsana Primary School</b> Bodibe North West	Learners: 346 Classrooms: 16 Learner per class: 21 Pass rate: 67%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Multimedia centre</li> <li>• HIV/AIDS counselling for OVCs</li> <li>• Executive leadership training</li> <li>• Computer training</li> <li>• Establishment of environmental club</li> </ul>	<ul style="list-style-type: none"> <li>• Renovation of classrooms</li> <li>• Administration block</li> <li>• Science laboratory</li> <li>• Language and literacy programme</li> <li>• Educator development on the implementation of National Curriculum Statement learning areas</li> <li>• Vegetable garden and training</li> </ul>
<b>Mokakana Primary School</b> Bodibe North West	Learners: 500 Classrooms: 15 Learner per class: 33 Pass rate: 80%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Water pump</li> <li>• HIV/AIDS counselling for OVCs</li> <li>• Executive leadership training</li> <li>• Computer training for educators</li> <li>• Establishment of environmental club</li> <li>• Library</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen</li> <li>• Renovation of classrooms</li> <li>• Library</li> <li>• Administration block</li> <li>• Training of grade R educator and grade R resources</li> <li>• Training of librarian</li> <li>• Language and literacy programme</li> <li>• Educator development on the implementation of National Curriculum Statement learning areas</li> </ul>
<b>Matlaba Primary School</b> Bodibe North West	Learners: 444 Classrooms: 12 Learner per class: 37 Pass rate: 80%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Two classrooms</li> <li>• Play pump water system</li> <li>• HIV/AIDS counselling for OVCs</li> <li>• Executive leadership training</li> <li>• Computer training for educators</li> <li>• Establishment of environmental club</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Ablution block</li> <li>• Kitchen</li> <li>• Grade R facility</li> <li>• Renovation of classrooms</li> <li>• Science laboratory</li> <li>• Administration Block</li> <li>• Language and literacy programme for grade R-6 educators</li> <li>• Training of grade R educator</li> <li>• Educator development on the implementation of National Curriculum Statement learning areas</li> <li>• Team building</li> </ul>
<b>Molekane Primary School</b> Bodibe North West	Learners: 550 Classrooms: 9 Learner per class: 61 Pass rate: 89%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Six classrooms</li> <li>• Store room</li> <li>• HIV/AIDS counselling for OVCs</li> <li>• Executive leadership training</li> <li>• Computer training for educators</li> <li>• Establishment of environmental club</li> </ul>	<ul style="list-style-type: none"> <li>• Ablution block</li> <li>• Additional classrooms</li> <li>• Science laboratory</li> <li>• Grade R facility</li> <li>• Kitchen</li> <li>• Additional classrooms</li> <li>• Library</li> <li>• Administration block</li> <li>• Training of grade R educator</li> <li>• Language and literacy programme for all grades</li> <li>• Educator development on the implementation of National Curriculum Statement learning areas</li> <li>• Vegetable garden and training</li> </ul>
<b>Makgwe Primary School</b> Bodibe North West	Learners: 516 Classrooms: 14 Learner per class: 37 Pass rate: 90%	<b>Adopter: Lafarge Education Trust</b> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Ablution block</li> <li>• Organised HIV/AIDS counselling for OVCs</li> <li>• Executive leadership training</li> <li>• Computer training for educators</li> <li>• Establishment of environmental club</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen</li> <li>• Computer laboratory</li> <li>• Library</li> <li>• Science laboratory</li> <li>• Administration block</li> <li>• Language and literacy programme for grade 1-6 educators</li> <li>• Educator development on the implementation of National Curriculum Statement learning areas</li> <li>• Teaching and learning resources for different learning areas</li> <li>• Vegetable garden and training</li> </ul>
<b>Vukubone High School</b> Pietritief Mpumalanga	Learners: 991 Classrooms: 24 Learners per class: 41 Pass rate: 72%	Kangra Coal <b>Plan for 2009 to be finalised</b>	<ul style="list-style-type: none"> <li>• Science laboratory</li> <li>• School hall</li> <li>• Additional classrooms</li> <li>• Library</li> <li>• Sports facilities</li> </ul>
<b>Makhathini Intermediate School</b> Mhluzi Mpumalanga	Learners: 366 Classrooms: 19 Learners per class: 19 Pass rate: 92%	<b>Adopter: Shanduka Coal</b> <ul style="list-style-type: none"> <li>• Renovation of existing classrooms</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Renovation of ablution block</li> <li>• Computer laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Additional classrooms</li> <li>• Photocopier</li> <li>• Science laboratory</li> <li>• Library</li> <li>• School hall</li> </ul>
<b>Letheba High School</b> Botlokwa Limpopo	Learner: 705 Classrooms: 17 Learner per class: 42 Pass rate:	<b>Adopter: Bernard Swanepoel</b> <b>Plan for 2009 to be finalised</b>	<ul style="list-style-type: none"> <li>• Additional classrooms</li> <li>• School hall</li> <li>• Science laboratory</li> <li>• Library</li> <li>• Computer laboratory</li> <li>• Fence</li> </ul>
<b>Mzomhle High School</b> Mdantsane Eastern Cape	Learners: 672 Classroom: 18 Learner per class: 37 Pass rate: 46%	<b>Adopter: FeverTreeConsulting (Pty)Ltd</b> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Renovation of school</li> <li>• Kitchen</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Administration block</li> </ul>	<ul style="list-style-type: none"> <li>• School hall</li> <li>• Sports facilities</li> <li>• Computer training</li> <li>• Team building</li> <li>• Programmes on human development, HIV/ AIDS counselling and drug abuse</li> <li>• Soccer kits</li> </ul>
<b>Cowan High School</b> Port Elizabeth Eastern Cape	Learners: 1175 Classrooms: 30 Learners per class: 39 Pass rate: 66%	<b>Adopter: PPC Cement</b> <ul style="list-style-type: none"> <li>• Fence</li> <li>• Desks</li> </ul> <b>Plan for 2009</b> <ul style="list-style-type: none"> <li>• Renovation of classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrading of existing ablution block</li> <li>• Computer training</li> <li>• Executive leadership training</li> </ul>



