

ANNUAL REPORT

2013



"What happens in the classroom today, determines what will happen in our country tomorrow."

– Cyril Ramaphosa

1 251
scientific
calculators
donated



Contents

Mission, Vision and Strategic Objectives	3
Implementing Whole School Development	4
Chairman's Review	6
Executive Director's Review	14
Kagiso Shanduka Foundation Trust project overview	20
Whole School Development	22
Empowering schools: Strategic planning overview	24
Back to School for a Day	26
How to get involved	28
Essays	30
School profiles	36
Waiting list schools	54
Annual Financial Statements	62
PWC only audited the financial statements from page 62 to 82	





Mission

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

Vision

To support the creation and enhancement of a conducive learning and teaching environment in disadvantaged schools.

Strategic objectives

Our key strategic objectives are to:

Implement our model of Whole School Development, which aims to address the academic, infrastructural, social and security environment in schools by ensuring that the schools have the necessary management and community leadership to support an environment conducive to learning and teaching.

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.

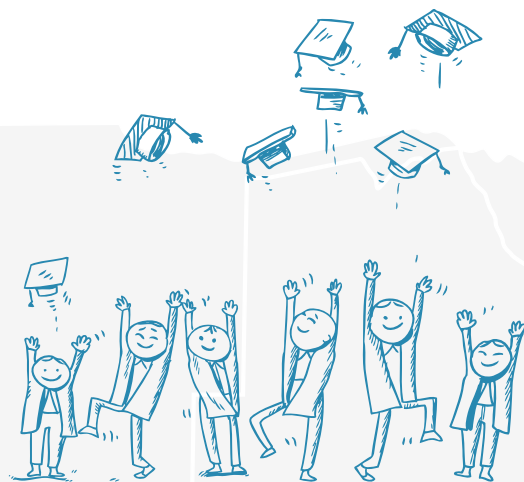
Raise awareness of the dilapidated condition of schools in disadvantaged areas.

Work with communities to improve education.

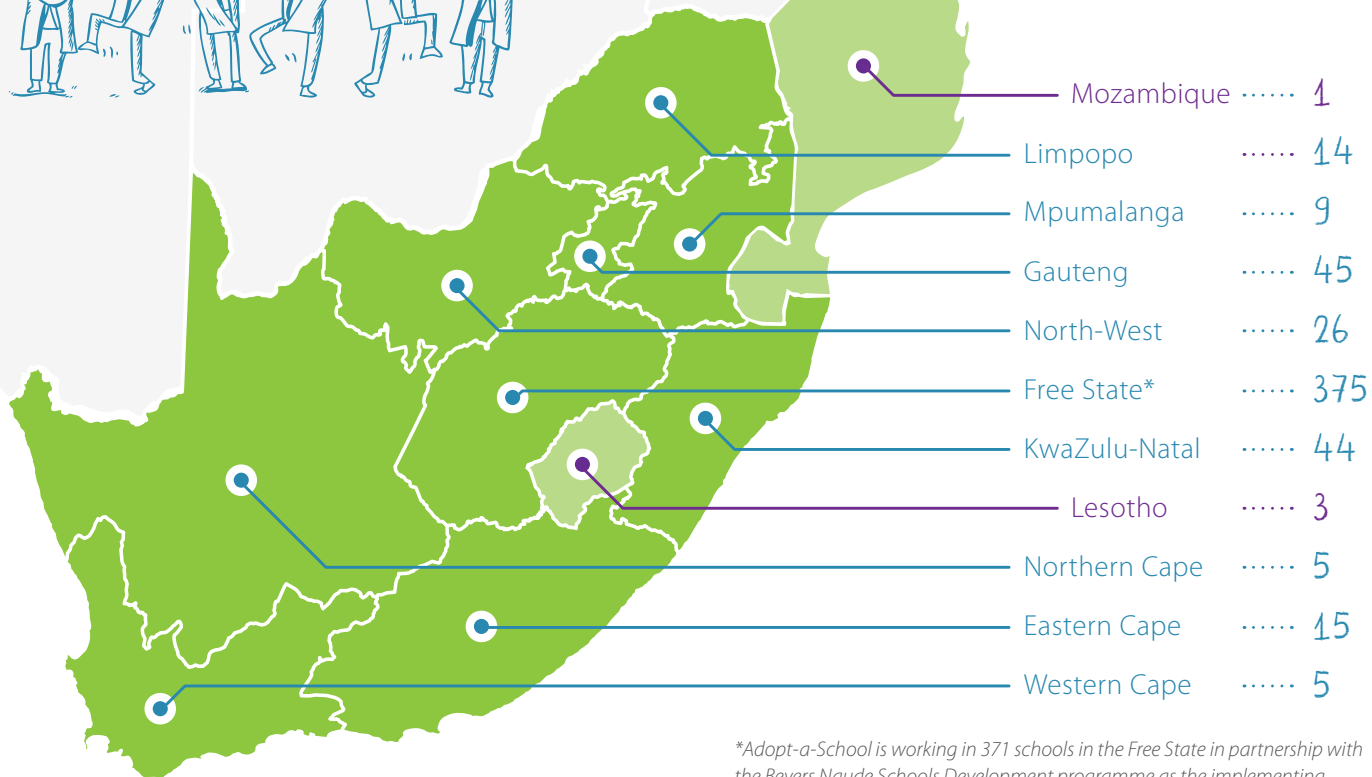
Maintain strong relationships with all stakeholders.



Our footprint



- Schools adopted in South Africa
- Schools adopted in other countries



**Adopt-a-School is working in 371 schools in the Free State in partnership with the Beyers Naude Schools Development programme as the implementing agents of the Kagiso Shanduka Foundation Trust education programme.*

Implementing whole school development



NEW facilities built

321+

- feeding scheme kitchens • administration facilities
- science laboratories • ablution facilities
- sports facilities • classrooms • libraries



Temporary job opportunities
that have been created

4 000+



NEW
schools
built **3**



Learners that received
spectacles

1 000+



Learners who benefited
from our initiatives

448 796



Learners that benefited from career
guidance, leadership training and
life skills programmes

4 500+



Money invested
R117 Million



Educators developed

1 600+

In mathematics, accounting, science,
language, literacy, counselling and other
relevant disciplines



Chairman's Review

"A nation's history may be written in books, but a nation's future is written on the chalkboards of its schools."

The National Development Plan, which provides a framework for South Africa's developmental agenda to 2030, identifies education as a key priority, a building block for a united and democratic South Africa where poverty and inequality are consigned to the past. The face of education in South Africa has changed tremendously. In the past many learners were prevented from going to school. Today, all South African children can access school. While many significant improvements have been made, there is still much to be done.

In many places, school infrastructure does not meet the requirements for a conducive learning environment. The quality of education received and the outcomes achieved leave many school leavers without the skills and capabilities needed to succeed in the workplace. Despite progress made since the advent of democracy, inequalities in the education system persist. Addressing these challenges together, as a societal issue, will lead to more a prosperous, equal and fair society.



Cyril Ramaphosa
Chairman, Adopt-a-School Foundation

The National Development Plan (NDP) identifies human capacity, school management, district support, infrastructure and results-oriented mutual accountability between schools and communities as the priorities in basic education.

The NDP emphasises a crucial point that, as South Africans, we need to share the responsibility for realising and unlocking the potential of our youth.

The approach to education outlined in the NDP closely mirrors that of Adopt-a-School Foundation. Empowering schools

and encouraging active citizenship remains fundamental for the Foundation. The Foundation's primary mission is to promote active and sustainable development in schools across the country.

This past financial year has been a rewarding one for the Foundation. We have drawn tremendous inspiration from the improvements in the school communities in which we work. I am humbled and honoured to share the Foundation's work with you.

The Whole School Development approach to school improvement and development is constantly being refined as we adapt to the environment and the needs of the school communities. A key component of the Whole School Development approach is the strategic planning sessions, that we get every school we work with to go through before we commence any other initiatives. By starting the adoption cycle with these sessions, we are able to enhance the capabilities of the school leadership and management teams. The schools are able to reflect on their current situation and define the way forward. This process leads to the development of a clear strategy and plan for the creation of a healthy and functional school.

We have always placed great emphasis on collaboration and partnerships in the

execution of our work. Our partnerships with government, other non-profit organisations, corporate donors and a multitude of service providers have seen our footprint grow and our work in communities become even more effective.

Kagiso Shanduka Foundation Trust

This year we expanded and deepened the scope of our collaboration. In March, Shanduka Foundation and Kagiso Trust entered into an exciting collaboration arrangement that aims to develop and test an education transformation model at district level. This transformation model can be replicated district by district throughout the country. We are putting this model to the test in 371 public schools in the Free State. The outcome of this process will lead to improving learner performance. This collaboration emerged from the experience of both entities in the work they were doing in schools through Adopt-a-School Foundation and the Beyers Naudé Schools Development Programme, respectively.

We have spent some 18 months planning and preparing how our combined effort through the Kagiso Shanduka Foundation Trust will work. Shanduka Foundation and Kagiso Trust have each committed R100 million over a five year period to improve infrastructure and learner performance in

schools in two districts in the Free State. The Free State Department of Education, our strategic and enthusiastic partner, will match this investment with an injection of R200 million.

The collaboration between these three entities is a natural outcome of a shared vision and passionate commitment to education as the primary tool to reduce poverty and empower the marginalised. This venture ultimately aims to shape the future of corporate social investment in education. There is a lot of hard work ahead of us and I look forward to providing you with updates as this exciting programme unfolds.

Back to School for a Day

This year, the Foundation was proud to run the second annual Back to School for a Day. Forty companies visited over 80 schools across the country. This initiative has a significant impact on the learners in these schools.



Chairman's Review

(continued)

Company staff participate in a variety of activities for the good of the school. What is pleasing is that this initiative attracts companies and individuals that have not yet adopted schools and we were joined by many individuals and organisations new to the work of the Foundation. We hope that these companies will continue to take part in the Back to School for a Day initiative and develop a strong relationship with the Foundation.

