



Building a brighter future

Annual report 2009/10



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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 become 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 and the funder
- Improve the academic, infrastructural, social and security environment in schools, by ensuring that the schools have the necessary management and community leadership to support a conducive environment for teaching and learning
- Work with communities to improve education

Schools assisted per province

- Eastern Cape - 8 schools
- Gauteng - 27 schools
- Kwa-Zulu Natal - 11 schools
- Limpopo - 6 schools
- Mpumalanga - 7 schools
- Northern Cape - 3 schools
- North West - 22 schools
- Western Cape - 2 schools
- Free State - 2 schools

We are excited by our continued growth into all South Africa's provinces. If all goes according to plan, we will begin working outside of South Africa's borders by facilitating the adoption and implementation of projects in 2 schools in Lesotho in 2011!

Vision

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

Achievements since inception:

- More than R 42 million invested
- We have built
 - 106 classrooms
 - 22 computer centres
 - 8 administration blocks
 - 8 ablution blocks
 - 4 science labs
 - 6 libraries
 - 3 grade R structures (including bathrooms, classrooms, and kitchens)
 - 2 sports facilities
 - 4 kitchens
 - 2 new schools
- Security fences erected
- 1790 temporary jobs created
- Schools renovated
- More than 130 SMMES have benefited financially
- Teachers received computer training
- School principals trained in the Executive Leadership programme at Wits University
- Soccer and netball kits donated to various schools
- Educators trained to set up Environmental clubs and teach Life Skills
- Parents, admin clerks and teachers trained to be librarians
- School libraries received donations of books
- Teachers trained on basic counselling skills and team building
- Christmas party and gifts provided for orphaned and vulnerable children
- Steel bowls donated to a school feeding scheme
- Grade 1 learners and teachers in primary schools have benefited from Break-through to Literacy school based support
- School uniforms donated to needy learners
- Scientific calculators purchased for learners
- Teachers and school principals have been trained in new techniques for teaching Physical Science in primary schools
- Educators and parents received First-Aid training



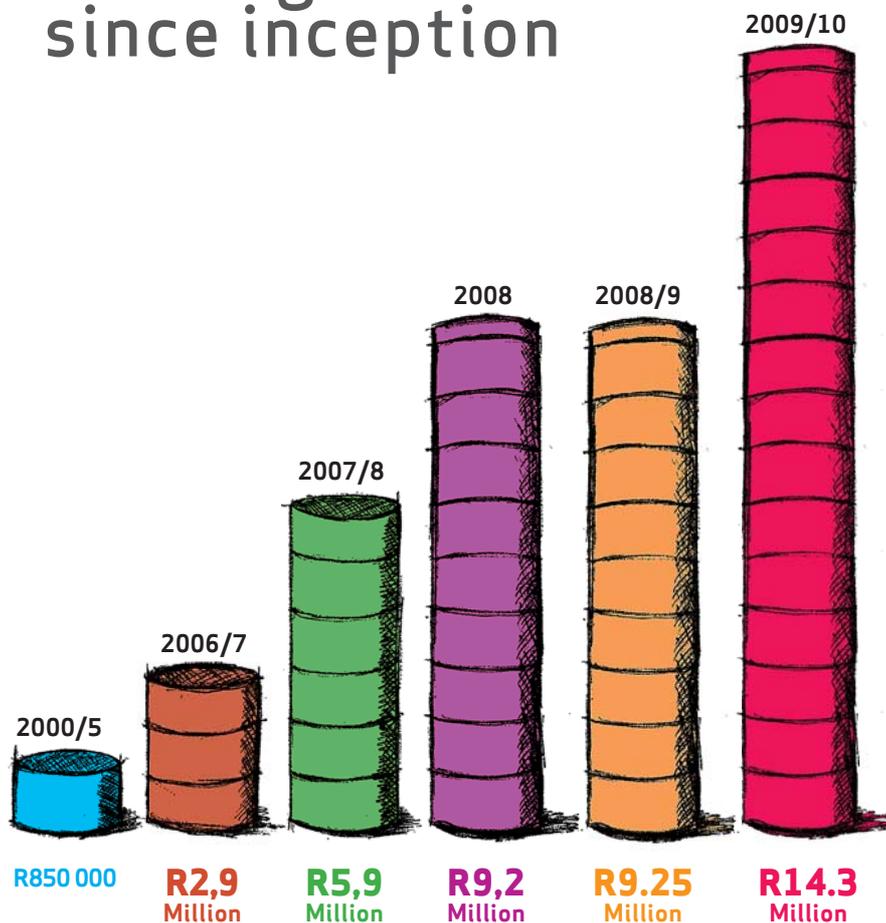
Mission

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

Beneficiaries:

- 2000 -06: 3000 children
- 2006: 15 100 children
- 2007: 15 200 children
- 2008: 31 000 children
- 2009: 45 271 children
- 2010: 100 000 children

Funding invested since inception





Chairman's review:

The state of play in South Africa's education system has been under the spotlight in 2010 for diverse reasons.

“THIS GROWTH IN FUNDING TRANSLATES TO AN INCREASE FROM 53 ADOPTED AND ASSISTED SCHOOLS ON OUR BOOKS IN 2009 TO 88 IN 2010.”

Welcome to our new adopters:

Barberton Mines

Chartis Insurance

Development Bank of Southern Africa

Edcon

Mondi Group

Northam Platinum

Early in the year, in his State of the Nation address, President Jacob Zuma placed education at the top of a list of five priorities that needed urgent government intervention. The government wanted 'learners and teachers to be in school, in class, on time, learning and teaching for seven hours a day.' A week previously NAPTOSA, SADTU and SAOU, reaffirmed their commitment to the Quality Learning and Teaching Campaign from the beginning of 2010. This commitment from the government, and teacher unions alike was seen as a positive first step toward the expected turn-around in education.

July saw the announcement by the Minister of Basic Education Angie Motshekga that Outcomes Based Education will be scrapped in favour of a new curriculum, Curriculum 2025.

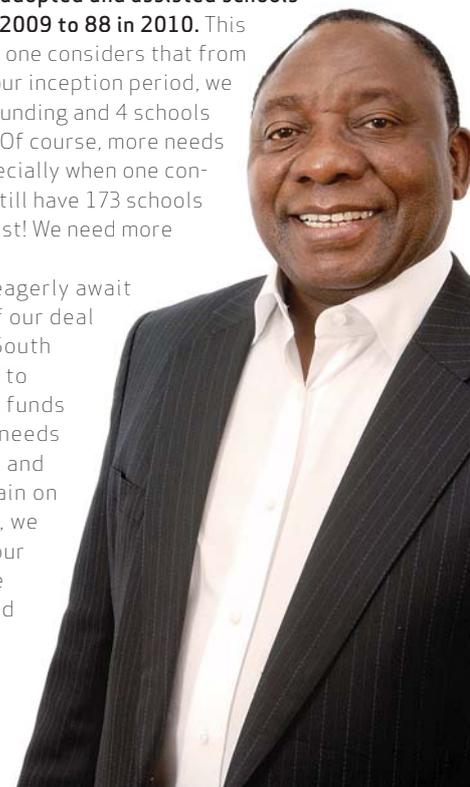
Against this backdrop, the mission of Adopt-a-School is becoming more important and I am pleased to report that we find more organisations each year that are focussed on mobilising their resources to invest in educational delivery.

According to an NBI report on Corporate Social Investment in schooling, an estimated R2.04 billion is invested in education in South Africa each year. In 2010 we raised just under R20 million from our partner organisations. This is a 67% growth from the previous year's total of R11 987 000. The greatest bulk of this funding is project specific or for the adoptions of schools. We are still in the position where our increased operational costs are not sufficiently covered by anchor donors. We continue to look for additional anchor donors to help us cover our operational costs.

This growth in funding translates to an increase from 53 adopted and assisted schools on our books in 2009 to 88 in 2010.

This is exciting when one considers that from 2000 to 2005, our inception period, we had R 850 000 funding and 4 schools under our wing. Of course, more needs to be done, especially when one considers that we still have 173 schools on our waiting list! We need more adopters!

While we eagerly await the maturing of our deal with Grindrod South Africa (Pty) Ltd to provide us with funds to address the needs in rural schools and those that remain on our waiting list, we are spreading our net wider in the coming year, and





will be seeking overseas funds from institutions that have shown a willingness to support sustainable development in human capital in South Africa. We have developed a new website that affords us the opportunity to showcase our work all over the world via YouTube as well as other communication tools we have not harnessed before such as the planned electronic Adopt-a-School newsletter.

I am also proud to report that as of 2010 we are now working in all 9 of South Africa's provinces. One again I can commend our donors and adopters on their generous spirit. This year we have 26 adopters. It is the continued support of our donors and adopters that ensures the success of the Foundation.

I am very pleased about the implementation of the Whole School Development (WSD) model in a number of our adopted schools. Mention must be made here of the Lafarge Education Trust that has adopted 11 schools in the Bodibe village, in the North West Province. While the implementation of the WSD project was not without chal-

“I am also proud to report that as of 2010 we are now working in all 9 of South Africa's provinces”

lenges, we are pleased to see the positive results flowing from its implementation in such a group of schools. The impact on the morale of teachers, students and governing bodies has been phenomenal and proves the correctness of our initiative to go beyond just being an infrastructure development institution. We have chosen this Bodibe project as a case study of the Whole School Development model and its impact. The first part of this case study is to be found in this edition of our Annual Report. Supplementary studies will be conducted over the next few years so as to accurately track the success and full impact of the WSD model.

In the past months we have been approached by a number of organisations who have come to hear of our successful model and are eager to learn from us how to go about making a tangible change in education. We have shared our model and ideas with them and look forward to partnering various like-minded organisations on a number of future projects.



“EDUCATION IS A
BETTER SAFEGUARD OF
LIBERTY,”
THAN A STANDING ARMY.
- EDWARD EVERETT

Strategic Allies

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

The Shanduka staff has maintained their financial support for Olifantsvlei primary school. Each month, all staff members of the Shanduka Group and Adopt-a-School Foundation donate from their own pockets towards the needs of this school in Eikenhoff, Gauteng. Shanduka matches their contributions. We were delighted this year to see that Shanduka employees that have moved on to new ventures remain committed to the cause of Adopt-a-School. Steve van der Klis, who previously worked for Shanduka Group, along with his family and friends, donated a combination court that enables a multiplicity of sports to be played on it - tennis, volleyball, netball and basketball - to Olifantsvlei. Steve generously declined any gifts for his 40th birthday, and asked his friends to rather make a contribution toward the court.

In 2010 we once again received special donations from a number of organisations that do not form part of our adopter base. Some of these include Biblionef,

who donated books for 15 school libraries; Sasria who donated school track suits to Diepsloot combined school; and iSchool Africa who donated the use of 12 Apple Mac notebooks and computer training services to 3 schools. Both Sasria and iSchool Africa's donations to these schools stemmed from their involvement in our annual Back to School Fundraising Party in 2009.

These special donations are essential in assisting us with reaching out and changing the schooling experience for the learners in our adopted schools. We encourage more organisations to contribute to our schools where possible.

The Foundation has received tremendous support and assistance from a number of companies over the years. One such company is DRA Minerals Projects. DRA has an impressive number of engineers of all sorts who know their craft. I am also extremely grateful that they have assisted us to maintain our high standards as we develop the infrastructure of the schools we have adopted. We are particularly grateful that they have seconded a staff member, a professional engineer, to us to head our Infrastructure Department.

Community involvement

Communities play a pivotal role in the success of our school improvement projects, as well as the long term sustainability of the schools we work in. We thus do all we can to cultivate meaningful relationships with respective communities while we assist them in taking ownership of their children's schools by, amongst others, involving community members in building and refurbishing their schools.

We have found that this unlocks a powerful affinity and volunteerism by the community towards the schools. As the community takes ownership of the schools we have found that theft and vandalism of school property diminishes substantially.

We have also empowered small businesses in these communities, with more than 110 SMME's benefitting from our projects.

Involvement of Alumni and volunteer programs

We are still encouraging Alumni to become involved in their Alma Maters. We have had mild interest from ex-learners but we are looking towards a more targeted campaign in the next year to encourage them to invest in the success of their schools. These individuals can contribute their time, funds and expertise to assist their former schools to reach levels of excellence.

We are continually looking for individuals and companies willing to donate their time or funds to schools. Through these volunteer opportunities, important relationships are formed for the children who are exposed to mentorship and role models. In the coming year, we will look to a more structured volunteer programme for individuals to participate in.

Success indicators

While we have been very successful in the schools that we have had interventions in, we have until now not had a thorough monitoring and evaluation tool that can accurately assess the impact of our

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's initiatives.

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work in communities. We have begun to develop and implement such tools and measures so as to accurately report back to our adopters and the Department of Education. What we can pin point in the year under review is that we have seen how improvements to building structures partnered with skills development interventions, brings about a changed mind-set and improved morale in teachers, principals, governing bodies and pupils alike. We have seen improved pass rates, fewer incidences of absenteeism, increased enrolments, skills transfer and community empowerment as spin offs from Adopt-a-School Foundation interventions.

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 Adopt-a-School's initiatives.

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.

We have in the last year adopted a revised board charter and created more board committees to ensure the effective work of the Foundation.



From left to right

Front:

- Griffiths Zabala:** Non-Executive Director and Managing member of Integrated Consulting Management Services CC
- Zanele Mbere:** Non-Executive Director and Finance Manager Personal and Business Banking Division, Standard Bank.
- Ntjantja Ned:** Non-Executive Director, Social Worker and Consultant
- Francie Shonhiwa:** Non-Executive Director and Group CSI Manager PPC

Back:

- Sydney Seolonyane:** Non-Executive Director and District Education Co-ordinator, Gauteng Department of Education Chairman and Executive Chairman of Shanduka Group
- Cyril Ramaphosa:** Non-Executive Director and Freelance coach, Consultant, Facilitator and founder member of Grey Matters
- Stephen Lebere:** Executive Director Adopt-a-School Foundation
- Donné Nicol:** Non-Executive Director and Executive Director Shanduka Foundation

Absent:

Yegs Ramiah, James Motlatsi and Mshiyeni Belle

Board committees

Executive committee

The committee is responsible for overseeing the 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.

Members of this committee are:

- **Stephen Lebere:** Executive Director
- **Banyana Mohajane:** Head of Department Social and Skills Development
- **Neo Mogohloane:** Head of Department Infrastructure
- **Anelda Schreuder:** Head of Department Communication and Fundraising
- **Nonhlanhla Baloyi:** HOD Office Manager
- **Donné Nicol:** Director

Finance and risk committee

This committee consists of three non-executive directors and the executive director. The main function of the committee is to review the principles, policies and practices adopted in the preparation of the financial statements and 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 so as to ensure the adequacy and effectiveness of the Foundation's financial, operational, compliance and risk management activities.

Members of this committee are:

- **Zanele Mbere (chairperson)**
- **Yegs Ramiah**
- **Francie Shonhiwa**
- **Stephen Lebere**

Strategy and fundraising committee

This is a newly established committee and is charged with facilitating the development of a strategy for the organisation as well as a fundraising strategy and implementation plan.

Members of this committee are:

- **Mshiyeni Belle (chairperson)**
- **Donné Nicol**
- **Ntjantja Ned**
- **Helena Dolny**
- **Stephen Lebere**
- **Anelda Schreuder**

Human Resources, remuneration and nominations committee

This committee provides guidance on all human resource and remuneration policy matters for the Foundation, as well as nominations for the board.

Members of this committee are:

- **Sydney Seolonyane (chairperson)**
- **Griffiths Zabala**
- **James Motlatsi**
- **Cyril Ramaphosa**

Opportunities

We are excited by the first successes of the Whole School Development model. The implementation of the WSD model, which addresses skills, social and infrastructural shortcomings, has positioned the Foundation to successfully implement our vision and mission. We look forward to being able to implement the WSD model in all our schools over the coming years.

The government's approach to Broad Based Black Economic Empowerment has also opened opportunities for developmental organisations such as Adopt-a-School to be included at the ownership level in companies as demonstrated in Grindrod Limited's BBBEE transaction. The JSE-listed shipping company vendor financed a 10% shareholding in its subsidiary Grindrod South Africa (Pty) Ltd to Adopt-a-School in 2009.

Our successful model and positive referrals from our donors has enabled us to create a name for ourselves as a CSI implementer of choice. We believe that the continued support and our dedication to the standard and quality of our work will encourage more organisations to align themselves with us.