# Assisted Schools with no adopters

Name of school and location	Profile	Work done	Future needs
<b>Luvhalani Primary School</b> Tshakuma Limpopo	Learners :308 Classrooms:11 Learners per class:28 Passrate:92%	<b>Adopt-a-School Foundation and MTN</b> <ul style="list-style-type: none"> <li>• Five classrooms</li> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Fence and gate</li> <li>• Library</li> <li>• Shade for the assembly area</li> </ul>
<b>Hukuwa Primary School</b> Quennsown Eastern Cape	Learners :345 Classrooms:8 Learners per class:43 Passrate:100%	<b>Thando Sishuba and friends,C.Ramaphosa and Vancut</b> <ul style="list-style-type: none"> <li>• Three classrooms and administration block</li> </ul>	<ul style="list-style-type: none"> <li>• Ablution block</li> <li>• Computer laboratory</li> <li>• Library</li> <li>• Grade R facility</li> </ul>
<b>Mafube Junior Secondary School</b> Matatiele Eastern Cape	Learners :657 Classrooms:14 Learners per class:47 Passrate:75.3%	<b>Johnnic and learners from the University of Carine Wilson Secondary School in Ottawa, Canada</b> <ul style="list-style-type: none"> <li>• Renovation of the five existing classrooms</li> <li>• Administration block</li> <li>• Twelve computers,clothes and stationery donated</li> </ul>	<ul style="list-style-type: none"> <li>• Ablution block</li> <li>• Additional classrooms</li> <li>• Library</li> </ul>
<b>Dutyini Junior Secondary School</b> Mount Ayliff Eastern Cape	Learners :505 Classrooms:10 Learners per class:51 Passrate:84%	<b>Johnnic,BP Southern Africa, Huawei and Telkom Foundation</b> <ul style="list-style-type: none"> <li>• Ablution block</li> <li>• Five classrooms</li> <li>• Administration block</li> <li>• Computer laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• School hall</li> <li>• Science laboratory</li> </ul>
<b>Sandlulube Junior Secondry School</b> Mount Frere Eastern Cape	Learners:300 Classrooms:9 Learners per class:33 Passrate:90%	<b>Investec</b> <ul style="list-style-type: none"> <li>• Renovation of four classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Ablution block</li> <li>• Administration block</li> <li>• Library</li> <li>• Computer laboratory</li> </ul>
<b>Tshimbuluni Senior Primary School</b> Tshakuma Limpopo	Learners:219 Classrooms:12 Learners per class:18 Passrate:96%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Renovation of administration block</li> <li>• School hall</li> </ul>
<b>Mothle Primary School</b> Mothle Village North West	Learners:879 Classrooms:15 Learners per class:59 Passrate:95%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Access to running water</li> <li>• Administration block</li> <li>• Science laboratory</li> </ul>
<b>Rebone Middle School</b> Mothle Village North West	Learners:664 Classrooms:15 Learners per class:44 Passrate:80%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Science laboratory</li> <li>• Administration block</li> </ul>
<b>Molebatsi High School</b> Mothle Village North West	Learners:310 Classrooms:14 Learners per class:22 Passrate:42.4%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Science laboratory</li> <li>• Administration block</li> <li>• Home economics centre</li> </ul>
