

# 2011

Building  
a brighter future

# ANNUAL REPORT



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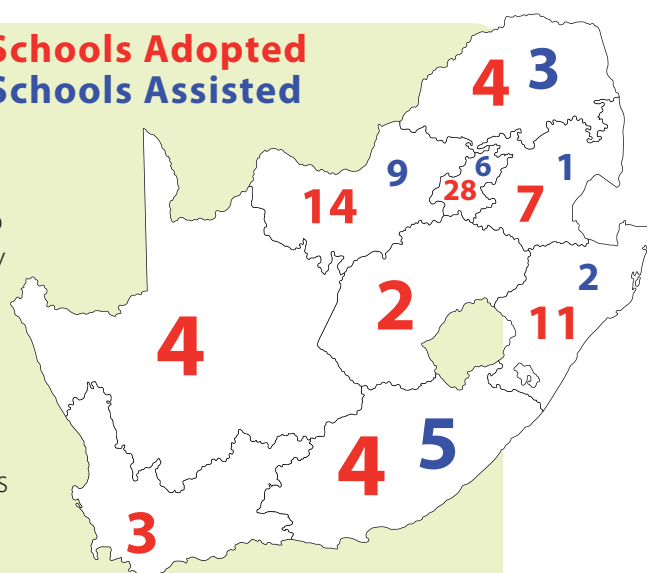
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## Strategic Objectives

- **Implement whole school development** which aims to 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
- **Identify** schools in need
- **Raise awareness** of the dilapidated condition of schools in disadvantaged areas
- **Create opportunities** for small stakeholders to get involved in improving schools in need
- **Mobilise** support from individuals, companies and organisations to sponsor schools in need
- **Encourage** a time bound, caring relationship between the school and the funder
- **Work with** communities to improve education
- **Maintain** strong relationships with stakeholders

**Schools Adopted**  
**Schools Assisted**



# Mission

To mobilise the private sector, organisations and individuals to support schools.

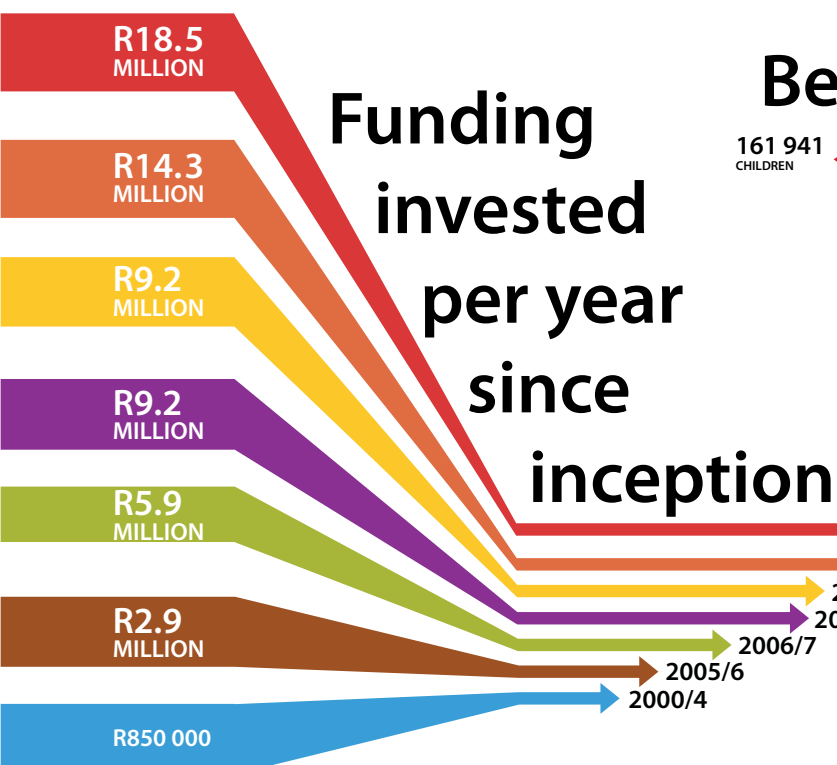
To support the creation and enhancement of a conducive learning and teaching environment in state-funded schools.

# Vision

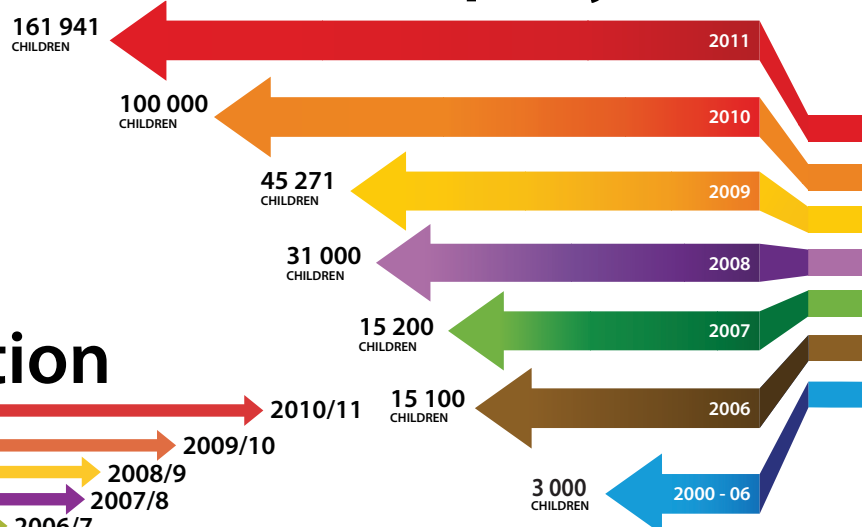
## Achievements since inception:

**103** Schools are under the Foundation adoption programme. Number of learners that benefited in 2011: **161 941**

- **124** Classrooms built
- **23** Computer centres built
- **9** Administration blocks built
- **20** Ablution blocks built
- **5** Science labs built and equipped
- **6** Libraries built
- **4** Grade R structures (with bathrooms, classrooms and kitchens) built
- **6** Security fences installed
- **3** Multipurpose Sports fields constructed
- **7** Kitchens built
- **2** Boreholes
- **2** New schools constructed
- **29** schools were renovated
- **2 473** temporary jobs were created
- **205** SMME's have benefited financially
- **R61** million has been invested in the development of schools since inception
- **100** educators received computer training
- **11** school principals and 1 circuit manager have been trained on Executive Leadership programme at Wits University
- **30** educators, **15** SMT and **18** SGB members have been trained on Leadership skills, governance and strategic planning
- **461** soccer kits and **45** netball kits donated to various schools
- **11** schools have been trained on the setting up of Environmental clubs and Life Skills
- **4** Parents, **1** admin clerk and **13** educators have been trained to be librarians
- **22** School libraries received donation of books
- **39** high school educators received science training
- **52** Educators received training on basic counselling skills and team building
- **19** Educators and **1** school principal have been trained on the new techniques of teaching Natural Science, Technology and numeracy in primary schools
- **25** high school educators trained on language and literacy
- **4** educators and **2** parents received First Aid training
- **700** Grade **1** and Grade **4** learners and **30** educators in primary schools have benefited from breakthrough to literacy school base support
- **1 251** scientific calculators donated to **4** high schools
- **236** learners received a donation of school uniform
- Christmas party and gifts provided to **200** orphans and vulnerable children
- **1 300** steel bowls were donated to the school feeding scheme kitchen
- **2** primary schools received play/ water pumps and now have access to clean drinking water
- **568** visually impaired primary school learners received screening, eye testing and donation of spectacles
- **215** blankets donated to orphans and most needy learners



## Beneficiaries per year:





# Chairman's Review

***South Africa remains a society marked by stark inequalities - none more obvious than in our education sector.***

Government is doing much in this regard but so much still needs to be done and the reason for the formation of the Adopt-a-School Foundation remains as relevant today as it was 10 years ago.

In her speech at the release of the 2010 Matric results on 6 January 2011, Minister of Basic Education, Angie Mothsekga, reiterated the Government's commitment to education as the tool for the delivery of a better life for all South Africans. She went on to say that the Grade 12 National

Senior Certificate (NSC) examination is one of the instruments for measuring how Government is doing in discharging its responsibility of improving the quality of education. She renewed the government's commitment of achieving a 70% national pass rate, by putting upfront the target of achieving a 10% improvement by 2014."

A laudable, yet very ambitious goal particularly when you consider the difficulties this country is facing with regards to equipping schools with basic facilities

***"We are well placed to answer the Education Department's call to work more closely with Government"***

and up skilling teachers to bring them to par with international standards.

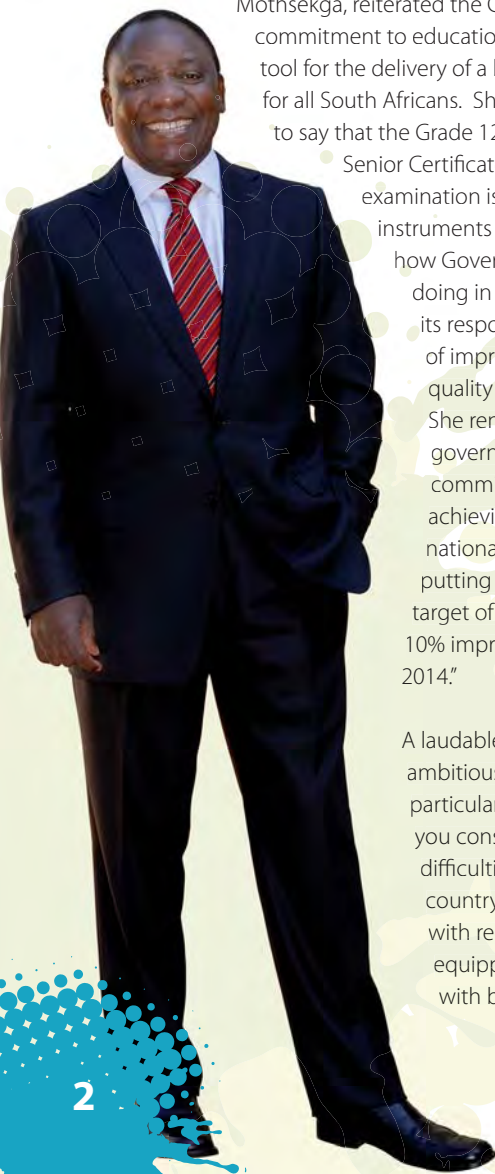
The Department of Basic Education (DBE) has made great progress in the last year. Their Action Plan for 2014: "Towards the Realisation of Schooling 2025" seems to be a practical, results-driven plan that must succeed. We are particularly excited about their vision on partnerships and working more closely with the private sector and NGOs. They have recognized that business contributes up to R2.1 billion every year towards education, but are concerned about the lack of coordination and continued fragmentation in the contribution towards education.

We are well placed to answer the Education Department's call to work more closely with Government in order to increase the impact of our work and ultimately assist in breaking the legacy of apartheid on our schools and bringing about quality basic education for all in South Africa.

Their theme 'Every child is a national asset' is one we subscribe to and which drives our strategic focus.

The key statements of the Education Department that we further endorse are that education is a societal issue and everyone should be concerned about it and that education should play a pivotal role in the economic growth and development of our country.

There is recognition and appreciation that the challenges still facing many schools in South Africa include inadequate infrastructure, a lack of resources, water and sanitation, recreation and sports facilities and severe overcrowding. The proficiency of teachers to deliver good quality education and the leadership of schools are also key challenges that still need to be addressed.



Vision 2014 aims to address the following issues:

- Inadequate infrastructure
- Healthy environment
- Trained and skilled teachers

The challenges described in the School Infrastructure Report published in May 2011 by the DBE shed some light on the backlogs we still need to address.

According to the report 3 500 public schools in South Africa have no electricity while 2 402 have no water supply. Out of the country's 24 793 public schools, 913 have no toilets. One example given is that 150 students are crammed into one classroom at a school in Nkandla. The DBE plans to eradicate all 395 mud schools in the country, provide all schools with water, electricity and sanitation by 2014 through the Department's Accelerated Schools Infrastructure Delivery initiative.

This paints a clear picture of how much work we still need to do in schools. While the Government and the DBE see the value of education and are committed to the upliftment of all South Africans, they cannot meet these huge demands without the help of concerned citizens who have the means to do so.

It is here that the Adopt-a-School Foundation is filling an important gap. This year we have been able to work closer with the Education Department, and we reiterate our commitment to working

with Government to improve circumstances in underprivileged schools.

### Successes

This year we have exceeded our goal of adopting 100 schools and we have 103 schools adopted or assisted by the Foundation! This is an exciting milestone and it encourages us to become even more focused on mobilising the private sector to invest in this good cause. We have seen that through this partnership we can effect great change in education.

The average Matric pass rate in our 18 adopted High Schools in 2010 was 63.7%, eight of those schools achieved above 70%. Diepsloot Combined School (Diepsloot, Gauteng) was one of our top achievers with a 95% pass rate. Makgetsi High (Themba, Pretoria, Gauteng) achieved 87%, while Ivory Park (Ivory Park, Tembisa, Gauteng) reached 84%. It is important to mention that we implemented the Whole School Development model in many of these schools.

In Cowen High School (Port Elizabeth, Eastern Cape), where we have only

***“The Government and the Department of Basic Education cannot meet these huge demands without the help of concerned citizens who have the means to do so”***





had an opportunity to implement the infrastructural improvement aspect of our work and not the entire Whole School Development process, the pass rate was only 39%. This is a slight improvement from the previous year's 35%.

Clearly the Whole School Development process helped us achieve greater impact and we will therefore seek to implement it in all our schools.

## Donors

I am pleased to report that our donors maintained their commitment to our projects and continue to see the value in placing their CSI funds in our hands. This illustrates that they are confident that placing their CSI spend with the Foundation yields the best possible returns.

As a further demonstration of the success and support we are receiving, ABSA Capital announced that they would spend their entire CSI budget for 2011 in their adopted school, Diepsloot Combined School. We are humbled by this sign of confidence and we will continue to improve our efforts in schools to show our appreciation of this gesture. The Matric results at Diepsloot Combined School show that this commitment has made an invaluable difference. The number of schools on the Foundation's books increased, along with the number of donors. We have also had an increase in the number of schools on the waiting list.

## Adopt-a-School Foundation

### Corporate Board

One of the exciting developments during the year under review is the idea of the Adopt-a-School Foundation Corporate Board. Corporate Boards are a new tool that various top international foundations are implementing. The central concept is that when donors are somewhat involved in the work of the entity they support, they are more inclined to contribute to the growth or the work of the foundation.

We envisage that the Adopt-a-School Foundation Corporate Board will meet annually and bring together a broad group of business leaders who are already assisting our schools to act as an advisory body. We believe that the Corporate Board will be an excellent way of strengthening our partnerships with our corporate donors and will assist the Foundation to develop new perspectives and ideas. In addition, it will provide the Foundation with the necessary feedback and will increase the profile and presence of the Foundation.

The Corporate Board will advise the Board of Directors in its strategic decision-making process and in marketing and fundraising initiatives. We believe this Board will extend our circle of contacts, whilst giving members the personal satisfaction of helping the Foundation to achieve greater success. This Board will not have a legal fiduciary responsibility.



## Volunteerism –

### ***Back-to-School for a day***

This year we will launch the BACK-TO-SCHOOL FOR A DAY initiative at our annual Back-to-School fundraising event in November. Through this initiative, donors will be encouraged to spend a day at their adopted school, or any school they may choose, to inspect progress and also perform volunteer work.

Each year we envisage having a theme such as: Beautify a School; Improve the Culture of Reading; Take a Computer to School; Plant a School Garden; Sports and Cultural and Talent Day. Activities may include: cleaning up the school; painting a classroom; reading and hosting an assembly; career guidance; gardening and planting of vegetable gardens.

### **Strategic Allies**

Shanduka Group continues to provide strategic support to the Foundation. This support takes the form of providing funding, infrastructure, administration and inspiration to the Foundation. Shanduka staff continue to make personal financial contributions on a monthly basis for Olifantsvlei Primary School. Shanduka matches their contributions rand-for-rand.

We remain grateful for the continued support of the Shanduka team to Olifantsvlei Primary School and its learners.

I pay tribute to Eric Samson and Macsteel who have been our anchor donors since inception.

Our partnership with Grindrod through the B-BBEE transaction saw the company vendor financing a 10% shareholding in its subsidiary, Grindrod South Africa (Pty) Ltd, to Adopt-a-School in 2009. They set a milestone in the history of the Foundation.