Corporate Board

Adopt-a-School hosted its first Corporate Board meeting in July 2012. We were very excited with the key outcomes and opportunities that arose from that meeting. FeverTreeConsulting provided us with assistance in developing a 5-year growth strategy, a very useful and necessary exercise for the Foundation. Other outcomes include a programme with Mpact that will see 18 primary schools adopted by Lafarge Education Trust in the Mzimela village in KwaZulu-Natal receive mathematics educator development, tied to messages around recycling and sustainability. ADreach have also offered the Foundation billboard advertising.

Our second annual Corporate Board was held in July 2013. This meeting once again provided an opportunity for us to share our revised strategies and gain fundraising

advice from our biggest corporate supporters. I am extremely delighted and thankful for the response of some of South Africa's top business leaders in their support for the Foundation.

Back to School Party

One of the biggest events in our calendar is our annual Back to School Party. Last year was our sixth party and the best attended to date. Through both corporate and individual pledges, a substantial amount of money was raised for critical projects in many of our schools. These projects included visual support programmes, strategic planning and teambuilding sessions, and the construction of classrooms at three primary schools in Gauteng, one primary school in North West and one high school in Limpopo.

Due to the success of the Back to School Party in Johannesburg and the important fundraising opportunity it provides, we decided to organise a fundraising dinner in London. The event is taking place in October 2013 and will enable us to share our work with the international community.

Strategic partnerships

The commitment of key organisations enables us to continue to make a meaningful difference in education.

Shanduka Group remains the Foundation's largest supporter. Shanduka continues to provide substantial financial, infrastructural and administrative support for the Foundation's operations, and immeasurable strategic guidance. Shanduka has adopted four schools in its name and right and more recently pledged R100 million through the Kagiso Shanduka Foundation Trust to adopt a further 371 schools in the Free State. The Shanduka staff personally contribute time and money towards Olifantsvlei Primary School. It is, in fact, the Shanduka staff's dedication to this particular school that led to the idea of the Back to School for a Day initiative. The Foundation is grateful for the role that Shanduka Group plays in our work.

Another valuable partnership is with Grindrod South Africa. The Adopt-a-School Foundation has become a 10% shareholder in the company. In a few years' time, the dividends will provide critical anchor funding support to the Foundation.

The DRA Group is both a strategic and an operational partner of the Foundation in that they provide invaluable engineering expertise to our school infrastructure projects, ensuring the highest quality of safety and sustainability. The DRA group is a multi-disciplinary, multi-national engineering project management firm. This relationship guarantees a high standard of engineering expertise in all our projects.



We are very thankful for and proud of DRA Mineral Projects' continued support.

We receive contributions from a number of people in the form of time, expertise and in-kind donations such as stationery, uniforms, school shoes and food parcels. These contributions are so important and make a big difference in the lives of our beneficiaries. These individuals are the unsung champions and heroes of the work that we do. We thank them most sincerely.

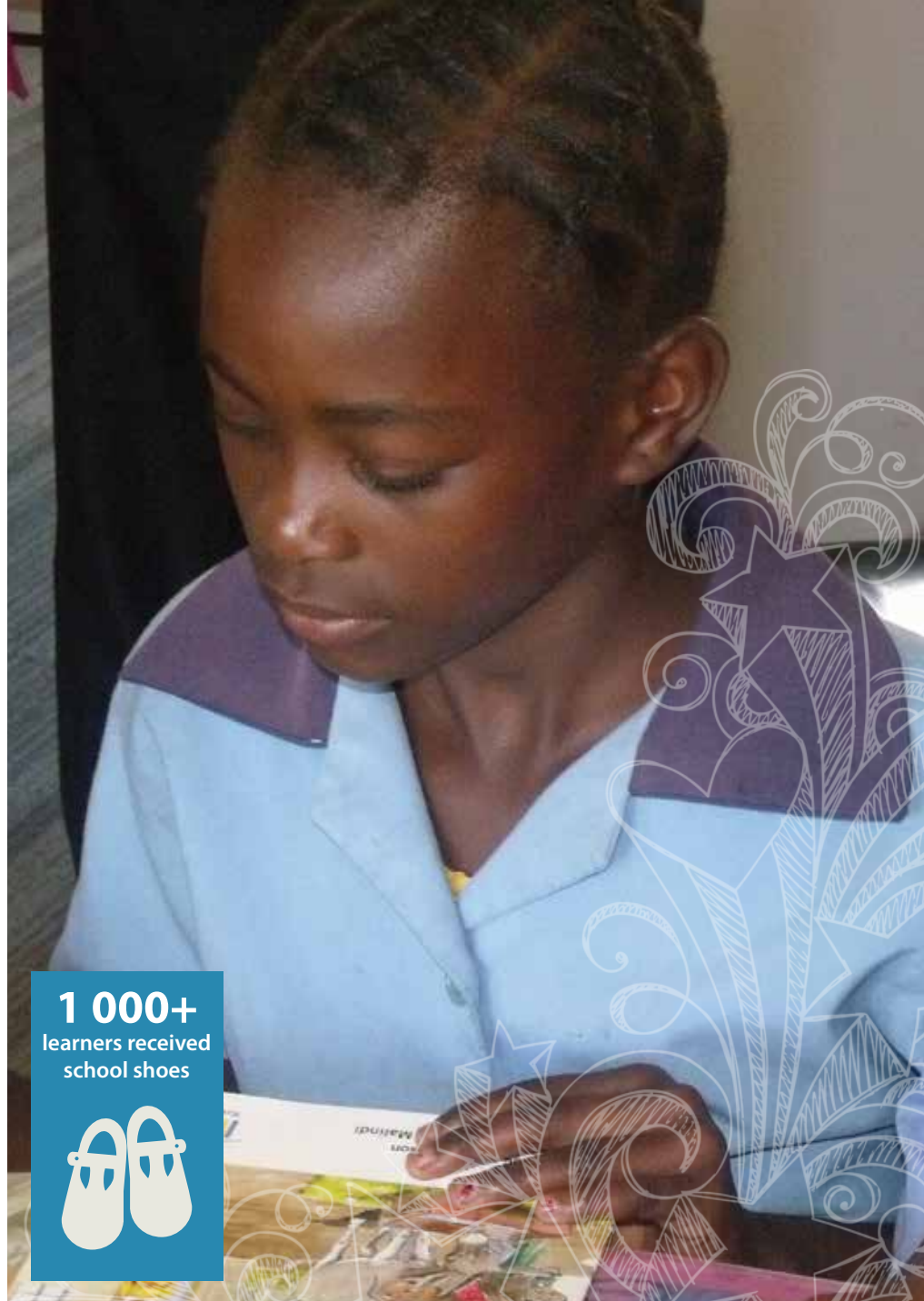
Corporate Governance

The Foundation continues to conduct 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.

I am confident that the Board of Directors will continue to put their skills and expertise to good use for the development of Foundation initiatives.

The Board

Except for the Executive Director, the Foundation's directors are all non-executive. The non-executive directors are chosen for their skills and experience that are relevant to the work of the Foundation. Since our last



1 000+
learners received
school shoes



Chairman's Review (continued)

report our board's effectiveness has been strengthened by the following new board members:

- Yvonne Themba
- Rebone Malatji
- Eric Ratshikhopha
- Lucky Moeketsi

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 following board committees ensure the effective work of the Foundation:

- 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 preparation of the financial statements and ensures that the annual financial statements comply with statutory requirements. It also reviews management's performance in relation to financial matters 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, fundraising strategy and an implementation plan.
- Human Resources, Remuneration and Nominations Committee: Provides guidance in all human resources and remuneration policy matters as well as nominations to the Board.

Board Members



Cyril Ramaphosa
Executive Chairman
Shanduka Group



James Motlatsi
Executive Chairman
Teba Limited



Donn  Nicol
Executive Director
Shanduka Foundation



Stephen Lebere
Executive Director
Adopt-a-School Foundation



Mshiyeni Belle
Head: International Affairs
South African Reserve Bank



Helena Dolny
Founder
Grey Matters



Rebone Malatji
Financial Controller: McOpCo
Restaurants and Corporate
Accounting, McDonald's South Africa



Silas Mashawa
Sustainable Football Specialist
Dreamfields



Zanele Mberere
Head: Personal and Business
Banking, Standard Bank



Lucky Moeketsi
Deputy Director General
Mpumalanga Department
of Education



Ntjantja Ned
Chief Executive Officer
Hollard Foundation



Yaganthrie Ramiah
Chief Executive: Sanlam Brand
Sanlam Limited



Eric Ratshikhopha
Retired
Former Executive Director
Xstrata SA



Sydney Seolonyane
Retired
Former District Education
Co-ordinator, Gauteng Department
of Education



Francie Shonhiwa
Group Corporate Social Investment
Manager
Pretoria Portland Cement



Yvonne Themba
Director: Group Human Capital
Shanduka Group



Griffith Zabala
Managing Member
Integrated Consulting
Management Services

Chairman's Review (continued)

The future

Last year, I spoke about how the Foundation would need to find ways to manage its extensive growth. This year I am happy to report that we have adapted and implemented key strategies that enable us to continue to grow in line with the Foundation's strategic objectives. Our model continues to be refined, but at the same time, we are happy with the progress and impact we are having in the schools environment.

Thank you

I would like to extend our gratitude to:

The school communities: The commitment and collaboration with schools, school

management teams, school governing bodies, parents, educators and the Department of Basic Education remains vital for continued success. I would like to acknowledge the importance of the school communities who are at the heart of the work we do and continue to work with us to grow and develop the school environment.

Donors and adopters: None of the work we do is possible without the support of our donors and adopters. Thank you for believing in our model and committing to walking this path with us to improve education school by school.

The Foundation staff and the Board of Directors: Their passion, dedication and hard work is certainly evident in how the teams work together to ensure that

all projects are a success. I would like to acknowledge and thank all those individuals in the Foundation for their hard work.

Our model and impact demonstrate that there are real solutions for some of South Africa's most challenging problems. I am immensely proud of the Foundation and the impact that it has achieved in the communities that we have been privileged to work with around South Africa. I urge you to join me as we continue to make real change, for the youth and future of this country.