<b>Mothlana Primary School</b> Mothle Village North West	Learners:670 Classrooms:12 Learners per class:55 Passrate:100%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Administration block</li> <li>• Science laboratory</li> <li>• Library</li> <li>• School hall</li> </ul>
<b>Rethusitswe Primary School</b> Kromkuil Village North West	Learners : 815 Classrooms:18 Learners per class:45 Passrate:99.5%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for educators</li> </ul>	<ul style="list-style-type: none"> <li>• Science laboratory and equipment</li> <li>• Fence</li> <li>• Library</li> <li>• Additional ablution block</li> <li>• Kitchen</li> <li>• Paving</li> <li>• Sports facilities</li> </ul>
<b>Lethabile Middle Schhool</b> Legonyane North West	Learners: 300 Classrooms:9 Learners per class:33 Passrate:70%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Science laboratory</li> <li>• Ablution block</li> </ul>
<b>Ngaka Maseko High School</b> Mabopane North West	Learner: 1086 Classroom:24 Learners per class:45 Passrate:83.8%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• School hall</li> <li>• Renovations of sports facilities</li> <li>• Science laboratory</li> </ul>
<b>Modilati Junior Secondary School</b> Themba Gauteng	Learner: 1257 Classrooms:24 Learners per class:52 Passrate:70%	<b>Merrill Lynch</b> <ul style="list-style-type: none"> <li>• Renovation of existing classrooms</li> <li>• Computer Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Science and technology laboratory</li> <li>• School hall</li> </ul>
<b>Inkululeko Yesizwe Primary School</b> Vlakfontein Gauteng	Learners: 850 Classrooms:22 Learners per class:39 Passrate:99.5%	<b>Standard Bank Graduates &amp;Twenty30</b> <ul style="list-style-type: none"> <li>• Kitchen</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Administration block</li> <li>• Computer laboratory</li> <li>• Library</li> </ul>
<b>Zaaiplaas Primary school</b> Sehlakwane Mpumalanga	Learners:847 Classrooms:21 Learners per class:40 Passrate:80%	<b>Sasol</b> <ul style="list-style-type: none"> <li>• Renovation of existing classrooms and administration block</li> </ul>	<ul style="list-style-type: none"> <li>• Sports facilities</li> <li>• Computers</li> <li>• Kitchen</li> <li>• Library</li> <li>• Furniture</li> <li>• Ablution block</li> </ul>
<b>Mmankala Technical and Commercial High</b>	Learners :674 Classrooms:18 Learners per class:42 Passrate:70%	<b>MTN</b> <ul style="list-style-type: none"> <li>• Media centre</li> <li>• Public phone shop</li> <li>• Computer training for five educators</li> </ul>	<ul style="list-style-type: none"> <li>• Technical workshop</li> <li>• School hall</li> <li>• Fence</li> </ul>



# Financial statements

## 1 July 2008 to 30 June 2009

The following statements are presented :

### Contents page

Approval of Annual Financial Statements by Management	32
Report of the Accounting Officer	33
Income Statement	34
Balance Sheet	35
Cash Flow Statement	35
Notes to the Annual Financial Statements 9-Jun	36

### Approval

The Annual Financial Statements have been approved and signed by the Board of Directors of the Foundation and their representatives.