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 various disciplines. I am 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 seconded a staff member, a professional engineer, to head our Infrastructure Department for a full year.

In 2010 we once again received special donations from a number of organisations that do not form part of our adopter base. These special donations are essential to assisting us with reaching out and changing the schooling experience of many learners in our adopted schools. We encourage more organisations to assist our schools financially, where possible.

## Community involvement

Communities play a pivotal role in the success of our projects, as well as in the long term sustainability of the schools we work in. We believe that our model, which focuses on empowering communities surrounding the schools and cultivating meaningful relationships with all stakeholders during the implementation of our projects, is successful for exactly that reason. The buy-in from parents and community members supports a responsible mindset that encourages communities to take ownership of the success of their schools.

We have also empowered small businesses in these communities, with more than 205 SMMEs benefitting from our projects since inception.

### **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 continue to put their skills and experience to good use for the development of the Foundation'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 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. The Board was expanded by the inclusion of Xoliswa Mpongoshe and Silas Mashava and we are happy to welcome them into the Adopt-a-School family.

The following board committees ensure the effective work of the foundation:

***“These special donations are essential to assisting us with reaching out and changing the schooling experience of many learners in our adopted schools”***



## Board Committees

**Executive Committee** – responsible for overseeing the operational work of the Foundation as directed by the Board of Directors.

**Finance and risk committee** - reviews the principles, policies and practices adopted in the preparation of financial statements and ensures that the annual financial statements comply with all statutory requirements. It also reviews the 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.

**Strategy and fundraising committee** – facilitates the development of organisational strategy as well as a fundraising strategy and implementation plan.

**Human resources, remuneration and nominations committee** – provides guidance on all human resource and remuneration policy matters as well as nominations to the Board.

## Opportunities

I am enthused by the ongoing positive results realised through the implementation of Whole School Development which addresses both skills and infrastructural shortcomings. I believe that Whole School Development has become the most important mechanism for the Foundation to successfully implement our vision and mission. I encourage all of our adopters to continue investing in education so that we can implement the Whole School Development process in their adopted schools.

Our model and positive referrals from our donors is heartening as it is making the Foundation a CSI implementer of choice. We believe that the continued support and our continued dedication to the standard and quality of our work will encourage more organisations to partner with us.

## Appreciation

In conclusion, I wish to express my gratitude to the many individuals and organisations that partake in the success of the Foundation's work. I would especially like to thank the schools, the School Governing Bodies, and the DBE for their commitment to improving schools. We thank our donors and adopters, whose support enables us to implement our projects. Thank you also to the Foundation's staff and the Board of Directors who believe in the vision and the conviction that the Foundation can make a tangible difference in the lives of many children in South Africa. It is this commitment that drives us to succeed.



**Cyril Ramaphosa**  
Chairman





# The Board



Except for the executive director, all the Foundation's directors are non-executive. These non-executive directors are chosen for their accomplishments and skills pertinent to the work of the Foundation.

## GROUP PHOTO:

(starting from the bottom going left to right)

**1 James Motlatsi:** CEO, Teba Limited

**2 Xoliswa Mpongoshe:** Group Company Secretary, Shanduka Group

**3 Zanele Mbere:** Financial Manager, Personal and Business Banking Finance Division of Standard Bank

**4 Stephen Lebere:** Executive Director, Adopt-a-School Foundation

**5 Francie Shonhiwa:** Group CSI Manager, Protea Portland Cement

**6 Griffiths Zabala:** Managing member, Integrated Consulting Management Services cc

**7 Sydney Seolonyane:** District Education Co-ordinator, Gauteng Department of Education

**8 Donné Nicol:** Executive Director, Shanduka Foundation

**9 Yaganthrie Ramiah:** Executive Head, People & Brand Santam

**10 Helena Dolny:** Freelance Coach, Consultant, Facilitator and founder member of Grey Matters

**11 Silas Mashava:** Dream League Specialist

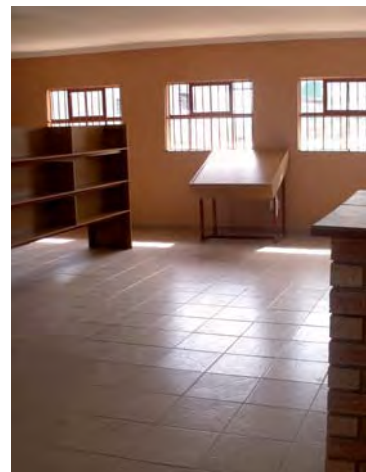
### Absent:

**Cyril Ramaphosa:** Executive Chairman, Shanduka Group

**Mshiyeni Belle:** Head International Relations, South African Reserve Bank

**Ntjantja Ned:** Social Worker and Consultant

# Adopt-a-School model



**E**arly on in our ventures to change the face of education for disadvantaged schools, it became evident that merely addressing infrastructure was not intervention enough to bring about the change that we sought for the children in the schools we found adopters for. Clearly we would have to find a way to address governance, management, skills inadequacies, literacy failures and teaching difficulties, as well as infrastructure.

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

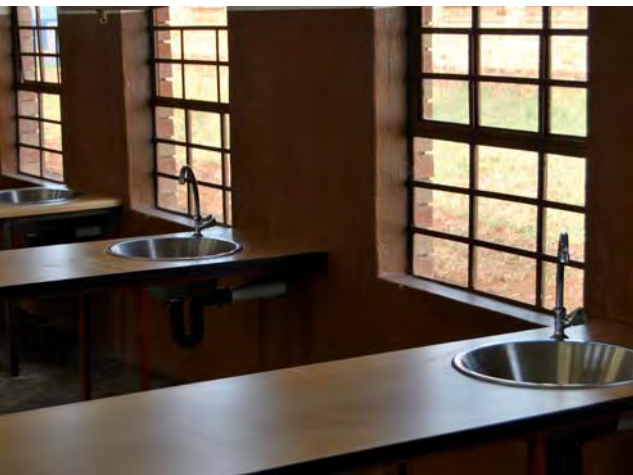
In simple terms, Whole School Development is a mechanism used to improve and uplift the academic, infrastructural, social, and security environment in schools. WSD aims intrinsically to ensure that schools have the necessary management and community leadership to support an environment conducive to excellence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

Our model looks at addressing a myriad of issues over a long period of time on an incremental basis. These include:

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







### The stakeholders for successful implementation are:

- School management team (SMT)
- School governing body (SGB)
- Educators and school support staff
- Learners
- Parents and communities
- Other NGOs that work in communities
- Alumni
- Department of Education
- Department of Social Development
- Donors
- Department of Public Works
- Local municipalities

In schools where WSD is implemented there is team work amongst different stakeholders, management which is able to manage curriculum and resources (including human capital and physical), quality teaching as educators are competent and confident to teach their learning areas.

The learners have changed their attitude towards Mathematics and Science and as a result the

***“Whole School Development is a mechanism used to improve and uplift the academic, infrastructural, social, and security environment in schools”***

number of learners enrolling for Mathematics against Mathematics Literacy have increased. There is improvement in Mathematics and Science and overall matric results, learners are motivated to study and formulate clubs and peer-to-peer coaching. The established libraries and Science laboratories are well-managed and effectively used. The school surroundings and buildings are clean and well-maintained.

Our belief is that Whole School Development implementation in all of our schools is the way forward for the Foundation if we are to achieve our aim of developing an environment that is conducive to excellence in teaching and learning in South African schools.

The following interventions have been conducted: leadership training and strategic planning in schools identified as dysfunctional to support the school management teams and governing bodies, leadership training for learner representative councils, educator development and learner support in Mathematics, Science, Accounting and Literacy in secondary and primary schools respectively, library training, career guidance and motivational talks on values and behaviour change, construction of Kombi Courts and purchasing of sports kits and establishment of leagues to support and encourage extra-curricular in schools, taking care of the welfare of learners by providing spectacles and oral education and purchasing of school uniforms and stationery to orphans.

# Executive Director's report

## Introduction

The year ending June 2011 has been an exciting, challenging and successful one for the Foundation. Through the support of our adopters, the funding in schools continues to increase on an annual basis. Having said this though, improving the quality of education in disadvantaged schools in South Africa remains a challenge. We remain committed to continue supporting the Government and the DBE to achieve a high standard of education for all South Africa's learners.



I am delighted that we have reached the milestone of 103 assisted and adopted schools that are under our umbrella, and that we work nationally in all nine provinces. Of the 103 assisted schools,

**“Through the support of our fantastic donors and adopters, in the region of R61 million has already been invested in our schools since inception”**

77 schools have been adopted, while the other 26 schools have been assisted on a once off basis. Part of our management strategy is to ensure that all our assisted schools have adopters, and as such we continue to expand our adopter base, and our efforts to encourage more corporates and individuals to become adopters. The waiting list also grows each year, and currently there are 207 schools on our waiting list.

Through the support of our fantastic donors and adopters, in the region of R61 million has already been invested in our schools since inception. Approximately 205 SMMEs have benefited financially, 2 473 temporary jobs have been created to date, and the various projects we are involved in have benefited over 161 941 learners this year, in nine provinces.

Our special thanks goes to Eric Samson of Macsteel, our first anchor donor who continues to support our operational expenditure. Eric Samson's contribution has ensured that we were able to achieve the success we have today. We are very honoured by his contribution and commitment in supporting the improvement of education in our country.

Grindrod is another corporate that is playing a pivotal role as an adopter and anchor donor.

Thanks goes to Betelgeuse advertising for assisting us with the design of our annual report and Caxton for continuing to print our annual reports free of charge.

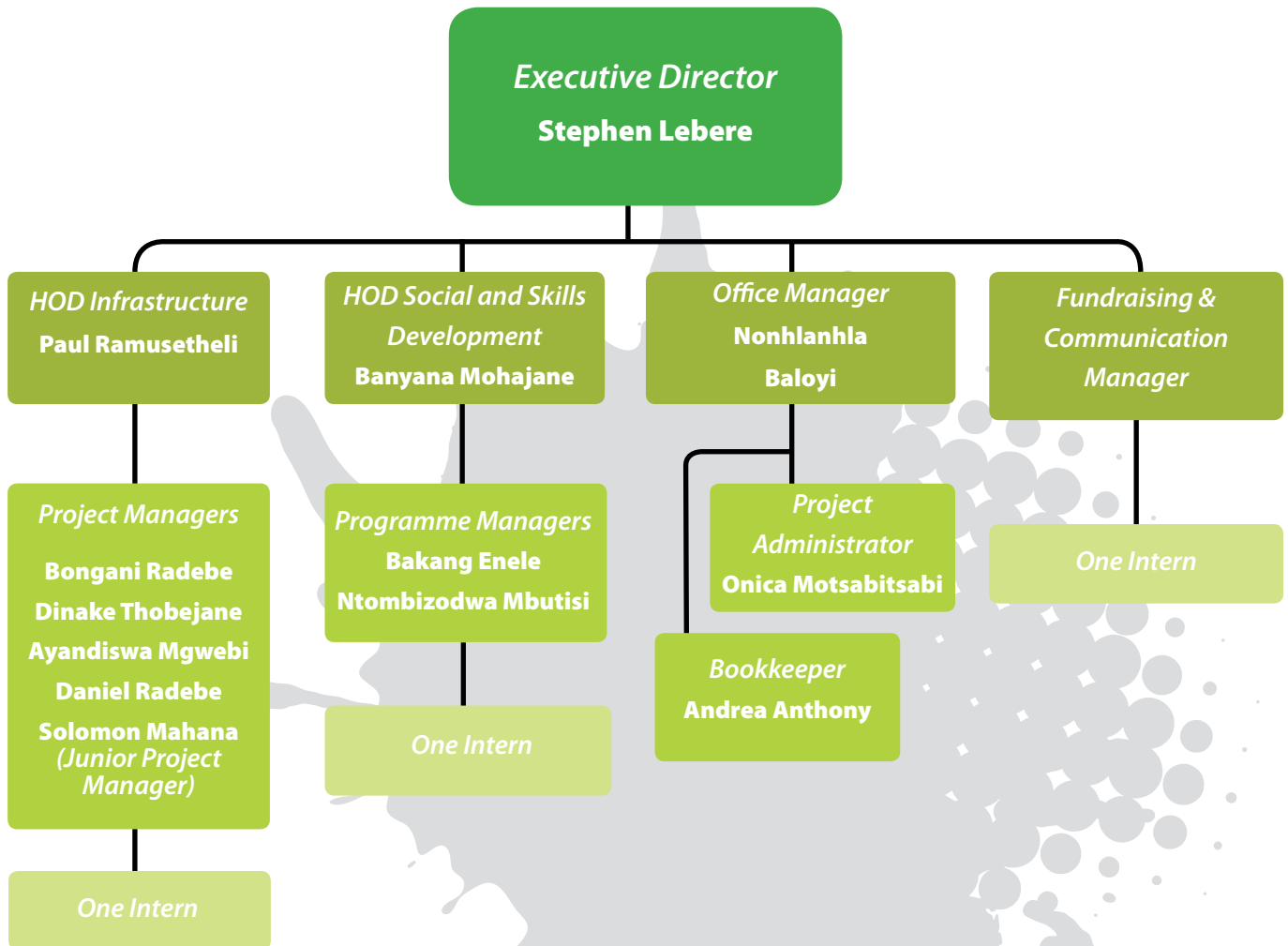
One of our key achievements is that we are implementing whole school development in a cluster of schools such as Bodibe Village, where we are working with 11 schools, and in Mzimela Village, where we will commence with 26 schools.

There is also a great possibility of expanding our intervention to cover districts in a particular province. This type of approach will ensure that we make a meaningful impact in a cluster of schools rather than just one school.



## Staff

As the Foundation continues to grow, our staff complement has also increased to maintain the highest standard of project delivery. The following is our staff structure.



## Volunteerism

While we are still in the process of developing a volunteerism programme, we are very grateful to Lucy Chambers, an experienced educationist, who joined the Foundation as a volunteer. She offered her time and expertise to us at the 2010 Back-to-School party and her assistance has been very beneficial to us. She has shared her knowledge and skills in research, report writing, editing and has assisted in training of staff.

We are pleased about the number of our adopters embracing Mandela Day. This year we saw adopters donating uniforms and books to schools, offering career guidance to learners, presenting motivational talks, and financial literacy lessons. Some of our donors dedicated the day to the renovation of schools. In 2011, ABSA Capital, Grandmark International, L'Oreal, Grindrod and Deloitte were among the adopters that participated in Mandela Day celebrations. We look forward to more of our adopters becoming inspired to give more of their time both on Mandela Day and throughout the year.

We are calling for donors who are willing to join us in a volunteer capacity. Their participation will further enhance our efforts in building relationships with learners.

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 and management teams of the schools that they have adopted.

### Pupils Awards

Shanduka Foundation, through Adopt-a-School Foundation, has committed to sponsor a prize to the top overall achievers in each adopted school in Grade 7 and Grade 11. We also encourage other adopters to sponsor top achievers in English, Mathematics and Science in Grade 7 and Grade 11.

Every year the Foundation runs an Essay and Art competition in our adopted schools with the aim of encouraging creative writing and thinking skills. Learners are given topics to choose from and express themselves in the form of a poem, essay or art work.

Learners stand to win prizes for entering the competition. The first prize for the winning learner is R1 200.00 and the winning school receives R2 000.00. Runners up receive R600.00 and all learners who entered the competition receive R100.00.

This year the Foundation also introduced a canvas project to motivate learners to participate in artwork and to recognise learners with learning barriers who have the potential in art. The canvases will be exhibited at the Foundation fundraising Back-to-School Party.

### New Initiatives

In Hamu High School we built a Science lab with equipment that does not require running water. The training on how to use the Science lab was attended by surrounding high schools and the DBE in KZN applauded the model and is intending to use the model in other rural schools that are experiencing water challenges. We were very excited to begin offering eye testing which was done for learners of Bodibe. Teachers presumed that learners could not read and only through our intervention they realised that they could not see properly and were classified as special needs.







The Foundation through the support of Old Mutual managed to purchase spectacles for some of the learners and we are raising additional funding for other learners.



While we continue to build structures using brick and mortar, we are also exploring other cost effective, environmentally friendly and energy efficient solutions to building construction. The Foundation, in partnership with SIPS Industries, is building a Grade R structure as a pilot at Kau Primary School which is in the North West Province. The structure is constructed by assembling pre-manufactured panels which are heavily insulated. The structure will ensure that the classrooms are warm in winter and cool in summer. We are planning to present the complete structure to the DBE and hopefully test it out in other rural schools.