100

TEACHERS RECEIVED COMPUTER TRAINING

Appreciation

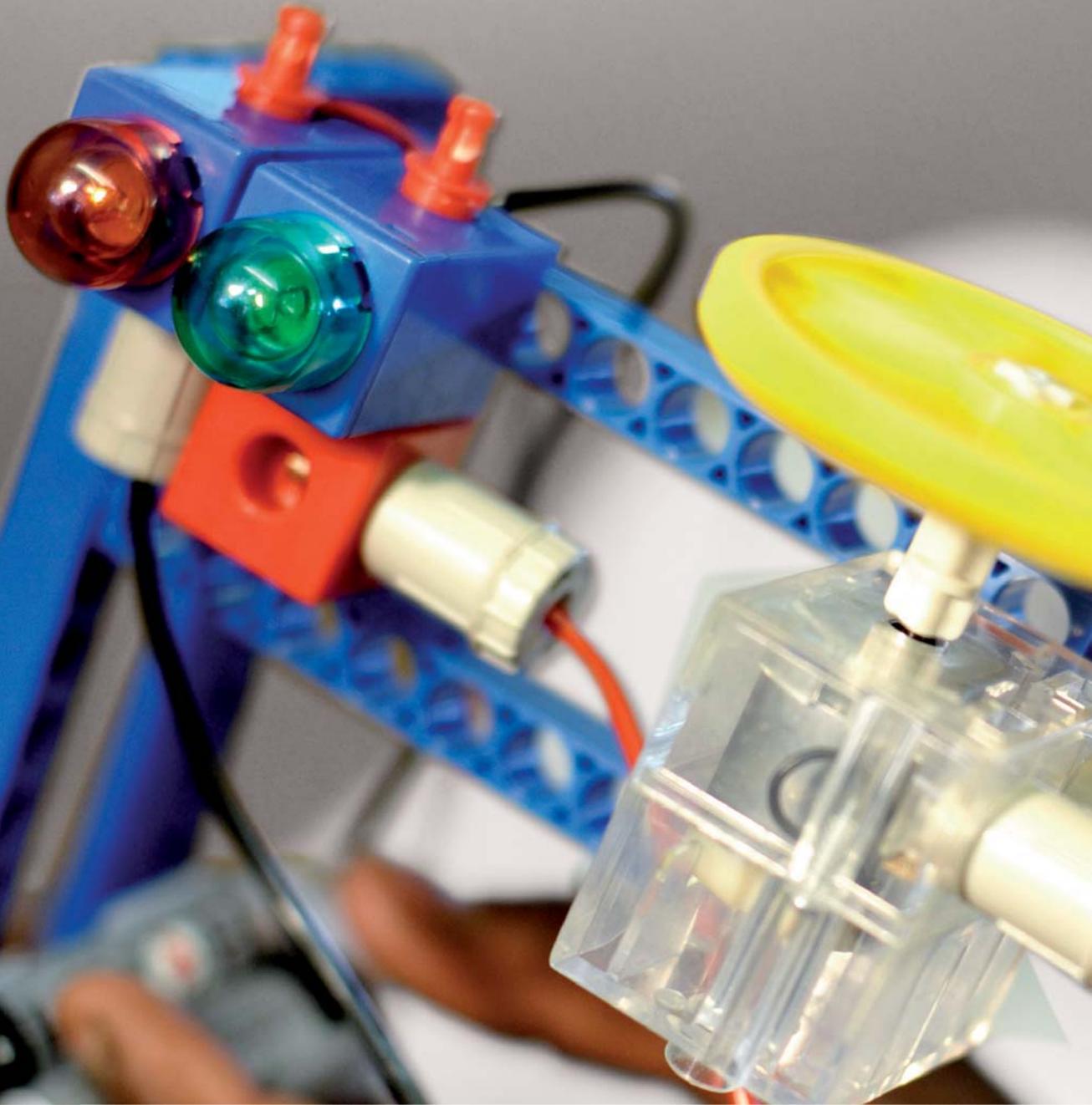
I extend my thanks to members of the Board and the staff of the Foundation. I also wish to thank all our partners, adopters of schools, once off sponsors, those who have given time and their expertise as we have together traversed the school improvement journey. This is a worthwhile journey. It is a journey that helps to build our Nation. It ultimately will improve South Africa.

2009 has been a good year for the Adopt-a-School Foundation.

Thank you.

Cyril Ramaphosa
Chairman

Executive Director's report



2009 has been another successful year for the Foundation in terms of achieving its goals. Some of the highlights of the year were the successful implementation of our Whole School Development model in some of our schools; being selected by J.P. Morgan as their charity organisation for 2009 where we were the proud recipients of the proceeds of the J.P. Morgan annual marathon; and the partnership with the Development Bank of Southern Africa in providing schools in nine provinces with ablution blocks, libraries and science labs.

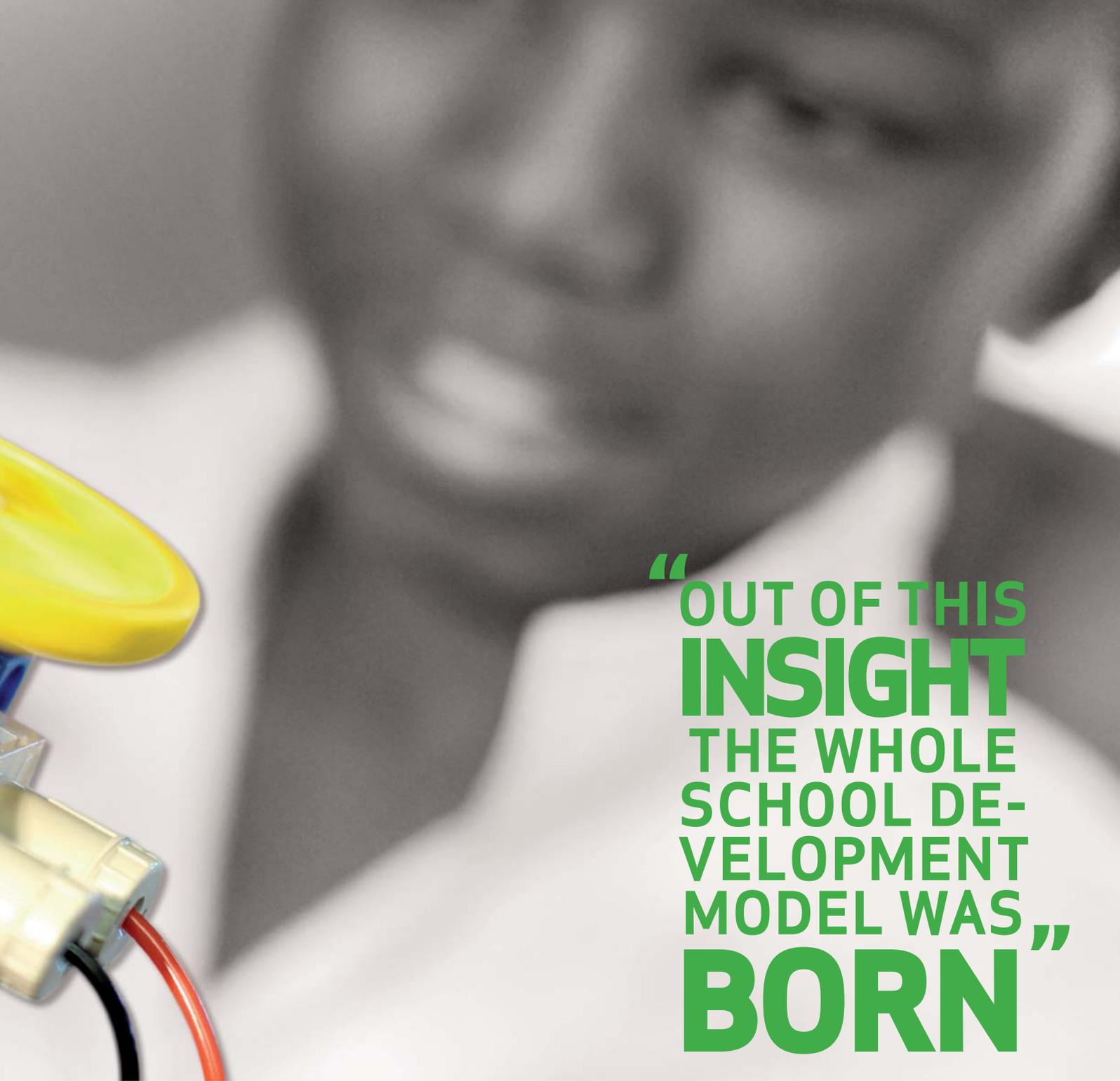
Whole School Development (WSD) - the evolution of our model

Early on in our ventures to change the face of education for disadvantaged schools in South Africa, it became evident to us that addressing infrastructure needs was not enough for our intervention to

bring about the sustainable environment altering change which we so desired for the children in the schools we work in. We needed to find effective ways of addressing governance, management, skills inadequacies, literacy failures, and teaching difficulties, as well as infrastructure, if we were indeed to see a lasting difference whilst boosting student morale and improving pass rates.

Out of this insight, the Whole School Development model was born.

In simple terms, Whole School Development is a mechanism used to improve and uplift the academic, infrastructural, social, and security environment in schools. WSD aims primarily to ensure that schools have the necessary resources to support an environment conducive to excellence in teaching and learning in every school the Adopt-a-School Foundation works in.



“OUT OF THIS
INSIGHT
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BORN”

WSD focuses on the following areas:

- Leadership and communication
- Governance
- Quality of teaching
- Educator development - knowledge and implementation of curriculum
- School safety, security and discipline
- Learner support systems in Mathematics, Science, counselling etc
- Motivation and teambuilding
- Extra and co-curricular activities e.g. sports, social and environmental clubs
- Parental volunteerism - gardening and feeding schemes
- Maintenance of school structures
- Infrastructure development

Stakeholders:

Our experience to date is that for WSD to succeed, we need meaningful collaboration with all key stakeholders, namely:

- **School Management Team**
- **School Governing Body**
- **Educators and school support staff**
- **Learners**
- **Parents and communities**
- **Other NGOs that work in communities**
- **Alumni**
- **Department of Education**
- **Department of Social Development**
- **Donors**
- **Adopt-a-School Foundation**

It has been 18 months since Whole School Development was implemented in some of the Foundation's schools, and the results are encouraging. It appears that school management teams, principals, and teaching staff are becoming more motivated as the application of WSD progresses. Furthermore, it appears that pass rates of the learners are also affected, and we are seeing improved throughput in most of the WSD schools.

Some examples of this are Tau Rapulane Secondary School in the Northwest Province where, since the implementation of this model, the matric results have improved from 39% to 71.42%; Mzomhle High School in the Eastern Cape, where the matric pass rate has increased from 41% to 50%. In both these schools the improvement of matric result was for a single year period i.e. 2008 to 2009. We look forward to seeing their respective results at the end of 2010.

Part of our strategy for the next five years is to implement the WSD model in all of our adopted schools, and those still to be adopted. We believe that with the support of our donors and other stakeholders, we can succeed in making a tangible difference in addressing the challenges faced by education in South Africa.

We have seen over the past year that companies and businesses continue in their efforts to be good corporate citizens, and they remain actively involved in the development of the education sector. However, the need is huge and we will continue to encourage businesses to assist government by playing a supportive role in improving the quality of education in South Africa.

The Foundation, with the support of our generous adopters and donors, has assisted 88 schools in nine provinces. We still however have a waiting list of 173 schools that need adoption.

Community involvement

For our model to be successful, we are reliant on the committed participation of the communities that surround our schools, the School Management Teams, and the learners.

This year we once again had enthusiastic support from these stakeholders. The SGBs of the various schools have been very effective in recruiting construction teams from neighbouring areas, drawing from both the skilled and unskilled workers in the area. This in turn assisted many families with an income that they would otherwise

not have been able to earn. These teams have been dedicated in their roles in building schools for their children.

The School's Management Teams have met the commitments they made to Adopt-a-School at the beginning of the interventions, via our school contracts. They have been forthcoming with information that we require for our records, opened their doors for our inspections, and were entertaining hosts at the various functions and events that had been arranged at schools this year. In many schools the excitement of the School Management Teams is quite contagious and we cannot help but feel uplifted when we return from our visits to these schools.

The learners, who are in essence the focus of our interventions, have also been an inspiration in the last year. It is refreshing to see how the morale of learners can be uplifted after the most basic interventions have started at their schools. The number of essays that were entered into our annual essay competition where learners chose to write of the positive effect that Adopt-a-School has had on their lives since beginning an intervention at their school attests to the deep impact that our interventions have on the learners. We are proud to see what these young people have achieved.

Pupil awards

This year will see the launch of our award incentive programme that will be implemented at all of our adopted schools. Top learners in grade 7 and 11 will qualify for an achievement award in three learning areas i.e. Mathematics, Science and English, as well as an overall top achiever award. Shanduka will fund the overall top achiever award in the various grades, and our adopters will be approached to provide the awards for the top achievers in the various learning areas. It is always evident that recognition of hard work inspires more people to achieve greater heights. We believe that these awards will have a great motivational impact on our learners.

New website and electronic tools

I am pleased to report that by the end of 2010 we will have a new, fully interactive website that will make use of more advanced technology in our efforts to raise funds more efficiently. The main site will offer visitors options to donate online, to view our work via YouTube and to join us on Facebook. We believe these new capabilities will make it easier for us to target international funders for much needed anchor funds.

The new site will act as a host for smaller websites for each of our schools. These sites will consist of 2 to 5 pages, depending on the information available from each school. We are excited to offer our schools these websites as an added benefit to assist them in their individual and specific fundraising activities.



The Adopt-a-School Foundation team:

Board of Directors

Executive Director

Stephen Lebere

HOD Office Manager

Nonhlanhla Baloyi

Julia Maishoane
Office Administrator

Onica Motsabitsabi
Project Administrator

HOD Infrastructure

Neo Mogohloane
(Seconded by DRA)

Ayandiswa Mgwebi
Project Manager

Bongani Radebe
Project Manager

Daniel Radebe
Project Manager

Dinake Thobejane
Project Manager

Solomon Mahana
Project Manager

HOD Social and Skills Development

Banyana Mohajane

Bakang Enele
Community Coordinator

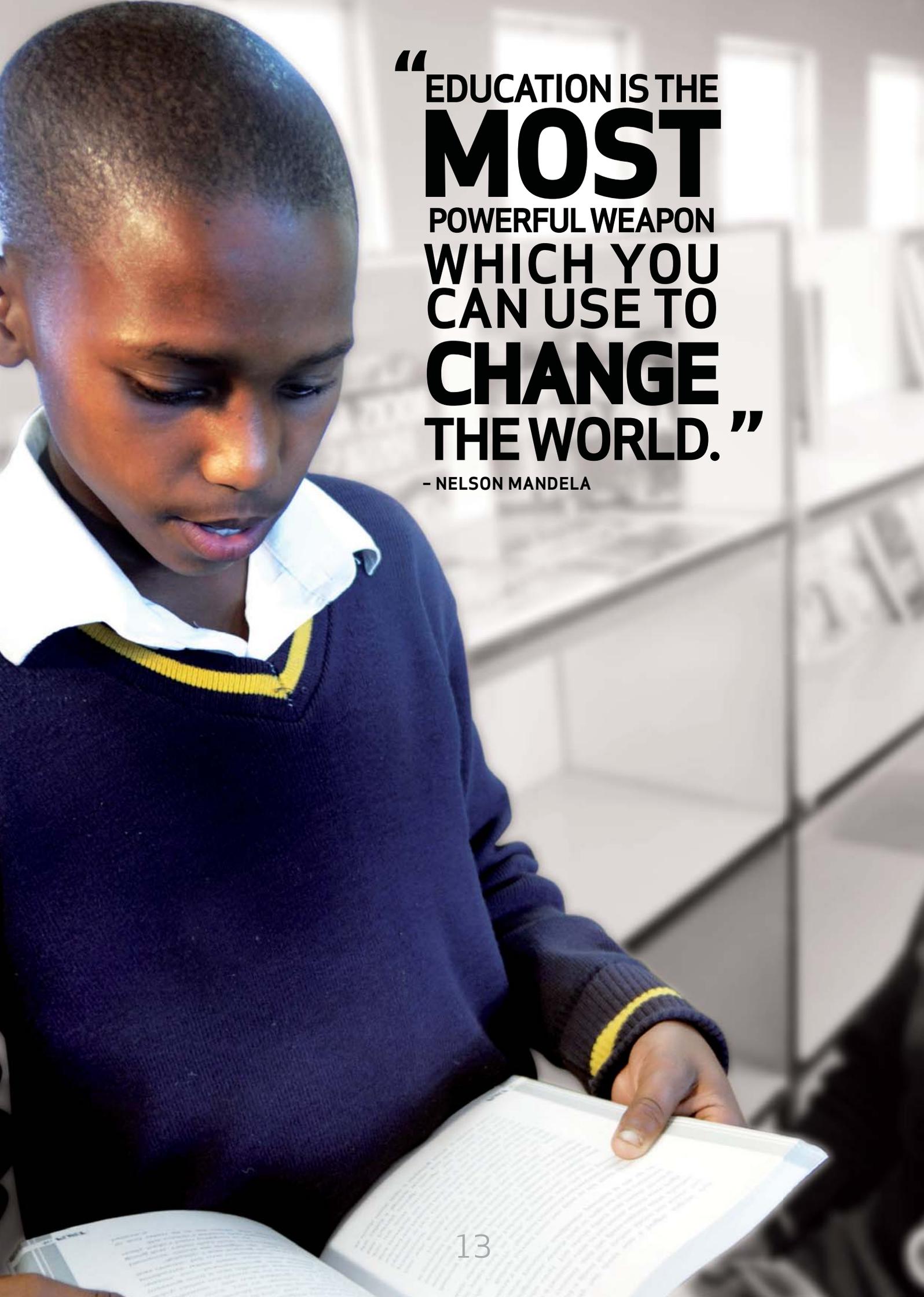
HOD Communications and Fundraising

Anelda Schreuder

As the Foundation has grown quite substantially over the last 12 months, we have appointed new staff to enable us to deliver efficiently on our projects.

The appointment of the additional staff has necessitated organisational changes to the staff structures. The most important of these is that our staff are now grouped in departments, and report to departmental heads, which in turn make up the Exco.

Welcome to Onica Motsabitsabi, our project administrator, Daniel Radebe, Solomon Mahana and Bongani Radebe, our new projects managers, Anelda Schreuder, HOD Communications and Fundraising and Neo Mogohloane, who has been seconded to us by DRA as HOD Infrastructure.

A young boy with short dark hair, wearing a dark blue V-neck sweater with yellow trim over a white collared shirt, is looking down intently at an open book he is holding. The background is a blurred indoor setting, possibly a library or classroom, with a white grid pattern on a wall or window.

**“EDUCATION IS THE
MOST
POWERFUL WEAPON
WHICH YOU
CAN USE TO
CHANGE
THE WORLD.”**

- NELSON MANDELA

Volunteerism in schools

One area where we would like to improve on is in encouraging volunteerism by Alumni and other professionals in our schools. There are many individuals and organisations who wish to volunteer their time and skills in a structured and effective manner to make a difference in our schools.