Cyril Ramaphosa
Chairman



S-Self-esteem

60 000+
books
donated to
23 libraries



Executive Director's Review



Stephen Lebere
Executive Director, Adopt-a-School Foundation

***“Quality education is critical
to breaking the cycle of
poverty.”***

Through quality education, people are exposed to more opportunities, are able to find decent-paying jobs and can help themselves and their families escape a life of poverty. Adopt-a-School Foundation's long term goal remains to ensure that South Africa's youth receive quality education and the opportunities that arise from such schooling.

Adopt-a-School Foundation is committed to working in collaboration with all stakeholders to address the inequalities and inadequacies in our country's neediest schools. The successful partnerships between our sponsors, the school communities we work in, small businesses and government have contributed to the success that we have achieved. More importantly, they have contributed to the opportunities we have been able to provide hundreds of thousands of young learners from disadvantaged communities.

Our growth

The Foundation continues to grow, both in terms of the number of projects and in the holistic implementation of Whole School Development (WSD) in our adopted schools. In this financial year, we have grown our actively managed projects by 37%. We have 171 schools under our adoption programme and are now working with the Beyers Naudé Schools Development Programme to implement the Kagiso

Shanduka Foundation Trust's whole school development programme in an additional 371 schools in the Free State.

We have increased our scope to focus on the social welfare dimension in an effort to alleviate poverty in the school community. The Foundation promotes the establishment of vegetable gardens in schools, which supplement school feeding schemes and provide vulnerable learners with food to take home to their families. Where possible, the Foundation provides food parcels in school holidays for learners who are solely dependent on these feeding schemes. The Foundation also works with the Department of Home Affairs and the Department of Social Development to assist learners and their families gain access to social grants and other government services. The Foundation prioritises the health and wellness of learners in its adopted schools and runs sanitation programmes that address critical health issues. It also runs a visual support programme that brings eyesight testing clinics to schools and provides spectacles to learners with poor eyesight. All these interventions seek to address the challenges that undermine effective learning.

We are now working in three primary schools in Lesotho and one primary school in Ressano Garcia, Mozambique. Moving into Mozambique and Lesotho has brought its own challenges and the Foundation has learned many valuable lessons about

working in other countries. These challenges have included understanding the differences in the education systems, managing language barriers and working with local service providers. We have partnered with the Africa Foundation for Sustainable Development, based in Mozambique, on the Ressano Garcia project. I am pleased to report that both adoption programmes, with the support of their adopters, Aggreko and Shanduka Group in Mozambique and Dr James Motlatsi in Lesotho, are progressing very well.

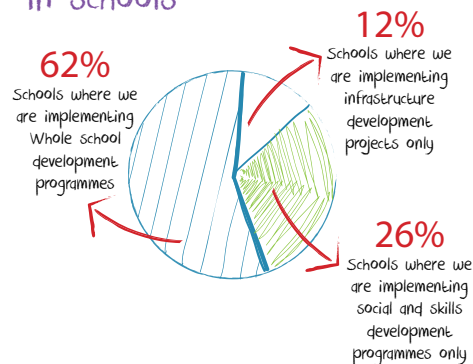
We are currently working with over 55 corporate adopters and in this financial year have effectively invested over R28 million in school projects. In 2013 the Industrial Development Corporation (IDC) partnered with us to adopt 20 schools across the country with an annual investment of between R15 and R18 million.

The success and growth of Adopt-a-School Foundation not only benefits the communities of the schools it adopts, but the families in these communities, local business and NGOs making a difference in the sector. In the last year, we supported over 20 different organisations. Some of these have included Tsebo Education Network, Molteno, Brain Boosters, Brainwave, Centre for the Advancement of Science and Mathematics Education (CASME), JAG Literacy Project, Dreamfields, Young and Able, Mabatimi Management Services,

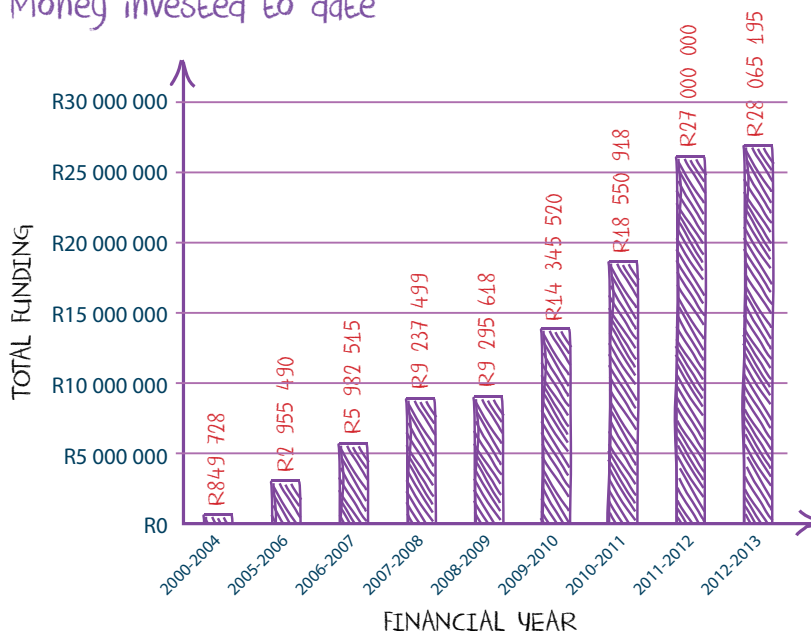
Mbumba Development Services and M3 Quality School Improvement Consulting.

Our Back to School for a Day initiative is also growing and has been enthusiastically received by both our supporters and adopted schools. This year the initiative impacted on over 50 000 learners. This initiative is featured in more detail later in this Annual Report.

Implementation of Whole school development projects in schools

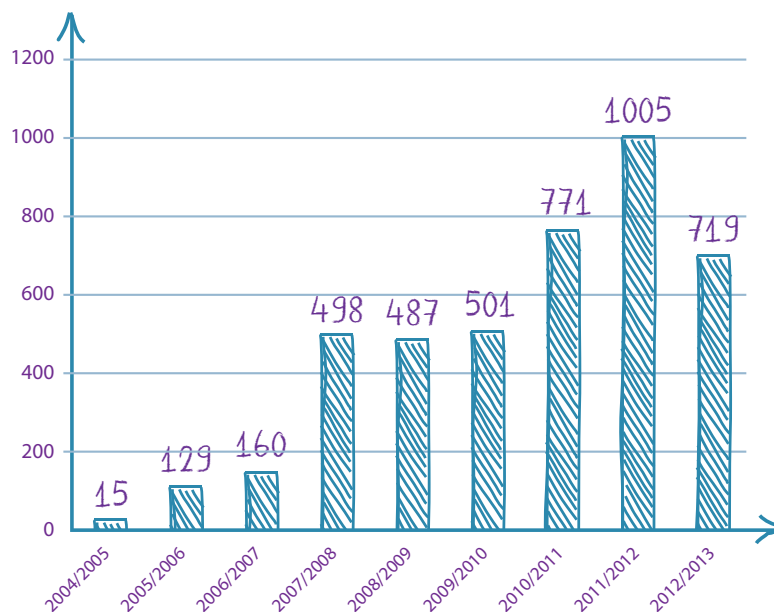


Money invested to date



Executive Director's Review (continued)

Temporary jobs Created



Strategy and approach

In April 2013, we revised our implementation strategy to ensure all newly adopted schools undergo a strategic planning, leadership and governance programme as the first recommended intervention. We have also taken a decision to actively bring more sponsors into schools in which we are already working. This will enable us to fully implement Whole School Development in these schools as opposed to making smaller interventions in a larger number of schools. This is all part of our overarching aim to improve performance

in schools by empowering school leadership and deepening our impact.

As part of our Whole School Development model, we prioritise programmes to ensure a school has a healthy, functioning and successful leadership team. Before we invest in school facilities and resources, it is imperative that schools have the systems in place to manage and take ownership of these interventions. The strategic planning, teambuilding and leadership programme ensures the governing body, management team and educators of adopted schools

have the strategic guidance and knowledge and high morale needed to create a school environment that is conducive to excellent teaching and learning.

The Foundation also conducts interventions with parents and guardians of learners, encouraging them to become more involved in their children's education and empowering them with the skills and resources to support their children.

FeverTreeConsulting has worked with the Foundation to develop a five year growth strategy. A key outcome was the revision of the Foundation's costing model. Our new model costs projects according to their location (i.e Gauteng schools, schools in urban areas outside Gauteng, and schools in rural areas outside Gauteng), as the school's location has a significant impact on the costs of transport, accommodation, as well as the accessibility of materials and skills. All current projects and adoption programmes will continue to be costed as per the original model.

Strategic Partners in 2013

Adopt-a-School is supported by a number of strategic partners and we are extremely grateful for their invaluable contribution to the schools in which we work.

Iliad Africa, through its Buco Retail Outlets, runs a CSI campaign called Building Blocks which contributes to infrastructure projects

in our adopted high schools across the country. For 2013, Buco has committed R500 000 worth of building materials to infrastructure development in five schools in KwaZulu-Natal, Limpopo, North West and Gauteng. Building Blocks goes beyond the donation of bricks and mortar. Buco has also committed to volunteer days, learnerships and development programmes and we look forward to working closely with them.

Cliffe Dekker assists the Foundation with all its legal requirements, including tax advice, HR documents, contracts, all external relationships and general legal issues.

DRA Mineral Projects is an engineering company that specialises in project management and process plant design. It currently assists the Foundation with:

- Development and sign-off of design drawings.
- Site inspections.
- Technical advice.

Its annual contribution on inspection is worth R600 000.

Bantu Sports Trust has built combination courts in four of our adopted schools.

The departments of Social Development and Home Affairs partner with Adopt-a-School Foundation to run educational programmes that also provide learners and their families with access to ID books, birth certificates and social grants.

Premier Optical donates time and expertise to our Visual Support Programme. In partnership with Premier Optical and our corporate funders we have been able to provide eyesight tests for close to 8 000 learners this year and spectacles to over 1 000 learners.

Africa Foundation for Sustainable Development is a non-profit organisation that operates in South Africa and Mozambique. It supports projects identified through needs analysis studies and community-generated proposals and where efficient and effective project management, administration, donor relations and implementation expertise and monitoring and evaluation processes are in place. It currently partners with the Foundation in our Mozambique project, where it provides support on stakeholder management, protocol, translation, culture, the laws of the country and general project management.