### Skills development in the community

Skills development has been one of the major successes in our projects. Our main focus is to transfer skills from the skilled to the unskilled. Since inception we had created more than 2 473 jobs while we improved the physical facilities in schools. The jobs created were from unemployed parents in the community.



In one of our projects about 70% of skilled and unskilled workers employed were women including the team leader (local contractor), the electrician and the plumber.

### The Back-to-School Party

The Back-to-School party has continued to amaze us, with an increase in popularity every year. This year we planning to sell 100 tables and the funds will be used to assist schools which do not have adopters.

We continue to remain grateful to all those companies who continue to support our fundraising event and we will report at the function on how the money raised will be utilised.



### Bodibe Brief report

The Lafarge Education Trust in partnership with Adopt-a-School Foundation has now been involved in the Bodibe community for three years. On the 24th March 2011 different stakeholders joined together to celebrate the successful completion and handing over of the phase 1 project to the schools and community.



The handing over of the classrooms to Molekane Primary School has made a tremendous impact on the lives of learners and educators as previously the school was utilising mobile classrooms. These classrooms have assisted in restoring hope, dignity and pride to the school community.

The phase two infrastructure project is in progress and on its completion the following will have been achieved: three schools will have been renovated, four classrooms, a Science laboratory, a library and two computer laboratories will have been added to schools.

The Literacy programme to support Grade 1 learners and Foundation Phase educators implemented in 2010 has shown improvement in the writing and reading skills of learners in Setswana. The educator development and learner support in Literacy is continuing in the current year focusing on empowering educators with skills to introduce English in Grade 1 and 2 classes.

The Foundation has initiated eye testing to enhance and complement the learner support programmes in partnership with Old Mutual. Fifty eight learners with refractive errors received spectacles.

The soccer league is in its third year and is progressing well with the assistance of dedicated educators. The Naletsana Primary School received the trophies as the girls and boys soccer champions for 2010. Tau Rapulana girls team are the secondary girls winners and Shudintle boys team are the secondary

boys champions. To sustain the soccer league the Foundation, in partnership with Dreamfields, arranged for 23 soccer coaches in Bodibe schools to attend a level 1 coaching workshop organised by Discovery and the Royal Netherlands Football Association in Pretoria.

The Grade R – 3 learners in the eight primary schools received oral education, dental screening and oral kits with the assistance of Dr. Ngwenya, a dentist operating in Itsoseng.

Bridge will partner with the Foundation to coach and mentor the school management team to strengthen their roles in leading, teaching and learning in schools. This intervention will follow up on the implementation of the Leadership Executive Programme attended by principals at Wits University in 2007.

The future plans include the following:

- Language and Literacy programme for Grade 3 learners and educators: **eight Bodibe primary schools**
- Mathematics educator development and learner support for the high school: **Tau Rapulana**
- Building of a Grade R facility and training of the practitioners: **Matlaba Primary School**
- Computer Centre: **Makgwe Primary School**
- Building an administration block: **EH Mogase**
- Administration of the soccer league, netball and athletics: **11 Bodibe schools**







## Strategic Partners

### 1 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.

### 2 Water for All

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

### 3 Biblionef

- Supply additional books and training to schools where the Foundation has built libraries.

### 4 Development Bank of Southern Africa

- Has formed a partnership with the Foundation to provide ablution blocks, libraries and Science labs in schools identified by both organisations.

### 5 DRA

- DRA is a Project Management company that assists the Foundation with the following:
  - I. Training and mentoring of our project managers
  - II. Development and signing-off of design drawings
  - III. The secondment of an Engineer as HOD for Infrastructure for one year

## Partners in WSD

Whole School Development has various facets and its implementation requires expertise in different fields. The Adopt-a-School Foundation has coordinated, engaged and established partnership with different NGOs to ensure the successful implementation of Whole School Development in our schools.

The Foundation acknowledges the skills, expertise and services received from the following NGOs, that contributed immensely to the impact of the Foundation's work through educator development and learner support in different learning areas, provision of equipment and books, leadership training and coaching and health of learners.

## Science, Mathematics and Accounting

### • TEN (Tsebo Education Network)

- Is an independent educational service provider, specialising in the delivery of programmes addressing under-performance at FET (grade 10, 11 and 12) level in high schools. Their programmes include learner support and educator development in Mathematics,

Physical Science, Accounting, English and Mathematical Literacy.

- TEN presents developmental programmes supplementary to that which the DBE is offering through its school system, operating in close working relationship to DBE.

- **CASME**

- CASME is an Educator Development NGO based at the University of KwaZulu-Natal. Their core focus is on Physical and Biological Science, Mathematics and Technology education for FET (grade 10, 11 and 12) levels in high school. The project was initiated by Shell and the University of Natal in 1985.
- CASME presents developmental programmes supplementary to that which the DBE is offering through its school system and operates in close working relationship to DBE.

- **BRAINWAVE**

- Is an educational company that believes that every person has unique potential and value and that there is a place for every person in the world.
- They consider it their purpose to develop educators in order to assist learners to discover and utilise their potential in Mathematics and Science and help learners with remedial challenges to find their place in the world.
- Their mission is to develop all educators and empower them with skills necessary to teach effectively.
- They work with primary schools, Foundation and GET (General Education Training) levels (grade R to grade 9).
- They research most recent careers and study courses, study and apply evaluation methods and techniques to be used in career guidance and develop unique and relevant educational products.



- "Bridge to English" is a comprehensive English additional language course aligned with the curriculum and designed to develop oral and literacy skills of learners.
- The programme focuses on improving the listening, speaking, reading and writing needs of learners.
- Through the training and materials offered, teachers will develop vital knowledge and skills regarding the complex issue of additional language learning and teaching which they can then apply across the curriculum.

- **READING DYNAMIX**

Reading Dynamix is an educational business initiative founded and managed by qualified educators, highly experienced in the fields of early childhood development, primary school and remedial education and perceptual skills development. The company is now in its fifth successful year. It has developed a South African based literacy programme based on years of classroom experience and observation.

## Language and Literacy programme

- **THE MOLTENO INSTITUTE FOR LANGUAGE AND LITERACY (MILL)**

- Molteno Institute for Language and Literacy is a non-profit company that provides learners material and educator training in language literacy and communication for primary schools and Adult Basic Education.
- They are working in partnership with Government Authorities.
- They offer a programme called "Bridge to English" programme which is offered to all grades in primary schools.

## Purchasing of Science equipment and library books

- **EDU-TRADE**

- Edu-trade Southern Africa is a supplier of Science, Biology/Life Sciences, Mathematics, Geography, and Technology materials to schools.
- They have worked closely with Education Departments, subject advisers and teachers to ensure that their products meet the needs of the curriculum.

- **MASIXHASANE/JAG LITERACY PROJECT**

- The Masixhasane and JAG Sport and Education Foundation is a non-profit organisation.





- This project aims to generate a passion for reading among the disadvantaged schools and communities of South Africa.
- Their main objective is to create and sustain a love and culture of reading through the distribution of mobile libraries.
- The DBE has shown strong leadership in the implementation of this programme.

#### • JAMES RALPH (PTY) LTD

- James Ralph is the official distributor of Casio products in Southern Africa.
- They distribute scientific calculators and offer training to different schools around South Africa.

### Establishment of combination courts, soccer leagues, sports clinics and purchasing of sports kits

#### • BARRETS COURTS

Barretts Courts (Pty) Ltd was established in 1931. There are 10 other long established franchise holders within South Africa alone, and there are franchises in Namibia, Botswana, Zambia, Zimbabwe, Kenya, Malawi, Mauritius and the Seychelles. One of their functions is to establish/construct combination courts and supply equipment for tennis, netball and volleyball.

#### • DREAMFIELDS

- The Dreamfields Project is a section 21 company and NPO that was launched in October 2007.
- Their start-up funding is from BHP Billiton and Old Mutual.
- Their dream is to establish leagues and to put resources for playing soccer into township and rural schools across South Africa — quickly, efficiently and in a way that reaches the most remote corners of our country.
- They believe that soccer is a team game, and teams build better schools.

### Leadership

#### • ORT SOUTH AFRICA

- ORT SA is a non-profit developmental organisation that believes in its philosophy of “Educating for Life”.
- They are locally and internationally recognised by governments and large corporations.
- They are multi-faceted, proactive and reputable.
- They thrive on empowering school management teams, governing bodies and learner representative council with leadership skills to improve education, living standards and conditions so that all can choose a better life.

### Eye testing

#### • PREMIER OPTICAL

- Premier Optical was established in 2002 by Thomas Dire. The company comprises of three practitioners who are professionals in eyesight.
- The company has a mobile clinic which enables them to reach individuals with mobility challenges, the aged, hospices, schools and remote areas with limited or no access to eye care facilities.
- Premier Optical's approach is holistic as they also assess an individual's blood pressure, blood sugar level, intraocular pressure and their psychological wellbeing.
- Their services include: refraction, colour vision assessment, intraocular pressure assessment, paediatric and geriatric vision, contact lenses and low vision, pathology screening and pre- and post-operative management of cataracts.

## Other donations received from various organisations:

NAME OR ENTITY	CONTRIBUTION	SCHOOLS
MTN	<ul style="list-style-type: none"> <li>Donation of 24 computers to two schools</li> </ul>	Ikageng Jnr Secondary School Mobokota Primary School
Dischem Pharmacy	<ul style="list-style-type: none"> <li>Donation of 7000 hot water bottles</li> </ul>	Thathani Primary School Tshilidzi Primary School Olifantsvlei Primary School Hlakaniphani Primary School Thuthuzekani Primary School Molekane Primary School Motshegofadiwa Primary School
US Embassy (Pretoria Office)	<ul style="list-style-type: none"> <li>Donation of Mathematics and English library books</li> </ul>	Diepsloot Combined School Ivory Park Secondary School Pace High School Tau Rapulana High School Modilati Secondary School
Colgate Bright Smile, Bright Future	<ul style="list-style-type: none"> <li>Oral intervention and donation of Colgate packs</li> </ul>	Makgwe Primary School Molekane Primary School Mokakana Primary School
Dr. Ngwenya (Dentist) from Itsoeng	<ul style="list-style-type: none"> <li>Offered his time to conduct dental check-ups and oral education at no cost</li> </ul>	Naletsane Primary School Matlaba Primary School Mmuagabo Primary School Mothlako Primary School
Old Mutual	<ul style="list-style-type: none"> <li>Screening, eye testing and provided spectacles to visually impaired learners</li> </ul>	Molekane Primary School Naletsane Primary School Matlaba Primary School
Wendy Sidwell and friends	<ul style="list-style-type: none"> <li>Donation of toiletries for 20 needy school girls</li> </ul>	Modilati Secondary v School
Rowan Smith	<ul style="list-style-type: none"> <li>Donation of reading books</li> </ul>	Diepsloot Combined School Ivory Park Secondary School Pace High School Tau Rapulana High School Modilati Secondary School
RDC	<ul style="list-style-type: none"> <li>Donated blankets to 193 orphans and most needy learners</li> </ul>	Mayibuye Primary School
My Career South Africa Guide	<ul style="list-style-type: none"> <li>Career guidance books</li> </ul>	King Shaka High School Diepsloot High School
Elvey Security	<ul style="list-style-type: none"> <li>Donation of surveillance security equipment</li> </ul>	Motshegofadiwa Primary School Diepsloot Combined School Makgetse High School Modilati Secondary School Ivory Park Secondary School
Grandmark	<ul style="list-style-type: none"> <li>Donation of school uniforms to 59 orphans and most needy learners</li> </ul>	Meadowlands Primary School
Barloworld Logistics	<ul style="list-style-type: none"> <li>Conducted training for teachers on:                             <ul style="list-style-type: none"> <li>Proposal writing</li> <li>Microsoft and Excel training</li> <li>Administrative training</li> <li>Career professions and motivation talks to grade 11 learners</li> </ul> </li> </ul>	Meadowlands Primary School Diepsloot Combined School
Bain and Company	<ul style="list-style-type: none"> <li>Donated R10 000 towards eye screening, testing and provided spectacles to visually impaired learners</li> </ul>	Meadowlands Primary School
Service First Investment Holding cc	<ul style="list-style-type: none"> <li>Donated R3 000 towards eye screening, testing and provision of spectacles to visually impaired learners</li> </ul>	Molekane Primary School



## Adopters

I would like to express my gratitude to our many adopters 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 = 33

- **Aard Mining Equipment** : One school
- **ABSA Capital** : One school
- **Barberton Mines** : One school
- **Brait Foundation** : Three schools
- **Chartis Insurance** : Two schools
- **Cyril Ramaphosa** : One school
- **EDCON** : One school
- **DBSA** : Eighteen schools
- **Deloitte** : One school
- **FeverTree Consulting** : Two schools
- **Grindrod SA (Pty) Ltd** : One school
- **Grindrod family** : One school
- **Investec** : One school
- **Investment Solutions** : One school
- **J.P. Morgan** : Two schools
- **Kangra Coal** : Two schools
- **Lafarge Education Trust** : Eleven schools
- **L'Oreal** : One school
- **Matasis** : Three schools
- **Merrill Lynch** : Two schools
- **Mondi Group** : One school
- **Mondi Shanduka Newsprint** : Three schools
- **Northam Platinum** : One school
- **Oxford University Press** : Two schools
- **PPC Cement** : Two schools
- **RDC** : One school
- **Shanduka Coal** : One school
- **Shanduka Group and staff** : One school
- **Shanduka Group** : One school
- **Standard Bank Corporate and Investment Banking**:  
Three schools
- **Vodacom** : One school
- **Volkswagen SA** : Two schools
- **Wives of Coca-Cola executives** : One school



# How do I become involved?

We offer four options for adoption

## Adoption by individuals:

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

## Adoption by a group:

Individuals can link up to 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. A company can also choose specific projects to be implemented 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 specific schools; or they choose to implement specific projects in one or more schools.

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 focus 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 DBE 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 and monitors 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. The Foundation programme manager, with the assistance of the DBE and the SGB identifies relevant service providers to address social needs and programmes supporting and developing educators.

## 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 or programme manager.
- The school 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 for adoption, we require demonstrable evidence of the acute needs of the school. Once that has been established we ascertain the willingness on the part of the school governing body to participate and accept responsibility for the project. We also require evidence that the School Governing Body functions efficiently. It is also important for the school to have committed and well-functioning educators. We assess these, as well as 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:

Annual team building exercises at the school can 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 all the children
- a Christmas party for the children
- an Easter egg hunt for the children
- a trip to the zoo, etc.
- motivational speaker, etc.





# Essay and Art Competition 2011

Every year the Foundation runs an essay and art competition in our adopted schools with the aim of encouraging creative writing and unleashing the learner's potential in art.

The learners from all our adopted schools were invited to enter their submissions on the following topics:

- What Adopt-a-School means to me
- My life story so far
- The beauty of nature
- My contribution to changing the world
- Children's rights and responsibilities
- My school, my home

## Prizes

The competition was broken down into the following phases:

- **Foundation Phase (Grade 1-3)**
- **Intermediate Phase (Grade 4-7)**
- **Senior Phase (8-9)**
- **Further Education and Training (FET) (Grade 10-12)**

The overall winners from Intermediate to FET categories for essay and art work received a prize to the value of R2 000 for their respective schools and an individual prize each to the value of R1 200. The runners up received R600 and all learners who entered the competition were each awarded a token prize of R100.

The Foundation Phase entrants from Diepsloot Combined School and Meadowlands Primary School received a prize to the value of R500 for their schools and an individual prize each of R300.

## ESSAY WINNERS

### Foundation Phase (Grade 1-3)

We received only two entries from the Foundation phase and both were rewarded.

- **Meadowlands Primary School**  
**Philislie Nycobo, Grade 3**  
**"My school, my home"**
- **Diepsloot Combined School**  
**Rebecca Ledwaba, Grade 3**  
**"The beauty of nature"**

### Intermediate Phase (Grade 4-7)

- **1st Prize**  
**Olifantsvlei Primary School, Kwanele Dladla, Grade 7,**  
**"My life story so far"**

This essay was so personal that we have decided not to print it, but are working with the learner concerned to nurture his talent and address his personal issues.