We have set ourselves a goal to spend more effort in creating new opportunities and making use of volunteers to build relationships with the children in our schools. These opportunities may make up a number of different initiatives, including twinning of well-established schools with our disadvantaged adopted schools, partnering with organisations that run volunteer programmes and offering them a place for their volunteers to spend some hours a week working in our schools, and harnessing the positive energy of our adopter organisations' staff members and creating additional opportunities for these staff members to give of their time and share their skills with the children of the schools that they have adopted.

Mandela Day celebrations

Adopt-a-School, in conjunction with Chartis Insurance, coordinated two successful events to celebrate Mandela Day on 18 July. These were at Paul Mosaka and Riversands Primary Schools. Activities for the day included sporting events such as soccer and netball, where the schools' teams pitted their efforts against the Chartis staff teams, and at Paul Mosaka Primary, a birthday cake with Nelson Mandela's photo on it was enjoyed by all.

Other venues for Mandela Day celebrations were:

- Diepsloot Combined School (sponsored by ABSA Capital)
- Kaalfountain Primary School (sponsored by DBSA)
- Kanana Primary School (sponsored by Hitachi)

We hope to coordinate more such staff /school fun-day events at schools in celebration of Mandela Day in 2011.

Back to School party pledges

At the 2009 Back to School fundraising party, a number of our guests pledged either time, mentorship or financial aid to our schools. We have been pleased with the dedication of many of these pledgees and look forward to new volunteers entering our programme via the Back to School contributors of 2010.

Strategic partners

Room to Read

- Room to Read is an NGO that provides books and training of librarians in primary schools.
- They currently provide books and training for the schools that we build libraries in.

Water for All

- Water for All is an NGO that provides access to clean water to schools in Africa.
- They provide boreholes and water pumps to our schools that need water.

BiblioneF

- BiblioneF is a book donation agency that provides new books to needy schools and libraries throughout South Africa
- They donated 300 reading books to 15 schools in Gauteng, identified by the Foundation.

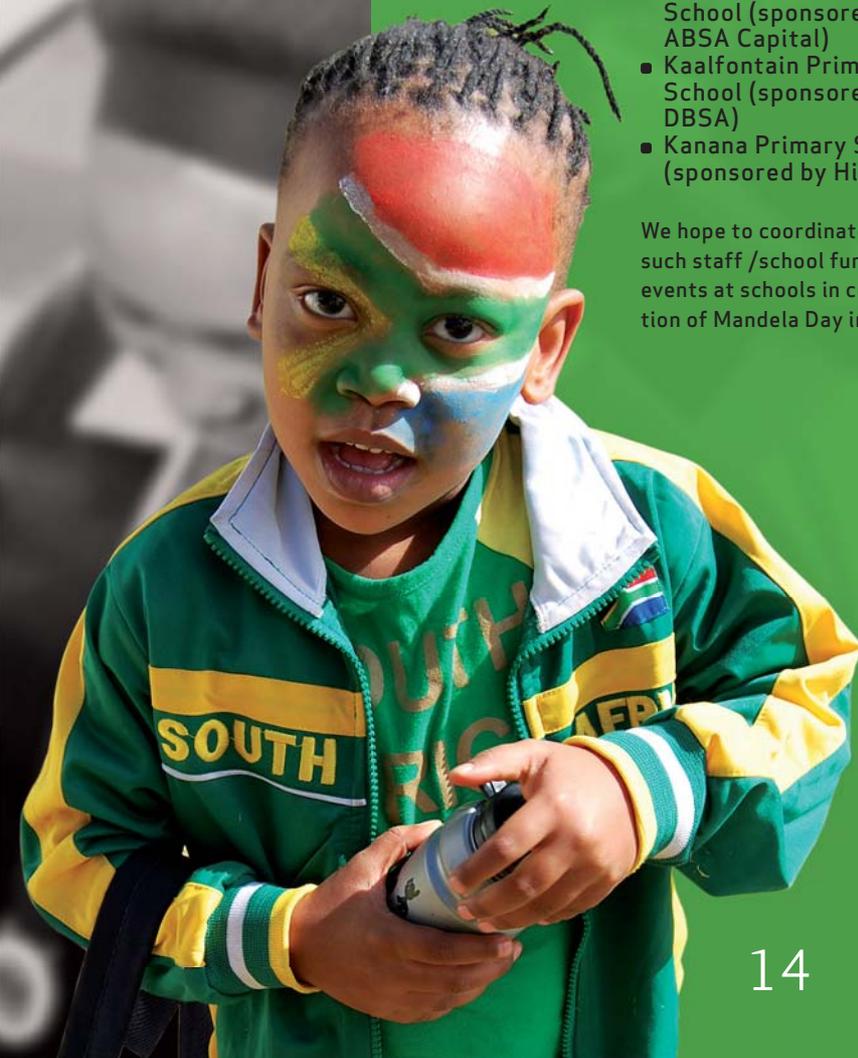
Development Bank of Southern Africa

- DBSA is one of the several development finance institutions in South Africa. Its purpose is to accelerate sustainable socio-economic development by funding physical, social and economic infrastructure.
- They formed a partnership with the Foundation to provide ablution blocks, libraries and science labs in schools identified by both organisations.

DRA

- DRA Mineral Projects is an engineering company which specialises in project management and process plant design.
- They assist the Foundation with the following:

1. Training and mentoring of our project managers
2. Development and signing-off of design drawings
3. Have seconded an engineer to the Foundation as HOD Infrastructure for a year
4. Training of project managers in project planning and cost control
5. Training in MS project software application
6. Review Foundation contracts
7. Safety training and the development of a safety guideline
8. Quality control and technical advice
9. Document control



Other donations received from various organisations:

NAME OR ENTITY	CONTRIBUTION	SCHOOLS
Sasria	<ul style="list-style-type: none"> Tracksuits to grade 1 learners 	Diepsloot Combined School
Hitachi Power Africa Pty Ltd	<ul style="list-style-type: none"> Donation of 50 pairs of school shoes and socks to OVC's learners 	Kanana Primary School
iSchool Africa	<ul style="list-style-type: none"> ICTs (Apple MacBooks and iLife) to improve performance of learners in specified subject areas. Grades 8-11. <ul style="list-style-type: none"> Languages Life Science and Agriculture Natural Science Mathematics Maths Literacy Tourism Life Orientation 	Makgetse High School Bokamoso High School Modilati Secondary School
Room to Read	<ul style="list-style-type: none"> Training on Library Management for 10 educators, 5 SGB members and 5 school principals 	Boschkop Primary School Motshegofadiwa Primary School Tshilidzi Primary School Thathani Primary School Olivantsvlei Primary School
Investec	<ul style="list-style-type: none"> School uniforms worth R10,000.00 	Sefikeng Primary School
Solo Resources	<ul style="list-style-type: none"> 2 computers Photocopier 1 executive chair 	Mphebatho Primary School
Chartis Insurance	<ul style="list-style-type: none"> Beanies, scarves and gloves to 1 146 learners 	Paul Mosaka High School Riversand Primary School
Absa Capital	<ul style="list-style-type: none"> R3,200.00 towards feeding scheme R3,720.00 towards library books and material 	Diepsloot Combined School
PPC	<ul style="list-style-type: none"> Teaching and Learning support material for foundation phase 	Diepsloot Combined School Riversand Primary School Msengavhadzimo Primary School
BiblioneF	<ul style="list-style-type: none"> Donated books to 15 schools; trained and covered cost for the field worker to do research on the following: Do learners within the schools: <ul style="list-style-type: none"> read books for fun, have access to books anytime during school hours to read; can they borrow books to read at home; the situation of libraries/reading classrooms and reading books in schools and can our learners in grade 4 read and write. Each school received 300 storybooks, and most of the books donated were in the learners' mother tongue. 	Boschkop Primary School Motshegofadiwa Primary School Diepsloot Combined School Kanana Primary School Kaalfontein Primary School Mayibuye Primary School Sefikeng Primary School Tshilidzi Primary School Thuthuzekani Primary School Thathani Primary School Olifantsvlei Primary School Meadowlands Primary School Lawley Primary School Inkululeko Yesizwe Primary School Elethu Themba Combined School
Water for All School Projects	<ul style="list-style-type: none"> 2 play pump installations for clean drinking water 	Mokakana Primary School Lawley Primary School
L'Oreal	<ul style="list-style-type: none"> Emergency Medical and First Aid Training (EMFT) provided training for 8 educators and 2 School Governing Body members as level one First-Aiders 	Lawley Primary School
Left-hand Learning	<ul style="list-style-type: none"> Donated stationery packs to primary schools, for both left and right handed learners. These packs included puzzles, scissors, calculators, colouring books, colouring pencils and abacuses. We also received a donation from the proceeds of their International Left-Handers day celebrations. 	Schools to be announced
Rentworks	<ul style="list-style-type: none"> Donated two computer laboratories to schools in KZN 	Masijabule High School Phangidawo Primary School
Shanduka Group	<ul style="list-style-type: none"> Soccer and netball kits, beanies and scarves 	Olivantsvlei Primary School
Pricewaterhouse-Coopers	<ul style="list-style-type: none"> Scientific calculators 	Diepsloot Combined School

Recognition

I am grateful to our adopters and the various NGOs who make our work as successful as it is. Without the partnerships and funds of these organisations, our continued existence would not be possible.

Our Adopters

- Absa Capital: One school
- Barberton Mine: One school
- Chartis Insurance: Two schools
- Cyril Ramaphosa: One school
- EDCON: One school
- DBSA: 18 schools
- Deloitte: One school
- FeverTree Consulting: Two schools
- Grindrod (Pty) Ltd: One school
- Investec: One school
- Investment Solutions: One school
- J.P. Morgan: Two schools
- Kangra Coal: Two schools
- Lafarge Education Trust: 11 schools
- L' Oreal: One school
- Merrill Lynch: Three schools
- Mondi Group: One school
- Mondi Shanduka Newsprint: Three schools
- Northam Platinum: One school
- PPC: Two schools
- RDC: One school
- Shanduka Coal: One school
- Shanduka Group and staff: One school
- Standard Bank Corporate and Investment Banking: Three schools
- V.W.S.A : Three schools
- Vodacom: One school

A very heartfelt thank you also to Betelgeuse and Caxton for their respective contributions to this edition of the Annual Report; we appreciate your continued support.

Back to School Party

The third annual Back to School fundraising event was held in November 2009 and was once again a phenomenal success. It has become one of our most successful fundraising events, with patrons not only making contributions toward the evenings' funding drives, but also pledging their time and becoming involved in our volunteer opportunities. This year's party will take place on the 6th November and we are sure that it will once again be a memorable evening.



Conclusion

The success of the year under review has highlighted the sincerity of many South Africans in addressing the shortfalls of the past that still affect so many children's school environment every day. As an organisation Adopt-a-School is not complacent about this commitment but we look toward the coming year with fresh ideas and a renewed energy to secure more donors, raise more funds, and intervene in many more schools, thereby touching the lives of more children in our beautiful country.

We look forward to the journey ahead.



“ WE HAVE AN OBLIGATION AND A
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TO BE INVESTING IN OUR STUDENTS
AND OUR SCHOOLS.
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AND THE WILL, BUT NOT THE
MONEY, CAN STILL GET
THE BEST,”
EDUCATION POSSIBLE.

-BARACK OBAMA

The following is a case study of Whole School Development in the Bodibe Schools.

This case study is based on assessments performed by Adopt-a-School over a period of time. These assessments included interviews with, and questionnaires for, the School Governing Bodies; School Management Teams; educators and learners, as well as a period of observation during school hours by Adopt-a-School Skills and Social Development staff.

Problem being addressed

Lafarge Education Trust approached Adopt-a-School and four other organisations to submit proposals for an educational intervention in the 11 schools of the Bodibe Village. Most members of the community who are employed work for Lafarge Cement. In 2008 Lafarge Education Trust appointed Adopt-a-School Foundation to implement the proposed Whole School Development project.

The implementation programme draws on the skills of the local community, the teachers, learners, SGBs and various best practice NGOs to ensure the success of the project.

Lafarge Education Trust has adopted the Bodibe Village schools for a period of 5 years, at an estimated investment of R25 million. The amount invested to date is R6 864 991.82.

Project goals

At the end of the 5 year period we would hope to see most of the following outcomes for the Bodibe schools:

- excellent pass rates
- maintenance procedures and systems in place and schools trained on how to maintain their property efficiently
- proper utilisation of resources - not using libraries as store rooms
- high morale amongst the teachers, the pupils and the SGB
- schools functioning efficiently
- school management functioning efficiently
- safety plans in place for each school - pupils feeling safe and happy at school
- social issues of the children in the school addressed (orphans, abuse, etc.)
- schools having a strong leadership in the principals and the SGBs
- having adequate learner support
- each school having all the necessary resources they need
- the school being equipped for their own successful sustainability

Background

Region

- **Location:**
Bodibe Village
- **Province:**
North West, just outside Lichtenburg
- **District:**
Ngaka Modiri Molema
- **Type of Settlement:**
Village
- **The community:**
The population of the village is around 35 000. There is a high rate of unemployment and poverty among both the youth and the adults. Those who are employed either work for Lafarge or in Lichtenburg and Mafikeng. The community of Bodibe is rural; with many of the traditional structures in place. A Royal Family, Tribal Council, and the Tribal Chief are at the head of the community.

Number of schools:

- **11 schools adopted**
8 primary schools; 2 middle schools; 1 high school

Combined schools' profile

- **Number of learners:**
5405
- **Number of Educators:**
185
- **Average number of learners per school:**
502
- **Average number of children per classroom:**
45
- **Number of classrooms per grade:**

Gr R - 9	Gr 5 - 10	Gr 10 - 9
Gr 1 - 11	Gr 6 - 11	Gr 11 - 3
Gr 2 - 10	Gr 7 - 8	Gr 12 - 2
Gr 3 - 10	Gr 8 - 9	
Gr 4 - 11	Gr 9 - 10	



Infrastructure needs assessment

1. Molekane Primary was without any functional infrastructure. The school had been utilising shacks and mobile classrooms since its inception 16 years ago.
2. Libraries: Of the 11 schools in the project, none had a functional library.
3. Science labs: None of the schools had a Science lab.
4. Computer labs: Four of the schools had computer centres but only one was functional. At one school the software was not South Africa compliant, while the other two had the empty classroom structures with no computers. The SGBs had taken the initiative to convert these classrooms into computer labs.
5. Biology labs: None of the schools had a Biology lab.
6. School hall: Only three primary schools had a school hall. Most of these were sub-divided by partitions and were used for extra classroom space.
7. School vegetable garden: Half of the schools had a vegetable garden.
8. Lawn or paving inside the school: three of the schools were paved but none had lawns.
9. Playgrounds: Only three of the primary schools had playgrounds and they were in a poor condition and needed upgrading.
10. Soccer pitches: Only half of the schools had a soccer pitch. In one school the community had built homes on the soccer pitch.
11. Netball pitch: Only three primary schools had a netball pitch.
12. Other sports pitches: None of the schools had any other sports facilities.
13. Fencing: All the schools had fencing but three needed renovations to their perimeter fences.
14. Lockable gates: All the schools had lockable gates.
15. Electricity: While all schools had electricity, some maintenance work was required at some of the schools.
16. Water: Not all of the schools had running water. There is not enough pressure from the main water supply to provide water to the whole Bodibe community. Some schools use boreholes but not all of these are functional, so they rely on the municipality to provide water to fill their storage tanks.

Social and skills needs assessment

1. Teachers

- Educators' morale was low and in most schools there was no cohesive team work
- There was a lack of leadership and governance
- Poor performance in Mathematics and Science due to lack of knowledge in teaching either of the subjects
- Teachers lacked training in implementing the National Curriculum Statement in different learning areas
- Poor computer skills
- A shortage of teaching resources and grade R facilities in the schools

2. Learners

- There was a high rate of poverty, teenage pregnancy and drug abuse
- Learners were unable to read and write at the correct primary school levels
- Poor performance in Mathematics, Science and Technology

Scope of the project:

1. Infrastructure

- Building of classrooms to reduce overcrowding
- Building of libraries as well as computer and Science laboratories
- Building kitchens for feeding schemes
- Renovation of classrooms
- Improvement of sanitation
- Electrical maintenance

2. Social and skills development

- Implementation of National Curriculum Statement policies in different learning areas
- Language and literacy program for educators and learners
- Training of teachers to improve the standard of teaching in Mathematics and Science
- Teacher training in computer literacy
- HIV/AIDS education and counselling
- Team building for teachers
- Leadership and governance training for School Management Teams and educators
- Establishment of vegetable gardens for feeding schemes
- Establishment of a league for sport teams
- Establishing environmental clubs

Initial interventions

The project implementation commenced in 2009, and will roll out over 5 years.

Infrastructure

Name of School	2009	2010
1. Matlabla Primary School	2 Classrooms	Library
2. Naletsana Primary School	Library	Renovation of computer centre
3. Mmuagabo Primary School	2 Classrooms	Renovation of the ablution block
4. Bodibe Middle School	Ablution block	Renovation of classrooms
5. Molekane Primary Schools	6 Classrooms and a storeroom	4 Classrooms
6. Mokakana Primary School	Library	Building a computer centre
7. Makgwe Primary School	Ablution block	Renovation of the school
8. E. H. Mogase Primary School	Ablution block and repairs to water and electrical connections	Library
9. Shudintle Middle School	2 Classrooms	Building a computer centre
10. Motlhako Primary School	General renovations	Building a science lab
11. Tau Rapulana High School	Library	Building a science lab

Social and Skills Development

2009 and 2010

1. All 11 Bodibe schools	Executive Leadership training seminars in Teaching and Learning at WITS University, for Principals and the DoE District Circuit Manager for Bodibe
2. All 11 Bodibe schools	Lafarge Dream League – soccer league
3. All 11 Bodibe schools	Computer training for principals, deputy principals, HOD's, administrative assistants and educators
4. 8 Primary schools	Establishment of environmental clubs and life skills programme for learners and educators
5. 8 Primary schools	Language and Literacy Program for grade 1 learners
6. Tau Rapulana High School Mokakana Primary School Naletsana Primary School	Library books for the libraries
7. Bodibe Middle School Shudinthle Intermediate School	Language and Literacy Program for grade 7
8. Tau Rapulana High School	Training of Science teachers
9. Matlaba Primary School Naletsana Primary School Mokakana Primary School	Training of librarians

Implementation

Business Model

The core concept of the adoption process focuses on building sustainable relationships between donors, schools and the community.