Cyril Ramaphosa  
Chairman  
2nd August 2009



Stephen Lebere  
Executive director  
2nd August 2009



**F** is for: fax machine

**Providing office equipment, such as scanners, fax machines, telephones and stationery, assists the teachers and admin staff in running the school efficiently.**



# Report of the Accounting Officer to Adopt-a-School Foundation

For the year ended 30 June 2009

The **Annual Financial Statements** as set out on pages 1 - 9 are the responsibility of the board of directors.

**The main business of the Foundation** is to assist in the provision of necessary basic facilities for schools in need by raising the awareness of individuals and companies about the enormous needs that many schools have and providing an opportunity for those willing to help, to adopt identified schools with the knowledge that all donations will be effectively, efficiently and properly managed.

**The Foundation** will carry out this objective by providing school buildings or equipment for public schools and educational institutions engaged in public benefit activities, and by providing programmes addressing needs in education provision, learning, teaching, training, curriculum support, governance, whole school development, safety and security at schools, pre-schools or educational institutions.

**The main object of the Foundation** is to assist schools in need by mobilising resources from individuals and companies wanting to invest in the development of South Africa's future human capital.

I have determined that the **Annual Financial Statements** are in agreement with the accounting records and have done so by adopting such procedures and conducting such enquiries in relation to the books of account and records as I considered necessary in the circumstances. I have also reviewed the Accounting Policies

which have been represented to me as having been applied in the preparation of the said Financial Statements and I consider that they are appropriate to the fund raising organisation and have been prepared in conformity with **Generally Accepted Accounting Practice**.

In common with similar organisations, it is not feasible for the Foundation to institute accounting controls over cash collections from donations prior to the initial entry of the collections in the accounting records.

In my opinion, the **Annual Financial Statements** fairly present the financial position of the said Foundation at 30th June 2009 and the results of its operations and cash flow information for the year then ended.

The **Accounting Policies** are set out in note 1 to the **Financial Statements**.



**M. D. Ash**  
**Accounting Officer**  
Registration number: 536  
Date: 22nd August 2009  
Address: P.O. Box 51281  
Raedene  
Johannesburg  
2124



# Detailed Income Statement

For the year ended 30 June 2009

	Notes	2009 R	2008 R
<b>Income</b>			
Donations received	1.3	11,987,160	9,551,682
<b>Expenditure</b>			
	1.5	11,392,681	10,745,146
Accounting fees		38,285	32,748
Advertising, marketing & promotions		1,179	-
Bank charges		12,776	14,848
Computer expenses & website design		1,829	41,477
Consultation fees		88,169	-
Depreciation		58,683	68,000
Improvements to schools; (project donor)	7	6,897,617	7,527,236
Cellphone costs		13,780	-
Materials		5,185,471	5,249,076
Insurance projects		54,285	-
Wages		1,322,339	1,934,266
Delivery charges & storage		8,477	8,490
Project local travel, accommodation & management costs		313,265	335,404
Fundraising		625,023	1,100,141
Insurance		63,040	64,329
Legal fees		27,400	5,796
Licences		732	-
Meeting expenses		5,396	2,681
Motor vehicle repairs & expenses		41,344	9,660
Printing & stationery		25,367	29,334
Repairs & maintenance		3,882	2,444
Rent		310,684	147,418
Salaries		2,690,965	1,579,152
Executive director		689,446	467,226
Staff		2,001,519	1,111,926
Staff gifts and entertainment		1,061	-
Staff recruitment		90,460	10,550
Staff training		53,766	60,063
Telephone, fax, cellphones		76,800	49,269
<b>Net operating income (2008-loss) before taxation</b>		594,479	-1,193,464
<b>Other income and expenses</b>		481,759	420,102
Interest received		481,991	420,113
Interest paid -overdraft		-232	-11
<b>Net income (2008-loss) before taxation</b>		1,076,238	-773,362
<b>Taxation</b>	1.7	-	-
<b>Undistributed income (2008-loss) at end of period</b>		1,076,238	-773,362