Thusanani Foundation is a youth-led non-profit organisation that aims to bridge the educational information gap between rural high school learners and their urban counterparts through a three pillar holistic approach to learner development. It supports career guidance in our schools and offers advice on what courses to choose at tertiary institutions.

Grow a Tree plants trees and educates learners about the importance of trees and raises environmental awareness.



Executive Director's Review (continued)

Africa Empowered runs **Global Dignity Clubs** in our schools, conducting youth development workshops to promote dignity and human rights.

Organisations such as the **South African National Council on Alcoholism and Drug Dependence (SANCA)**, **Love Life** and the **South African Depression and Anxiety Group** have provided talks, information and advice on drugs and addiction at the Life Skills and Health Awareness Workshops hosted by the Foundation.

We also extend our sincere gratitude to **Betelgeuse Advertising** who designs our annual report and **Caxton's Publishing** who prints it for us, all free of charge.

The Foundation has built a good working relationship with the Department of Basic Education and is a well-respected NGO in the education sector. The Foundation also enjoys a reputation as a suitable NGO for corporate social investment partnerships. As we continue to exceed our annual growth targets, we are also faced with the challenge of raising the necessary funding to support our operational costs to sustain this growth.

In the past year the Foundation has significantly deepened its impact in our adopted schools and is now implementing Whole School Development programmes in 62% of the schools with which we work.

Our matric results improved slightly from 72% in 2011 to 74% in 2012 and we have also improved the percentage of learners qualifying for technikon and university entrance from 38% to 55% in the past three years.

Learner performance is a key priority for the Foundation. The 2011 and 2012 Annual National Assessment (ANA) results are indicative of the poor state of mathematics and literacy in our primary schools. While the ANA results in our adopted schools are higher than the overall national results, there is a lot of work to be done to ensure learner performance in these critical subject areas is of an acceptable standard.

The Foundation's priority for 2013 is to improve both our ANA and matric results and to ensure that matric learners are achieving university and other tertiary education passes. We are committed to deepening our impact in our adopted schools through our Whole School Development model and as a result improve learner performance.

We hope you enjoy our annual review.



Stephen Lebere
Executive Director



Thank you to all our adopters:

- Aard Mining Equipment (Matasis)
- Absa Retail and Business Bank
- Absa Capital
- AON Benfield
- Pan African Resources (Barberton Mines)
- Barefoot (Pies Descalzo) Foundation
- Beiersdorf Consumer Products
- Brait Foundation
- Chartis Insurance
- Cyril Ramaphosa
- DBSA
- Deloitte
- Delta Partners
- Eagle Canyon Golf Estate
- Edcon
- ETC Solutions
- FeverTreeConsulting
- Grandmark International
- Greater Good South Africa
- Grindrod
- IDC
- Imatu
- Investec
- Investment Solutions
- J.P. Morgan
- Dr. James Motlatsi
- Kangra Coal
- L'Oreal



- Lafarge Education Trust
- Lafarge Mining South Africa
- Merrill Lynch
- Mondi Group
- Mondi Shanduka Newsprint
- MTN Group Management Services
- Nedbank Foundation Trust
- Northam Platinum
- Oxford University Press Southern Africa
- Phumelela Gaming and Leisure
- PPC
- Putprop Limited
- RDC
- Röhlig-Grindrod Logistics
- Sasria
- Scaw Metals
- Shanduka Group and Aggreko
- Friends of the Coca-Cola system and Shanduka Beverages
- Shanduka Coal
- Shanduka Foundation
- Shanduka Group and staff
- Standard Bank Corporate and Investment Banking
- The Grindrod Family
- Unicorn Calulo Bunker Services
- Vermont Sales
- Vodacom
- VW SA

Thank you to all those organisations that have provided additional assistance to our schools:

- Africa Empowered and Global Dignity
- Barloworld Logistics Africa
- Biblionef
- Bitanium Consulting
- Bobs for Good Foundation
- BP Southern Africa
- DBSA
- Eagle Canyon Golf Estate
- Exclusive Books
- Goldfields
- Hitachi Power Africa
- iSchool Africa
- Johnnic
- J.P. Morgan
- Huawei
- Learners from University of Carine Wilson Secondary School in Ottawa Canada
- MTN
- Netgroup
- Old Mutual
- PWC
- Raphael
- Rentworks
- Sasol
- Solo Resources
- Standard Bank Graduates
- Telkom Foundation
- Thando Sishuba and friends
- The Trust
- UJ Alumdraai Ladies Day House
- University of Innsbruck
- Vancut
- Vanguard Rigging
- Waggener Edstrom, South Africa
- Waterkloof High School Learners
- 94.7 Highveld Stereo

“Do your little bit of good where you are; it’s these little bits of good put together that overwhelm the world.”

– Desmond Tutu



Kagiso Shanduka Foundation Trust



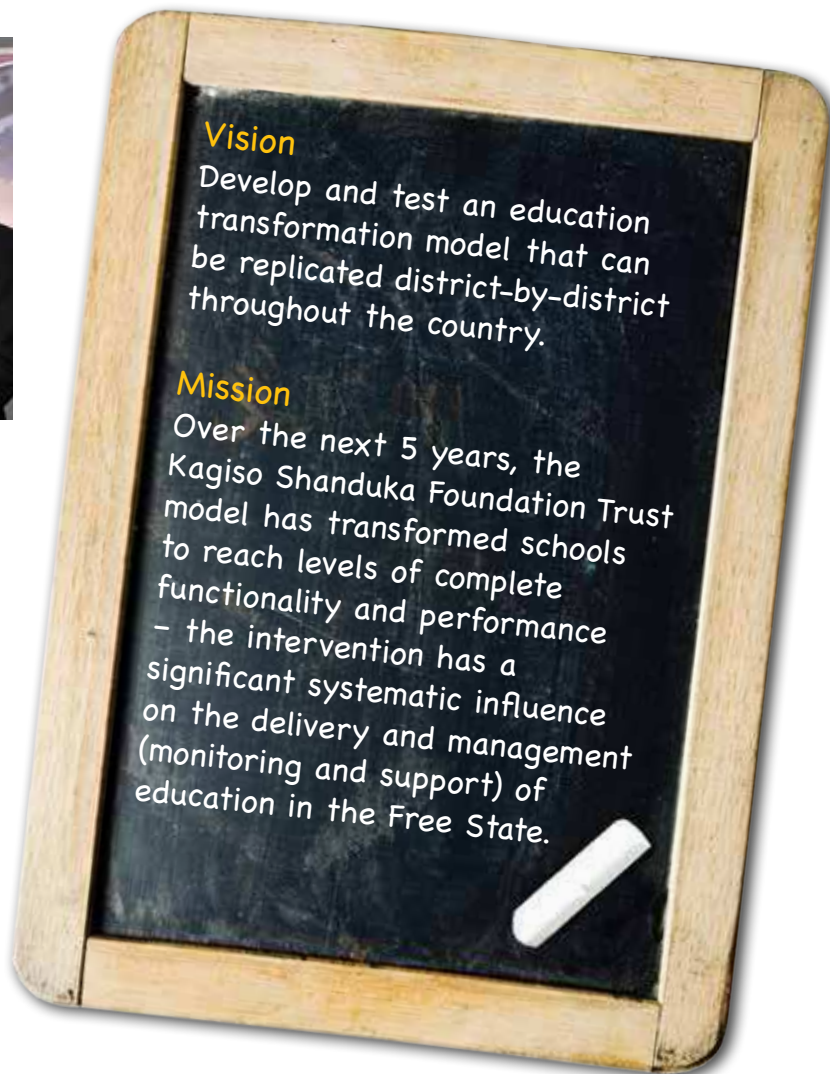
Dean Zwo Nevhutalu, Chairman, Kagiso Trust; Honourable Tate Makgoe, MEC for Education, Free State and Cyril Ramaphosa, Chairman, Adopt-a-School Foundation at the dinner for the signing of this exciting collaboration.

Shanduka Foundation and Kagiso Trust have entered into a collaboration that aims to encapsulate both entities respective whole school development programmes (the Adopt-a-School Foundation and the Beyers Naudé Schools Development Programme), in order to improve the educational environment in the Free State.

Kagiso Shanduka Foundation Trust in consultation with the Free State Department of Education, has selected the Fezile Dabi district and Motheo district's Thaba Nchu and Botshabelo circuits to implement this programme.

“The success of these initiatives depends on the active participation of all sections of society.”

– Cyril Ramaphosa



SHANDUKA
Foundation



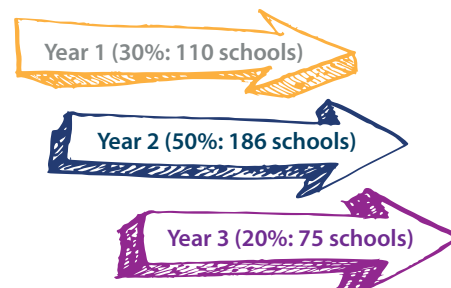
education
Department of
Education
FREE STATE PROVINCE