- Due diligence was completed on each school
- Meetings were held between teachers, SGB and the school to ensure buy-in from stakeholders
- An adoption agreement was entered into between the schools' Governing Bodies, Lafarge Education Trust and Adopt-a-School Foundation. This agreement is renewed annually.
- A complete needs analysis report was finalised and an action plan was agreed upon with Lafarge Educational Trust, and relevant stakeholders.
- A design plan and proposal was submitted to the Department of Education for approval
- It was decided that the project would not be handled as individual schools, but as a collective project. As such infrastructure projects would run concurrently at different schools.
- Local people from the area, both skilled and unskilled were identified to deliver the infrastructure development. The Adopt-a-School project manager and SGB identified these workers from parents and community members in the area.
- Team leaders were appointed from the local community to lead the construction projects in the schools. Due to the shortage of necessary skills, schools in close proximity to each other share team leaders.
- Local businesses and SMME's were identified as suppliers of building materials, etc.
- A Project Steering Committee and a Project Management Committee, which include all stakeholders, were formed.
- The Project Management Committee:
 - acts as an executive management committee and is responsible for strategic decision-making of the project
 - consists of the Department of Education, Adopt-a-School, and Lafarge Education Trust
 - is responsible for the management of the project budget
 - discusses and solves any major problems related to the project
 - resolves problems that cannot be solved at the project steering committee
 - manages the action plans of Adopt-a-School and the Department of Education to prevent duplications
 - meets quarterly
- The Project Steering Committee or Operational Committee:
 - responsible for the day to day management of the project
 - consists of the SGB, the team leaders, a Department of Education representative, and the Foundation project manager
 - assists in identifying potential workers
 - assists in sourcing local contractors/team leaders
 - supports the Foundation project manager in his duties relating to the project
 - identifies and addresses all problems relating to the project
- Development implementation phase:
 - Local skills were identified in the community, and sourced by the SGB
 - The construction program/roll-out and payment phases were presented to the team leader and the workers by the project manager (The workers and team leader are paid per this agreed construction roll-out)
 - All wages of the workers are transferred into the school account for payment
 - Adopt-a-School purchases all building material
- Social and skills development roll out
 - The schools are clustered for the social and skills development implementation, and resources are shared for computer training, leadership and governance training, curriculum implementation, and team building. This is the most cost effective method, and also allows teachers the opportunity to share experiences.
 - The Foundation community coordinator and the Department of Education identified the service provider/best practice NGOs needed to address social and skills development needs in the schools. In the Bodibe schools we partnered with the following NOGs:
 - Molteno Institute for Language and Literacy
 - Room to Read
 - Biblioref
 - Tshepo Education Network
 - Dreamfields
 - Scouts Environmental Centre Mafikeng
 - Schoolnet
 - Imbumba Technologies and communications
 - WITS business school
 - The Foundation aims to facilitate a long term relationship between these NGOs and the school community
 - Adopt-a-School assists the school community to gain access to other government services or grants such as child and orphan grants
- Relationship with the Department of Education (DOE)
 - A meeting was held with the MEC of Education for North West to introduce Adopt-a-School and the Lafarge Education Trust. At the meeting the needs analysis for the Bodibe schools was discussed, as well as the proposed 5 year roll-out plan. The go-ahead was given by the MEC to implement the project.
 - The relationship between Adopt-a-School Foundation and the Department of Education is currently at provincial level. Relevant stakeholders are identified at provincial level to work with Adopt-a-School at district level. All reporting takes place on a provincial level.
 - The DoE and Adopt-a-School meet quarterly to discuss progress.
 - The Foundation monitors the project on a regular basis
 - Lafarge Education Trust regularly visits the schools to monitor progress

“UPON THE EDUCATION OF THE PEOPLE OF THIS COUNTRY THE FATE, OF THIS COUNTRY DEPENDS.”
- BENJAMIN DISRAELI

Project delays

There were a number of delays from the start of the project implementation.

The first obstacle was that community consultations took longer than expected. There were a number of structures within the community, but none recognised the other's leadership or decision making powers. This inability to find clear and decisive leadership brought all work to a halt. At a mass meeting in 2008 between Adopt-a-School, the community and all the various structures, it was decided that the community would take a month to come together and decide on a decision making structure, or the project would not be able to be implemented. The governing bodies of the various schools rose to the challenge and formed the SGB forum. This forum worked to restart the roll out of the project with Adopt-a-School.

A further hindrance was the high level of mistrust within the Bodibe community due to their preconceived ideas relating to corporates that have previously promised to bring about effective interventions in their community but failed to deliver. The lengthy process of negotiation between Adopt-a-School, Lafarge Education Trust and the community showed the residents of Bodibe that both Adopt-a-School and Lafarge Education Trust were committed to the project, and would go above and beyond what was initially expected by the community to find common ground, and ensure the successful roll-out of the project. The concerted efforts of all involved turned the negative, often emotional, environment into a very positive and collaborative working environment.

Stepping back from infrastructural interventions, and focusing on the Dream League, a soccer league involving all the schools as well as the communities, went a long way in engendering trust among all the stakeholders. The leadership training for the principals of the schools and the SGB forum members further cemented the relationship.

Within a reasonable period of time after the Dream League, the go-ahead was given for the infrastructural projects to be implemented.

The aforementioned hindrances resulted in the project effectively starting only in 2009, instead of 2008 as anticipated. As a result the infrastructure roll-out of the project is a few months behind.

Further challenges:

- Burglary and theft at two schools
- Duplication of infrastructure development from Department of Education
- A much wetter than anticipated rainy season caused great delays
- Suppliers not delivering materials on time
- Poor communication from team leaders, regarding the project plan and payment systems
- Remuneration systems for labourers not the same in all the schools
- High unemployment rate and poverty: high percentages of youth and adults are without jobs and fight for every opportunity that arises
- Poor quality of infrastructure workmanship, detected and rectified by Adopt-a-School.

“Most importantly, we were encouraged to never take our books for granted. I now have a strong bond with my books and school, since I know the importance of education and how it can change my life.” Kgomotso Mukhutsane, Mokakana Primary School, adopter: Lafarge Education Trust.



The Lafarge Education Trust was established in 2007 as part of the Broad Based Black Economic Empowerment (BBBEE) transaction with Sinako Holdings (PTY) Limited (Sinako). The Trust is funded through dividends derived from their 53% equity share in Sinako. The Trust's main objective is to provide funds, assets and resources to further educational needs of the historically disadvantaged South Africans (HDSA) in communities where Lafarge operates, such as Bodibe (North West) and Mzimela (KwaZulu Natal). The Trust aims to provide a fully integrated approach to education development and enhance community building opportunities by addressing skills shortages and improved results in Mathematics, Science, Technology and English; and ensuring effective participation of visually impaired in the education system and access to economic opportunities.

Since inception, the Trust launched the following projects:

- Bodibe Village Project
- Bursary Scheme
- Mzimela Community project
- Fort Hare University Project

“I wish God may bless and give Adopt-a-School Foundation more donors. Adopt-a-School Foundation, we are grateful that you are helping learners who can't afford many things without funds.” Tshepang Tjiane, Grade 6, Motshegofadiwa Primary School, adopter Merrill Lynch



First phase results

We have had numerous positive results, stemming from the work that we have completed. We believe that the successes mentioned below are only the beginning and we will see much more evolving from our intervention as the problems are ironed out, and our delivery meets expectation.

- The schools are now visibly in a better condition with improved infrastructure and facilities. As a spin-off, the schools are cleaner and well kept.
- The new interest in environmental awareness has improved the areas around and between the school buildings. This is most evident in the well-kept fields, and absence of litter.
- There has been a renewal of passionate leadership in the schools. The principals and leadership of schools report that they feel more empowered and their confidence has had positive results in various areas such as:
 - improved punctuality at the start of the day, and after breaks from both teachers and learners
 - improved attendance by both learners and teachers
 - more motivated teachers
 - more disciplined learners and teachers
 - greater participation in extra mural and sport activities
 - boosted self-esteem of learners
- The above has led to improved academic results in 8 of the Bodibe schools with the high school showing an improved pass rate from 39% to 71%. We have however noted that in 3 schools the pass rate has not increased, and in two of these, the pass rate has in actual fact dropped marginally. We are monitoring and evaluating these schools to see what the reason is for this lack of improvement.

Unexpected successes

Since the coming together of the SGB forum, the Bodibe school management and the community have taken responsibility for certain interventions of their own:

- SGB forum made up of members from all the schools to voice concerns and interests
- the SGB has renovated a block of classrooms at Matlaba primary school
- parents volunteer in the vegetable garden in all 11 schools

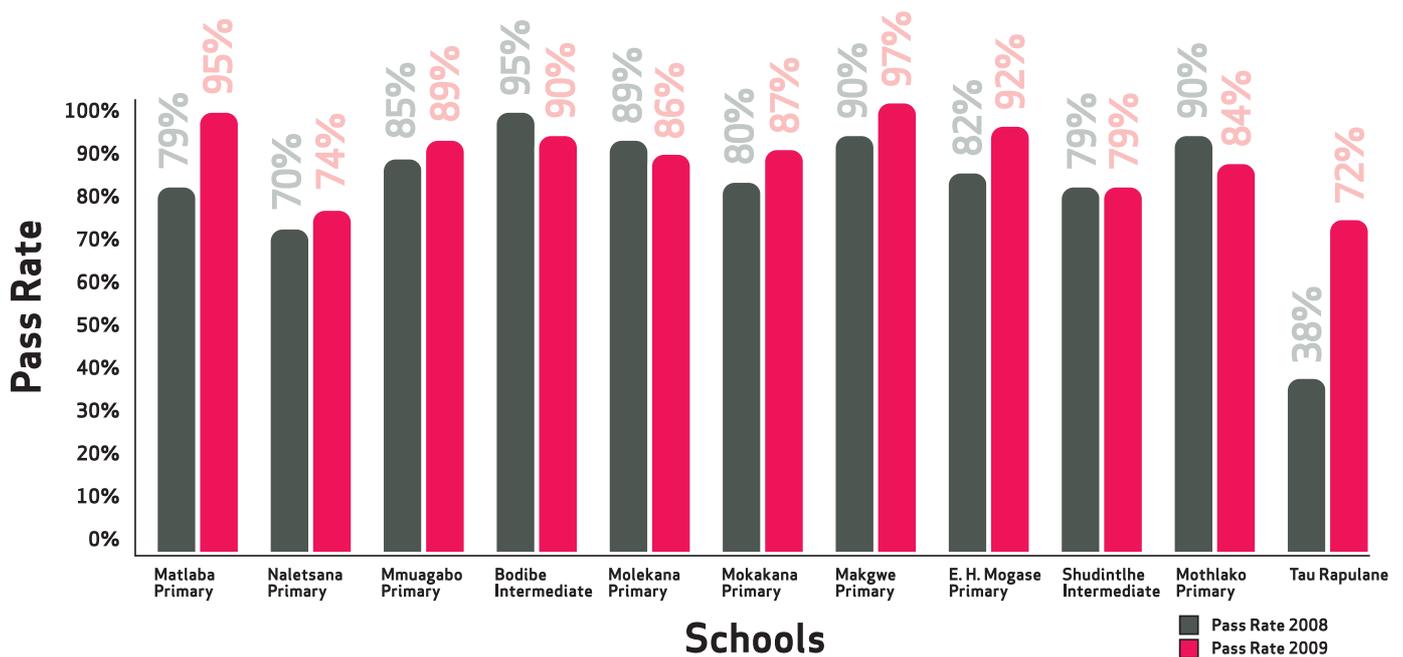
- afternoon and holiday classes for grade 11 and 12s at Tau Rapulane High School
- improved School Management Team tools and systems for teaching and learning in all but 2 of the schools
- volunteer soccer committee (from all the schools) to support sport
- improved school surroundings in all the schools and especially at Mmuagabo Primary School

Lessons learned

- It is important to consult with different stakeholders and have community buy-in before starting a project, especially in rural areas with various leadership structures
- If the model is not well explained and responsibilities are not clearly communicated, a door may be opened to opportunism and manipulation.
- Adherence to the model and consistency in dealing with issues is vital.
- Parents will not sacrifice the education of their children nor walk away from opportunities to improve their children's schooling in order to support individual agendas.

Things we would do differently

- Identifying legitimate structures more thoroughly upfront
- Clearer clarification of responsibilities for each structure: the roles should be aligned with main DoE policies and Tribal Governance before implementation
- Greater clarification of reporting system to all stakeholders
- Work even more closely with the DoE and School Governing Body
- More thorough induction of School Management Team and School Governing Bodies
- More in-depth induction of the tribal council or alternative leadership structures
- More thorough induction of construction teams regarding the model, phases and payment
- More detailed review and discussion of the action plan and priorities with the School Governing Body before concluding with funder. The school should not feel as if the action plan is enforced on them.



2010 to 2014

We have a full action plan for Whole School Development in the Bodibe Schools until 2014. These plans are to be reviewed regularly to make space for the Department of Education interventions that will take place concurrently.

The following is the plan for 2011:

Name of school	Projects
Matlaba Primary School	Language and literacy training and resources - Grade 2 Grade R structure
Makgwe Primary School	Language and literacy training and resources - Grade 2 Building of a multimedia computer lab and library
Mokakana Primary School	Training of a librarian Language and literacy training and resources - Grade 2 Building of an administration block
Naletsana Primary School	Language and literacy training and resources - Grade 2 Administration block
Motlhako Primary School	Language and literacy training and resources - Grade 2 Building of a kitchen
Mmuagabo Primary School	Language and literacy training and resources - Grade 2 Training of Science teacher and equipment Building of a Science lab
Shudintle Intermediate School	Language and literacy training and resources - Grade 2 Training of Science teacher and equipment Building of a Science lab
Tau Rapulane High School	Accelerated language reading programme Discover your career programme for Grade 10 Building of a Science lab
Bodibe Middle School	Programme in reading accompanied by resources and mentoring Training of a librarian
E.H. Mogase Primary School	Language and literacy training and resources - Grade 2 Building of a multimedia computer lab and a library
Molekane Primary School	Language and literacy training and resources - Grade 2 Training of Grade R teacher Building of a Grade R structure and supply resources

“The school that I attend is called Bodibe Intermediate School and is one of the schools that is supported by the Adopt-a-School Foundation and Lafarge Education Trust. Since they have started working with our teachers they’ve done so much for our school. My school never had proper toilets, but Adopt-a-School built proper toilets with a great, working water system and now we can wash our hands after using the toilet, in a basin...

...So to me, Adopt-a-School is a programme that gives hope to those of us who are hopeless. It is not just that they sponsor a school and go, no, they come back and check on the progress of their projects”

Mohapi Rimeo, Grade 7, Bodibe Intermediate School, adopter: Lafarge Education Trust



Changing lives



What Adopt-a-School means to individual learners:

Student Profile: LofTTY Mmola

US football Star Tony Dorsett once said that to succeed you need to find something to hold on to, something to motivate you, something to inspire you.

“My family struggled financially. But they taught me and my siblings the importance of getting an education”

with his parents and four siblings.

“My family struggled financially. But they taught me and my siblings the importance of getting an education,” he shares.

LofTTY attended Thutuzekani Primary - a school of more than 1500 pupils - which was adopted by the Adopt-a-School Foundation.

“Thanks to the Adopt-a-School Foundation, we were fortunate because our school had classrooms and we had desks and chairs, and chalkboards and stationery. It made me aware that someone out there was actually concerned about us. I decided I wanted to work hard because of that, and because I wanted my parents to be proud of me.”

LofTTY's efforts were recognised and he was awarded the Cyril Ramaphosa Floating Trophy for academic achievement in grade 7.

On moving to Lodirile Secondary School - which is awaiting adoption - he continued to impress and received the Top Learner Award over a number of consecutive years.

LofTTY acknowledges that the Adopt-a-School Foundation not only helped him receive decent schooling but also provided him with the opportunity to be recognised for greater things.

A solid matric result saw LofTTY being awarded a Cyril Ramaphosa Education Trust (CRET) Bursary for further study at a university.

“My parents could not afford to send me to university - which was my dream.”

“When I heard that I had been awarded a bursary to study a BCom. Ac-

counting degree at UKZN, I was suddenly really scared,” the young man chuckles.

Despite his great ambitions in life, LofTTY had never travelled beyond the borders of his township.

“I had never been to Sandton, where the Shanduka offices are. And I had never dreamt of going on an aeroplane or staying in a guest house,” he grins again.

“The Adopt-a-School program changed my life. I may never have been recognised for a bursary if it wasn't for what I got at my school,” he says. “I always had this sense that there were others who had faith in my abilities and this just motivated me further.”

LofTTY would like to pursue a career as a forensic auditor.

During the World Cup vacation the student spent much of his time, like many other South Africans, consumed by football furore.

But not one to take a five week holiday lying down, LofTTY put his entrepreneurial spirit to work when he took advantage of a supermarket offer that provided free vuvuzelas with cold drink purchases.

He collected the vuvuzelas, decorated them in traditional African print and did a roaring trade selling them to tourists and visitors.

“I just decided to make the most of my time. Too many kids are doing crime and drugs,” he explains.

LofTTY admits that his life experience means he thinks about how he can one day give back as an Adopt-a-School Alumni.

“I would tell pupils that everything starts within yourself. You can decide what you're going to do with your life. But you have to start by going to school, reading everything you can lay your hands on, getting good marks and making an impression in everything you do, including in sport and in your community.”

“I have been fortunate. My dreams are coming true... who would have thought?”

LofTTY Mmola, living a dream, giving us hope, lighting the way.