# Balance sheet

at 30 June 2009

	Notes	2009 R	2008 R
<b>Capital employed</b>			
Opening balance at beginning of year		4,782,735	5,556,097
Undistributed income (2008-loss) at end of year		1,076,238	-773,362
		<b>5,858,973</b>	<b>4,782,735</b>
<b>Employment of capital</b>			
<b>Fixed assets</b>	2 & 1.2	<b>344,694</b>	<b>385,925</b>
<b>Current assets</b>		<b>5,595,012</b>	<b>4,477,544</b>
Cash on call - Money market funds & unit trusts		5,201,468	4,290,889
Accounts receivable		116,460	-
Sundry loans receivable		5,500	-
Value added input taxation		271,584	186,655
<b>Current liabilities</b>		<b>80,734</b>	<b>80,734</b>
Accounts payable & accruals		80,234	80,234
Sundry loans payable		500	500
<b>Net current assets</b>		<b>5,514,278</b>	<b>4,396,810</b>
		<b>5,858,973</b>	<b>4,782,735</b>

# Cash flow statement

for the year ended 30 June 2009

	Notes	2009 R	2008 R
<b>Cash retained from operative activities:</b>		<b>928,033</b>	<b>-540,736</b>
<b>Cash generated from operations</b>	3	<b>653,162</b>	<b>-1,125,464</b>
Investment income			
Interest received		481,991	420,113
Employed to increase working capital	4	-206,889	164,626
<b>Cash generated from operating activities</b>		<b>-231</b>	<b>-11</b>
<b>Cash employed in investment activities</b>		<b>-17,454</b>	<b>-181,814</b>
<b>Investment to expand operations</b>			
Additions to fixed assets	5	-17,454	-181,814
<b>Cash utilised</b>		<b>910,579</b>	<b>-722,550</b>
<b>Cash effects of financial activities</b>			
Increase in short-term investments - Cash on call	6	-910,579	722,550
<b>Cash generated</b>		<b>-910,579</b>	<b>722,550</b>

# Notes to the annual financial statements

## For the year ended 30 June 2009

### 1. Accounting policies

#### 1.1 Basis of Accounting

The Annual Financial Statements are prepared on the historical cost basis in accordance with the requirements of Statements of Generally Accepted Accounting Practice for Limited Purpose Financial Statements and incorporate the following accounting policies.

#### 1.2 Fixed Assets

Fixed assets are depreciated according to the reducing balance method at rates deemed appropriate to reduce book values over the useful lives of the assets to estimate residual values. The rates of depreciation used are as follows:

Motor Vehicles	20%
Model Building System	NIL
Office Equipment	10%
Photographic Equipment	10%
Computer Equipment	33.33%

The model building system is deemed a fixed investment and in the opinion of management will not depreciate in value over time. No depreciation has thus been provided for on the model building system.

#### 1.3 Turnover

Turnover represents the value of donations and other contributions received.

#### 1.4 Revenue

Revenue is generally recognised when it is probable that economic benefits will flow to the organisation and the amount of Revenue and Cost in respect of the transaction can be measured reliably.

#### 1.5 Expenditure

All expenditure as reflected in the Financial Statements is net of Value Added Taxation.

#### 1.6 Going Concern

The Financial Statements have been prepared on the principles applicable to a Going Concern.

#### 1.7 Taxation

No provision for S A Normal Taxation has been made in view of the fact that the Foundation is a charitable organisation. In this regard it is confirmed that: 1.1 the Association has been approved as a public benefit organisation in terms of section 30 of the Income Tax Act, (the Act) and the receipts and accruals are exempt from income tax in terms of section 10(1)(cN) of the Act.