A window into the future: key success measures

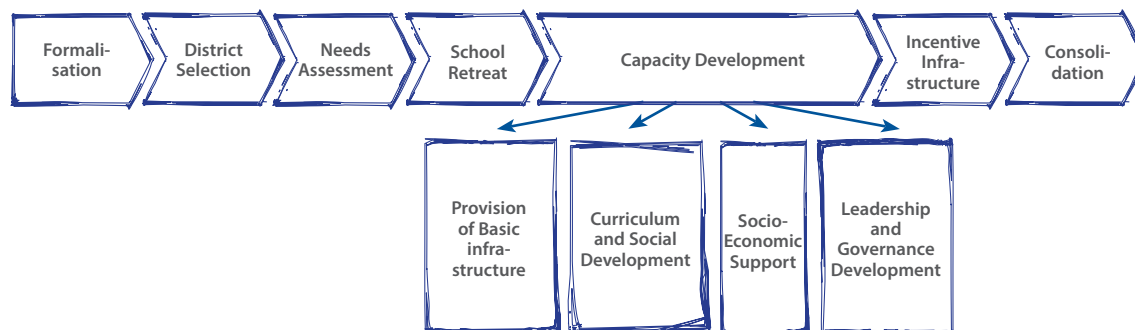
Improved Performance	<ul style="list-style-type: none"> • Programme schools perform above the national and provincial average. <ul style="list-style-type: none"> • 95% of the Further Education and Training (FET)-band schools will perform at 75% and above (Matric). • 80% of the General Education and Training (GET)-band schools will perform at 75% and above Annual National Assessment (ANA) • Measure progression of learners during the intervention of the programme. • Enable learners to reach their full potential. • Capacitate teachers in each phase to manage the rotation of teachers, as well as 'master' teachers to manage the high attrition. • Address key socio-economic issues affecting the schools. • Ensure continuity and sustainability within the schools.
Upgraded Infrastructure	<ul style="list-style-type: none"> • Every school will have the minimum required basic infrastructure. • Incentive-based infrastructure granted to all high performing schools (as per agreed performance targets).
Effective Leadership	<ul style="list-style-type: none"> • Influence the province and the districts in how resources are deployed. • Develop committed and accountable leadership within the schools. • Enhance School Management Team (SMT)'s roles and responsibilities. • Ensure that the School Governing Body (SGB) members actively participate in enhancing the schools.
Involved Parents and Community Members	<ul style="list-style-type: none"> • Parent involvement and participation. • Temporary jobs created for the residents in each of the districts during the provision of infrastructure. • Involvement and ownership by communities and schools

Schools have been identified for the first year of the roll-out, with the entire roll-out staggered yearly in order to manage all the schools within the district and provide interventions accordingly. The programme will adopt a three year intake of schools. All schools regardless of state of functionality

will be engaged for the full duration of the programme but the level of intensity will vary. The schools initiated into the programme will remain part of the Kagiso Shanduka Foundation Trust initiative for the full five years.



The programme will use a model that enhances key foundation skills with the aim of improving the quality of teaching and learning in the targeted schools.



Whole school development



Strategic planning, leadership and management

Empowering and capacitating School Governing Bodies, School Management Teams, school educators and Learner Representative Councils is one of the most meaningful interventions conducted by the Adopt-a-School Foundation.



Infrastructure

Meeting basic infrastructure needs means providing schools with access to water, electricity, ablution facilities and safe learning environments. Specialised facilities, critical to excellent teaching and learning, include fully resourced Grade R facilities, libraries, science laboratories and computer centres.



Teambuilding and motivation

"Change begins with oneself – after our teambuilding workshop, the educators of Kgomotso High School each understood that for the school to change for the better, it had to start with them. The educators are unified and motivated. I have seen a change in their habits and attitudes."

– Principal, Kgomotso High School



Educator Development

Educator development includes all curriculum based subject areas, and also training programmes on remedial teaching, counselling skills, library management and sports coaching.



Extra-curricular and co-curricular activities

Sports development, environmental clubs, reading clubs and leadership clubs are encouraged and supported by the Foundation. Global Dignity Clubs is an initiative that empowers learners to take control of their lives. Projects that have resulted from these clubs includes spelling bee competitions, a sports club, a vegetable garden, an exercise club, a blood donation campaign and a teenage pregnancy awareness campaign.

"The thing I like is that you have the potential to live your dreams despite what people say, and the fact that you have to express yourself in many ways."

– Mafube Secondary School learner

School safety, security and discipline

All schools should have secure perimeters and the necessary physical security to protect their facilities and resources. Learners and educators should be respectful and disciplined.

Social Welfare

Vegetable gardens, eyesight testing clinics, life skills programmes and initiatives to support orphaned and vulnerable school children are a critical part of the Whole School Development cycle.

Learner Development

Support programmes for language, literacy, numeracy and mathematics from Grade R to Grade 12 are critical to ensure learners master the fundamentals to succeed in their schooling careers.



Empowering Schools

As part of its Whole School Development model, the Foundation prioritises programmes that ensure a school has a healthy, functioning and successful leadership team. The strategic planning, teambuilding and leadership programme ensures that the governing body, management team and educators of adopted schools have the strategic guidance, knowledge and high morale needed to create a school environment that is conducive to excellent teaching and learning.

Before investing in school facilities and resources, it is imperative that the school has the systems in place to manage and take ownership of these interventions. Adopt-a-School has conducted 31 strategic planning, leadership and governance programmes in this financial year.

Testimonials from school principals

"We have started to see the number of seemingly small things that we neglected before in a different light... Staff meetings were one of those obligations that educators had to fulfil – they merely attended and very few people participated. Now, all those quiet educators have starting engaging in staff meetings. This means that the decisions that are taken are agreed upon by all, and implementation is a collective effort. For example, using English as the language of teaching was largely ignored. The collective decision to strictly conduct all teaching in English was made and is now being strictly adhered to."

– Principal, Welabasha High School, KZN

"I have seen a change in the habits and attitudes of the educators. Before this programme educator absenteeism was rife and our sick leave policy was abused. This no longer happens and I no longer have to police educators. Educators no longer struggle to meet deadlines. They are proactive and adhere to administering weekly tests.

The educators have taken it upon themselves to conduct afternoon classes each day in an effort to improve learner performance. There





is a definite and very evident change in the mindset and practices of the educators and the school leadership.”

– **Principal, Kgomotso High School, Northern Cape**

Developing future leaders

The Adopt-a-School Foundation runs youth leadership programmes to inspire and empower school learners to take control of their lives. These leadership camps have provided a platform for learners to share their lives, open up about their personal challenges, resolve school related issues and spearhead initiatives to motivate and lead their peers.

“Leadership training dramatically changed our lives. This is evident in the changes in our attitudes towards education and life. We realised how privileged we are to be part of this kind of programme and we felt obliged to positively influence our peers. We formed a team called ‘King Shaka Activists’ and we are making big changes in our school.”

– **King Shaka Activist**

“I have a vision about my school mates, a dream about my life. It’s a dream where excellence becomes part of our daily life... I can safely say we are on the right path – taking into consideration the remarkable effort from our educators after the strategic planning session and the commitment from our learners. Today is better than yesterday, but it is my dream to make tomorrow much better than today.”

– **Philie Mbotho, Grade 9, King Shaka Activist**

King Shaka Activists have started the school’s first newsletter, a spelling bee competition to promote English and a school magazine project. They form part of the school’s Learner Representative Council and develop and enforce policies on learner conduct, discipline, health and self-respect.

“There has been a huge change in our school’s Learner Representative Council after our leadership camp. We have acquired new



leadership skills and a passion to see our lives change for the better. The same goes to our teachers who attended the strategic planning session and the workshop about Creating a Winning School. There is so much change in our school and one of the biggest changes you can see is that everyone is now coming to school on time.”

– **Nombulelo Noyana, Monwabisi High School, Northern Cape**

Impact in numbers

This table shows a handful of schools that were classified as dysfunctional prior to their adoption. Strategic planning programmes were conducted in each of these schools and there has been significant improvement in overall performance.

School	Year of adoption	Month and year of strategic planning programme	Results in year of adoption	2012 results
Mzomhle High School	2008	December 2008	42%	65%
Cowan High School	2008	July 2012	35%	73%
King Shaka High School	2009	August 2012	38%	63%
Vukubone High School	2010	August 2011	17%	55%

Back to School for a Day



Back to School for a Day, 2012: Cyril Ramaphosa at Tshilidzi Primary School with the former Headmistress, Stille Nemukula and the original fax machine donated in 2001, that planted the seed for the Adopt-a-School Foundation.



Back to School for a Day is a call to South Africans to go back to school to enrich the lives of pupils by sharing their time, compassion, skills and knowledge. Through this initiative, Adopt-a-School Foundation asks individuals and companies to visit a disadvantaged school and spend a morning impacting on the lives of young learners and their educators.

2013

Forty companies went back to over 80 schools in the Adopt-a-School Foundation's second annual Back to School for a Day. Over 50 000 learners were exposed to career guidance programmes, debating workshops, literacy activities and motivational talks. Many of these schools benefited physically where corporates opted to paint classrooms,

clean up vegetable gardens and renovate sports facilities.

The Back to School for a Day initiative is part of a broader effort to highlight the potential for private investment in education and involve companies and their employees in supporting disadvantaged schools. Through Adopt-a-School Foundation, companies and individuals are able to adopt schools and contribute to improving the whole school environment through long term and meaningful partnerships.



"We will always remember your visit to our school and your friendly kind faces. We like to learn about recycling and how to reuse plastic bottles."

Learner, Katlehong Primary

"On behalf of all educators, I wish to profusely thank the organisers of back to school Venture. The school has now been restored to its former glory. The classrooms are sparkling clean. Parents, educators, learners, Investec team and Jack's Paint gave it their all. You could see the enthusiasm and passion in every volunteer's face."

Educator, Letsibogo High School

"This Back to School for a Day is extremely important for our children – as they are now aware of the people supporting them, and they are motivated and can learn that it is important to care for others. They so appreciate their new books and reading makes them happy. They want to be lawyers and accountants like the people from Lafarge."

Educator, Matlaba Primary School



Back to School for a Day, 2013

"Back to School for a Day makes all the difference. Just one day of collective action can have a huge, life-changing impact on pupils. Not only do they benefit directly from the interaction with people with a variety of skills, backgrounds and insights, but the experience has a deeper significance. It affirms the value that society places on the success of each pupil. It offers them recognition, encouragement and inspiration."

– Cyril Ramaphosa



How to get involved

Adopt a school

Adopt-a-School Foundation not only impacts on the lives and development of the learners in adopted schools but also on the quality of education and the sustainability of the school. We aim to spend a minimum of five years in an adopted school and to foster a caring relationship between the Foundation, the funder, the school and the community to create a sustainable and meaningful impact in the schools and communities in which we work.