Essay Competition 2010

In the words of one of our essay competition entrants, Kgomotso Mukhutsane, of Mokakana Primary School, *“Adopt-a-School does not only develop one’s confidence, it also discovers young talent.”* This year we encouraged children to use their imagination and English skills in an essay competition.

Learners from all of our adopted schools were invited to enter their submissions for the following topics:

Primary school

- How can we keep our environment clean?
- The waving flags – 2010 FIFA world up
- What Adopt-a-School Foundation means to me
- My life story so far

High school

- My personal plan to pass grade 12 in 2010
- 2010 FIFA World Cup – bringing people together
- My life story
- What Adopt-a-School Foundation means to me

The overall winners from the primary and high school categories received a prize to the value of R2000 for their school, and an individual prize each to the value of R 1200. Runners up received R600 and various token prizes of R100 each were awarded.

The winners were as follows:

Overall Winner High Schools – Yonela Mabona

Mzomhle High School

Adopter: FeverTree Consulting

My life story

I love life. Heaving self-confidence makes life a whole lot easier and fun. It gives me the freedom to be myself, say what I think and to try new things. I always think big about life.

In 1997, July, my grandmother and I were going to Cape Town. We got involved in a car accident. It was somewhere in Laingsburg when the tyres burst into flames. I was a two year old baby. A few people died including my grandmother and many were injured. I was found crawling, crawling in the road, cars passing by me. I was covered with blood all over, and was taken to a nearby hospital. It is now 2010, fourteen years later, and I still have some scars on my face. I now have grown and have learnt to accept myself as I am.

From preschool, until now in high school, I have always been shining and am planning to keep it that way. I have friends that shine because I influenced them positively. I am glad I don’t easily get influenced negatively.

In 2008 I got into high school, Mzomhle High School. I was caught between fear and excitement. I was ashamed of how I looked; I thought everybody would criticise me. I was also new to the puberty stage and was starting to notice people of the opposite sex. I thought no guy will fall for anybody like



I was found crawling, crawling in the road, cars passing by me. I was covered with blood all over, and was taken to a nearby hospital

me. I then prioritised. I realised that I came here to learn not to notice males. Since then, I have been concentrating on my studies. I have learnt a lot in high school, and now know how to behave – as I was taught at home and the previous grades.

I feel good about myself. I love, respect and accept myself as I am. I’m proud of who I’ve become and I know who I want to be in life. I’ve got a vision and am now working on my mission.

Whenever I feel challenged I try to identify the problem and find out how to overcome it. I have a positive self-image and am confident in what I do. I always remember, while I am busy wondering what other people think of me, they’re probably wondering what I am thinking about them.

Dancing, singing and reading are my hobbies. After completing high school, I plan to go to MEDUNSA. I work hard because I would love to get a bursary or a scholarship, to study there. I don’t think my parents can afford getting me there.

I have learnt that you don’t have to be the best looking girl or guy at school or the class brain to be a success in life – the most important thing is to have self-confidence. Just believe in yourself.



Overall winner Primary School – Lucky Kgwaripe

Matlaba Primary School

Adopter: Lafarge Education Trust

This is the 2nd time that Lucky wins our essay competition!

My life story

My name is Lucky Kgwaripe, I am 13 years old and I was born on the 5th of March 1997 at Chris Hani Hospital in Soweto. I lived in Kliptown. Seven years later I went to Mozambique at Maputo where my father was born. When I arrived in Mozambique I was introduced to my father's family who are my uncles, my aunt Maria Louisa, my grandfather Pedro Mabote, my grandmother Anna Mabote and others.

In Mozambique I lived with my Aunt Maria Louisa and she loved me so much. After some time I was diagnosed with Malaria which was caused by mosquitoes. I nearly died but because I had a caring Aunt, she was there throughout the whole sickness. There is a very high rate of poverty in Mozambique. Men are often fishers.

I stayed in Mozambique for four years and I came back to South Africa in 2007 and I couldn't speak any language but Portuguese. I was staying with my Aunt and her two children. We were taken to Matlaba Primary School and we got registered. I started school from grade 3. Learners at school started calling us 'makwerekwe' as we could not speak or hear Setswana and it was a harsh word for me. At

break time I did not play because I did not have any friends and I worked very hard at school to understand and speak Setswana in order to communicate with everyone.

One year later my aunt Maria Louisa passed away with my grandmother and my uncle. I was very broken hearted because I loved them very much and I still do because they are now my ancestors. Today I am in grade 6 and I work very hard because in future I want to be a doctor to help sick people because my mother was diagnosed with TB (tuberculosis). Today I am happy because my mother is on her medication and now I am happy because I met my father's family and I can speak both my mother's tongue, and my father's tongue. And now I am very thankful to my school because I today I can speak Setswana and English.

After some time I was diagnosed with Malaria which was caused by mosquitoes. I nearly died but because I had a caring Aunt, she was there throughout the whole sickness

How do I become involved?

We offer four options for adoption

Adoption by individuals:

Individuals may donate of their time, or funds towards specific projects.

Adoption by a group:

Individuals can join up in a group and adopt a school, or offer time and funds to a school or specific projects

Adoption by a company:

Companies can adopt a school of their choice and fund whole school development over a five year period, or provide once-off support to the school. Specific projects can also be implemented on behalf of the company in one or more schools.

Adoption by a group of companies:

As with adoption by a company, a group of companies can choose to adopt one or more schools, and fund the implementation of whole school development in that/those specific school/s; or they can choose to implement specific projects in one or more schools.

The school adoption process

Our adoption process enables the Foundation and donors to work with schools effectively and sustainably, and we encourage the personal involvement of the staff with the schools.

As we are focused on long term sustainable change, we spend a minimum of five years in an adopted school. Over this period, the relationship between the School Management Team, learners, donors, and the Foundation becomes a catalyst for the positive impact all the stakeholders are investing in.

During this five year period, numerous phases are completed as follows:

Phase one:

- Schools apply 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 donors are sought
- The profiles of schools are presented to potential donors
- Potential adopters choose the schools and programmes that they wish to fund
- An adoption agreement is entered into between the Schools, Governing Body, the Adopters and the Foundation.
- An action plan is developed with all the 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 the stakeholders

Phase three

During phase 3, implementation work begins.

• Infrastructure

- The Foundation project manager and the School Governing Body identify local parents, both skilled and unskilled.
- A team leader (local artisan) is appointed after a thorough interview process.
- The local skilled and unskilled workers, together with the team leader form the construction team
- The Foundation regularly monitors the project

- Periodic visits to the schools by the adopters are encouraged
- Infrastructure expenditure by the adopter is strictly monitored according to the approved budget
- Project progress reports are submitted to adopters

• Social and Skills development

The Foundation coordinates different services offered by other best practice NGOs to ensure school development objectives are met. The school community is assisted by the Foundation to gain access to government services such as social grants, feeding schemes and home affairs services. In collaboration with the Department of Education and the School's Governing Body, the Foundation identifies service providers to address skills and social development needs in the schools.

Working together - Foundation, Donor and School

In order for our model to be successful, we insist on the following commitments from project stakeholders:

The adopter:

- The adopter is encouraged to visit the school and for staff to become involved
- Timely payment of funds to allow for efficient implementation of the project

The adopted school

- The school must strictly adhere to the contract signed between them and the Foundation
- All communication concerning the project is discussed with the project manager
- The schools must submit the following annually: updated number of learners, pass rate, and any impact or challenges the school might be facing.

The Foundation:

- Submits regular progress reports to the adopter
- Ensures sound financial management of the project
- Provides sound management of the project's various phases
- Communicates regularly with the adopter and school
- Ensures quality of work delivered

Criteria for adopting schools

For a school to be eligible to be adopted, The Foundation requires demonstrable evidence of the needs of the school. Once that has been established The Foundation ascertains the willingness on the part of the School Governing Body to participate and accept responsibility for the project. The Foundation also requires evidence that the SGB functions efficiently. It is also important for the school to have committed educators. These are assessed along with the willingness of parents to contribute to the success of the school, and the determination of the learners to participate in the improvement of their school. Once the project is underway, we expect that the school maintains the new structures and equipment properly.

Staff volunteerism opportunities

Volunteerism opportunities

Adopters can use school volunteer programmes as a team building opportunity for its employees. Activities may include:

- Painting
- Cleaning
- Planting of a vegetable garden
- Helping to develop sports fields
- Refurbishing and indexing a library
- A sports day
- Organising a fun event and feeding the children
- A Christmas party for the children
- An Easter egg hunt for the children
- A trip to the zoo or any other social and educational visit.



**“EDUCATION
IS THE MOVEMENT FROM
DARKNESS
TO LIGHT.”**
- ALLAN BLOOM

Profiles of Adopted Schools

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
Dargle Primary School Howick KwaZulu-Natal	Learners: 112 Classrooms: 7 Learners per class: 16 Pass rate: 100%	Adopter: Cyril Ramaphosa <ul style="list-style-type: none"> Renovation of existing seven classrooms Renovation of existing ablution block Ablution block 	<ul style="list-style-type: none"> Computer laboratory Fence Desks Library and books Maths and Science training Training of sports teacher First Aid training and first aid kits
Folweni High School Umlazi KwaZulu-Natal	Learners: 1272 Classrooms: 28 Learners per class: 45 Pass rate: 87%	Adopter: Standard Bank Corporate and Investment Banking <ul style="list-style-type: none"> Seven classrooms Fence installed Science laboratory 	<ul style="list-style-type: none"> Administration block Library and training of a librarian Computer laboratory Computer training Sports facilities
Indawana Lower Primary School Underburg KwaZulu-Natal	Learners: 422 Classrooms: 1 built with mud and three face brick classrooms= 4 Learners per class: 106 Pass rate: 80%	Adopter: Mondi Shanduka Newsprint <ul style="list-style-type: none"> Three classrooms Ablution block 	<ul style="list-style-type: none"> Additional classrooms Science laboratory Library Sport facilities Skills development programmes for educators HIV/AIDS awareness programmes Motivational talks
Emnqundekweni Primary School Bulwer KwaZulu-Natal	Learners: 284 Classrooms: 8 Learners per class: 36 Pass rates: 87%	Adopter: Mondi Shanduka Newsprint <ul style="list-style-type: none"> Renovation of existing classrooms Two classrooms 	<ul style="list-style-type: none"> Administration block Ablution block Computer centre and computer training Library and books First Aid training Sports facilities Desks
King Shaka High School Umlazi KwaZulu-Natal	Learners: 948 Classrooms: 18 Learners per class: 53 Pass rate: 60%	Adopter: Grindrod SA (Pty)Ltd <ul style="list-style-type: none"> Computer laboratory Scientific calculators for learners <p>Current Project</p> <ul style="list-style-type: none"> Science laboratory, equipment and training of Science teachers 	<ul style="list-style-type: none"> Administration block Library and training of a librarian Language and literacy programme Management and leadership training Learner Representative Council training
Bhekulwandle Primary School Mmanzimtoti Kwazulu-Natal	Learners: 744 Classrooms: 19 Learners per class: 39 Pass rate: 90%	Adopter: Development Bank of Southern Africa <p>Current Project</p> <ul style="list-style-type: none"> Renovation of an existing ablution block (in progress) 	<ul style="list-style-type: none"> Additional classrooms Grade R furniture Desks and chairs Library and training of a librarian Science teacher training and equipment
Zwelibomvu Primary School Pinetown Kwazulu-Natal	Learners: 479 Classrooms: 15 Learners per class: 32 Pass rate: 98%	Adopter: Development Bank of Southern Africa <ul style="list-style-type: none"> Ablution block (in progress) 	<ul style="list-style-type: none"> Administration block Science block Computer laboratory School hall Paving Grade R facilities Workshop on fundraising Computer training
Hamu High School Vryheid Kwazulu-Natal	Learners: 494 Classrooms: 14 Learners per class: 35 Pass rate: 60%	Adopter: Mondi Group <p>Current Project</p> <ul style="list-style-type: none"> Science laboratory, equipment and training of Science teachers 	<ul style="list-style-type: none"> Computer training for educators Executive leadership course for SMT Library, books and training of librarian
Hlathikhulu High School Escourt Kwazulu-Natal	Learners: 625 Classrooms: 14 Learners per class: 45 Pass rate 69.9%	Adopter: Mondi Shanduka Newsprint <p>Current Project</p> <ul style="list-style-type: none"> Renovation of the school 	<ul style="list-style-type: none"> Additional classrooms Science laboratory Library Computer laboratory and computers Administration block Ablution block
Motshegofadiwa Primary School Hammanskraal Gauteng	Learners: 868 Classrooms: 26 Learners per class: 33 Pass rates: 93%	Adopter: Merrill Lynch Additional sponsors: MTN, Tshwane Municipality, Net Group, Bantu Sports club, Room to Read and Biblionef <ul style="list-style-type: none"> Ablution block Eight classrooms Multimedia centre Training of a librarians Donation of library books Public phone shop Vegetable garden Kombi court Solar panel 	<ul style="list-style-type: none"> Additional classrooms Administration block Computer training Counselling skills Finance development skills
Bokgoni Technical High School Atteridgeville Gauteng	Learners: 1488 Classrooms: 33 Learners per class: 45 Pass rate: 69%	Adopter: Volkswagen S.A. <ul style="list-style-type: none"> Additional ablution block Renovation of existing ablution block Fence erected 	<ul style="list-style-type: none"> 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

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
Paul Mosaka Primary School Pimville Gauteng	Learners: 762 Classrooms: 16 pre- febs and 4 brick = 20 Learners per class: 38 Pass rate: 90%	Adopter: Chartis Insurance ▪ Donation (beanies, scarfs and gloves) Current Project ▪ Renovation of the existing library	▪ Kitchen ▪ Fence ▪ Renovation of classrooms ▪ Strategic and leadership course ▪ Team building ▪ Literacy programme ▪ Remedial teacher ▪ Computer training
Tshilidzi Primary School Chiawelo Gauteng	Learners: 600 Classrooms: 21 Learners per class: 29 Pass rate: 97%	Adopter: Standard Bank Corporate and Investment Banking Additional sponsors: Johnnic and Gold Fields, Room to Read and Biblionef ▪ Six classrooms ▪ Science laboratory and equipment ▪ Renovations of existing classrooms ▪ Ablution block ▪ Basic counselling skills training ▪ Administration block ▪ Soccer and netball kits ▪ Library, books and training of a librarian	▪ School hall ▪ Intercom ▪ Language and literacy programme ▪ Training of a remedial educator
Thathani Primary School Zola North Gauteng	Learners: 336 Classrooms: 14 Learners per class: 24 Pass rates: 97.8%	Adopter: Standard Bank Corporate and Investment Banking Additional sponsors: Room to Read and Biblionef ▪ Administration block ▪ Renovation of existing classrooms ▪ Science laboratory, equipment and training of Science teachers ▪ Basic counselling skills training ▪ Library, books and training of librarians ▪ Sports kits	▪ Sports facilities ▪ House craft centre ▪ School hall ▪ Language and literacy programme ▪ Educator development on the implementation of the National Curriculum Statement learning areas ▪ Remedial educator training ▪ Environmental clubs ▪ Conflict management training ▪ Team building ▪ Strategic planning
Thuthuzekani Primary School Krugersdorp Gauteng	Learners: 1620 Classrooms: 35 Learners per class: 44 Pass rate: 93%	Adopter: Investment Solutions Additional sponsors: Johnnic and Westcon AME (PTY) Ltd and Biblionef ▪ Seven classrooms ▪ Computer laboratory ▪ Donation of library books	▪ School hall ▪ Science laboratory ▪ Training of a librarian
Olifantsvlei Primary School Eikenhof Gauteng	Learners: 895 Classrooms: 177 Learners per class: 53 Pass rate: 98%	Adopter: Shanduka Group Staff Additional sponsors: University of Innsbruck, Exclusive Books, Room to Read and Biblionef ▪ Renovation of school hall ▪ Grade R facility ▪ Vegetable garden ▪ Library, books and training of a librarian ▪ Computer laboratory ▪ Science laboratory ▪ Team building ▪ Basic counselling skills training ▪ Kombi court ▪ Language and literacy programme	▪ Ablution block ▪ Additional classrooms ▪ Administration block ▪ Leadership and governance training for SMT and SGB members
Kanana Primary School Thembisa Gauteng	Learners: 2289 Classrooms: 18 prefabs and 32 permanent = 55 Learners per class: 46 Pass rate: 95%	Adopter: Vodacom Additional sponsors: Biblionef and Hitachi Power Africa ▪ 11 classrooms ▪ Ablution block ▪ Christmas party for orphans ▪ Donation of library books ▪ Donation of 50 pairs of school shoes and socks	▪ Kitchen ▪ Science laboratory ▪ Computer training ▪ Financial and personal management course ▪ Conflict management
Boschkop Primary School Pretoria Gauteng	Learners: 890 Classrooms: 22 Learner per class: 40 Pass rate: 98%	Adopter: FeverTree Consulting (Pty)Ltd Additional sponsors: Biblionef and Room to Read ▪ Grade R Facility with bathroom and kitchen ▪ Kitchen ▪ Donation of library books and training of librarians ▪ Computer laboratory	▪ Library ▪ Additional classrooms ▪ Ablution block ▪ Team building and motivational workshop for the staff ▪ Computer training for educators ▪ Training of remedial teachers ▪ Fundraising workshop for SGB members
Mokgome Secondary School Meadowlands Gauteng	Learners: 1124 Classrooms: 27 Learners per class: 42 Pass rate: 75%	Adopter: J.P. Morgan	▪ Palisade fence ▪ School hall ▪ Renovation of library and library books ▪ Science laboratory ▪ Language and literacy programme ▪ Career guidance for Grade 10 learners ▪ Team building ▪ Remedial educator training
Meadowlands Primary School Meadowlands Gauteng	Learners: 409 Classrooms: 12 Learners per class: 34 Pass rate: 98%	Adopter: J.P. Morgan Additional sponsor: Biblionef ▪ Renovation of school ▪ Donation of library books Current Project ▪ Administration block (in progress) ▪ Language and literacy programme	▪ Grade R facilities ▪ Palisade fence ▪ Additional classrooms ▪ School hall ▪ Library ▪ Science laboratory ▪ Stress management and team building ▪ Computer training ▪ Governance and leadership training
Lawley Primary School Lawley Gauteng	Learners: 1438 Classrooms: 24 Learner per class: 60 Pass rate: 98%	Adopter: L'Oreal Additional sponsors: Biblionef and Water For All ▪ Grade R facility ▪ Donation of library books ▪ First Aid kits and training ▪ Donation of office furniture ▪ Donation of clothes for needy learners ▪ Water/Play pump	▪ Computer laboratory ▪ Additional classrooms ▪ Kitchen for feeding scheme ▪ Executive leadership course ▪ Strategic planning workshop ▪ Financial management course ▪ Team building and motivational speaker