- 1.7.1 the public benefit organisation has been approved for purposes of section 18A(1)(a) of the Act and donations to the organisation will be tax deductible in the hands of the donors in terms of and subject to the limitations prescribed in section 18A of the Act;
- 1.7.2 donations by or to the public benefit organisation are exempt from donations tax in terms of section 56(1)(h) of the Act;
- 1.7.3 bequests or accruals from the estates of deceased persons in favour of the public benefit organisation are exempt from the payment of estate duty in terms of section 4(h) of the Estate Duty Act, 45 of 1955, and
- 1.7.4 In terms of section 4(1)(f) of the Stamp Duties Act, 1968, any instrument which is executed by or on behalf of the public benefit organisation is exempt from stamp duty, if the duty thereon would be legally payable and borne by the public benefit organisation.

#### 1.8 Comparative Figures

Comparative figures for the previous financial years have been presented in order to highlight key financial data, considered relevant and material to the continued viability and success of the foundation both past and future.



# Notes to the annual financial statements

for the year ended 30 June 2009 (continued)

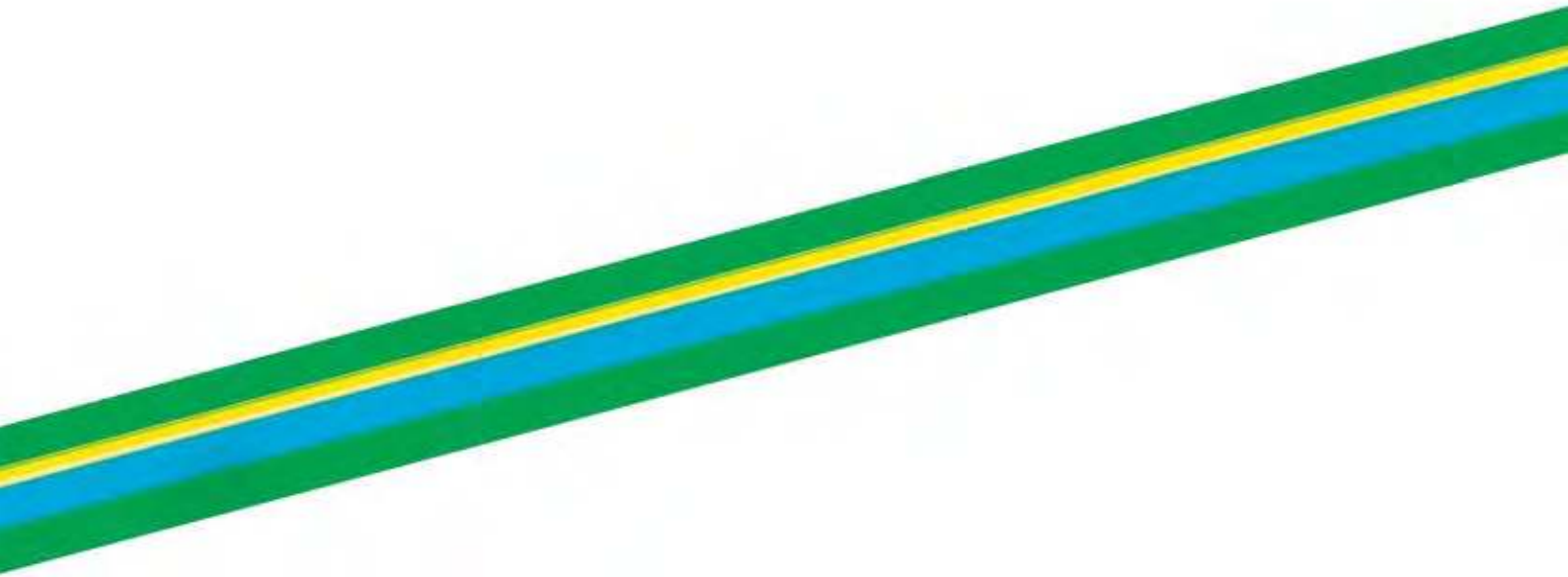
	2009 R	2008 R
<b>2 Fixed assets</b>		
On purchased assets		
<b>Motor vehicles</b>		
Cost	351,557	351,557
Accumulated depreciation	177,513	134,002
Net book value	174,044	217,555
<b>Model building system</b>		
Cost	100,912	100,912
Accumulated depreciation	-	-
Net book value	100,912	100,912
<b>Office equipment</b>		
Cost	31,605	31,605
Accumulated depreciation	4,781	1,801
Net book value	26,824	29,804
<b>Photographic equipment</b>		
Cost	2,500	2,500
Accumulated depreciation	1,122	969
Net book value	1,378	1,531
<b>Computer equipment</b>		
Cost	79,992	62,538
Accumulated depreciation	38,455	26,416
Net book value	41,537	36,122
Total per balance sheet	344,694	385,925
Valued in accordance with note 1.2.		
<b>3 Cash generated from operations</b>		
Net operating income ( 2008 loss) before taxation	594,479	-1,193,464
Add: depreciation	58,683	68,000
	653,162	-1,125,464
<b>4 Increase in working capital</b>		
Increase in accounts payable	-	207
Increase (2008-decrease) in accounts receivable	-121,960	276,737
Increase in vat input	-84,929	-112,318
	-206,889	164,626
<b>5 Additions to fixed assets</b>		
Motor vehicles	-	-109,722
Office equipment	-	-28,545
Computer equipment	-17,454	-43,547
	-17,454	-181,814
<b>6 Increase in short term loans</b>		
Increase (2008 decrease) in cash on call	-910,579	722,550