- **Runner up:**  
**Thuthuzekani Primary School, Mpho Khoza, Grade 7**  
**"My life story so far"**

*My name is Mpho Khoza, I am a grade 7a learner at Thuthuzekani Primary School. I was born on the eighth of December 1998. When I was a Grade one learner I lost my mother whom I love very much, I lost my Mum and nearly lost hope.*

*When I grow up I want to be a scientist. In 2008 I changed schools. I moved to Thuthuzekani Primary School, my new teacher then supported me a lot and I took her as my heavenly sent mother. In September 2008 there was an award day ceremony and I ended up receiving two awards. I was ready to progress to Grade 5 and Mrs Kekana W helped me throughout this educational journey.*

Although the disruptive people tried to make me a fool, I kept on praying and trying every day of my school days so that I could at least get four awards. Jesus listened to my prayers and I received the awards I had aimed for. 2010 was the year that I felt that the time had come for my dreams to be fulfilled, they were not pushed away because I had hoped to obtain eight awards. At least six awards for high marks in six subjects, one for being the best learner in Grade 6, class of 2010.

In 2010 competitions I obtained one award at Dr Jusuf Dadoo Laerskool for creating an electromagnet. Every day when I come to school, I still cannot believe that I have a bright future. I now believe in the statement that says "Education is the key to success", I am who I am today because I didn't doubt the words that my teachers gave me!!! The wounds that I thought I couldn't heal are now things of the past. The pain that I had about my late mother's death is all gone. I like and believe the fact that says "You must always believe in yourself". I learn not just because I must learn but because I want to prepare myself for a better life in future. There are children who cannot learn because of poverty but fortunately for me I got the chance to learn. The chance to make my dreams come true. The chance to contribute towards a better future generation for our country. He who believes in himself will always succeed in life. One of the good days I will stand in front of my teachers and colleagues and thank everyone for the support they've given to me throughout my years at school. I am a child who grew up without the support of a mother, I did not poison my mind with silly things. All I wanted was to see myself succeeding in future. My father has and continues to give me all the support, I need to be a better person in the future. He has been with me under all difficulties in life. He always tell me his story of growing up without both parents.

It is my wish to make me father, my family, my teachers and my community proud.

## Senior Phase (Grade 8-9)

### • 1st Prize: Sefikeng Primary School, Phumla Tengani, Grade 8

#### "My life story so far"

I'm Phumla Tengani, born in 1996-05-November. I'm a 15 year old learner doing my last year at Sefikeng Primary School in grade 8. I live in a family of 5. Things I'm good at are drawing, I mainly draw clothes because I want to be a very successful fashion designer in the future, I'm also good at cooking especially spaghetti and meatballs. I'm always reading books, my friends call me a "book worm". I usually sit and read books at the library during break, while other children are busy playing. I believe that reading improves my vocabulary and opens the mind.

My life so far has been quite interesting, at school I'm doing 9 subjects. I must say it's not easy but with a positive and determined learner that I am, I always fight for 1st place. The subjects I'm very good at are: English, Technology, Isizulu, Art and Culture, E.M.S., Maths is quite a challenge but I push and strive to get a



**"I wish to make my father, my family, my teachers and my community proud"**

very good mark at it. I have two of my best friends, who I like hanging out with Sanelisiwe and Karabo, that's if I'm not at the library reading books.

If I'm not at school, I have to be at home, where there's my big brother Xolani who is doing grade 11 this year. My loving and caring mother Nomiki. And let's not forget my favourite person in the world "My dad, Dinisile". He always encourages me to focus on my school work, read a lot of books and do my homework. I look up to him.

And if I'm not reading or hanging out with my friends, I have to be at church on Sundays to ask the Lord to give me strength and guide, help me in my darkest times when I need Him the most, also pray for my school work.



• **Runner up: Pace Commercial Secondary School, Ntombikayise Ngwenya, Grade 9**  
**"Children's rights and responsibilities"**

## FET Phase

• **1st Prize: Makgetsi High School, Sihaukelwe Sihlangu, Grade 12**  
**"My life story so far"**

*Bitterness, anger, frustration, anxiety, depression, self-depreciation and self-condemnation, my second skin. One may ask why? For what good reason? I'm angry and I have every right to be. Why am angry? Is it because I didn't get that pink PSP I wanted, or is it for a reason that lies far deeper than I had imagined? My innocence, my pride and joy, stripped from me like a common prisoner having his clothing forcefully removed then tossed into a cold shower.*

*Looking in the mirror I see an image of trash, tossed onto the ground, only by luck will it land in a garbage can. Is this really me? Am I really so valueless? Was it all for nothing? Sixteen years of living, breathing – inhale, exhale all for nothing? No! This is a phase, it's bound to pass. It's been too long. I refuse to be oppressed by the forces of this world. I refuse to be oppressed by a person I don't know. One who resides in me and yet remains a total stranger. Why? Why me? Why not him, her, them, you? These are Questions I've tirelessly asked myself with no satisfactory answer... If not me then who?*

*"Buzz buzz buzz," as the alarm goes off I quickly rush out of bed. It's 05:30 am, loud pop music fills the background. It's the beginning of 2011 and I'm getting ready for my final year of high school. Next year things will be different.*

*Society is constantly trying to change me. Trying to conform me into what he wants. I am not trying to satisfy Society's needs so please don't be alarmed if I don't satisfy your's either.*

*Yes I'm seventeen years old, rebellious, self righteous, inquisitive, daring, free-spirited, selfish, blonde, loquacious, self-propellent and always bursting full of energy. Have I been judged before? Yes, plenty of times. So what? Who cares? People are constantly trying to pull me down. Constantly trying to crucify me for my mistakes. I'm still a child. I'm only human, and that DBEsn't make me any less worthy.*

*I am surrounded by all sorts of stereotypes. I have grown weary of asking why? Why me? Yet I finally have my answer. It is because I have chosen to be different. Not just different but noticeably different. I have refused to be conformed to what society wants. Perhaps I am lying to myself, perhaps I have conformed to being "noticeably different." Maybe there are a thousand others out there like me.*

*No! It can't be. There is only one me. One Sihaukelwe Busisiwe Ntombiyoxolo Sihlangu. Within me lies the one I refer to as "Oreo." Together Oreo and I shall tackle this*

*world day by day. I shall prove myself right and give all these stereotypes something to talk about.*

*At this point in my life I'm still growing, shifting and changing. I am learning to achieve greater things. To be what God intended for me to be. I am simply trying to fulfil my life's purpose.*

• **Runner up: Mamvuka Secondary School, Lufuno Funyufunyu, Grade 12**  
**"My school, my home"**

**"At this point in my life I'm still growing, shifting and changing"**





# ARTS WINNERS

## PRIMARY SCHOOL

• 1st Prize  
Mayibuye Primary School,  
Kalos Manzine,  
Grade 7  
*"My contribution towards changing my world"*



• Runner up  
Mayibuye Primary School, Archie Kganyago, Grade 7  
*"My school, my home"*



HIGH SCHOOL  
• 1st Prize  
Mafube Jnr.  
Secondary School, Xolile  
Ngcekwa,  
Grade 9  
*"The beauty of nature"*



# Profiles of Adopted Schools

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
<b>KWAZULU-NATAL</b>			
<b>Dargle Primary School Howick</b>	Learners : 118 Classrooms : 7 Learners per class : 17 Pass rate:100%	<b>Adopter : Cyril Ramaphosa</b> Renovation of existing school Ablution Block	Computer laboratory Fence Desks Library and books and training of Librarian Maths and science training Training of sports teacher First Aid training and first aid kits
<b>Folweni High School Umlazi</b>	Learners : 1282 Classrooms : 28 Learners per class : 46 Pass rate: 78%	<b>Adopter : Standard Bank Corporate &amp; Investment Banking</b> Seven classrooms Fence installed Science laboratory  <b>New Project for 2011</b> Administration block	Library and training of a librarian Computer laboratory Computer training Sports facilities Leadership training
<b>Indawana Lower Primary School Underberg</b>	Learners : 320 Classrooms: 1 built with mud and three face brick classrooms= 4 Learners per class: 80 Pass rate: 85 %	<b>Adopter : Mondi Shanduka Newsprint</b> Three classrooms Ablution block	Additional classrooms Science laboratory and training Library, books and training Sports facilities Skills development programmes for educators HIV/AIDS awareness programmes Motivational talks
<b>Emnqundekweni Primary School Bulwer</b>	Learners : 300 Classrooms : 10 Learners per class : 30 Pass rates: 92 %	<b>Adopter: Mondi Shanduka Newsprint</b> Renovation of existing classrooms Two classrooms	Administration block Ablution block Computer centre and Computer training Library and books First Aid training Sports facilities Desks
<b>King Shaka High School Umlazi</b>	Learners : 943 Classrooms:18 Learners per class:52 Pass rate : 75.2%	<b>Adopter : Grindrod SA (Pty)Ltd</b> <b>Additional sponsor: Vanguard Rigging</b> Computer laboratory and training Scientific calculators for learners and training <b>Current Project</b> Renovation of Science laboratory, equipment Educator development and learners support science training Purchasing of text books	Administration block Library and training of a librarian Language and literacy programme Management and leadership training Learner Representative Council training
<b>Bhekulwandle Primary School Mmanzimtoti</b>	Learners: 740 Classrooms:19 Learners per class: 39 Pass rate : 100%	<b>Adopter : Development Bank of Southern Africa</b> Renovation of an existing ablution block	Additional classrooms Grade R furniture Desks and chairs Library and training of a librarian Science teacher training and equipment
<b>Zwelibomvu Primary School Pinetown</b>	Learners: 497 Classrooms:15 Learners per class:33 Pass rate: 98%	<b>Adopter : Development Bank of Southern Africa</b> Ablution block	Administration block Science block Computer laboratory School hall Paving Grade R facilities Workshop on how to raise funds Computer training
<b>Hamu High School Vryheid</b>	Learners: 497 Classrooms:14 Learners per class:35 Pass rate: 67%	<b>Adopter : Mondi Group</b> Science laboratory, equipment and training of science teachers (current project)	Computer training for educators Executive leadership course for SMT Library, books and training of a librarian
<b>Mbonisweni Primary School Hambanathi</b>	Learners: 1238 Classrooms:26 Learners per class:48 Pass rate: 89%	<b>Adopter :Shanduka Group</b> <b>New project for 2011</b> Grade R structure, equipment and training of grade R practitioner	Renovation of classrooms Renovation of computer laboratory Upgrading of water & sanitation system Team building Strategic & policy management course
<b>Hlathikhulu High School Escourt</b>	Learners: 843 Classrooms:14 Learners per class:60 Pass rate: 60%	<b>Adopter: Mondi Shanduka Newsprint</b> Renovation of the school	Additional classrooms Science laboratory Library Computer laboratory and installation of computers Administration block Ablution block
<b>Maphumezana Primary School Umlazi</b>	Learners: 565 Classrooms:11 Learners per class:51 Pass rate: 98%	<b>Adopter: Grindrod Family</b> <b>New project for 2011</b> Renovation of school	Administration block Computer centre Library Paving Renovation of school Sport facilities Support for OVC's
<b>GAUTENG</b>			
<b>Motshagofadiwa Primary School Hammanskraal</b>	Learners : 802 Classrooms : 26 Learners per class : 31 Pass rates: 98%	<b>Adopter : Merrill Lynch</b> <b>Additional sponsors : MTN, Tshwane Municipality, NetGroup, Bantu Sports club, Room to Read &amp; Biblionef</b> Ablution block Eight classrooms Multimedia centre Training of a librarian Donation of library books Public phone shop Vegetable garden Kombi court Solar panel	Administration block Computer training Counselling Skills Finance development skills

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
<b>Bokgoni Technical High School Atteridgeville</b>	Learners : 1510 Classrooms : 33 Learners per class : 46 Pass rate: 76%	<b>Adopter: Volkswagen S.A.</b> Additional ablution block Renovation of existing ablution block Fence installed	Technical equipment Sports facilities School hall Additional classrooms Renovation of existing classrooms Vegetable garden Learner Representative Council training Learner –teacher support (literacy and technical learning areas) Entrepreneurial and life skills training
<b>Paul Mosaka Primary School Pimville</b>	Learners :722 Classrooms :16 pre-fabs & 4 brick = 20 Learners per class: 36 Pass rate: 91%	<b>Adopter: Chartis Insurance</b> Donation of winter sets (beanies, scarves & hand gloves) Renovation of the existing library	Kitchen Fence Renovation of classrooms Strategic & leadership course Team building Literacy programme Remedial teacher Computer training
<b>Tshilidzi Primary School Chiawelo</b>	Learners : 594 Classrooms : 21 Learners per class : 28 Pass rate: 97%	<b>Adopter : Standard Bank Corporate &amp; Investment Banking</b> <b>Additional sponsors: Johnnic and Gold Fields, Room to Read &amp; Biblionef</b> Six classrooms Science laboratory and equipment Renovation of existing classrooms Ablution block Basic counselling skills training Administration block Soccer and netball kits Library, books and training of a librarian <b>New project for 2011</b> Numeracy and science training	School hall Intercom Training of a remedial educator
<b>Thathani Primary School Zola North</b>	Learners: 325 Classrooms: 14 Learners per class: 23 Pass rates: 98%	<b>Adopter : Standard Bank Corporate &amp; Investment Banking</b> <b>Additional sponsors: Room to Read &amp; Biblionef</b> 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 <b>New project for 2011</b> Numeracy training	Sports facilities House craft centre School hall Remedial educator training Environmental clubs Conflict management training Team building Strategic planning
<b>Thuthuzekani Primary School Krugersdorp</b>	Learners: 1532 Classrooms: 35 Learners per class: 43 Pass rate: 95%	<b>Adopter: Investment Solutions</b> <b>Additional sponsors : Johnnic and Westcon AME (Pty) Ltd &amp; Biblionef</b> Seven classrooms Computer laboratory Donation of library books Kombi court and sport kits	School hall Science laboratory Training of a librarian
<b>Olifantsvlei Primary School Eikenhof</b>	Learners : 964 Classrooms : 17 Learners per class : 57 Pass rate: 98%	<b>Adopter: Shanduka Group Staff</b> <b>Additional sponsors : University of Innsbruck, Exclusive Books, Room to Read &amp; Biblionef</b> 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 Donation of lanterns to OVC's <b>New Project for 2011</b> Four Classrooms Science educator training School press team programme	Ablution block Administration block Leadership and governance training for SMT and SGB members
<b>Kanana Primary School Thembisa</b>	Learners: 2269 Classrooms: 55 Learners per class: 41 Pass rate: 95%	<b>Adopter: Vodacom</b> <b>Additional sponsors: Biblionef &amp; Hitachi Power Africa</b> 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
<b>Boschkop Primary School Pretoria</b>	Learners: 695 Classrooms: 22 Learners per class: 32 Pass rate: 98%	<b>Adopter :FeverTreeConsulting (Pty) Ltd</b> <b>Additional sponsors: Biblionef &amp; Room to Read</b> Grade R Facility with bathroom and kitchen Kitchen Donation of library books and training of librarians Computer laboratory <b>New project for 2011</b> 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
<b>Mokgome Secondary School Meadowlands</b>	Learners: 1124 Classrooms: 27 Learners per class: 42 Pass rate: 75%	<b>Adopter: J.P. Morgan</b> Plan to be finalised	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
<b>Meadowlands Primary School Meadowlands</b>	Learners: 415 Classrooms: 12 Learners per class: 35 Pass rate: 90%	<b>Adopter : J.P. Morgan and Grandmark</b> <b>Additional sponsor: Biblionef</b> Renovation of school Donation of library books Administration block <b>Current project</b> Language and literacy programme <b>New project for 2011</b> One Classroom	Grade R facilities Palisade fence School hall Library Science laboratory Stress management and team building Computer training Governance and leadership training