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
Elethu Themba Combined School Eikenhof Gauteng	Learners:1467 Classrooms:30 Learners per class:50 Pass rate:87%	Adopter: Merrill Lynch Additional sponsor: Biblionef <ul style="list-style-type: none"> Five classrooms Computer laboratory Upgrade of existing computer laboratory Renovation of Grade R facility Office furniture Donation of library books Current Project <ul style="list-style-type: none"> Grade R toilets (in progress) 	<ul style="list-style-type: none"> Library Administration block Science laboratory Additional classrooms Team building for staff Financial management Leadership and governance course
Diepsloot Combined School Diepsloot Gauteng	Learners:1644 Classrooms: 18 mobile and 13 permanent =31 Learners per class:53 Pass rate: 93%	Adopter: ABSA Capital and Eagle Canyon Golf Estate Additional sponsors: PWC, Biblionef, Sasria and PPC <ul style="list-style-type: none"> Fourteen classrooms Scientific calculators for learners Donation of library books Donation of school truck- suits for grade 1 learners Teaching and learning support material and training for foundation phase educators Current Project <ul style="list-style-type: none"> Four classrooms (in progress) 	<ul style="list-style-type: none"> Administration block Ablution block Basic counselling skills Motivational talks
Mayibuye Primary School Midrand Gauteng	Learners:1700 Classrooms:27 Learners per class:62 Pass rate:90%	Adopter: Relational Database Consulting Additional Sponsor: Biblionef <ul style="list-style-type: none"> Sports kits Christmas party for orphans Bowls for feeding scheme School uniform for orphans and needy learners Donation of library books Current Project <ul style="list-style-type: none"> Library 	<ul style="list-style-type: none"> Classrooms Library and training of librarian Computer laboratory Computer training for educators Kitchen School hall Maths and Science training for educators Administration and financial training Language and literacy programme
Ivory Park Secondary School Ivory Park Gauteng	Learners: 2380 Classrooms: 21 mobile and 23 permanent =44 Learners per class:54 Pass rate: 84%	Adopter: Deloitte and Touche <ul style="list-style-type: none"> Literacy programme Current Project <ul style="list-style-type: none"> Learner Representative Council training Student motivation workshop 	<ul style="list-style-type: none"> School hall Additional classrooms Sports facilities Advanced computer training for educators Educator capacity building
Igugulethu Primary School Vlakfontein Gauteng	Learners:1080 Classrooms:26 Learners per class:46 Pass rate:95%	Adopter: Development Bank of Southern Africa <ul style="list-style-type: none"> Renovations of existing ablution blocks 	<ul style="list-style-type: none"> Administration block Kitchen Library and librarian training Leadership and management course Strategic planning workshop
Kaalfontein Primary School Midrand Gauteng	Learners:1910 Classrooms:24 Learners per class:79 Pass rate:95%	Adopter: Development Bank of Southern Africa Addition sponsor: Biblionef <ul style="list-style-type: none"> Donation of library books Current Project <ul style="list-style-type: none"> Ablution block 	<ul style="list-style-type: none"> Face-brick classrooms Library and librarian training Computer laboratory Administration block Advanced computer training School hall Sport facilities Kitchen Staff development on technology Advance training for school administrator
Riversand Primary School Diepsloot Gauteng	Learners:654 Classrooms: 14 Learners per class:47 Pass rate:99%	Adopter: Chartis Insurance (AIG) Additional sponsor: PPC <ul style="list-style-type: none"> Donation of winter sets (beanies, scarf and gloves) Teaching and learning support material and training for foundation phase educators Current Project <ul style="list-style-type: none"> Palisade Fence 	<ul style="list-style-type: none"> Ablution block Administration block Computer laboratory Computer training for educators Language and literacy programme Training of a remedial educator
Hlakaniphani Junior Primary School Dlamini Gauteng	Learners:843 Classrooms: 19 Learners per class:44 Pass rate:79%	Adopter: Edcon Additional sponsor: Raphael <ul style="list-style-type: none"> Basketball training Kitchen 	<ul style="list-style-type: none"> Renovation of ablution block Renovation of sports fields Maths and Science training Computer training Librarian training and reading books
Banksdrift Secondary School Hartswater Northern Cape	Learners: 541 Classrooms: 12 Learners per class: 45 Pass rate: 54.4%	Adopter: Investec and Northern Cape Department of Education New school built consisting of the following: <ul style="list-style-type: none"> Twelve classrooms Administration block Ablution blocks Desks donated 	<ul style="list-style-type: none"> Sports facilities School hall Additional classrooms Teachers development on different subjects Science laboratory Computer laboratory Library
Tshiamo Primary School Kimberly Northern Cape	Learners: 652 Classrooms:20 Learners per class:33 Pass rate: 90%	Adopter: Development Bank of Southern Africa Current Project <ul style="list-style-type: none"> Renovation of ablution block 	<ul style="list-style-type: none"> Library School hall Fencing Sick bay Librarian Computer training for educators
Blaauwskop Primary School Upington Northern Cape	Learners: 427 Classrooms:12 Learners per class:35 Pass rate:87.8%	Adopter: Development Bank of Southern Africa Current Project <ul style="list-style-type: none"> Ablution block 	<ul style="list-style-type: none"> Renovation of the school Burglar gates Strategic planning Executive leadership course Team building

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
Ramokoka Primary School Ramokoka Village North West	Learners: 277 Classrooms: 7 Learners per class: 39 Pass rate: 90%	Adopter: PPC Cement New school built consisting of the following: <ul style="list-style-type: none"> Seven classrooms Ablution block Office for clerk and principal Computer laboratory Current Project <ul style="list-style-type: none"> Two classrooms Grade R toilets Administration block Library extension Kitchen 	<ul style="list-style-type: none"> School hall Management training for SMT's Skills development for learners with special needs Grade R Structures
Tau Rapulana High School Bodibe North West	Learners: 740 Classrooms: 15 Learner per class: 49 Pass rate: 33.68%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Library and books HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators Current Project <ul style="list-style-type: none"> Science laboratory and training of a science teacher Training of librarian 	<ul style="list-style-type: none"> Computer centre Additional classrooms Study skills and career guidance for Grade 10 Training and mentoring of Maths and Science educators Vegetable garden and training Educator development on the implementation of National Curriculum Statement in learning areas Literacy programme
Bodibe Intermediate Bodibe North West	Learners: 608 Classrooms: 16 Learner per class: 38 Pass rate: 90%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Building of ablution block HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Renovation of the school 	<ul style="list-style-type: none"> Computer centre Library, books and training of a librarian Additional classrooms Educators development on the implementation of National Curriculum Statement learning areas Team building Vegetable garden and training
Motlhako Primary Bodibe North West	Learners: 401 Classrooms: 15 Learner per class: 27 Pass rate: 86%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Renovation of classrooms HIV/AIDS counselling for OVC's Executive leadership course Computer training for educators Establishment of environmental club Advance computer training for educators Tiling of classrooms Current Project <ul style="list-style-type: none"> Computer centre Training of a Science teacher Language and literacy programme 	<ul style="list-style-type: none"> Library, books and training of a library Kitchen Administration block Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training
E.H.Mogase Primary School Bodibe North West	Learners: 552 Classrooms: 15 Learners per class: 37 Pass rate: 92.2%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Ablution block Repairs to borehole Repairs to electricity HIV/AIDS counselling for OVC's Executive leadership course Computer training Establishment of environmental club Advance computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Library, books and training of a librarian Water/Play pump 	<ul style="list-style-type: none"> Kitchen Computer centre Science laboratory Team building Remedial programme for grade 1-6 educators Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training
Shudintle Intermediate School Bodibe North West	Learners: 683 Classrooms: 16 Learner per class: 47 Pass rate: 79%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Two classrooms HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advanced computer training for educators Current Project <ul style="list-style-type: none"> Renovation of classrooms Language and literacy programme 	<ul style="list-style-type: none"> Renovation of kitchen and electrification Science laboratory Library, books and training of a librarian Computer centre and installation of computers Administration block Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training Remedial programme for learners with learning difficulties
Mmuagabo Primary School Bodibe North West	Learners: 310 Classrooms: 12 Learner per class: 26 Pass rate: 88%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Two classrooms HIV/AIDS counselling for OVC's Executive leadership training Computer training Establishment of environmental club Advanced computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Ablution block and upgrading of sanitation 	<ul style="list-style-type: none"> Kitchen Science laboratory Computer centre Library, books and training of a librarian Administration block Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
Naletsana Primary Bodibe North West	Learners: 349 Classrooms: 16 Learner per class: 21 Pass rate: 74%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Multimedia centre HIV/AIDS counselling for OVC's Executive leadership training Computer training Establishment of environmental club Advance computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Renovation of computer centre 	<ul style="list-style-type: none"> Renovation of classrooms Administration block Science laboratory Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training
Mokakana Primary Bodibe North West	Learners: 443 Classrooms: 15 Learner per class: 30 Pass rate: 87%	Adopter: Lafarge Education Trust Additional sponsor: Water For All <ul style="list-style-type: none"> Water pump HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators Library and books Current Project <ul style="list-style-type: none"> Language and literacy programme Computer centre 	<ul style="list-style-type: none"> Kitchen Renovation of classrooms Administration block Training of grade R educator and grade R resources Training of a librarian Educator development on the implementation of National Curriculum Statement learning areas
Matlaba Primary School Bodibe North West	Learners: 412 Classrooms: 14 Learner per class: 29 Pass rate: 86%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Two classrooms HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advanced computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Library, books and training of a librarian 	<ul style="list-style-type: none"> Kitchen Grade R facility Renovation of classrooms Science laboratory Administration Block Training of grade R educator Educator development on the implementation of National Curriculum Statement learning areas Team building
Molekane Primary School Bodibe North West	Learners: 420 Classrooms: 16 Learner per class: 26 Pass rate: 88%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Seven classrooms Store room HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advanced computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Additional four classrooms 	<ul style="list-style-type: none"> Ablution block Science laboratory Grade R facility and training of grade R educator Kitchen Library Administration block Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training
Makgwe Primary School Bodibe North West	Learners: 534 Classrooms: 14 Learner per class: 38 Pass rate: 97%	Adopter: Lafarge Education Trust <ul style="list-style-type: none"> Ablution block Organised HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advanced computer training for educators Current Project <ul style="list-style-type: none"> Language and literacy programme Renovation of the whole school 	<ul style="list-style-type: none"> Kitchen Computer centre Library Science laboratory Administration block Educator development on the implementation of National Curriculum Statement learning areas Teaching and learning resources for different learning areas Vegetable garden and training
Thaboyabatho Middle School Bosplaas North West	Learners: 550 Classrooms: 14 Learners per class: 39 Pass rate: 58%	Adopter: Development Bank of Southern Africa Current Project <ul style="list-style-type: none"> Ablution block 	<ul style="list-style-type: none"> Computer centre Renovations of roofing and ceiling Electrification Computer training Team building Paving Sport facilities
Mphebatho Primary School Bosplaas North West	Learners: 430 Classrooms: 16 Learners per class: 27 Pass rate: 98%	Adopter: Development Bank of Southern Africa Additional sponsor: Solo Resources <ul style="list-style-type: none"> Donation of computers, chair and photocopier Current Project <ul style="list-style-type: none"> Renovation of ablution block 	<ul style="list-style-type: none"> Renovation and school hall Computer centre Executive leadership course Administration block Sport facilities Science laboratory
Vukubone High School Pietritief Mpumalanga	Learners: 1128 Classrooms: 24 Learners per class: 47 Pass rate: 56.2%	Adopter: Kangra Coal	<ul style="list-style-type: none"> Science laboratory School hall Additional classrooms Library Sports facilities
Sibongiseni Primary School Barberton Mpumalanga		Adopter: Barberton Mines <ul style="list-style-type: none"> Palisade fence Current Project <ul style="list-style-type: none"> 11 classrooms Ablution block Administration block 	
Makhathini Intermediate School Mhluzi Mpumalanga	Learners: 307 Classrooms: 19 Learners per class: 16 Pass rate: 98%	Adopter: Shanduka Coal <ul style="list-style-type: none"> Renovation of existing classrooms Computer laboratory Renovation of ablution block Current Project <ul style="list-style-type: none"> Kitchen 	<ul style="list-style-type: none"> Additional classrooms Photocopier Science laboratory Library School hall Training of SGB on governance and fundraising workshop

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
Sambo Primary School Steenbok Mpumalanga	Learners:437 Classrooms:12 Learners per class:36 Pass rate:90%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block ▪ Borehole and water pump	▪ School hall ▪ Administration block ▪ Sport fields upgrading ▪ Management and leadership training ▪ Governance
Sijabulile Primary School Mpumalanga	Learners:100 Classrooms: 8 Learners per class:13 Pass rate:98%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ Kitchen ▪ School hall ▪ Sport facilities ▪ Leadership and governance workshop
Twyfelhoek Combined School Piet Retief Mpumalanga	Learners:356 Classrooms: 4 Learners per class:89 Pass rate:70%	Adopter: Kangra Coal	▪ Classrooms ▪ Ablution Block ▪ Computer laboratory and training of educators ▪ Library ▪ Sports fields and Sport kits
Letheba High School Botlokwa Limpopo	Learner: 705 Classrooms:17 Learner per class: 42 Pass rate:89%	Adopter: Bernard Swanepoel	▪ Additional classrooms ▪ School hall ▪ Science laboratory ▪ Library ▪ Computer laboratory ▪ Fence
Mamvuka Secondary School Dzanini Limpopo	Learners:549 Classrooms:12 Learners per class:45 Pass rate:69%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ Administration block ▪ Library ▪ Classrooms ▪ Science laboratory ▪ Computer laboratory ▪ Leadership course ▪ RCL leadership training ▪ SGB training on governance
Sikhwivhilu Primary School Dzanani Limpopo	Learners:600 Classrooms: 16 Learners per class:37 Pass rate:90%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ Administration block ▪ Library ▪ Classrooms ▪ Computer laboratory ▪ Science laboratory ▪ Leadership course ▪ Language and literacy programme
Deo Gloria Primary School Thabazimbi Limpopo	Learners:1077 Classrooms: 18 Learners per class:60 Pass rate:92%	Adopter: Northam Platinum Current Project ▪ Building of three classrooms	▪ Ablution block ▪ School hall ▪ Paving ▪ Computer laboratory with computers ▪ Sport fields ▪ Sport kits
Cowan High School Port Elizabeth Eastern Cape	Learners:1247 Classrooms:30 Learners per class:42 Pass rate: 72%	Adopter: PPC Cement ▪ Fence ▪ Desks	▪ Renovation of existing ablution block ▪ Computer training ▪ Executive leadership training
Mzomhle High School Mdantsane Eastern Cape	Learners:602 Classroom:18 Learner per class: 33 Pass rate: 57.10%	Adopter: FeverTree Consulting (Pty)Ltd ▪ Strategic plan ▪ Renovation of school ▪ Kitchen ▪ Science laboratory equipment ▪ Scientific calculators ▪ Science and Accounting training for educators	▪ School hall ▪ Sports facilities ▪ Computer training ▪ Team building ▪ Programmes on human development, HIV/ AIDS counselling and drug abuse ▪ Soccer kits
Mbanga Primary School Dutywa Eastern Cape	Learners:362 Classrooms: 9 Learners per class:40 Pass rate:95%	Adopter: Development Bank of Southern Africa ▪ School furniture (Desks) Current Project ▪ Ablution block ▪ Library	▪ Science and technology laboratory ▪ Administration block ▪ Kitchen ▪ Grade R facilities ▪ Extra classroom ▪ Uniforms for needy learners ▪ Computer training for educators ▪ Executive leadership course ▪ Language and literacy programme
Mphuti Primary School Dutywa Eastern Cape	Learners:357 Classrooms:9 Learners per class:39 Pass rate:90%	Adopter: Development Bank of Southern Africa ▪ Fencing Current Project ▪ Ablution block ▪ Library	▪ Administration block ▪ Computer training ▪ Leadership and policy development training
Mahlohonolo Intermediate School Botshabelo Free State	Learners: 650 Classrooms:24 Learners per class: Pass rate:88%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ Renovation building ▪ Computer laboratory ▪ School hall ▪ Library, books and training of a librarian ▪ Sport kits ▪ Computer training for educators ▪ Leadership and governance
Thari ya Tshepe Intermediate School Botshabelo Free State	Learners:1441 Classrooms: 25 Learners per class:57 Pass rate:98%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ School hall ▪ Science and tech laboratory ▪ Library, books and training of a librarian ▪ Sport facilities ▪ Art room
Sonwabo Primary School Gugulethu Western Cape	Learners: 978 Classrooms:26 Learners per class: 37 Pass rate:90%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ School hall ▪ Computer laboratory ▪ Computer training for educators ▪ Basic counselling skills on HIV and AIDS ▪ Training of a remedial teacher
Vuyani Primary School Gugulethu Western Cape	Learners:758 Classrooms:22 Learners per class:34 Pass rate:92.4%	Adopter: Development Bank of Southern Africa Current Project ▪ Ablution block	▪ School hall ▪ Library, books and training of a librarian ▪ Classrooms ▪ Computer lab assistant ▪ Sport fields

Profiles of schools waiting to be adopted

The list of schools on the waiting list as illustrated below, is growing every day. This is indicative of two aspects, the first one being that the good work of the Foundation is spreading in the education sector, which is something we can be proud of. Schools apply with the belief that the help they seek will meet their needs. The second aspect demonstrates that there is still so much to be done and that expectations for help from

the Foundation are high. We are therefore committed to continue with the work we do in schools. The needs are vast and range from basic facilities such as running water, electricity, classrooms renovation of existing structure, to computers, sports fields and educator training on management and special programmes that respond to social needs such as counselling and literacy programme.