# Notes to the annual financial statements

For the year ended 30 June 2009 (continued)

	2009 R	2008 R
<b>7 Improvements to schools</b>		
<b>Materials</b>		
Banksdrift High	149,862	1,487,987
Bodibe	1,412,369	-
Bokgoni Technical High	306,821	-
Boschkop Primary	192,741	163,715
Cowan High School	345,545	-
Dargle Primary - Project 2	149,687	-
Diepsloot - Project 2	124,281	218,831
Elethu Themba	292,519	506,345
Folweni	61,265	318,544
Inkululeko Sizwe	-	65,033
Kanana Primary	513,241	-
Lawley Primary School	150,419	-
Makhathini	73,839	-
Mayibuye Primary School - Project	39,396	15,737
Meadowlands Primary School	133,070	-
Modilati - Project	-	243,308
Motshegofadiwa - Project No 4	51,870	74,276
Mzohle High School	160,695	-
Ndawana - Project	15,583	314,732
Olifantsvlei Primary - Project 2	156,594	197,268
Olifantsvlei Primary - Project 3	46,941	203,807
Ramokoka - Project	237,616	952,948
Thathani Project 2	162,395	-
Thathani Project 3	47,976	149,010
Thuthuzekani - Project	3,850	87,580
Tshildzi Primary - Project 2	57,463	249,954
Tshildzi Primary - Project 3	299,433	-
	<b>5,185,471</b>	<b>5,249,076</b>
<b>Wages</b>		
Banksdrift	23,224	776,723
Bodibe	19,520	-
Bokgani Technical High School	9,960	-
Boschkop Primary	134,486	-
Dargle Primary	10,900	-
Dargle Primary - Project 2	23,620	-
Diepsloot - Project	-	7,650
Diepsloot - Project 2	87,010	-
Elethu Themba	166,932	152,682
Folweni	13,910	96,860
Inkululeko Sizwe	-	20,840
Kanana	187,124	-
Lawley Primary School	13,180	-
Makhathini	72,380	-
Meadowlands Primary School	45,454	-
Modilati - Project	-	90,754
Motshegofadiwa - Project 3	-	-
Motshegofadiwa - Project 4	-	86,468
Mzombhe High School	6,810	-
Ndawana - Project	54,760	50,340
Olifantsvlei Primary - Project 2	71,677	56,050
Olifantsvlei Primary - Project 3	84,350	25,200
Ramokoka - Project	57,552	454,004
Thathani	2,260	71,630
Thathani - Project 2	83,810	-
Thathani - Project 3	54,750	-
Tshildzi Primary	-	28,025
Tshildzi - Project 2	2,600	17,040
Tshildzi - Project 3	96,070	-
	<b>1,322,339</b>	<b>1,934,266</b>





Postnet Suite 167  
Private Bag X 9924  
Sandton  
2146

Tel: 011 305 8900  
Fax: 011 305 8909  
[www.adoptaschool.co.za](http://www.adoptaschool.co.za)

**A project of the**