The Adopt-a-School adoption process involves a number of key elements:

- For a school to be eligible for adoption, we require demonstrable evidence of the acute needs of the school. We then ascertain the willingness on the part of the school governing body, educators, parents and learners to participate actively and accept responsibility for the project.
- The Foundation will conduct a high level due diligence and comprehensive needs analysis at the identified school and present a project proposal to the funder. An adoption agreement is entered into between the school, the adopter/s and the Foundation.
- The Foundation is committed to using local small businesses during the infrastructure phases of the project and to empowering the local community by creating temporary job opportunities.
- The Foundation coordinates and monitors different services offered by best practice NGOs to ensure school development objectives are met. The Foundation assists the school community to gain access to government services such as social grants, feeding schemes and Home Affairs services.



Become a supporter

Provide assistance to our schools. The Adopt-a-School Foundation has a database of schools with specific needs you can support. Collaborating with us and other partners, we can increase the impact we make in the schools we work in.

What your donations can achieve

We offer a variety of interventions which can have a tremendous impact on a school.

R100 - R5 000



Solar lamps



Sport kit



Uniforms



Vegetable gardens



Spectacles



Books

R50 000 - R250 000



Teacher development



Trees



Classrooms



Kitchens



Laboratories



Ablution facilities

R250 000+

Personal campaigns

Pledge your Birthday or any Special Occasion

Celebrate and pledge your birthday to the Adopt-a-School Foundation! Ask your loved ones to make a donation instead of gifts this year. By starting a campaign with us to celebrate your special milestone, you can help us improve education for thousands of young and hopeful learners.

Go on an Adventure

Tackling your bucket list by going on an adventure can be made even more meaningful by supporting Adopt-a-School Foundation. Embarking on an adventure such as climbing a mountain, rafting down rapids or cycling cross country for a cause can greatly contribute to the work of the Foundation. Add a little extra inspiration to your adventure!

Lend a Hand

Many of our projects could use an eager volunteer from time to time. From either helping with existing projects or identifying your own projects in our schools, the impact that you can make is tremendous. To lend a hand, get in touch and we can advise on how you can get involved in some of South Africa's neediest schools.

Essay Competition

In 2013, Adopt-a-School ran its fourth annual essay competition. This competition is open to all of the schools we work with and we encourage their participation. This is an opportunity for learners to express themselves and respond to a variety of topics which aim to help them think creatively and reflect on their personal circumstances. Once again, Adopt-a-School was impressed with the quality of essays received. We hope you enjoy reading the stories from the winners of this year's essay completion.

Topics

- My personal hero
- My family
- How I cope with peer pressure
- How I can better my community
- If I could change one thing about South Africa what would it be?

Prizes

The competition was divided into Foundation Phase (Grades 1 – 3), Intermediate Phase (Grades 4-6), GET phase (Grades 7-9) and FET phase (Grades 10-12). Winners from Foundation and Intermediate Phase received a prize of R1 200 each and the runners up received a prize of R600 each. GET and FET phase winners received a prize of R1 400 each. Runners up in these categories received R700 each. All learners who entered the competition were awarded a participation prize of R100.

*Note: These essays have not been edited.

Essay winners

Foundation Phase

WINNER

Mpou Dire

Grade 3

Ramokoka Primary School

PPC Cement

“My Personal Hero”

My personal hero is my teacher. Her name is Mrs Mogale. She always has a long hair and she likes colourful things. She is just like a butterfly. She wears glasses because she doesn't see very well and doesn't know what to do.

She teaches us English, Maths, Setswana and Life skills. I like the way she teaches and she likes to make jokes. She also teaches us a lot of songs and poems. I like English poems very much. When I tell her a secret, she keeps it. She talks English like an English woman. She always speaks very soft but when she is angry she doesn't speak soft. Her books are clean. When I grow up I want to be just like my teacher.

RUNNER UP

Lingama Nomjila

Grade 3

Chumani Primary School

Lafarge Mining

“My Family”

I have a big and wonderful family. My mom,

my brother, grandma, uncles and aunts. My dad passed away last year December. I was very sad because I really loved him. I love my family because they make me feel safe and happy.

I love my mom so much because she always spoils me and bought me wonderful stuff. My brother Hlumelo adores me and he also helps me with my homework and projects. He always tells me to play sport at school. My grandma tells me stories before going to bed. Sometimes my grandma helps me when I bath.

My uncles and aunts are not living with us. I love it when I go to visit them. They spoil me big time. They buy me sweets, chips, toys and much more. They are very friendly and kind. My other uncle lives in Cape Town. Sometimes I go and visit him and I love Cape Town so much. In December my uncles and aunts come to spend Christmas with us. It's very nice when we are altogether as a family.

Intermediate Phase

WINNER

Nkululeko Dlamini

Grade 6

Thathani Primary School

Standard Bank Corporate and Investment Banking

“My Personal Hero”

What is a hero? To others it might be someone with super powers, someone so

extra-ordinary you would swear they are from out of space, planet.

But to me it is my mother, she is my hero. I say this because she puts others needs before her own, she stands tall among others and yet she has nothing from this world. My mother always tells me that why would she want material things when she has me fill up her world. I didn't understand this but now I do.

She has an ability to give up back everything that she has. She has nothing yet content.

With everything that we have been through, she always finds a way to smile. Her character has taught me faith, trust, honesty but above all she has taught me to love hopelessly, give honestly and to forgive truthfully.

She is the one person who will nature me, give me endless love when everything and everyone has turned against me. Be it old or young she will care for me.

There are so many professions she would have chosen from but she chose to be a mother. To me she is a nurse, a teacher, law enforcement, lawyer and priest.

She nurses me back to life when I am sick. She teaches me right from wrong, she sets me straight when I'm going off the rails , she defends me from the cruelty of this world and she teaches me to pray no matter

what is happening in my life be it joy, anger, sadness etc.

Lets celebrate our mothers and give them the love and honour they deserve. A hero doesn't need to wear a tight costume, it doesn't have to be people you see in the magazines or television, the billboards or someone who is a public figure. To me a hero is an ordinary human being, the one who has your back always.

With this I give you a hero, my mother.

RUNNER UP

Zanele Kubeka

Grade 6

Thathani Primary School

Standard Bank Corporate and Investment Banking

"My Family"

My name is Zanele today I am going to talk about my family, a family is a group consisting of parents and children living together in a household. Family is the basic social unit. Family represents people living together by ties of marriage or blood.

My family are people with love and are a support system in good and bad times. My family consist of eight people. My mother and father are married and its been fifteen years now so I have three sisters and I am the last born. In the family its four girls no boys. Now I know you are wondering why I said we are eight.



Essay Competition (continued)



“We are nothing without trees because trees give us oxygen that we breathe.”

– Nosipho Khumalo

My mother was blessed with four girls and god is great my older sister came with two boys now my mother is happy. She is taking good care of my little brothers, I love my family and they also love one another.

I remember one time when my little brother was sick, we went to hospital. Our hearts were painful, when he came back we were so happy and even bought a cake for him but he went for only one day but it was like for forever.

When they say that a family that prays together stays together its true, because god hears your prayer and sees that you are united then he will even make the knot even tighter than ever.

What does a family mean to me? It means love, respect, communication, solve and share problems and the easy way to a solid family is pray to god and ask for his blessings surely you will see the shower of love. God will give to you and your family.

If you love your family show them while they are still around, respect goes a long way. If

they guide you listen and do as say and they will listen to you even if you are young. So my point people it is that lets respect one another because respecting one another it is the very important step to success.

GET Phase

WINNER

Khanye Nompumelelo

Grade 7

Mayibuye Primary School

Relational Database Consulting

“How I Cope with Peer Pressure”

I chose this topic because I believe that it is the one thing which ruins the lives and future of many teenagers.

Peer pressure is feeling pressurized by your peers into doing something wrong just to fit in even if it is not worth doing. The main factor of peer pressure is bad friends. They encourage you to do things which will affect you, your school work and your relationships with your family and relatives.

Sometimes they suggest that we must get sugar dads or boyfriends. I say no thank you when a peer suggests that. I cope with peer pressure by choosing good friends which will encourage me to do positive things which will benefit my future and help me achieve my entire goal in life.

I associate myself with people who are very careful, who, love, respect, treat me fairly,

look up upon me, take me seriously, value me, recognise and care about me. I do not allow myself to be carried away by things which are beyond my reach. I have taught myself that in life we cannot be equal. I try to wait until I am older for things like dating, going out and having sex. I know that I must work hard for everything I want to achieve in life.

I build a strong sense of self confidence and self-esteem. I act confident and believe in myself. I know that I do not need to impress other people or do what others tell me to do in order to feel good or accepted. Accepting myself and having a good self-confidence has always helped me to say no to peer pressure.

Paying attention to my own feelings and beliefs has helped me to identify the wrong and the right things. I also have inner strength and self- confidence. These two help me stand firm, walk away and resist doing something wrong.

I know my limits and have respect for myself. When I deal with peer pressure I remember the consequences of my actions. In order to say no, I realise that my decisions, both good and bad can cause benefits or harm to myself and others. I do not feel guilty or pressured into following what others people tell me to do, because I know my own morals and sense of what is right and wrong.

I do not take bad choices because they

cause bad relationship with parents at home, teachers at school, with my friends' at home or at school. By taking good choices, I know I will thank myself in the future when I look back and realise that I made the right decision.

There is a lot of peer pressure at school and it is hard to resist it but if I choose good friends, make good decisions, appreciate and cherish myself, take choices which will benefit my future, believe in myself and maintain a good self-confidence. Therefore peer pressure will never affect me because I will never allow peer pressure to ruin my bright future and I wish my peers could see and understand things the way I do.

RUNNER UP
Nosipho Khumalo
Grade 7
Sibambisene Primary School
Lafarge Education Trust

"How I can better my community"

I can better my community by educating the youth, for example not to deforest trees because we depend on trees. We are nothing without trees because trees give us oxygen that we breathe. Trees are really helpful because they protect us from big storms and rains. Trees are important to us because some of trees give us fruit. Trees also give us shade when it is a sunny day. Among all the trees there is a very important one, the gum tree. Gum tree makes paper in the factories.