NO	NAME OF SCHOOL AND LOCATION	PROFILE
GAUTENG:		
1	Bathabile Primary School Laezonia	Learners: 383 Grades offered: R-7
2	Barnato Park High School Johannesburg	Learners: 936 Grades offered: 8-12
3	Berea Primary School Berea	Learners: 300 Grades offered: R-4
4	Bertrams Junior Primary School Judith's Paarl	Learners: 311 Grades offered: 1-4
5	Bonwelong Primary School Ivory Park	Learners: 1690 Grades offered: 1-7
6	Bovet Primary School Alexander	Learners: 1161 Grades offered: R-7
7	Cyrlidene Primary School Cyrlidene	Learners: 493 Grades offered: 1-7
8	Dr. Beyers Naudé Secondary School Dube - Soweto	Learners: 860 Grades offered: 8-12
9	Emzimkhulu Primary School Nigel	Learners: 570 Grades offered: R-7
10	Emfundisweni Junior Primary School Alexander	Learners: 881 Grades offered: 1-4
11	Ekukhanyeni Primary School Waterville	Learners: 1010 Grades offered: 1-4
12	Emadwaleni Secondary School Orlando - Soweto	Learners: 520 Grades offered: 8-12
13	Fairlands Primary School Sandringham	Learners: 321 Grades offered: R-7
14	Golang Primary School Honeydew	Learners: 331 Grade offered: 1-7
15	Isikhumbuzo Comprehensive Secondary School Orange Farm	Learners: 1300 Grades offered: 8-12
16	Isiziba Primary School Tembisa	Learners: 1079 Grades offered: R-7
17	Job Rathebe Junior Secondary School Orlando East - Soweto	Learners: 748 Grades offered: 7-9
18	Lodirile Secondary School Mogale City	Learners: 958 Grades offered: 8-10
19	Livhuwani Primary School Meadowlands - Soweto	Learners: 675 Grades offered: R-7
20	Leratong Primary School Orlando East - Soweto	Learners: 329 Grades offered: 4-7
21	Mabu-A-Tlou Primary School Majaneng	Learners: 970 Grades offered: R-7
22	Makhoarane Primary School Dobsonville - Soweto	Learners: 489 Grades offered: 1-7
23	Moses Maren Technical Secondary School Eikenhof	Learners: 804 Grades offered: 8-12
24	Mc Bain Charles Primary School Eloroad Park	Learners: 660 Grades offered: R-7
25	Mveledzandivho Primary School Tshiwelo - Soweto	Learners: 704 Grades offered: R-7
26	Namo Primary Hamnanskraal	Learners: 564 Grades offered: R-7
27	Observatory Girls Primary School Observatory	Learners: 480 Grades offered: 1-7
28	Realogile Secondary School Alexandra	Learners: 1485 Grades offered: 8-12
29	Sekampaneng Primary Sekampaneng Village	Learners: 976 Grades offered: 1-7
30	St Algar's Combined School Lanseria	Learners: 1133 Grades offered: 1-12
31	Sibonile School for the visually impaired Kliprivier	Learners: 142 Grades offered: 1-9
32	Troyville Primary School Troyville	Learners: 607 Grades offered: 4-7
33	Thuto-Lehakwe Senior Secondary School Mohlakeng	Learners: 1529 Grades offered: 8-12
34	Tsakani Primary School Kagiso	Learners: 976 Grades offered: R-7
35	Vuwani Secondary School Tshiwelo - Soweto	Learners: 1194 Grades offered: 8-12
36	Vuyani Primary School Tsakane	Learners: 1194 Grades offered: 0-7
37	Mochochonono Primary school Pimville	Learners: 305 Grades offered: R-4
38	Soshanguve South Secondary School Soshanguve	Learners: 745 Grades offered: 8-11
39	Welgedag Primary School Springs	Learners: 615 Grades offered: R-7
40	Zimisele Secondary School Kwa-Thema Springs	Learners: 962 Grades offered: 8-12
41	Kagiso High School Kagiso	Learners: 912 Grades offered: 8-10

NO	NAME OF SCHOOL AND LOCATION	PROFILE
42	Reamohetsoe Primary School Orange Farm	Learners: 632 Grades offered: R-7
43	Salvazion Primary School Grosby	Learners: 282 Grades offered: 0-7
44	Usizolwethu School (Special school) Benoni	Learners: 390 Grades offered: R-12
45	Wise-Up Combined School Maraisburg	Learners: 1056 Grades offered: R-12
46	The Way Christian School Pretoria	Learners: 193 Grades offered: R-12
47	Durban Deep Primary Roodepoort	Learners: 1037 Grades offered: 1-7
48	Impumelelo Jnr Primary School	Learners: 159 Grades offered: R-4
EASTERN CAPE:		
49	Enqobokeni Primary School Whittlesea	Learners: 139 Grades offered: 8-12
50	Hiomendlini Junior Secondary School Port St Johns	Learners: 612 Grades offered: 1-9
51	Ikaheng Junior Secondary School Matatiele	Learners: 386 Grades offered: R-9
52	Nompumelelo High School Whittlesea	Learners: 850 Grades offered: 8-12
53	Nyati Senior Primary School Mt Ayliff	Learners: 368 Grades offered: 1-6
54	Sketlane Junior Primary School Matatiele	Learners: 529 Grades offered: 1-9
55	Sikhemani Junior Secondary School Mt Ayliff	Learners: 356 Grades offered: R-9
56	Zintonga Junior Secondary School Mt Ayliff	Learners: 716 Grades offered: 10-12
57	Sikhumbeni Senior Primary School Mt Ayliff	Learners: 112 Grades offered: R-6
58	Siseko High School Mt Ayliff	Learners: 273 Grades offered: 8-12
59	Zintonga Junior Secondary School Mt Ayliff	Learners: 716 Grades offered: R-9
60	Hebron Independent School Queenstown	Learners: 56 Grades offered: 1-4
61	Ncube Junior Secondary School Mt Fare	Learners: 555 Grades offered: 8R-9
62	Bele Jnr Secondary School Isolo	Learners: 600 Grades offered: R-9
NORTHERN CAPE:		
63	Barkly West Higher Primary School Barkly West	Learners: 572 Grades offered: 5-7
64	Boresetse High School Barkly West	Learners: 993 Grades offered: 8-12
65	Dikgathlong High School Delpportshoop	Learners: 869 Grades offered: 8-12
66	Hanover Primary School Hanover	Learners: 985 Grades offered: R-7
67	Hartswater High School Hartswater	Learners: 427 Grades offered: 8-12
68	Hoërskool Langberg Olifantshoek	Learners: 972 Grades offered: 8-12
69	Ikaheng Intermediate School Dekeur Farm	Learners: 246 Grades offered: R-9
70	Ikaheng Primary School Kimberley	Learners: 201 Grades offered: R-7
71	Kgomotso High School Pampierstad	Learners: 1014 Grades offered: 10-12
72	Mosalakae Public School Barkly West	Learners: 875 Grades offered: 1-4
73	Reakantswe Intermediate School Windsorton	Learners: 385 Grades offered: 9-12
74	Pampierstad High School Pampierstad	Learners: 955 Grades offered: 8-12
75	Redirile Senior Phase School Galeshewe	Learners: 744 Grades offered: 7-9
76	Rietvale High School Hadison Park	Learners: 610 Grades offered: 9-12
77	St. Boniface High Kimberley	Learners: 1013 Grades offered: 8-12
78	Tihwahalang High School Jan Kemp	Learners: 1311 Grades offered: 9-12
79	Vaalharts High School Jan Kemp	Learners: 251 Grades offered: 8-12
80	Reneilwe Primary School Kimberley	Learners: 387 Grades offered: R-7
81	Montshiwa Primary School Kimberley	Learners: 527 Grades offered: R-6

NO	NAME OF SCHOOL AND LOCATION	PROFILE
82	Hartsvaal Primary School Jan Kemp Dorp	Learners: 521 Grades offered: 4-7
83	Realeboga Intermediate School Jan Kemp Dorp	Learners: 562 Grades offered: R-7
KWAZULU-NATAL		
84	Bagabile High School Eshowe	Learners: 442 Grades offered: 8-12
85	Doomkloof Combined School Moorriver	Learners: 309 Grades offered: 4-12
86	Dover Combined School Empangeni	Learners: 1030 Grades offered: 1-12
87	Entonjeni High School Ladysmith	Learners: 526 Grades offered: 8-12
88	Eghweni Combined School Loskop	Learners: 1035 Grades offered: R-9
89	Hafuleni High School Harding	Learners: 1290 Grades offered: 8-12
90	Hilda Makhanya Primary School Ntuzuma	Learners: 374 Grades offered: R-6
91	Isnebe Secondary School Tongaat	Learners: 527 Grades offered: R-9
92	Kwamame Primary School Mahlabathini	Learners: 647 Grades offered: 1-7
93	Masuka Primary School Isipingo	Learners: 660 Grades offered: R-7
94	Zandlazethu High School Ingwavuma	Learners: 745 Grades offered: 8-12
95	Prince Mnyayiza High School Nongoma	Learners: 664 Grades offered: 8-12
96	Qoqulwazi Secondary School Tongaat	Learners: 416 Grades offered: 8-12
97	Siphephele Secondary School Isipingo	Learners: 450 Grades offered: 8-12
98	Siyawela Primary School Dannhauser	Learners: 700 Grades offered: R-7
99	Thuthuzekani Special School Empangeni	Learners: 305 Grades offered: R-7
MPUMALANGA:		
100	Amoni Nkosi Primary School Barberton	Learners: 480 Grades offered: R-6
101	Beretta Primary School Acornhoek	Learners: 1187 Grades offered: R-7
102	Hendrina Primary School Hendrina	Learners: 501 Grades offered: R-7
103	Izithandani Combined School Badplaas	Learners: 930 Grades offered: R-7
104	K.L. Twala Secondary School Embalenhle	Learners: 1461 Grades offered: 8-12
105	Kwazamokuhle Secondary School Hendrina	Learners: 1354 Grades offered: 8-12
106	Mapala Combined School Flammanskraal	Learners: 614 Grades offered: 7-9
107	Mapalagadi Primary School Glen Cowie	Learners: 689 Grades offered: R-7
108	Batlagae Primary School Doomkop	Learners: 660 Grades offered: R-7
109	Phafane Senior Secondary School Burgersfort	Learners: 275 Grades offered: 8-12
110	Shapeve Primary School Embalenhle	Learners: 1611 Grades offered: 1-7
111	Sibhulo Senior Secondary School Kabokweni	Learners: 975 Grades offered: 8-12
112	Steelcrest High School Middleburg	Learners: 660 Grades offered: 8-12
113	Umthombopholile Primary School Lydenburg	Learners: 168 Grades offered: 1-7
NORTHWEST:		
114	Gaesegwe Primary School Madiogo	Learners: 728 Grades offered: 1-6
115	Ikageng Primary School Garankuwa	Learners: 446 Grades offered: 1-6
116	Lucas Motshabanosi Middle School Winterveld	Learners: 377 Grades offered: 7-9
117	Rearabilwe Secondary School Lerato	Learners: 650 Grades offered: 8-12
118	Tau Sebele Middle School Makapanstad	Learners: 229 Grades offered: 7-9
119	T.K. Mokonyane Primary School Mothe village	Learners: 275 Grades offered: R-6
120	Seema Makapane Middle School Radium	Learners: 200 Grades offered: 7-10
121	Thuto Thebe Middle School Ga-Rankuwa	Learners: 458 Grades offered: 7-9
122	Morongwa Primary School Mogwase	Learners: 220 Grades offered: R-6
123	Borite Primary School Mogwase	Learners: 348 Grades offered: R-6
124	Kau Primary School Bosplaas	Learners: Grades offered: R-7
125	Vlakpan Primary School Lichtenburg	Learners: 199 Grades offered: R-7
126	Opadiatla Primary School Itsoseng	Learners: 443 Grades offered: R-7
127	Maokaneng Primary School Itsoseng	Learners: 543 Grades offered: 1-6

NO	NAME OF SCHOOL AND LOCATION	PROFILE
128	Tsholofelo Primary School Itsoseng	Learners: 473 Grades offered: R-6
129	Dingake Primary School Itsoseng	Learners: 544 Grade offered: 1-6
130	Ponelopele Primary School Itsoseng	Learners: 292 Grades offered: R-6
LIMPOPO:		
131	Boxhahuku Combined School Saselaman	Learners: 675 Grades offered: R-9
132	Chrome Mine Primary School Chromite	Learners: 376 Grades offered: R-7
133	Hilmary Learning Centre Thohoyandou	Learners: 615 Grades offered: R-7
134	Hoerskool Frikkiemeyer Thabazimbi	Learners: 1016 Grades offered: 8-12
135	Kgotloana Primary School Dendron	Learners: 927 Grades offered: R-7
136	Krause Primary School Thabazimbi	Learners: 721 Grades offered: 1-7
137	Laerskool Koedoeskop Thabazimbi	Learners: 309 Grades offered: R-7
138	Laerskool Northam Thabazimbi	Learners: 435 Grades offered: R-7
139	Laerskool Thabazimbi Thabazimbi	Learners: 1108 Grades offered: R-7
140	Maelebe Primary School Steelport	Learners: 992 Grades offered: R-7
141	Mabogopedi High School Thabazimbi	Learners: 834 Grades offered: 8-12
142	Mbokota Primary School Elim	Learners: 831 Grades offered: R-7
143	Mbilwi Secondary School Sibasa	Learners: 732 Grades offered: 8-12
144	Mokobatang Senior Secondary School Jumo	Learners: 294 Grades offered: 8-12
145	Muthundinne Primary School Lwamondo	Learners: 267 Grades offered: R-7
146	Morotobale Primary School Glen Cowie	Learners: 518 Grades offered: R-7
147	Naletsana Combined School Thabazimbi	Learners: 447 Grades offered: R-12
148	Northam Comprehensive High School Thabazimbi	Learners: 598 Grade offered: 7-12
149	Swobani Secondary School Tshilwavhusiku	Learners: 412 Grades offered: 8-12
150	Yongani Primary School Saselaman	Learners: 736 Grades offered: R-7
151	Sam Mavhina Primary School Thohoyandou	Learners: 989 Grades offered: 8-12
152	Phusula High School Lenyenye	Learners: 650 Grades offered: 8-12
153	Seboye Secondary School Lenyenye	Learners: 890 Grades offered: 8-12
154	Kahara Primary School Lenyenye	Learners: 350 Grades offered: R-4
155	Matladi Primary School Zabadiale	Learners: 1000 Grades offered: 8-12
156	Tshala Secondary School Ndzhelele	Learners: 745 Grades offered: 8-12
157	Ramalema Junior Primary School Lenyenye	Learners: 300 Grades offered: R-4
158	Lenyenye Senior Primary School Lenyenye	Learners: 560 Grades offered: 5-7
159	Phagamang Secondary School Senwabarwana	Learners: 306 Grades offered: 8-12
FREE STATE:		
160	Atang Primary School Bloemfontein	Learners: 736 Grades offered: 1-7
161	Bahale Secondary School Hennenman	Learners: 1061 Grades offered: 8-12
162	Batjha Public School Botshabelo	Learners: 900 Grades offered: R-7
163	Ditshoteng Intermediate School Witshoek	Learners: 548 Grades offered: 7-9
164	Kgorathuto Secondary School Ramahutsi	Learners: 1059 Grades offered: 10-12
165	Rekgonne Primary School Voor'trekker Avenue	Learners: 1234 Grades offered: R-7
166	Ntuthuzelo Public School Bulfontein	Learners: 1057 Grades offered: 1-7
167	Relebeletse Combined School Bloemfontein	Learners: 1679 Grades offered: 1-7
168	Tlotlisang Intermediate School Botshabelo	Learners: 578 Grades offered: R-9
169	Vulindlela Primary School Harrismith	Learners: 910 Grades offered: R-6
170	Morifi Community High School Mohale's Hoek	Learners: 186 Grades offered: 8-12
171	Lebogang Secondary School Welkom	Learners: 1124 Grades offered: 8-12
WESTERN CAPE:		
172	Vista Nova School Rondebosch	Learners: 431 Grades offered: R-12
173	Capricorn Primary School Vrygrond	Learners: 525 Grades offered: R-5