NAME & LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
<b>Lawley Primary School Lawley</b>	Learners: 1537 Classrooms: 24 Learners per class: 64 Pass rate: 100%	<b>Adopter : L'Oreal</b> <b>Additional sponsors: Biblionef &amp; Water For All</b> 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 <b>New Project for 2011</b> Renovation	Computer laboratory Additional classrooms Kitchen for feeding scheme Executive leadership course Strategic planning workshop Financial management course Team building and motivational speaker
<b>Elethu Themba Combined School Eikenhof</b>	Learners: 1584 Classrooms: 30 Learners per class: 50 Pass rate: 87.30%	<b>Adopter: Merrill Lynch</b> <b>Additional sponsor: Biblionef</b> Five classrooms Computer laboratory Upgrade of existing computer laboratory Renovation of Grade R facility Office furniture Donation of library books Ablution block <b>New Project 2011</b> <b>To be finalised</b>	Library Administration block Science laboratory Additional classrooms Team building for staff Financial management Leadership and governance course
<b>Diepsloot Combined School Diepsloot</b>	Learners: 1562 Classrooms: 18 mobile & 13 permanent = 31 Learners per class: 50 Pass rate: 95%	<b>Adopter: ABSA Capital</b> <b>Additional sponsors: PWC, Biblionef, Sasria, PPC &amp; Eagle Canyon</b> 23 classrooms Ablution Block Scientific calculators for learners Donation of library books Donation of school track-suits for grade 1 learners Teaching and learning support material and training for foundation phase educators <b>New Project for 2011</b> Maths and Science literacy for educators development and learners support training Leadership training for SMT, SGB and LRC members	Administration block Basic counselling skills Motivational talks
<b>Mayibuye Primary School Midrand</b>	Learners: 1669 Classrooms: 27 Learners per class: 62 Pass rate: 95 %	<b>Adopter: Relational Database Consulting</b> <b>Additional Sponsor: Biblionef</b> Sports kits Christmas party for orphans Bowls for feeding scheme School uniform for orphans and needy learners Donation of library books Library Donation of blankets for orphans and needy learners Purchase of library books	Classrooms Training of a librarian Computer laboratory Computer training for educators Kitchen School hall Maths and science training for educators Administration and financial training Language and literacy programme
<b>Ivory Park Secondary School Ivory Park</b>	Learners: 2136 Classrooms: 21 mobile & 23 permanent = 44 Learners per class: 54 Pass rate: 84 %	<b>Adopter: Deloitte &amp; Touche</b> Literacy programme <b>Current Project</b> Educator development and learner support on maths and science training Learner Representative Council training Student motivation workshop	School hall Additional classrooms Sports facilities Advance computer training for educators Educator capacity building
<b>Igugulethu Primary School Vlakfontein</b>	Learners: 112 Classrooms: 26 Learners per class: 46 Pass rate: 90%	<b>Adopter : Development Bank of Southern Africa</b> Renovations of existing ablution blocks	Administration block Kitchen Library and librarian training Leadership and management course Strategic planning workshop
<b>Kaalfontein Primary School Midrand</b>	Learners: 1735 Classrooms: 24 Learners per class: 72 Pass rate: 98%	<b>Adopter : Development Bank of Southern Africa</b> <b>Addition sponsor: Biblionef</b> Donation of library books Ablution block	Face-brick classrooms Library and librarian training Computer laboratory Administration block Advance Computer training Sport facilities Kitchen Staff development on technology Advance training for school administrator
<b>Riversand Primary School Diepsloot</b>	Learners: 668 Classrooms: 14 Learners per class: 48 Pass rate: 91%	<b>Adopter : Chartis Insurance</b> <b>Additional sponsor : PPC Cement</b> Donation of winter sets (beanies, scarves & hand gloves) Teaching and learning support material and training for foundation phase educators Palisade fence	Ablution block Administration block Computer laboratory Computer training for educators Language and literacy programme Training of a remedial educator
<b>Hiakaniphani Junior Primary School Dlamini</b>	Learners: 666 Classrooms: 19 Learners per class: 35 Pass rate: 97%	<b>Adopter : Edcon</b> <b>Additional sponsor : Raphael Ginsberg</b> Basketball training Kitchen	Renovation of ablution block Renovation of sports fields Maths and science training Computer training Librarian training and reading books
<b>Makgetsi High School Themba</b>	Learners: 1186 Classrooms: 24 Learners per class: 49 Pass rate: 87%	<b>Adopter: Volkswagen SA</b> <b>Additional sponsor: iSchool Africa</b> Ablution block Renovation of existing ablution block Maths, science and ICT programmes	Science laboratory Renovation of classrooms Counselling and life skills training Library and resources
<b>Pace College School Jabulani</b>	Learners: 665 Classrooms: 29 Learners per class: 22 Pass rate: 78%	<b>Adopter : Brait Foundation</b> <b>Current Project</b> Language and literacy programme	Renovation of classrooms Team building workshops Teachers development training
<b>Salvazion Primary School Crosby</b>	Learners: 282 Classrooms: 8 Learners per class: 36 Pass rate: 100%	<b>Adopter : Brait Foundation</b> <b>Plan to be finalised</b>	Library and resources Administration block Computer centre Additional classrooms

NAME & LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
<b>Mvelandzandhivho Primary School Tshiawelo</b>	Learners: 850 Classrooms: 15 Learners per class: 57 Pass rate: 100%	<b>Adopter :Oxford University Press</b> <b>Additional sponsor: Deloitte &amp; Touche</b> Food garden Renovation of classrooms <b>Current Project</b> Language and literacy programme	Administration block Library Two classrooms School hall Financial management training Kombi court
<b>Tsakani Primary School Kagiso</b>	Learners: 969 Classrooms: 20 Learners per class: 48 Pass rate: 80%	<b>Adopter: Aard Mining Equipment</b> <b>New project for 2011</b> Building of Grade R facilities, purchasing of Learning and Teaching Materials and training of grade R practitioner	Additional classrooms Administration block Science laboratory Training of SMT's Sports field
<b>Thabo-Tona Primary School Nigel</b>	Learners: 1064 Classrooms: 24 (pre-fabs) Learners per class: 44 Pass rate: 53.1%	<b>Adopter: The wives of Coca-Cola Executives; Mrs. Deirdre Finan; Mrs. Mary Brock; Mrs. Nancy Fayard; Mrs. Patricia Cross; Mrs. Fatos Bozer; Mrs. Sarah Tripodi; Mrs. Shirley Cundle</b> <b>New project for 2011</b> Library, purchasing of books and training of a librarian	Permanent classrooms Administration block School hall Academic and leadership course Team building workshops Kombi court
<b>Lodirile High School Swaneville</b>	Learners: 1392 Classrooms: 22 Learners per class: 63 Pass rate: 67%	<b>Adopter: Matasis</b> <b>Plan to be finalised</b>	Seven classrooms Science laboratory Computers Cricket field Science and maths training Calculators
<b>Kids Milestone School Blue Hills Midrand</b>	Learners: 300 Classrooms: 7 Learners per class: 43 Pass rate: 100%	<b>Adopter : Matasis</b> <b>New project for 2011</b> Donation of books and grade R toys	Ablution block Classrooms Sports facilities Renovation of swimming pool Books
<b>NORTHERN CAPE</b>			
<b>Banksdrift Secondary School Hartswater</b>	Learners: 629 Classrooms: 12 Learners per class: 45 Pass rate: 55 %	<b>Adopter : Investec &amp; Northern Cape Department of Education</b> <b>New school built consisting of the following:</b> Twelve classrooms Administration block Ablution blocks Desks donated <b>New project for 2011</b> Educator development and learner support science training and equipment	Sports facilities School hall Additional classrooms Teachers development on different subjects Science laboratory, equipment and training Library, books and training of a librarian
<b>Tshiamo Primary School Kimberley</b>	Learners: 652 Classrooms: 20 Learners per class: 33 Pass rate: 88%	<b>Adopter : Development Bank of Southern Africa</b> <b>Current Project</b> Renovation of ablution block	Library School hall Fencing Sick bay Librarian Computer training for educators
<b>Blaauwskop Primary School Upington</b>	Learners: 485 Classrooms: 12 Learners per class: 40 Pass rate: 81%	<b>Adopter : Development Bank of Southern Africa</b> Ablution block	Renovation of the school Burglar doors Strategic planning Executive leadership course Team building
<b>Gamagara Secondary School Dibeng</b>	Learners: 508 Classrooms: 19 (9 mobile) Learners per class: 26 Pass rate: 48%	<b>Adopter: Matasis</b> Plan to be finalised	Classrooms Library Ablution block Kitchen Sports facilities Conflict management course Borehole
<b>NORTH WEST</b>			
<b>Ramokoka Primary School Ramokoka Village</b>	Learners : 293 Classrooms : 7 Learners per class : 41 Pass rate : 91.6%	<b>Adopter: PPC Cement</b> <b>New school built consisting of the following:</b> Seven classrooms Ablution block Office for clerk and principal Computer laboratory <b>Current Project</b> Two classrooms Grade R toilets Administration block Library extension, books and training of a librarian Kitchen	School hall Management training for SMT's Skills development for learners with special needs Grade R structure
<b>Tau Rapulana High School Bodibe</b>	Learners : 780 Classrooms : 15 Learners per class: 52 Pass rate: 67.12%	<b>Adopter : Lafarge Education Trust</b> 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 <b>Current Project</b> Science laboratory and training of a science teacher and equipment Training of librarian	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
<b>Bodibe Intermediate Bodibe</b>	Learners : 578 Classrooms : 16 Learners per class : 36 Pass rate : 86.60 %	<b>Adopter : Lafarge Education Trust</b> 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 <b>Current Project</b> Language and literacy programme Renovation of the school	Computer centre Library, books and training of a librarian Additional classrooms Educators development on the implementation of National Curriculum Statement in learning areas Team building Vegetable garden and training



NAME	PROFILE	WORK DONE	FUTURE NEEDS
<b>Motlthako Primary Bodibe</b>	Learners : 401 Classrooms : 15 Learners per class : 28 Pass rate : 90%	<b>Adopter : Lafarge Education Trust</b> 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 <b>Current Project</b> Computer centre Training of a science teacher Language and literacy programme	Library, books and training of a librarian Kitchen Administration block Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training
<b>E.H.Mogase Primary School Bodibe</b>	Learners : 500 Classrooms : 15 Learners per class : 33 Pass rate : 92%	<b>Adopter : Lafarge Education Trust</b> 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 <b>Current Project</b> Language and literacy programme Library, books and training of a librarian Water/Play pump	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
<b>Shudintle Intermediate School Bodibe</b>	Learners : 614 Classrooms : 16 Learners per class : 38 Pass rate : 79 %	<b>Adopter : Lafarge Education Trust</b> Two classrooms HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators <b>Current Project</b> Renovation of classrooms Language and literacy programme	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
<b>Mmuagabo Primary School Bodibe</b>	Learners : 304 Classrooms : 12 Learners per class : 25 Pass rate : 85%	<b>Adopter : Lafarge Education Trust</b> Two classrooms HIV/ AIDS counselling for OVC's Executive leadership training Computer training Establishment of environmental club Advance computer training for educators <b>Current Project</b> Language and literacy programme Ablution block and upgrading of sanitation	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
<b>Naletsana Primary Bodibe</b>	Learners : 310 Classrooms : 16 Learners per class : 19 Pass rate : 79%	<b>Adopter : Lafarge Education Trust</b> Multimedia centre HIV/AIDS counselling for OVC's Executive leadership training Computer training Establishment of environmental club Advance computer training for educators Renovation of computer centre <b>Current Project</b> Language and literacy programme	Renovation of classrooms Administration block Science laboratory Educator development on the implementation of National Curriculum Statement learning areas Vegetable garden and training
<b>Mokakana Primary Bodibe</b>	Learners : 443 Classrooms : 15 Learners per class : 30 Pass rate : 87%	<b>Adopter : Lafarge Education Trust</b> <b>Addition sponsor : Water For All</b> 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 <b>Current Project</b> Language and literacy programme Computer centre	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
<b>Matlaba Primary School Bodibe</b>	Learners : 370 Classrooms : 14 Learners per class : 26 Pass rate : 84.60%	<b>Adopter : Lafarge Education Trust</b> Two classrooms HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators <b>Current Project</b> Language and literacy programme Library, books and training of a librarian	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
<b>Molekane Primary School Bodibe</b>	Learners : 443 Classrooms : 16 Learners per class : 26 Pass rate : 84 %	<b>Adopter : Lafarge Education Trust</b> Seven classrooms Store room HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators <b>Current Project</b> Language and literacy programme Additional four classrooms	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
<b>Makgwe Primary School Bodibe</b>	Learners : 530 Classrooms : 14 Learners per class : 38 Pass rate : 84.60%	<b>Adopter : Lafarge Education Trust</b> Ablution block Organised HIV/AIDS counselling for OVC's Executive leadership training Computer training for educators Establishment of environmental club Advance computer training for educators <b>Current Project</b> Language and literacy programme Renovation of the whole school	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

NAME	PROFILE	WORK DONE	FUTURE NEEDS
<b>Thaboyabatho Middle School Bosplaas</b>	Learners: 550 Classrooms: 14 Learners per class: 39 Pass rate: 62%	<b>Adopter : Development Bank of Southern Africa</b> Ablution block	Computer centre Renovations of roofing and ceiling Electrification Computer training Team building Paving Sports facilities
<b>Mphebatho Primary School Bosplaas</b>	Learners: 445 Classrooms: 16 Learners per class: 28 Pass rate: 92%	<b>Adopter : Development Bank of Southern Africa</b> <b>Additional sponsor : Solo Resources</b> Donation of computers, chairs and photocopy machine Renovation of ablution block	Renovation and school hall Computer centre Executive leadership course Administration block Sports facilities Science laboratory
<b>MPUMALANGA</b>			
<b>Vukubone High School Piet Retief</b>	Learners : 1128 Classrooms : 24 Learners per class: 47 Pass rate: 52.6%	<b>Adopter : Kangra Coal</b> <b>New Project for 2011</b> Science lab and training Leadership training and strategic planning	Science laboratory School hall Additional classrooms Library Sports facilities
<b>Sibongiseni Primary School Barberton</b>	<b>Building of a new school</b>	<b>Barberton Mines</b> Palisade fence <b>New project for 2011</b> 8 classrooms Ablution block Grade R structure Sports field	
<b>Makhathini Intermediate School Mhluzi</b>	Learners : 340 Classrooms : 19 Learners per class : 18 Pass rate: 98 %	<b>Adopter : Shanduka Coal</b> Renovation of existing classrooms Computer laboratory Renovation of ablution block <b>Current Project</b> Kitchen	Additional classrooms Photocopier Science laboratory Library School hall Training of SGB on governance and fundraising workshop
<b>Sambo Primary School Steenbok</b>	Learners: 407 Classrooms: 12 Learners per class: 34 Pass rate: 94%	<b>Adopter : Development Bank of Southern Africa</b> Borehole <b>New project for 2011</b> Water pump	School hall Administration block Sports fields upgrading Management and leadership training Governance
<b>Sijabulile Primary School</b>	Learners: 90 Classrooms: 8 Learners per class: 11 Pass rate: 95%	<b>Adopter : Development Bank of Southern Africa</b> <b>Current Project</b> Ablution block	Kitchen School hall Sports facilities Leadership & governance workshop
<b>Twyfelhoek Combined School Piet Retief Mpumalanga</b>	Learners : 356 Classrooms: 4 Learners per class: 89 Pass rate: 70 %	<b>Adopter : Kangra Coal</b> Plan to be finalised	Classrooms Ablution block Computer laboratory and training of educators Library Sports fields & Sport kits
<b>Warburton Combined School Mpumalanga</b>	Learners: 921 Classrooms: 22 Learners per class: 42 Pass rate: 75%	<b>Adopter : Brait Foundation</b> <b>Current project</b> Building of a kitchen	Classrooms Library and resources Computer laboratory
<b>LIMPOPO</b>			
<b>Letheba High School Botlokwa</b>	Learners: 705 Classrooms: 17 Learners per class: 42 Pass rate: 60%	<b>Adopter : Apopt-a-School Foundation</b>	Additional classrooms School hall Science laboratory Library Computer laboratory Fence
<b>Mamvuka Secondary School Dzanini</b>	Learners : 582 Classrooms : 12 Learners per class: 49 Pass rate: 85.4%	<b>Adopter : Development Bank of Southern Africa</b> <b>Current Project</b> Ablution block	Administration block Library Classrooms Science laboratory Computer laboratory Leadership course RCL leadership training SGB training on governance
<b>Sikhwivhilu Primary School Dzanani</b>	Learners : 581 Classrooms: 16 Learners per class: 36 Pass rate: 95%	<b>Adopter : Development Bank of Southern Africa</b> <b>Current Project</b> Ablution block	Administration block Library Classrooms Computer laboratory Science laboratory Leadership course Language and literacy programme
<b>Deo Gloria Primary School Thabazimbi</b>	Learners : 1077 Classrooms: 21 Learners per class: 51 Pass rate: 77 %	<b>Adopter : Northam Platinum</b> Three classrooms	Ablution block School hall Paving Computer laboratory with computers Sports fields Sports kits
<b>EASTERN CAPE</b>			
<b>Cowan High School Port Elizabeth</b>	Learners: 1162 Classrooms: 30 Learners per class: 39 Pass rate : 64%	<b>Adopter: PPC Cement</b> Fence Desks	Renovation of existing ablution block Computer training Executive leadership training