The other important thing I can tell my community is to plant vegetables and sell them to other people so that they will have enough to make everything that they need. Vegetables provide us with vitamins which make us healthy and fit. In a community we must help each other like the Mandela Day. I could teach girls to keep our rivers clean by limiting pollution. I would tell them not to leave soap empties e.g OMO or Surf when they do our washing on the weekends because these pollute our resources i.e. rivers. My community is very poor because we don't have clean water and proper toilets. I think this can be a good idea to tell girls to clean water by boiling it before using so as to avoid diseases that are found in dirty water like cholera and diarrhoea.

I can also better the community policing forums (CPF) they should be encouraged, for they benefit the community. I think this could make our lives more safe and manageable. If a person has information that will help the investigating officers that person should come up and tell the police.

Lastly I would teach the youth that education is very important it is the key for their future. Learners should know that they go to school for their own good. They must know that when they go to school they are not doing it for their parents but for themselves. I will try by all means to drill this because many learners think that they go to school just to please their parents or grandparents.

Essay Competition (continued)

After I have done all these things to my community I'm sure my community would be a better place to live in.

FET Phase

WINNER

Mqhaba Thabang

Grade 12

Kgabareng High School

Industrial Development Corporation

"How I cope with peer pressure"

I have gone through most of my childhood years believing that it was of very little significance for me to fit in, I believed that I was made to stand out, that all I needed to be was just exceptionally me, how little I knew that this belief was going to be my immunity against the pressures I would face as I grow older.

Growing up, my grandmother instilled in me a sense of importance, she always stressed out the fact that I, much like everybody else was important for something, occasionally making reference to the phrase, 'be neither a conformist nor a rebel, for they are really the same thing, find your own path and stay on it'. It is her wisdom and belief in me that would help me cope with peer pressure years later.

Most of my friends are the conservative type, rarely acting out of character, they are not angels but the only pressure I get from them is positive. They inspire me to excel academically and most importantly when

I am with them I do not feel urged to do anything that I am not comfortable with. They complete and already fulfilling picture I have of my life.

One of the things that helps me deal with peer pressure is the relationship I have built with my teachers, they always remind me that I should never live up to other people's expectations and that I should focus on whatever I want to achieve irrespective of how stupid, crazy and impossible people may think it is. It is for their wise counsel that I shall forever be grateful to them.

"If you don't control your mind someone else will," the pastor at my church once said, 'no child is immune to peer pressure, it is a disease that must be dealt with, always stay true to yourself, never do anything to please someone else' he later added. There was wisdom in what he said or even perhaps in the way he said it, from that day onwards I always said 'no' to bad influences, be it from a friend or a relative.

I am a firm believer of the 'think before you act' principle. I believe that one should think thoroughly before one acts. I always think before I do anything which has earned me quite a number of nicknames in recent times, 'Mr goody-Two-Shoes' being one of many.

I do not succumb to peer pressure because I let my dreams and aspirations guide the manner in which I conduct myself and the decisions I take. I know that the only way

to achieve my goal is to avoid the negative influences that life may throw my way.

RUNNER UP

Cecilia Paulos

Grade 10

Vingerkraal Secondary School

Cyril Ramaphosa

"If I could change one thing in South Africa, it would be..."

South Africa is known as a developing country in Africa. It is a beautiful country with its diversity of cultures, and it is known as the rainbow nation to many but underneath all this exterior, there is one thing that the rest of the world is struggling with and so is South Africa. And if I could change one thing about this beautiful country it would be crime.

If there was one thing I could change about South Africa it would be definitely be crime because crime is a prominent issue in South Africa, there is a high rate of murders, assaults, rape, and many other offences. And at this stage citizens and the rest of the world that wants to visit this beautiful country are questioning its safety. Citizens do not feel safe in their own homes, neighbour-hoods or towns and cities because crime is everywhere and it is occurring every minute of every day.

Women and girl children are stopped off their dignity by sexual harassment, being raped and can therefore not feel safe anymore in the company of men. Men who

are meant to protect them from harm are the ones harming them instead. The way women are abused by men is very brutal and South Africa needs to do something about it.

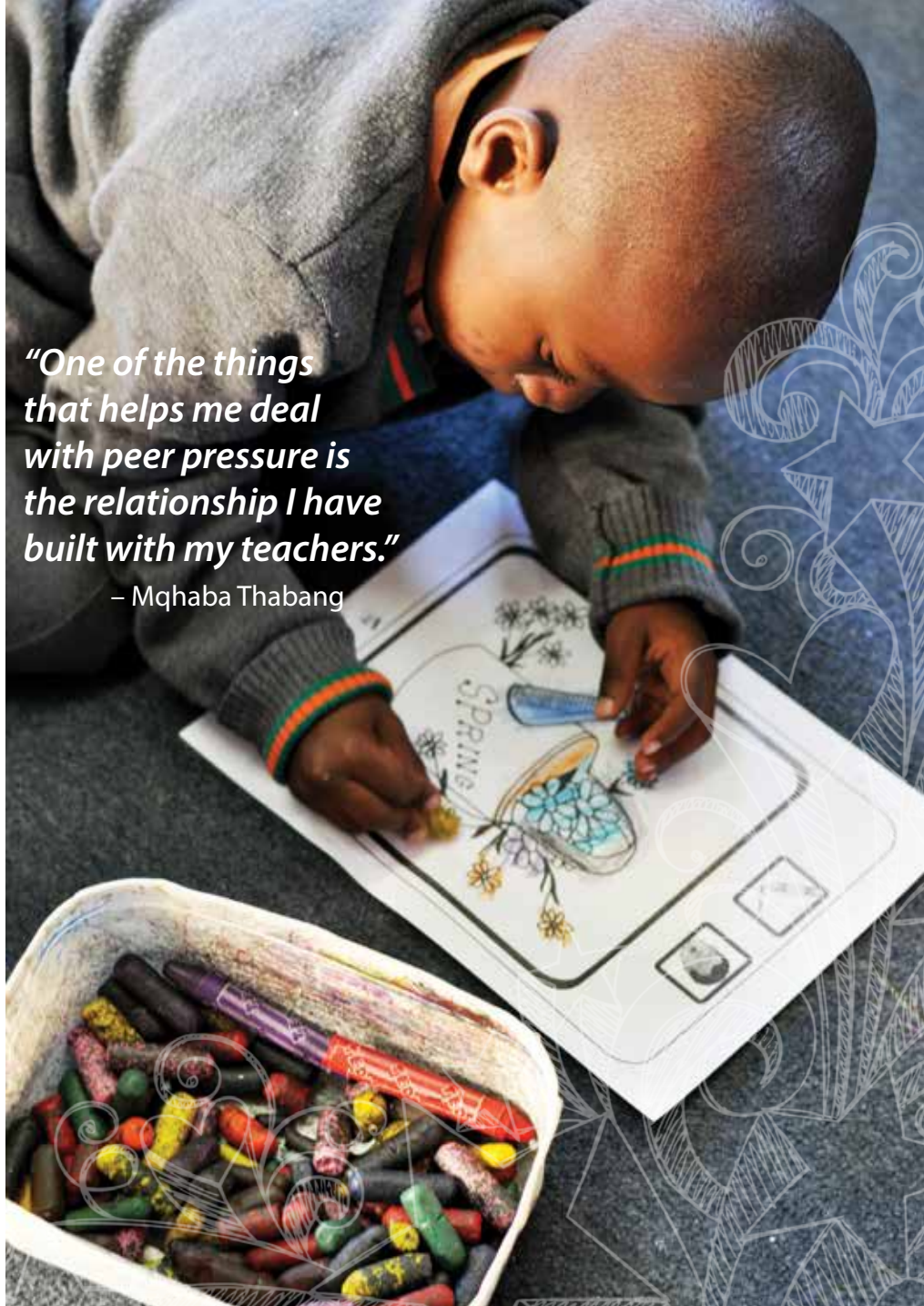
But people who are responsible for these crimes also claim to victims of crime. Because the government does not provide them with jobs and the high rate of unemployment in the country, they are left with no choice but to do robbery to gain income but that is not acceptable, because crime is crime and there are consequences. But for South Africa to overcome crime, it is going to be a journey not an overnight thing. And for every South African to come forward and be determined to end crime for good.

I would recommend that government change the law would be hard on criminals and laws that would ensure that everyone commits crime is punished and sent to jail or crime will increase. I realised that the whole world is struggling with crime but we can put a stop to it in our beloved country because it is one major obstacle in the development of South Africa.

I conclude that whether with the high rate of crime, South Africa is a hospitable and a warm country which shows its visitors Ubuntu (humanity), which lacks in many countries. But crime is here and cannot be ignored, so if there was something I could change about South Africa it would be crime.

***“One of the things
that helps me deal
with peer pressure is
the relationship I have
built with my teachers.”***

– Mqhaba Thabang





School profiles summary

This is a birds-eye view of our Whole School Development model in action. Some of the schools below are under full adoption programmes with a minimum of a 5 year involvement and some have been adopted for shorter periods of times or given once off assistance. This view aims to provide an overview of where schools are in the process of Whole School Development and what is required to complete the process in our aim to create healthy and functional schools.

Adopt-a-School Foundation relies on corporate and individual sponsorship in order to implement Whole School Development interventions in these schools.


























Table key

	Strategic planning, leadership governance and management	Leadership development and management training for School Governing Bodies, School Management Teams and educators. This process enables the development of a strategic plan for the school.
	Teambuilding and motivational interventions	All workshops involving teambuilding and motivational interventions at the school.
	Infrastructure development	The provision and maintenance of all school facilities, renovations and the provision of access to water and electricity.
	Educator development	Educator development programmes including curriculum development, counselling skills, remedial education, first aid training and sports coaching.
	Learner development	Academic support programmes, career guidance programmes, leadership programmes and access to libraries.
	Social welfare	Life skills programmes, vegetable gardens, visual support programmes, parental workshops and Home Affairs campaigns. Support for orphans and vulnerable children, including uniforms, toiletries and food parcels.
	Extracurricular activities	Sports development and the establishment of environmental clubs, reading clubs, etc.
	School safety and discipline	Provision of school security resources including school fencing and disciplinary programmes.
	Additional resources	All additional resources and donations (computers, furniture, library books, calculators etc.).