Detailed report of Assisted Schools with no adopters

Name of school and location	Profile	Work done	Future needs
Luvhalani Primary School Tshakuma Limpopo	Learners: 252 Classrooms: 11 Learners per class: 23 Pass rate: 95%	Adopt-a-School Foundation and MTN Five classrooms Media centre Public phone shop Computer training for five educators	Fence and gate Library Shade for the assembly area
Hukuwa Primary School Queenstown Eastern Cape	Learners: 345 Classrooms: 8 Learners per class: 43 Pass rate: 100%	Thando Sishuba and friends, C. Ramaphosa and Van cut Three classrooms Administration block	Ablution block Computer laboratory Library Grade R facility
Mafube Jnr Secondary School Matatiele Eastern Cape	Learners: 528 Classrooms: 14 Learners per class: 37 Pass rate: 79.5%	Johnnic and learners from the University of Carine Wilson Secondary School in Ottawa Canada Renovation of the five existing classrooms Administration block Twelve computers, clothes and stationery donated	Ablution block Additional classrooms Library
Dutyini Jnr Secondary School Mount Ayliff Eastern Cape	Learners: 519 Classrooms: 10 Learners per class: 52 Pass rate: 73%	Johnnic, BP Southern Africa, Huawei and Telkom Foundation Ablution block Five classrooms Administration block Computer laboratory	Library School hall Science laboratory
Sandlulube Jnr Secondary School Mount Frere Eastern Cape	Learners: 326 Classrooms: 9 Learners per class: 36 Pass rate: 88%	Investec Renovation of four classrooms	Ablution block Administration block Library Computer laboratory
Tshimbuluni Primary School Tshakuma Limpopo	Learners: 211 Classrooms: 12 Learners per class: 18 Pass rate: 99%	MTN Media centre Public phone shop Computer training for five educators	Renovation of administration block School hall
Mothle Primary School Mothle Village North West	Learners: 700 Classrooms: 15 Learners per class: 47 Pass rate: 99%	MTN Media centre Public phone shop Computer training for five educators	Access to running water Administration block Science laboratory
Rebone Middle School Mothle Village North West	Learners: 680 Classrooms: 15 Learners per class: 45 Pass rate: 82.1%	MTN Media centre Public phone shop Computer training for five educators	Library Science laboratory Administration block
Molebatsi High School Mothle Village North West	Learners: 330 Classrooms: 14 Learners per class: 24 Pass rate: 41.2%	MTN Media centre Public phone shop Computer training for five educators	Science laboratory Administration block Home economics centre
Mothlana Primary School Mothle Village North West	Learners: 650 Classrooms: 12 Learners per class: 54 Pass rate: 100%	MTN Media centre Public phone shop Computer training for five educators	Administration block Science laboratory Library School hall
Rethusitwe Primary School Kromkuil Village North West	Learners: 683 Classrooms: 18 Learners per class: 38 Pass rate: 99.9%	MTN Media centre Public phone shop Computer training for educators	Science laboratory and equipment Fence Library Additional ablution block Kitchen Paving Sports facilities
Lethabile Middle School Legonyane North West	Learners: 319 Classrooms: 9 Learners per class: 35 Pass rate: 73%	MTN Media centre Public phone shop Computer training for five educators	Library Science laboratory Ablution block
Ngaka Maseko High School Mabopane North West	Learners: 925 Classrooms: 24 Learners per class: 39 Pass rate: 89.3%	MTN Media centre Public phone shop Computer training for five educators	School hall Renovations of sports facilities Science laboratory
Modilati Jnr Secondary School Themba Gauteng	Learners: 1278 Classrooms: 24 Learners per class: 53 Pass rate: 76%	Merrill Lynch, iSchool Africa and Adopt-a-School Renovation of existing classrooms Computer Laboratory Maths, science and Language ICT programme Two classrooms	Library Science and technology laboratory School hall
Inkululeko Yesizwe Primary School Viakfontein Gauteng	Learners: 1090 Classrooms: 22 Learners per class: 49 Pass rate: 99.5%	Standard Bank Graduates, Twenty30 and Biblionef Kitchen Donation of library books	Classrooms Administration block Computer laboratory Library
Zaaplaas Primary school Sehlakwane Mpumalanga	Learners: 847 Classrooms: 21 Learners per class: 40 Pass rate: 80%	Sasol Renovation of existing classrooms and admin block	Sports facilities Computers Kitchen Library Furniture Ablution block
Mmankala Technical and Commercial High North West	Learners: 750 classrooms: 18 Learners per class: 42 Pass rate: 72.3%	MTN Media centre Public phone shop Computer training for five educators	Technical workshop School hall Fence
Igugu Primary School Mofolo South Gauteng	Learners: 230 Classrooms: 16 Learners per class: 15 Pass rate: 98%	The Trust Kitchen	Fence Sickroom Computer training Sports facilities
Sefikeng Primary School Bryanston Gauteng	Learners: 503 Classrooms: 11 Learners per class: 46 Pass rate: 80%	Investec and Biblionef Purchasing of School uniform for 20 needy learners Donation of library books	Administration block Kitchen Sick Bay Library
Makgetsi High School Themba Gauteng	Learners: 1340 Classrooms: 24 Learners per class: 56 Pass rate: 93%	Volkswagen SA and iSchool Africa Maths, science and Language ICT programme	Science Lab Renovation of classrooms Counselling and Life skills training Library and resources
Bokamoso Secondary School Themba Gauteng	Learners: 748 Classrooms: 17 Learners per class: 44 Pass rate: 70%	iSchool Africa Maths, science and Language ICT programme	Classrooms Administration block Palisade fence Electrification upgrade
Msengavhadzimo Primary Diepsloot Gauteng	Learners: 1579 Classrooms: Unknown Learners per class: Unknown Pass rate: Unknown	PPC Teaching and learning support material for foundation phase	Extra classrooms Reading books Borehole and play pump Training of a librarian
Masijabule High School Cato Ridge KZN	Learners: 900 Classrooms: 12 Learners per class: 69 Pass rate: 90%	Rentworks Computer centre	Renovation of classrooms Additional classrooms Ablution block
Phangindawo Primary School Cato Ridge KZN	Learners: 600 Classrooms: 16 Learners per class: 45 Pass rate: 92%	Rentworks Computer centre	Ablution block Library School Hall Computer training

Financial statements

1 July 2009 to 30 June 2010

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Statement of Financial Performance	46

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



Accounting Officer's report

I have performed the duties of accounting officer to Adopt-a-School Foundation (ASSOCIATION NOT FOR GAIN) for the year ended 30 June 2010. The financial statements of Adopt-a-School Foundation (ASSOCIATION NOT FOR GAIN) set out on pages 5 to 13 are the responsibility of the members.

The main business of the Foundation is to assist in the provision of the necessary basic facilities for schools in need by raising the awareness of the 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 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 financial statements are in agreement with the accounting records, summarised in the manner required by section 58(2)(d) of the Act and have done so by adopting such procedures and conducting such enquiries in relation to the accounting 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 financial statements, and I consider that they are appropriate to the business.

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.



MD Ash and Co
Professional Accountant (SA)

Members' Responsibilities and Approval

The members are responsible for the maintenance of adequate accounting records and the preparation and integrity of the financial state-

ments and related information. The accounting officer is responsible to determine that the financial statements are in agreement with the accounting records, summarised in the manner required by section 58(2)(d) of the Act.

The members are also responsible for the Foundation's system of internal financial control. These are designed to provide reasonable, but not absolute, assurance as to the reliability of the financial statements, and to adequately safeguard, verify and maintain accountability of assets, and to prevent and detect misstatement and loss. Nothing has come to the attention of the members to indicate that any material breakdown in the functioning of these controls, procedures and systems has occurred during the year under review.

The financial statements have been prepared on the going concern basis, since the members have every reason to believe that the Foundation has adequate resources in place to continue in operation for the foreseeable future.

The financial statements set out on pages 5 to 14, were approved by all members on 31 August 2010 and were signed by them or on their behalf by:



Cyril Ramaphosa
Chairman

Members' Report

The members submit their report for the year ended 30 June 2010.

1. Review of activities

Main business and operations

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, and operates principally in South Africa.

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.

Holding Company

The Company AAS LOGISTICS INVESTMENTS (PROPRIETARY) LIMITED is legally owned by Adopt-A-School Foundation. Its financial and operating policies are, however, controlled by Grindrod Freight Services (Proprietary) Limited. No economic benefits are envisioned to accrue for the foreseeable future.

The operating results and state of affairs of the Foundation are fully set out in the attached financial statements and do not in our opinion require any further comment.

2. Events after the reporting period

The members are not aware of any matter or circumstance arising since the end of the financial year.

3. Members contribution

There were no changes in the member's contributions during the accounting period under review.

4. Members

The members of the Foundation during the year and to the date of this report are as follows:

Name

Cyril Ramaphosa
Donné Leigh Cooney
Thokoana James Motlatsi
Tselisehang Bellina Ntjantja Ned
Helena Dolny
Sydney Seolonyane
Themba Mveli James Maseko
Griffiths Zabala
Zanele Mbere
Stephen Lebere
Francie Shonhiwa
Mshiyeni Belle
Yaganthrie (Yegs) Ramiah

5. Accounting Officer

MD Ash and Co will continue in office for the next financial period.

Statement of Financial Position

Figures in Rand	Note(s)	2010	2009
Assets			
Non-Current Assets			
Property, plant and equipment	2	587,236	344,695
Current Assets			
Trade and other receivables	4	427,571	396,336
Cash and cash equivalents	5	9,324,734	5,198,678
		9,752,305	5,595,014
Total Assets		10,339,541	5,939,709
Equity and Liabilities			
Members' interest and reserves			
Retained income		10,287,635	5,858,974
Liabilities			
Current Liabilities			
Loans from members	3	-	500
Provisions	6	51,906	80,235
		51,906	80,735
Total Equity and Liabilities		10,339,541	5,939,709

Statement of Comprehensive Income

Figures in Rand	Note(s)	2010	2009
Revenue		20,270,565	12,469,151
Operating expenses		(15,841,841)	(11,392,681)
Operating surplus		4,428,724	1,076,470
Finance costs	7	(63)	(231)
Profit for the year		4,428,661	1,076,239
Other comprehensive income		-	-
Total comprehensive income for the year		4,428,661	1,076,239

Statement of changes in equity

Figures in Rand	Members' contributions	Retained income	Total equity
Balance at 01 July 2008	-	4,782,735	4,782,735
Changes in equity			
Total comprehensive income for the year	-	1,076,239	1,076,239
Total changes	-	1,076,239	1,076,239
Balance at 01 July 2009	-	5,858,974	5,858,974
Changes in equity			
Total comprehensive income for the year	-	4,428,661	4,428,661
Total changes	-	4,428,661	4,428,661
Balance at 30 June 2010	-	10,287,635	10,287,635
Note(s)			

Statement of Cash Flows

Figures in Rand	Note(s)	2010	2009
Cash flows from operating activities			
Cash generated from operations	8	4,434,261	926,821
Finance costs		(63)	(231)
Net cash from operating activities		4,434,198	926,590
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(307,642)	(17,454)
Cash flows from financing activities			
Repayment of members loan		(500)	-
Net cash from financing activities		(500)	-
Total cash movement for the year		4,126,056	909,136
Cash at the beginning of the year		5,198,678	4,289,543
Effect of exchange rate movement on cash balances		-	(1)
Total cash at end of the year	5	9,324,734	5,198,678

1. Presentation of Financial Statements

The financial statements have been prepared in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities. The financial statements have been prepared on the historical cost basis, and incorporate the principal accounting policies set out below. They are presented in South African Rands.

These accounting policies are consistent with the previous period, except for the changes set out in note 9 First-time adoption of the International Financial Reporting Standard for Small and Medium-sized Entities.

1.1 Property, plant and equipment

Property, plant and equipment are tangible items that:

- are held for use in the production or supply of goods or services, for rental to others or for administrative purposes; and
- are expected to be used during more than one period.

Costs include costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

Property, plant and equipment is carried at cost less accumulated depreciation and any impairment losses.

Depreciation is provided using the diminishing balance method to write down the cost, less estimated residual value over the useful life of the property, plant and equipment, which is as follows:

Item	Average useful life
Motor vehicles	20
Office equipment	10
IT equipment	10
Property, plant and equipment 1	nil

The residual value, depreciation method and the useful life of each asset are reviewed at each annual reporting period if there are indicators present that there is a change from the previous estimate.

Each part of an item of property, plant and equipment with a cost that is significant in relation to the total cost of the item and have significantly different patterns of consumption of economical benefits is depreciated separately over its useful life.

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount and are recognised in profit or loss in the period.

Property plant and equipment represents Modelling Building system.

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.

1.2 Provisions and contingencies

Provisions are recognised when:

- the Foundation has an obligation at the reporting period date as a result of a past event;
- it is probable that the Foundation will be required to transfer economic benefits in settlement; and
- the amount of the obligation can be estimated reliably.

Contingent assets and contingent liabilities are not recognised.

1.3 Revenue

When the outcome of a transaction involving the rendering of services can be estimated reliably, revenue associated with the transaction is recognised by reference to the stage of completion of the transaction at the end of the reporting period. The outcome of a transaction can be estimated reliably when all the following conditions are satisfied:

- the amount of revenue can be measured reliably;
- it is probable that the economic benefits associated with the transaction will flow to the close corporation;
- the stage of completion of the transaction at the end of the reporting period can be measured reliably; and
- the costs incurred for the transaction and the costs to complete the transaction can be measured reliably.

Contingent assets and contingent liabilities are not recognised. Revenue is measured at the fair value of the consideration received or receivable and represents the amounts receivable for goods and services provided in the normal course of business, net of trade discounts and volume rebates, and value added tax.

Interest is recognised, in profit or loss, using the effective interest rate method.

1.4 Taxation

No Provision for S A normal Taxation has been made in view of the fact that the foundation is 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 and that the receipts and accruals **are exempt from income tax in terms of section 10(1)(cN) of the act.**

(1.2) the public benefit organisation has been approved for the 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.**

(1.3) donations by or to the PBO are **exempt from donations tax** in terms of section 56(1)(h) of the Act.

(1.4) bequests or accruals from the

estates of the deceased persons in favour of the PBO are **exempt from the payment of estate duty** in terms of section 4(h) of the estate duty Act, 45 of 1955 and

(1.5) in terms of section 4(1)(f) of the stamp Duties Act, 1968 any instruments 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 to the PBO.

1.5 Other Income

Other Income represents the value of donations and other contributions received.

Notes to the Financial Statements

Figures in Rand

2010

2009

2. Property, plant and equipment

	2010			2009		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Motor vehicles	707,469	(233,572)	473,897	452,469	(177,513)	274,956
Office equipment	51,336	(9,221)	42,115	34,105	(5,903)	28,202
IT equipment	115,403	(44,179)	71,224	79,992	(38,455)	41,537
Total	874,208	(286,972)	587,236	566,566	(221,871)	344,695

Reconciliation of property, plant and equipment - 2010

	Opening Balance	Additions	Depreciation	Total
Motor vehicles	274,956	255,000	(56,059)	473,897
Office equipment	28,202	17,231	(3,318)	42,115
IT equipment	41,537	35,411	(5,724)	71,224
	344,695	307,642	(65,101)	587,236

Reconciliation of property, plant and equipment - 2009

	Opening Balance	Additions	Depreciation	Total
Motor vehicles	318,467	-	(43,511)	274,956
Office equipment	31,335	-	(3,133)	28,202
IT equipment	36,122	17,454	(12,039)	41,537
	385,924	17,454	(58,683)	344,695

3. Loans to/from members

S Lebere

The loan is unsecured and interest free. No term of repayment specified.

- (500)

4. Trade and other receivables

Trade receivables

VAT

125,653 124,750

301,917 271,584

427,570 396,334

5. Cash and cash equivalents

Cash and cash equivalents consist of: **The Cash on hand is cash that will be used to fund further projects.**

Cash on hand

9,324,734

5,198,678

Notes to the Financial Statements

Figures in Rand

6. Provisions

Reconciliation of provisions - 2010

	2010	2009
	Opening Balance	Reversed during the year
		Total
Accounting and Audit fee provision	11,374	-
SDL,UIF,RSL,PAYE provision	68,861	(28,329)
	80,235	(28,329)
		51,906

Reconciliation of provisions - 2009

	Opening Balance	Total
Accounting and Audit Fee provision	11,374	11,374
SDL,UIF,RSL,PAYE provision	68,861	68,861
	80,235	80,235

7. Finance costs

Bank	63	231
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8. Cash generated from operations

Profit before taxation	4,428,661	1,076,239
Adjustments for:		
Depreciation and amortisation	65,102	58,683
Finance costs	63	231
Movements in provisions	(28,329)	-
Changes in working capital:		
Trade and other receivables	(31,236)	(208,332)
	4,434,261	926,821

9. First-time adoption of the International Financial Reporting Standard for Small and Medium-sized Entities.

The Foundation has applied the International Financial Reporting Standard for Small and Medium-sized Entities, for the first time for the 2010 year end. On principle this standard has been applied retrospectively and the 2009 comparatives contained in these financial statements differ from those published in the financial statements published for the year ended 30 June 2009. The standard gives certain mandatory exemptions from this principle, and certain optional exemptions which have been detailed below. All adjustments were made to the opening comparative statement of financial position. The date of transition was 01 July 2008.

10. Going concern

The financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

Statement of Financial Performance

Figures in Rand	Note(s)	2010	2009
Revenue			
Interest received (trading)		512,411	481,991
Anchor Donor		4,341,434	6,228,442
Project Donor		15,416,720	5,758,718
		20,270,565	12,469,151
Operating expenses			
Accounting fees		(42,092)	(38,285)
Advertising		(42,237)	(1,179)
Bank charges		(19,029)	(12,776)
Computer expenses		(1,710)	(1,829)
Consulting and professional fees		(7,750)	(88,169)
Delivery expenses		(363)	(2,398)
Depreciation, amortisation and impairments		(65,102)	(58,683)
Employee costs		(3,664,931)	(2,969,188)
Entertainment		-	27,509
Fundraising		(1,256,334)	(625,023)
General Expenses		-	(6,079)
Insurance		(153,441)	(117,325)
Lease rentals on operating lease		(241,028)	(310,684)
Legal expenses		(32,730)	(27,400)
Licences		-	(732)
Motor vehicle expenses		(50,560)	(41,344)
Postage		(885)	-
Printing and stationery		(55,646)	(25,367)
Projects Expenditure		(9,496,797)	(6,535,319)
Projects-Local travelling		(459,319)	(313,265)
Repairs and maintenance		(2,626)	(3,882)
Staff welfare		(4,0V93)	(96,917)
Telephone and fax		(148,684)	(90,580)
Training		(23,657)	(53,766)
Workmen's compensation commissioner		(72,827)	-
		(15,841,841)	(11,392,681)
Operating profit		4,428,724	1,076,470
Finance costs	7	(63)	(231)
Surplus for the year		4,428,661	1,076,239



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