NAME	PROFILE	WORK DONE	FUTURE NEEDS
<b>Mzomhle High School Mdantsane</b>	Learners: 693 Classrooms: 18 Learners per class: 39 Pass rate: 57.50 %	<b>Adopter : FeverTreeConsulting (Pty) Ltd</b> 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
<b>Mbanga Primary School Dutywa</b>	Learners: 338 Classrooms: 9 Learners per class: 37 Pass rate: 80%	<b>Adopter : Development Bank of Southern Africa</b> School furniture (desks) <b>Current Project</b> Library	Science and technology laboratory Administration block Kitchen Grade R facilities Extra classroom Uniform for needy learners Computer training for educators Executive leadership course Language and literacy programme
<b>Mphuti Primary School Dutywa</b>	Learners: 350 Classrooms: 9 Learners per class: 38 Pass rate: 84%	<b>Adopter: Development Bank of Southern Africa</b> Fencing <b>Current Project</b> Library	Administration block Computer training Leadership and policy development training
<b>FREE STATE</b>			
<b>Mahlohonolo Intermediate School Botshabelo</b>	Learners: 651 Classrooms: 24 Learners per class: 27 Pass rate: 84%	<b>Adopter : Development Bank of Southern Africa</b> <b>Current Project</b> Ablution block	Renovation building Computer laboratory School hall Library, books and training of a librarian Sports kits Computer training for educators Leadership and governance
<b>Thari ya Tshepe Intermediate School Botshabelo</b>	Learners: 1285 Classrooms: 25 Learners per class: 51 Pass rate: 93%	<b>Adopter : Development Bank of Southern Africa</b> <b>Current Project</b> Ablution block	School hall Science and tech laboratory Library, books and training of a librarian Sports facilities Art room
<b>WESTERN CAPE</b>			
<b>Sonwabo Primary School Gugulethu</b>	Learners : 958 Classrooms : 26 Learners per class: 25 Pass rate: 90%	<b>Adopter : Development Bank of Southern Africa</b> <b>Additional sponsor: Shanduka Foundation</b> <b>Current Project</b> Ablution block Language and Literacy Project	School hall Computer laboratory Computer training for educators Basic Counselling skills on HIV and AIDS Training of a remedial teacher
<b>Vuyani Primary School Gugulethu</b>	Learners: 766 Classrooms: 22 Learners per class: 35 Pass rate: 89%	<b>Adopter : Development Bank of Southern Africa</b> Ablution block	School hall Library, books and training of a librarian Classrooms Computer laboratory assistant Sports fields
<b>Sea Point High School Sea Point</b>	Learners: 398 Classrooms: 22 Learners per class: 18 Pass rate: 99%	<b>Adopter: Oxford University Press</b> Renovation of kitchen	Soccer fields Laptops for educators Feeding scheme Interactive whiteboards



# Profiles of Assisted Schools

NAME OF SCHOOL AND LOCATION	PROFILE	WORK DONE	FUTURE NEEDS
<b>KWAZULU-NATAL</b>			
<b>Masijabule High School Cato Ridge</b>	Learners : 917 Classrooms : 12 Learners per class : 76 Pass rate: 88%	<b>Sponsor: Rentworks</b> Computer centre	Ablution block Library School hall
<b>Phangindawo Primary School Cato Ridge</b>	Learners : 610 Classrooms : 16 Learners per class : 38 Pass rate: 77%	<b>Sponsor: Rentworks</b> Computer centre	Ablution block Library School hall Computer training
<b>GAUTENG</b>			
<b>Modilati J Secondary School Themba</b>	Learners : 1301 Classrooms: 24 Learners per class: 54 Pass rate: 80%	<b>Sponsor: Merrill Lynch, iSchoolafrica &amp; Adopt-a-School Foundation</b> Renovation of classrooms Computer centre Maths, science and language ICT programme Two classrooms	Library Science and technology laboratory
<b>Inkululeko Yesizwe Primary School Vlakfontein</b>	Learners : 1118 Classrooms : 22 Learners per class : 51 Pass rates: 99%	<b>Sponsor: Standard Bank Graduates, Twenty 30 &amp; Biblionef</b> Kitchen Donation of library books	Classrooms Administration block Computer centre Library
<b>Igugu Primary School Mofolo</b>	Learners : 212 Classrooms:10 Learners per class:20 Pass rate : 98%	<b>Sponsor: The Trust</b> Renovation of kitchen	Paliced fence Sick bay Computer training Sports facilities
<b>Sefikeng Primary School Bryanston</b>	Learners: 529 Classrooms:11 Learners per class: 48 Pass rate : 100%	<b>Sponsor: Investec</b> Donation of school uniforms for needy learners Donation of library books	Aministration block Kitchen Sick bay Library
<b>Bokamoso Secondary School Themba</b>	Learners: 750 Classrooms: 17 Learners per class: 44 Pass rate: 72%	<b>Sponsor: iSchoolafrica</b> Maths, science & language ICT programme	Classrooms Aministration block Paliced fence Electrification upgrade
<b>Msengavhazhimo Primary School Diepsloot</b>	Learners: 1584 Classrooms:25 Learners per class:63 Pass rate: 99%	<b>Sponsor: PPC Cement</b> Teaching & learning support material for foundation phase	Extra classrooms Reading books Borehole and play pump Training of a librarian
<b>NORTH WEST</b>			
<b>Kau Primary School Bosplaas</b>	Learners: 566 Classrooms:12 Learners per class:47 Pass rate: 95%	<b>Sponsor: Adopt-a-School Foundation Current Project</b> Building of grade R structure	Classrooms Administration block Library Computer training
<b>Mankala Technical School Mabopane</b>	Learners: 750 Classrooms:18 Learners per class:42 Pass rate: 72.3%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Technical workshop School hall Fence
<b>Ngaka Maseko High School Mabopane</b>	Learners: 918 Classrooms:24 Learners per class:38 Pass rate: 90%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	School hall Renovation of sports facilities Science laboratory
<b>Letihabile Middle School Legonyane</b>	Learners: 300 Classrooms: 9 Learners per class: 33 Pass rate: 73%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Library Science laboratory Ablution block
<b>Rethusitwe Primary School Kromkuil Village</b>	Learners: 674 Classrooms: 18 Learners per class: 37 Pass rate: 99.9%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Science laboratory & equipment Fence Library Ablution block Paving Sports facilities
<b>Motlhana Primary School Mothe Village</b>	Learners: 670 Classrooms: 12 Learners per class: 55 Pass rate: 99%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Administration block Science laboratory Library School hall
<b>Molebatsi High School Mothe Village</b>	Learners: 330 Classrooms: 14 Learners per class: 24 Pass rate: 41.2%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Home economics centre Science laboratory Aministration block
<b>Rebone Middle School Mothe Village</b>	Learners: 664 Classrooms: 15 Learners per class: 42 Pass rate: 82%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Library Science laboratory Administration block
<b>Motlhe Primary School Mothe Village</b>	Learners: 879 Classrooms: 15 Learners per class: 59 Pass rate: 97%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Access of running water Administration block Science laboratory



NAME	PROFILE	WORK DONE	FUTURE NEEDS
<b>MPUMALANGA</b>			
<b>Zaaiplaas Primary School Sehlakwane</b>	Learners : 847 Classrooms : 21 Learners per class : 40 Pass rate: 80%	<b>Sponsor: Sasol</b> Renovation of existing classrooms and administration block	Ablution block Kitchen Library Computers Furniture Sports facilities
<b>LIMPOPO</b>			
<b>Luvhalani Primary School Tshakuma</b>	Learners: 252 Classrooms: 11 Learners per class: 23 Pass rate: 78%	<b>Sponsor: Adopt-a-School Foundation &amp; MTN</b> Five classrooms Media centre Public phone shop Computer training for five educators	Fence & gate Library Shading for assembly area
<b>Tshimbuluni Primary School Tshakuma</b>	Learners: 211 Classrooms: 12 Learners per class: 18 Pass rate: 86%	<b>Sponsor: MTN</b> Media centre Public phone shop Computer training for five educators	Renovation of administration block School hall
<b>Mbokota Primary School Elim</b>	Learners: 831 Classrooms: 12 Learners per class: 69 Pass rate: 84%	<b>Sponsor: MTN</b> Donation of computers	Ablution block Library Classrooms Science laboratory School hall
<b>EASTERN CAPE</b>			
<b>Hakuwa Primary School Queenstown</b>	Learners: 530 Classrooms: 14 Learners per class: 43 Pass rate: 100%	<b>Sponsor: Thando Sishuba &amp; friends, C Ramaphosa &amp; Vancut</b> Three classrooms Administration block	Ablution block Computer centre Library Grade R facilities
<b>Mafube J Secondary School Matatiele</b>	Learners: 530 Classrooms: 14 Learners per class: 38 Pass rate: 80.5%	<b>Sponsor: Johnnic &amp; learners from University of Carine Wilson Secondary School in Ottawa Canada</b> Renovation of existing classrooms Administration block Computers Clothes Stationery	Ablution block Additional classrooms Library
<b>Dutyini J Secondary School Mount Ayliff</b>	Learners: 472 Classrooms: 10 Learners per class: 47 Pass rate: 73%	<b>Sponsor: Johnnic, BP Southern Africa, Huawei &amp; Telkom Foundation</b> Ablution block Five classrooms Administration block Computer centre	Library School Science laboratory
<b>Sandlulube J Secondary School Mount Frere</b>	Learners: 326 Classrooms: 9 Learners per class: 36 Pass rate: 87%	<b>Sponsor: Investec</b> Renovation of classrooms Donation of computer	Ablution block Administration Library Computer centre
<b>Ikageng Secondary School Matatiele</b>	Learners: 317 Classrooms: 10 Learners per class: 362 Pass rate: 74%	<b>Sponsor: MTN</b> Donation of computer	Administration Library School hall



# Profiles of schools waiting to be adopted

NO	NAME OF SCHOOL AND LOCATION	PROFILE
<b>GAUTENG</b>		
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 Alexandra	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 Alexandra	Learners: 881 Grades Offered : 1 - 4
11	Ekuhanyeni 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	Livhuwani Primary School Meadowlands - Soweto	Learners: 675 Grades Offered : R-7
19	Leratong Primary School Orlando East - Soweto	Learners: 329 Grades Offered : 4-7
20	Mabu-A-Tlou Primary School Majaneng	Learners: 970 Grades Offered : R - 7
21	Makhoarane Primary School Dobsonville - Soweto	Learners:489 Grades Offered : 1-7
22	Moses Maren Technical Secondary School - Eikenhof	Learners: 804 Grades Offered : 8-12
23	Mc Bain Charles Primary School Eldorado Park	Learners: 660 Grades Offered : R-7
24	Letlotlo Secondary School Mabopane	Learners: 742 Grades Offered : 8 - 12
25	Namo Primary Hammanskraal	Learners: 564 Grades Offered : R - 7
26	Observatory Girls Primary School Observatory	Learners: 480 Grades Offered : 1-7
27	Realogile Secondary School Alexandra	Learners : 1485 Grades Offered : 8-12
28	Sekampaneng Primary Sekampaneng Village	Learners : 976 Grades Offered : 1 -7
29	St Algars Combined School Lanseria	Learners: 1133 Grades Offered : 1 -12
30	Sibonile School for the visually impaired Kliprivier	Learners: 142 Grades Offered : 1-9
31	Troyville Primary School Troyville	Learners: 607 Grades Offered : 4-7
32	Thuto-Lehakwe Senior Secondary School - Mohlakeng	Learners:1529 Grades Offered :8-12
33	Vuwani Secondary School Tshiawelo - Soweto	Learners : 1194 Grades Offered: 8 - 12
34	Vuyani Primary School Tsakane	Learners : 1194 Grades Offered: 0-7
35	Mochochonono Primary school Pimville	Learners: 305 Grades Offered: R-4

NO	NAME OF SCHOOL AND LOCATION	PROFILE
36	Soshanguve South Secondary School Soshanguve	Learners:745 Grades Offered :8-11
37	Welgedag Primary School Springs	Learners : 615 Grades Offered : R-7
38	Zimisele Secondary School Kwa-Thema Springs	Learners : 962 Grades Offered : 8 - 12
39	Kagiso Ext 14 High School Kagiso	Learners: 912 Grades Offered: 8 -10
40	Reamohetsoe Primary School Orange Farm	Learners : 632 Grades Offered : R-7
41	Usizolwethu School (Special school) Benoni	Learners: 390 Grades Offered: R -12
42	Wise-Up Combined School Maraisburg	Learners: 1056 Grades Offered: R-12
43	The Way Christian School Pretoria	Learners: 193 Grades Offered: R -12
44	Durban Deep Primary Roodepoort	Learners: 1037 Grades Offered: 1-7
45	Impumelelo Jnr Primary School Emdeni Soweto	Learners :159 Grades Offered: R -4
46	Manamelong Primary School Mamelodi	Learners: 1030 Grades Offered: 1 - 7
47	Molefe Mooke Primary School Hammanskraal	Learners: 652 Grades Offered: R -7
48	Mandisa Shiceka High School Kagiso EXT 11	Learners: Grades Offered: 8-12
49	Katlehong Primary School Katlehong South	Leaners: 1312 Grades Offered: R-7
<b>EASTERN CAPE</b>		
50	Enqobokeni Primary School Whittlesea	Learners: 139 Grades Offered: 8-12
51	Hlomendlini Junior Secondary School Port St Johns	Learners: 612 Grades Offered: 1 - 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: R- 9
62	Bele Jnr Secondary School Tsolo	Learners: 600 Grades Offered: R - 9
63	Kwezi Iomso Comprehensive School Sidwell	Learners: 1490 Grades Offered: 8 -12
<b>NORTHERN CAPE</b>		
64	Barkly West Higher Primary School Barkly West	Learners: 572 Grades Offered: 5-7
65	Boresetse High School Barkly West	Learners: 993 Grades Offered: 8 - 12
66	Dikgathlong High School Delporthshoop	Learners: 869 Grades Offered: 8 - 12
67	Hanover Primary School Hanover	Learners: 985 Grades Offered: R - 7
68	Hartswater High School Hartswater	Learners: 427 Grades Offered : 8-12
69	Hoërskool Langberg Olifantshoek	Learners: 972 Grades Offered : 8 -12
70	Ikaheng Intermediate School Dekeur Farm	Learners: 246 Grades Offered: R - 9



NO	NAME OF SCHOOL AND LOCATION	PROFILE
71	Ikaheng Primary School Kimberley	Learners: 201 Grades Offered: R - 7
72	Kgomotso High School Pampierstad	Learners: 1014 Grades Offered: 10 - 12
73	Mosalakae Public School Barkly West	Learners: 875 Grades Offered: 1 - 4
74	Reakantswe Intermediate School Windsorton	Learners: 385 Grades Offered: 9 - 12
75	Pampierstad High School Pampierstad	Learners: 955 Grades Offered: 8 - 12
76	Redirile Senior Phase School Galeshewe	Learners: 744 Grades Offered: 7 - 9
77	Rietvale High School Hadison Park	Learners: 610 Grades Offered: 9 - 12
78	St. Boniface High Kimberley	Learners: 1013 Grades Offered: 8 - 12
79	Tlhwalang High School Jan Kemp	Grades Offered: 9-12
80	Vaalharts High School Jan Kemp	Learners: 251 Grades Offered: 8 - 12
81	Renelwe Primary School Kimberley	Learners: 387 Grades Offered: R - 7
82	Montshiwa Primary School Kimberley	Learners: 527 Grades Offered: R-6
83	Hartsvaal Primary School Jan Kemp Dorp	Learners: 521 Grades Offered: 4-7
84	Realeboga Intermediate School Jan Kemp Dorp	Learners: 562 Grades Offered: R-7
85	Hotazel Combined school Hotazel	Learners: Grade Offered: R-7
<b>KWAZULU-NATAL</b>		
86	Bagabile High School Eshowe	Learners: 442 Grades Offered: 8 - 12
87	Doornkloof Combined School Moorriver	Learners: 309 Grades Offered: 4 - 12
88	Dover Combined School Empangeni	Learners: 1030 Grades Offered: 1 - 12
89	Entonjeni High School Ladysmith	Learners: 526 Grades Offered: 8 - 12
90	Egweni Combined School Loskop	Learners: 1035 Grades Offered: R- 9
91	Hafuleni High School Harding	Learners: 1290 Grades Offered: 8 - 12
92	Hilda Makhanya Primary School Ntuzuma	Learners: 374 Grades Offered: R - 6
93	Isnebe Secondary School Tonga	Learners: 527 Grades Offered: R - 9
94	Kwamame Primary School Mahlabathini	Learners: 647 Grades Offered: 1-7
95	Masuka Primary School Isipingo	Learners: 660 Grades Offered: R - 7
96	Zandlazethu High School Ingwavuma	Learners: 745 Grades Offered: 8-12
97	Prince Mnyayiza High School Nongoma	Learners: 664 Grades Offered: 8 - 12
98	Qoqulwazi Secondary School Tonga	Learners: 416 Grades Offered: 8 - 12
99	Siphephele Secondary School Isipingo	Learners: 450 Grades Offered: 8-12
100	Siywela Primary School Dannhauser	Learners: 413 Grades Offered: R - 7
101	Thuthuzekani Special School Empangeni	Learners: 305 Grades Offered: R - 7
102	Magubulundu J.Secundary School Paulpietersburg	Learners: 300 Grades Offered: 8- 10
103	Cwebezela Primary School Umlazi	Learners: 576 Grades Offered: R - 7
104	Kuhlekonke High School Pietermaritzburg	Learners: 583 Grades Offered: 8-12
105	Mahlathathani Primary School Mzimela	Learners: 263 Grades Offered: R-7
106	Sihubela High School Mzimela	Learners: 300 Grades Offered: 8 -12
107	Ekudonseni Primary School Mzimela	Learners: 495 Grades Offered: R -7
108	Mthintombi Primary School Mzimela	Learners: 85 Grades Offered: 1-3
109	Lethimfundo Primary School Mzimela	Learners: 304 Grades Offered: R -7
110	Ntenshana Primary School Mzimela	Learners: 292 Grades Offered: R -7
111	Ngqamzana Primary School Mzimela	Learners: 678 Grades Offered: R-7

NO	NAME OF SCHOOL AND LOCATION	PROFILE
112	Inqabayamazimela High School Mzimela	Learners: 718 Grades Offered: 8-12
113	Ntshidi Primary School Mzimela	Learners: 525 Grades Offered: R-7
114	Ezakheleni Secondary School Mzimela	Learners: 602 Grades Offered: 8-12
115	Funawayo Primary School Mzimela	Learners: 171 Grades Offered: 5-7
116	Sigobo Primary School Mzimela	Learners: 274 Grades Offered: R-7
117	Dyemeni Jnr Primary School Mzimela	Learners: 227 Grades Offered: R - 4
118	Endlovini Primary School Mzimela	Learners: 612 Grades Offered: R - 7
119	Mzimela Primary School Mzimela	Learners: 239 Grades Offered: R - 7
120	Njingili High School Mzimela	Learners: 470 Grades Offered: 8 - 12
121	Sbambisene Primary School Mzimela	Learners: 675 Grades Offered: R - 7
122	Yetheni Primary School Mzimela	Learners: 522 Grades Offered: R - 7
123	Zingobele Secondary School Mzimela	Learners: 581 Grades Offered: 8 - 12
124	Manzamyama High school Mzimela	Learners: 325 Grades Offered: R - 7
125	Mashanandane High School Mzimela	Learners: 571 Grades Offered: 8 - 12
126	Zimeme High School Mzimela	Learners: 229 Grades Offered: 8 - 12
127	Khanyakufikile Primary school Mzimela	Learners: 210 Grades Offered: R - 7
128	Lindelihle Primary School Mzimela	Learners: 349 Grades Offered: R - 7
129	Sibhakuza Secondary School Mzimela	Learners: 300 Grades Offered: 8 - 12
130	Sibambisene Primary School Mzimela	Learners: 675 Grades Offered: R - 7
<b>MPUMALANGA</b>		
131	Amon Nkosi Primary School Barberton	Learners: 480 Grades Offered: R - 6
132	Beretta Primary School Acornhoek	Learners: 1187 Grades Offered: R - 7
133	Hendrina Primary School Hendrina	Learners: 501 Grades Offered: R-7
134	Izithandani Combined School Badplaas	Learners: 930 Grades Offered: R - 7
135	K.I. Twala Secondary School Embalenhle	Learners: 1461 Grades Offered: 8 - 12
136	Kwazamokuhle Secondary School Hendrina	Learners: 1354 Grades Offered: 8 - 12
137	Mapala Combined School Hammanskraal	Learners: 614 Grades Offered: 7 - 9
138	Mapalagadi Primary School Glen Cowie	Learners: 689 Grades Offered: R - 7
139	Batlagae Primary School Doomkop	Learners: 660 Grades offered: R - 7
140	Phafane Senior Secondary School Burgersfort Mpumalanga	Learners: 275 Grades Offered: 8 - 12
141	Shapeve Primary School Embalenhle Mpumalanga	Learners: 1611 Grades Offered: 1 - 7
142	Sibhulo Senior Secondary School Kabokweni	Learners: 975 Grades Offered: 8 - 12
143	Steelcrest High School Middleburg	Learners: 660 Grades Offered: 8 - 12
144	Umtombopholile Primary School Lydenburg	Learners: 168 Grades Offered: 1 - 7
145	Skhila Secondary School Mashishing/Lydenburg	Learners: 699 Grades Offered: 8 - 12
146	Kiwi Primary School Mashishing/Lydenburg	Learners: 89 Grades Offered: R-7
<b>NORTHWEST</b>		
147	Gaesege Primary School Madibogo	Learners: 728 Grades Offered: 1-6
148	Ikageng Primary School Garankuwa	Learners: 446 Grades Offered: 1 - 6
149	Lucas Motshabanosi Middle School Winterveld	Learners: 377 Grades Offered: 7 - 9
150	Rearabilwe Secondary School Lerato	Learners: 650 Grades Offered: 8 - 12
151	Tau Sebele Middle School Makapanstad	Learners: 229 Grades Offered: 7 - 9

NO	NAME OF SCHOOL AND LOCATION	PROFILE
152	T.K. Mokonyane Primary School Mothle Village	Learners: 275 Grades Offered: R - 6
153	Seema Makapane Middle School Radium	Learners :200 Grades Offered: 7- 10
154	Thuto Thebe Middle School Ga-Rankuwa	Learners: 458 Grades Offered: 7- 9
155	Morongwa Primary School Mogwase	Learners: 220 Grades Offered: R - 6
156	Borite Primary School Mogwase	Learners: 348 Grades Offered: R - 6
157	Vlakpan Primary School Lichtenburg	Learners: 199 Grades Offered: R -7
158	Opadiatla Primary School Itsoeng	Learners: 443 Grades Offered : R-7
159	Maokaneng Primary School Itsoeng	Learners: 543 Grades Offered:1- 6
160	Tsholofelo Primary School Itsoeng	Learners: 473 Grades Offered: R-6
161	Dingake Primary School Itsoeng	Learners: 544 Grade Offered : 1 -6
162	Ponelopele Primary School Itsoeng	Learners: 292 Grades Offered: R-6
163	Kroondal Farm School Rustenburg	Learners: 187 Grade Offered : R - 9
164	Tirelo Intermediate School Rustenburg	Learners: 694 Grade Offered : R-9
<b>LIMPOPO</b>		
165	Boxhahuku Combined School Saselaman	Learners: 675 Grades Offered: R - 9
166	Chrome Mine Primary School Chromite	Learners: 376 Grades Offered: R -7
167	Hilmary Learning Centre Thohoyandou	Learners: 615 Grades Offered: R -7
168	Hoërskool Frikkemeyer Thabazimbi	Learners: 1016 Grades Offered: 8- 12
169	Kgotloana Primary School Dendron	Learners: 927 Grades Offered: R -7
170	Krause Primary School Thabazimbi	Learners: 721 Grades Offered: 1-7
171	Laerskool KoeDBeskop Thabazimbi	Learners: 309 Grades Offered: R - 7
172	Laerskool Northam Thabazimbi	Learners: 435 Grades Offered: R-7
173	Laerskool Thabazimbi Thanbazimbi	Learners: 1108 Grades Offered: R - 7
174	Maelebe Primary School Steelpoort	Learners: 992 Grades Offered: R-7
175	Mabogopedi High School Thabazimbi	Learners: 834 Grades Offered: 8-12
176	Mbilwi Secondary School Sibasa	Learners: 732 Grades Offered: 8-12
177	Mokobateng Senior Secondary School Jumo	Learners: 294 Grades Offered: 8-12
178	Muthundinne Primary School Lwamondo	Learners: 267 Grades Offered: R -7
179	Morotobale Primary School Glen Cowie	Learners: 518 Grades Offered: R -7
180	Naletsana Combined School Thabazimbi	Learners: 447 Grades Offered: R -12
181	Northam Comprehensive High School Thabazimbi	Learners: 598 Grade Offered : 7 - 12
182	Swobani Secondary School Tshilwawhusiku	Learners: 412 Grades Offered: 8-12
183	Vongani Primary School Saselaman	Learners: 736 Grades Offered: R -7
184	Sam Mavhina Primary School Thohoyandou	Learners: 989 Grades Offered: 8-12
185	Phusula High School Lenyenye	Learners: 650 Grades Offered: 8-12
186	Seboye Secondary School Lenyenye	Learners: 890 Grades Offered: 8-12
187	Kahara Primary School Lenyenye	Learners: 350 Grades Offered: R-4
188	Matladi Primary School Zabadiale	Learners:1000 Grades Offered: 8-12
189	Tshala Secondary School Ndzhelele	Learners: 745 Grades Offered: 8-12
190	Ramalema Junior Primary School Lenyenye	Learners: 300 Grades Offered: R-4
191	Lenyenye Senior Primary School Lenyenye	Learners:560 Grades Offered: 5 - 7

NO	NAME OF SCHOOL AND LOCATION	PROFILE
192	Phagamang Secondary School Senwabarwana	Learners: 306 Grades Offered: 8-12
<b>FREE STATE</b>		
193	Atang Primary School Bloemfontein	Learners: 736 Grades Offered: 1 -7
194	Bahale Secondary School Hennenman	Learners: 1061 Grades Offered: 8 -12
195	Batjha Public School Botshabelo	Learners: 900 Grades Offered: R - 7
196	Dithoteng Intermediate School Witshoek	Learners: 548 Grades Offered: 7- 9
197	Kgorathuto Secondary School Ramahutsi	Learners: 1059 Grades Offered: 10-12
198	Rekgonne Primary School Voortrekker Avenue	Learners: 1234 Grades Offered: R - 7
199	Ntuthuzelo Public School Bulfontein	Learners: 1057 Grades Offered: 1- 7
200	Relebeletse Combined School Bloemfontein	Learners: 1679 Grades Offered: 1- 7
201	Tlotlisang Intermediate School Botshabelo	Learners: 578 Grades Offered: R - 9
202	Vulindlela Primary School Harrismitth	Learners: 910 Grades Offered: R- 6
203	Morifi Community High School Mohale's Hoek Lesotho	Learners: 186 Grades Offered: 8 - 12
204	Tshepang S S School Clocolan	Learners: 1120 Grades Offered: 8-12
205	Lebogang Secondary School Welkom	Learners: 1124 Grades Offered: 8-12
<b>WESTERN CAPE</b>		
206	Vista Nova School Rondebosch	Learners: 431 Grades Offered: R - 12
207	Capricorn Primary School Vrygrond	Learners: 525 Grades Offered: R -5



# Financial Statements

for the year ended 30 June 2011

Country of incorporation: South Africa

Nature of business: To assist schools in need by mobilising resources from individuals and companies willing to invest in the development of South Africa's future human capital.

Directors:

Matamela Cyril Ramaphosa  
Donné Nicol  
Thokoana James Motlatsi  
Ntjantja Ned  
Helena Dolny  
Sydney Seolonyane  
James Maseko  
Griffith Zabala  
Zanele Mbere  
Stephen Lebere  
Francisca Shonhiwa  
Mshiyeni Belle  
Yaganthrie Ramiah  
Silas Mashava  
Xoliswa Mpongoshe

Registered address: Ground Floor, Building 2, 93 Protea Road, Chiselhurst, 2196

Business address: Ground Floor, Building 2, 93 Protea Road, Chiselhurst, 2196

Postal address: P O Box 2782  
Rivonia  
Johannesburg  
Gauteng  
2128

Auditors: PricewaterhouseCoopers Inc.

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# Approval of the annual financial statements

*In accordance with Companies Act of 1973 requirements, the directors are responsible for the preparation of the annual financial statements which conform with International Financial Reporting Standards (IFRS) and fairly present the state of affairs of the Adopt-a-School Foundation (Foundation) as at the end of the financial year, and net income and cash flows for that period.*

*It is the responsibility of the independent auditors to report on the fair presentation of the financial statements.*

*The directors are ultimately responsible for the internal controls. Management enables the directors to meet these responsibilities. Standards and systems of internal controls are designed and implemented by management to provide reasonable assurance as to the integrity and reliability of the financial statements in terms of IFRS and to adequately safeguard, verify and maintain accountability for the Foundation assets. Accounting policies supported by judgements, estimates and assumptions which comply with IFRS are applied on a consistent and going concern basis. Systems and controls include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties.*

*Based on the information and explanations given by management and external auditors, the directors are of the opinion that the accounting controls are adequate and that the financial records may be relied upon for preparing the financial statements in accordance with IFRS and maintaining accountability for the Foundation's assets and liabilities. Nothing has come to the attention of the directors to indicate that any breakdown in the functioning of these controls, resulting in material loss to the Foundation, has occurred during the year and up to the date of this report. The directors have a reasonable expectation that the Foundation has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements.*

*The financial statements of the Foundation for the year ended 30 June 2011, prepared in accordance with IFRS, which are set out on pages 43 to 51 were approved by the board of directors on 21 October 2011 and are signed on its behalf by:*



CHAIRMAN



DIRECTOR



# Independant auditors report to the members of Adopt-a-School Foundation

We have audited the annual financial statements of the Foundation, which comprise the statements of financial position as at 30 June 2011, the statements of comprehensive income, changes in equity and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory notes, as set out on pages 43 to 51.

## Directors' Responsibility for the Financial Statements

The Foundation's directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and in the manner required by the Companies Act of South Africa, and for such internal controls as the directors determine is necessary to enable the preparation of financial statements that are free from material misstatements, whether due to fraud or error.

## Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal controls. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

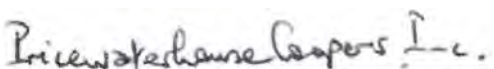
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

## Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Adopt-a-School Foundation as at 30 June 2011, and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards and in the manner required by the Companies Act of South Africa.

## Other Matters

The previous financial statements of the Foundation up to the year ended 30 June 2010 were not audited. Accordingly, we do not express an opinion on those financials taken as a whole.



**PricewaterhouseCoopers Inc.**

**Director: V Muguto CA (SA)**

**Registered Auditor**

**Johannesburg**

# Statement of Financial Position

as at 30 June 2011

	NOTES	2011	2010	2009
<b>ASSETS</b>				
<b>Non-current assets</b>		<b>47 469 181</b>	42 645 400	73 365 717
Property, plant and equipment	2	<b>426 877</b>	587 236	344 695
Equity-linked investment	10	<b>47 042 304</b>	42 058 164	73 021 022
<b>Current assets</b>		<b>15 069 485</b>	9 752 305	5 595 014
Trade and other receivables	3	<b>1 385 909</b>	427 571	396 336
Cash and cash equivalents	4	<b>13 683 576</b>	9 324 734	5 198 678
		<b>62 538 666</b>	<b>52 397 705</b>	<b>78 960 731</b>
<b>EQUITY AND LIABILITIES</b>				
<b>Capital and reserves</b>		<b>51 908 522</b>	42 345 799	68 879 996
Retained Earnings		<b>51 908 522</b>	42 345 799	68 879 996
<b>Non-current liabilities</b>		<b>10 000 000</b>	10 000 000	10 000 000
Long-term financial liability	12	<b>10 000 000</b>	10 000 000	10 000 000
<b>Current liabilities</b>		<b>630 144</b>	51 906	80 735
Trade and other payables	5	<b>630 144</b>	51 906	80 735
		<b>62 538 666</b>	<b>52 397 705</b>	<b>78 960 731</b>

# Statement of Comprehensive Income

for the year ended 30 June 2011

	NOTES	2011	2010	2009
Revenue	6	<b>27 279 537</b>	19 758 154	12 469 151
Other income	7	<b>554 732</b>	512 411	-
Fair value through profit or loss	10	<b>4 984 139</b>	(30 962 858)	63 021 022
Operating and project expenses	8	<b>(23 255 685)</b>	(15 841 904)	(11 392 912)
<b>Surplus for the year</b>		<b>9 562 723</b>	(26 534 197)	64 097 261
Other comprehensive income		-	-	-
<b>Total comprehensive income for the year</b>		<b>9 562 723</b>	(26 534 197)	64 097 261

# Statement of Changes in Equity

for the year ended 30 June 2011

	Retained income	Total
<b>Balance at 30 June 2008</b>	<b>4 782 735</b>	<b>4 782 735</b>
Total comprehensive income for the year	1 076 239	1 076 239
Prior period adjustment per note 11 <sup>1</sup>	63 021 022	63 021 022
<b>Balance at 30 June 2009</b>	<b>68 879 996</b>	<b>68 879 996</b>
Total comprehensive income for the year	4 428 661	4 428 661
Prior period adjustment per note 11	(30 962 858)	(30 962 858)
<b>Balance at 30 June 2010</b>	<b>42 345 799</b>	<b>42 345 799</b>
Total comprehensive income for the year	9 562 723	9 562 723
<b>Balance at 30 June 2011</b>	<b>51 908 522</b>	<b>52 069 959</b>

<sup>1</sup>The acquisition of the effective 10% interest in Grindrod SA (Proprietary) Limited on 23 February 2009 is classified as an equity linked instrument and the fair value movements are recognised through profit or loss. This was not taken into account previously.

# Cashflow Statement

for the year ended 30 June 2011

	NOTES	2011	2010
<b>Cash flows from operating activities</b>		<b>4 451 341</b>	4 434 198
Cash generated from operating activities	9	<b>3 913 609</b>	3 921 787
Interest received	7	<b>537 732</b>	512 411
<b>Cash flows from investing activities</b>		<b>(92 499)</b>	(307 642)
Purchase of property, plant and equipment	2	<b>(92 499)</b>	(307 642)
<b>Cash flows from financing activities</b>		-	(500)
Repayment of directors loan		-	(500)
<b>Increase in cash and cash equivalents</b>		<b>4 358 842</b>	4 126 056
<b>Cash and cash equivalents at the beginning of the year</b>		<b>9 324 734</b>	5 198 678
<b>Cash and cash equivalents at the end of the year</b>		<b>13 683 576</b>	9 324 734



# Notes to the financial statements

## 1 Accounting policies

The principal accounting policies which have been applied in preparing the Foundation's annual financial statements are set out below.

### 1.1 Basis of preparation

The financial statements are prepared in accordance with International Financial Reporting Standards as issued by the International Accounting Standard Board ("IFRS") and the Companies Act 2008, of South Africa.

The financial statements have been prepared in accordance with the going concern principle under the historical cost convention, as modified for the available-for-sale financial assets, other financial assets and financial liabilities (including derivative instruments) shown at fair value.

### 1.2 Revenue recognition

Income is recognised to the extent that it is probable that the economic benefits will flow to the Foundation and the revenue can be reliably measured. The following specific recognition criteria must also be met before revenue is recognised.

Donations whether of cash or assets, shall be recognised in the period it is received when and only when all of the following conditions has been satisfied:

- a) the Foundation obtains control of the donation or the right to receive the donation;
- b) the amount of the donation can be measured reliably.

Donations shall be recognised at the fair value of the donations received.

Interest income is accrued on a time basis, by reference to the principal outstanding and at the interest rate applicable.

### 1.3 Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and demand deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of changes in value.

### 1.4 Trade and other payables

Trade payables are carried at fair value of the consideration to be paid in future for goods or services that have been received or supplied and invoiced or formally agreed with the supplier.

### 1.5 Property, plant and equipment

Property, plant and equipment are stated at historical cost to the Foundation, less accumulated depreciation and impairment losses. The gross carrying amount of property, plant and equipment is initially measured using the historical cost basis of accounting. Subsequent expenditure relating to an item of property, plant and equipment is capitalised to the carrying amount of the asset when it is probable that future economic benefits, in excess of the originally assessed standard of performance of the item concerned, will flow to the enterprise. All other subsequent expenditures are recognised as expenses in the period in which they are incurred.

Depreciation is calculated on the straight-line method to write off the cost of each asset, or the revalued amounts, to their residual values over their estimated useful lives as reassessed on an annual basis. Gains and losses on disposal are determined by comparing the proceeds with the carrying amount and are recognised in the statement of comprehensive income.

The following rates are used for depreciation of property, plant and equipment:

<b>IT equipment</b>	33.33%
<b>Motor Vehicle</b>	20.00%
<b>Office equipment</b>	20.00%

## 1.6 Provisions

Provisions are recognised when the Foundation has a present legal or constructive obligation as a result of past events and it is probable that an outflow of economic resources will be required to settle the obligation and the amount of the provision can be reliably measured or estimated.

Provisions are measured at the present value of the expenditures expected to settle the obligation using a pre-tax discount rate that reflects current market assumptions on the time value of money and the risks specific to each liability. The increase in the provision due to the passage of time is recognised as interest expense.

## 1.7 Equity-linked instruments

Equity linked instruments are classified as derivatives.

A derivative is a financial instrument that derives its value from an underlying variable, which requires little or no initial investment and is settled at a future date. All derivative instruments are accounted for at fair value through profit or loss.

Derivative financial instruments are initially recognised at the fair value on the date on which they are entered into and, are subsequently re-measured at their fair value with changes in fair value recognised in the statement of comprehensive income. They are carried as assets when their fair value is positive and as liabilities when negative.

Embedded derivatives included in hybrid instruments are treated and disclosed as derivatives when their risks and characteristics are not closely related to those of the host contract and the host contract is not carried at fair value through profit or loss. Once separated from their host contracts, they are measured at fair value through profit or loss. Host contracts are accounted for in accordance with their classification.

## 1.8 Long-term financial liability

Financial liabilities are recognised when the Foundation becomes a party to the contractual provisions of the instrument. Financial liabilities are initially recognised at fair value, plus in the case of a financial liability net at fair value through profit or loss, transaction costs. All financial liabilities other than derivative liabilities are subsequently carried at amortised cost. Interest thereon is calculated and recognised over the borrowing period using the effective interest method.

Financial liabilities are derecognised when extinguished, being when the obligation is discharged, cancelled or expires. Preference shares, which are mandatorily redeemable on a specific date, are classified as liabilities. The dividends on these preference shares are recognised in the statement of comprehensive income as an interest expense.

## 2. Property, plant and equipment

	Motor vehicles	Office equipment	IT equipment	Total
<b>Cost</b>				
At 1 July 2009	452 469	34 105	79 992	566 566
- Additions	255 000	17 231	35 411	307 642
At 30 June 2010	707 469	51 336	115 403	874 208
- Additions	-	-	92 499	92 499
At 30 June 2011	707 469	51 336	207 902	966 707
<b>Accumulated depreciation</b>				
At 1 July 2009	(177 513)	(5 903)	(38 455)	(221 871)
- Depreciation	(56 059)	(3 318)	(5 724)	(65 101)
At 30 June 2010	(233 572)	(9 221)	(44 179)	(286 972)
- Depreciation	(177 849)	(17 112)	(57 897)	(252 858)
At 30 June 2011	(411 421)	(26 333)	(102 076)	(539 830)
<b>Carrying Amount 30 June 2010</b>	<b>473 897</b>	<b>42 115</b>	<b>71 224</b>	<b>587 236</b>
<b>Carrying Amount 30 June 2011</b>	<b>296 048</b>	<b>25 003</b>	<b>105 826</b>	<b>426 877</b>

### 3. Trade and other receivables

	2011	2010
Trade receivables	924 952	125 653
VAT	460 957	301 918
	<b>1 385 909</b>	427 571

The directors consider that the carrying amount of trade and other receivables approximates their fair value.

### 4. Cash and equivalents

Cash and cash equivalents consist of: cash that will be used to fund further projects

Cash and cash equivalents	13 683 576	9 324 734
- Call account	8 573 391	8 731 632
- Current account	5 110 185	593 102

### 5. Trade and other payables

Leave provision	225 705	-
Accruals	91 555	-
PAYE, UIF, SDL provision	312 884	51 906
	<b>630 144</b>	51 906

The directors consider that the carrying amount of trade and other payables approximates their fair value.

### 6. Revenue

Anchor	6 272 096	4 341 434
Project	21 007 441	15 416 720
	<b>27 279 537</b>	19 758 154

The Foundation has two main revenue streams. Anchor revenue is generated from fundraising initiatives and is used to cover operating expenses. Project revenue is generated from donors and is used to fund specific projects.

### 7. Other income

Interest received - banks	537 732	512 411
Sundry income	17 000	-
	<b>554 732</b>	512 411



## 8. Operating Expenditure

	2011	2010
Accounting fees	38 260	42 092
Advertising	53 525	42 237
Bank charges	28 587	19 029
Cleaning	2 700	-
Computer expenses	252 556	1 710
Professional fees	231 774	7 750
Courier and postage	6 474	1 248
Depreciation	252 858	65 102
Discount allowed	55 000	-
Fundraising	1 116 199	1 256 334
Insurance	83 825	153 441
Legal fees	57 583	32 730
Motor expenses	95 624	50 560
Printing and stationery	45 666	55 646
Projects expenses <sup>2</sup>	17 227 816	9 496 860
Projects – local travelling	891 059	459 319
Refreshments	49 043	4 093
Rent	273 000	241 028
Repairs and maintenance	12 970	2 626
Staff costs	2 163 408	3 664 931
Staff gifts and entertainment	11 020	-
Staff recruitment	40 800	-
Staff training	89 576	23 657
Telephone and fax	62 492	148 684
Water and electricity	37 500	-
Donations	2 000	-
Workman's compensation	74 370	72 827
	<b>23 255 685</b>	<b>15 841 904</b>

<sup>2</sup>Projects expenses are the expenses incurred by the Foundation that are directly related to projects.

## 9. Cash generated from operating activities

Profit for the year	9 562 723	(26 534 197)
Adjustments for:		
Depreciation	252 858	65 102
Interest received	(537 732)	(512 411)
Fair value through profit or loss	(4 984 139)	30 962 858
Movements in working capital:		
Decrease/(increase) in accounts receivable	(958 338)	(31 236)
(Decrease)/increase in accounts payable	578 237	(28 329)
	<b>3 913 609</b>	<b>3 921 787</b>

## 10. Equity-linked investment

	2011	2010
Opening Balance	42 058 165	73 021 022
Fair value movement	4 984 139	(30 962 858)
Closing Balance	47 042 304	42 058 164

The acquisition of the effective 10% interest in Grindrod SA (Proprietary) Limited is classified as an equity linked instrument and the fair value movements are recognised through profit or loss.

The investment in substance is a deferred option as the investment will fully realise once the ten year lock-in period expires, that's when the Foundation will have full title.

Grindrod SA (Proprietary) Limited provided Adopt-a-School Foundation with a R 10 000 000 interest free loan on the 23 February 2009. This loan is repayable on the 23 February 2019. This R 10 000 000 was used by Adopt-a-School to subscribe for a 100% interest in AAS Logistics Investments (Proprietary) Limited. AAS Logistics Investments (Proprietary) Limited subsequently issued preference shares to the value of R 109 600 000 to Grindrod Freight Services (Proprietary) Limited.

### Valuation assumptions

The equity linked instrument was valued using the discounted cash flow technique.

In valuing the structure, the following key assumptions were made:

- A weighted average cost of capital of 15% was used.
- Forecasted cash flows were based on a growth rate of 6%.
- A minority discount rate of 15% and a non marketability discount of 20% were applied.

The total amount of R 109 600 000 was used by AAS Logistics Investments (Proprietary) Limited to acquire a 40% interest in Calulo AAS Logistics Investments (Proprietary) Limited that in turn owns a 25% interest in Grindrod SA (Proprietary) Limited.

## 11. Prior period adjustment

The acquisition of the effective 10% interest in Grindrod SA (Proprietary) Limited on 23 February 2009 is classified as an equity linked instrument and the fair value movements are recognised through profit or loss. This was not taken into account previously.

Effect on the statement of financial position:

	2010	2009
Equity-linked instrument	42 058 165	73 021 022
Long-term financial liability	-	(10 000 000)
Impact on retained earnings	(30 962 858)	63 021 022

## 12. Long-term financial liability

Opening Balance	10 000 000	10 000 000
Closing Balance	10 000 000	10 000 000

Adopt-a-School Foundation was provided with a R 10 000 000 interest free loan on the 23 February 2009 by Grindrod SA (Proprietary) Limited and this is payable in ten years' time. This loan amount was used by Adopt-a-School to subscribe for a 100% interest in AAS Logistics Investments (Proprietary) Limited.

## 13. Related party transactions

Transactions with related parties have been sufficiently disclosed in the accompanying notes, refer note 10, 11 and 12.

## 14. Financial risk management

The Foundation's financial instruments consist primarily of long-term debt, equity-linked instrument and cash and cash equivalents. The book value of financial instruments approximates fair value.

In the normal course of its operations, the Foundation is exposed to credit and liquidity risks. In order to manage these risks, the Foundation may enter into transactions, which make use of financial instruments. The Foundation DBEs not however speculate in or engage in the trading of financial instruments.

The overall objective of the risk management process in the Foundation is to enhance shareholder value. Controls are focused on risks that could prevent the Foundation from achieving its business objectives and adding the desired value for shareholders and safeguarding its reputation.

Oversight of risk management in the Foundation is the responsibility of the Board of Directors.

## A. Credit Risk

Credit risk is the risk that a counter-party to the financial instrument will be unable to pay in full when due. Credit risk consists mainly of cash and cash equivalents.

### Credit risk management

The goal of credit risk management is to keep credit risk exposure within acceptable parameters. The Foundation continually looks for opportunities to strengthen its credit risk controls, with particular attention on avoiding undue concentrations.

The Foundation employs a range of policies and practices to mitigate credit risk. Cash and cash equivalents are held by a single entity and the Foundation only deposits cash with the one of the four largest banks in South Africa which has high quality credit standing and an A rating from international rating agencies.

For financial assets recognised on the statement of financial position, the exposure to credit risk equals the carrying amount.

The following represents the maximum exposure at 30 June 2011 and 2010 to credit risk of balance sheet position and off balance sheet financial instruments before taking account of any collateral held or other credit enhancements after allowance for impairment and netting where appropriate.

	2011	2010
	R	R
Financial assets neither past due nor impaired:		
<b>Gross maximum exposure</b>	<b>15 194 567</b>	9 752 305
Cash and cash equivalents	<b>13 683 576</b>	9 324 734
Accounts receivable	<b>1 510 991</b>	427 571

There are no offsets to the gross maximum exposure.

## B. Liquidity risk

Liquidity risk is the risk that the Foundation is unable to meet its payment obligations when they fall due, the consequences of which may be the failure to meet obligations to repay liabilities and fulfil commitments to lend. Liquidity risk consists of the long-term liability.

### Liquidity risk management

Liquidity risk management refers to maintaining sufficient cash and the availability of funding through an adequate amount of cash resources and committed credit facilities.

The Foundation manages the liquidity risk inherent in the above maturity analysis of financial liabilities by ensuring that the group has financial assets available that will mature at approximately the same time as the financial liabilities. The Foundation also does not accept funding terms that are shorter than the lock-in period of the investment.

The Foundation generates sufficient cash flows from operations to limit the impact of liquidity risk.



## B. Liquidity risk

The following contractual maturity of liabilities on undiscounted basis is disclosed:

2011	R	R	R	R	R
Financial liabilities at amortised cost	<u>Redeemable on demand (open ended)</u>	<u>Maturing within 1 year</u>	<u>Maturing within 1-5 years</u>	<u>Maturing in more than 5 years</u>	<u>Total</u>
Long-term liability	-	-	-	10 000 000	10 000 000
2010	R	R	R	R	R
Financial liabilities at amortised cost	Redeemable on demand (open ended)	Maturing within 1 year	Maturing within 1-5 years	Maturing in more than 5 years	Total
Long-term liability	-	-	-	10 000 000	10 000 000

## 15. Events after reporting period

No significant events after reporting period.

# Notes

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Postnet Suite 167  
Private Bag X 9924  
Sandton  
2146

Tel: 011 384 7800  
Fax: 011 783 8501  
[www.adoptaschool.co.za](http://www.adoptaschool.co.za)

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