School profiles summary

(continued)































Adopted Schools

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Eastern Cape										
Advance For Life School East London Adopter: Shanduka Foundation	2012									
Chumani Primary School East London Adopter: Lafarge Mining South Africa	2013									
Cowan High School Port Elizabeth Adopter: PPC and Adopt-a-School Foundation	2009									School desks
Dutyini Jnr. Secondary School Mount Ayliff Adopter: Phumelela Gaming and Leisure Additional sponsors: Johnnic, BP Southern Africa, Huawei and Telkom Foundation	2006									
Kuyasa Senior Secondary School Dimbaza Adopter: Nedbank Foundation Trust	2012									
Mafube Jnr. Secondary School Matatiele Adopter: Phumelela Gaming and Leisure Additional sponsors: Johnnic, learners from University of Carine Wilson secondary School in Ottawa Canada, Adopt-a-School Foundation and Africa Empowered and Global Dignity	2005									Stationery
Mzomhle High School Mdantsane Adopter: FeverTreeConsulting and Adopt-a-School Foundation	2009									Scientific calculators
Siwali Secondary School Lusikisiki Adopter: IDC	2013									
Thembalabantu High School Zwelitsha Adopter: Nedbank Foundation Trust	2012									
Tholang High School Matatiele Adopter: IDC	2013									

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Free State										
Kgabareng High School Viljoenskroon Adopter: IDC Additional sponsor: Africa Empowered and Global Dignity	2013									
Ngwathe Secondary School Viljoenskroon Adopter: IDC Additional sponsor: Africa Empowered and Global Dignity	2013									
Gauteng										
Bokgoni Technical High School Atteridgeville Adopter: Volkswagen SA	2009									
Boschkop Primary School Pretoria Adopter: FeverTreeConsulting Additional sponsors: Biblionef and Room to Read	2008									
Bovet Primary School Alexandra Adopter: Absa Retail and Business Bank	2012									
Diepsloot Combined School Diepsloot Adopter: Absa Capital Additional sponsors: PWC, Biblionef, Sasria, PPC and Eagle Canyon Golf Estate	2006									Scientific calculators Trees
Eketsang Secondary School Katllehong Adopter: SCAW Metal SA	2012									
Elethu Themba Combined School Eikenhof Adopter: Merrill Lynch Additional sponsor: Biblionef	2008									Library books Furniture
George Khosa High School Dobsonville Adopter: MTN Group	2013									
Hlakaniphani Junior Primary School Dlamini Adopter: Edcon Additional sponsor: Raphael	2010									
Igugulethu Primary School Vlakfontein Adopter: Development Bank of Southern Africa	2010									Stationery

School profiles summary (continued)

Adopted Schools

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Gauteng										
Ikage Primary School Alexandra Adopter: Absa Retail and Business Bank	2012									
Isu'lihle Primary School Zola North Adopter: Barefoot (Pies Descalzo) Foundation	2012									
Ivory Park Secondary School Ivory Park Sponsor: Deloitte	2009									
Kaalfontein Primary School Midrand Adopter: IMATU Addition sponsors: Biblionef, Development Bank of Southern Africa	2013									Library books
Kanana Primary School Thembisa Adopter: Vodacom Additional sponsors: Biblionef and Hitachi Power Africa	2008									Library books
Kids Milestone School Blue Hills Midrand Adopter: AON Benfield	2011									Library books Grade R educational toys
Lawley Primary School Lawley Adopter: L'Oreal Additional sponsors: Biblionef, DRA and Water For All	2009									Library books Furniture
Lodirile High School Swaneville Adopter: Sasria Additional sponsor: 94.7 Highveld Stereo	2013									
Makgetse High School Themba Adopter: Volkswagen SA Additional sponsor: iSchool Africa	2010									
Makhoarane Primary School Dobsonville Adopter: Putprop Limited	2012									
Mayibuye Primary School Midrand Adopter: Relational Database Consulting Additional Sponsor: Biblionef, Bitanium Consulting and Barloworld Logistics Africa	2009									Office furniture























School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Gauteng										
Meadowlands Primary School Meadowlands Adopters: Grandmark International Additional sponsors: Biblionef, J.P. Morgan and Adopt-a-School Foundation	2009									Library books
Modilati Jnr. Secondary School Themba Adopter: ETC Solutions Additional sponsors: Merrill Lynch, iSchool Africa and Adopt-a-School Foundation	2013									
Mokgome Secondary School Adopter: Delta Partners Additional sponsors: Adopt-a-School Foundation, School-in-a-Bag, UJ Alumdraai Ladies Day House	2011									Stationery
Moses Maren Technical High School Eikenhof Adopter: IDC Additional sponsors: Adopt-a-School Foundation and Macsteel	2013									
Motshegofadiwa Primary School Hamanskraal Adopter: Merrill Lynch Additional sponsors: MTN, Tshwane Municipality, Net Group, Bantu Sports, Room to Read, Biblionef, Bobs for Good Foundation and Waterkloof High School learners	2003									MTN Public phone shop
Mvelandzandhivho Primary School Tshiawelo Adopter: Oxford University Press Additional sponsors: Deloitte and Bantu Sports	2011									
Mvelaphanda Primary School Tembisa Adopter: Vermont Sales	2013									
Olifantsvlei Primary School Eikenhof Adopter: Shanduka Group and staff Additional sponsors: University of Innsbruck, Exclusive Books, McDonalds, Room to Read and Biblionef	2005									Solar lamps

School profiles summary

(continued)

Adopted Schools

























School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Gauteng										
Olievenhoutbosch Christian School Olievenhoutbosch Adopter: Röhlig-Grindrod Logisties	2013									Registration of the School Skills audit
Pace College School Jabulani Adopter: Brait Foundation	2011									
Paul Mosaka Primary School Pimville Adopter: Chartis Insurance	2010									
Riversand Primary School Diepsloot Adopter: Chartis Insurance (AIG) Additional sponsor: PPC	2010									
Thabo-Tona Primary School Nigel Adopter: Friends of the Coca-Cola System and Shanduka Beverages Additional sponsors: Zando	2011									
Thathani Primary School Zola North Adopter: Standard Bank Corporate and Investment Banking Additional sponsors: Room to Read and Biblionef, Adopt-a-School Foundation	2006									
Thuthuzekani Primary School Krugersdorp Adopter: Investment Solutions Additional sponsors: Johnnic and Westcon AME, Biblionef & Adopt-a-School Foundation	2006									Library books
Tsakani Primary School Kagiso Adopter: Aard Mining Equipment (Matasis) Additional sponsors: Adopt-a-School Foundation, Bantu Sports	2011									
Tshlidzi Primary School Chiawelo Adopter: Standard Bank Corporate and Investment Banking Additional sponsors: Johnnic and Gold Fields, Room to Read, Biblionef and Adopt-a-School Foundation	2003									
Zenzeleni Primary School Alexandra Adopter: Absa Retail and Business Bank	2012									






























School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Gauteng										
Zikhethela High School Adopter: IDC	2013									
Zonkizizwe High School Zonkizizwe Adopter: Deloitte	2012									
KwaZulu-Natal										
Bizimali Secondary School Nkandla Adopter: IDC	2013									
Bhekamazimela Primary School Gingindlovu Adopter: Lafarge Education Trust	2011									
Dargle Primary School Howick Adopter: Cyril Ramaphosa	2005									
Ekhudonseni Primary School Kwa Dlangezwa Adopter: Lafarge Education Trust	2011									
Emnqundekweni Primary School Bulwer Adopter: Mondi Shanduka Newsprint	2007									
Endlovini Primary School Mthunzini Adopter: Lafarge Education Trust	2011									
Ezakheleni High School Empangeni Adopter: Lafarge Education Trust	2011									
Folweni High School Umlazi Adopter: Standard Bank Corporate and Investment Banking	2007									
Funwayo Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Hamu High School Vryheid Adopter: Mondi Group	2010									

School profiles summary

(continued)

Adopted Schools





















School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
KwaZulu-Natal										
Hlathikhulu High School Escourt Adopter: Mondi Shanduka Newsprint	2007									
Indawana Lower Primary School Underburg Adopter: Mondi Shanduka Newsprint	2007									
Inyoniemhlophe Primary School Isiphingo Adopter: Unicorn Calulo Bunker Services	2013									*Plans to be finalised
Inqabayamazimela High School Empangeni Adopter: Lafarge Education Trust	2011									
King Shaka High School Umlazi Adopter: Grindrod SA Additional sponsors: Unicorn Caluco Bunkers, Vanguard Rigging, Africa Empowered and Global Dignity	2009									School furniture Text books Scientific calculators
Khanyakufikile Primary School Kwa-Dlangezwa Adopter: Lafarge Education Trust	2011									
Lethimfundo Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Lindelihle Primary School Mthumini Adopter: Lafarge Education Trust	2011									
Manzamnyana Primary School Kwadlangezwa Adopter: Lafarge Education Trust	2011									
Maphumezana Primary School Umlazi Adopter: The Grindrod Family	2011									
Mashanandane High School KwaDlangezwa Adopter: Lafarge Education Trust	2011									
Mbonisweni Primary School Hambanathi Adopter: Shanduka Foundation	2012									































School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
KwaZulu-Natal										
Mehlathathani Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Mthintombi Primary School Kwa Langezwa Adopter: Lafarge Education Trust	2011									
Mzimela Primary School Eshowe Adopter: Lafarge Education Trust	2011									
Ngqamzana Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Njingili High School Eshowe Adopter: Lafarge Education Trust	2011									
Ntshidi Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Nteneshane Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Oyemeni Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Phangindawo Primary School Cato Ridge Adopter: Beiersdorf Consumer Products	2011									Grade R Resources Jungle Gyms
Sibambisene Primary School Empangeni Adopter: Lafarge Education Trust	2011									
Sibhakuza High School KwaDlangezwa Adopter: Lafarge Education Trust	2011									
Sigodo Primary School Eshowe Adopter: Lafarge Education Trust	2011									
Sihubela High School Empangeni Adopter: Lafarge Education Trust	2011									
Summit Primary School Chatsworth Adopter: Röhlig-Grindrod Logistics	2013									

School profiles summary

(continued)

Adopted Schools

















































School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
KwaZulu-Natal										
Welabasha High School Empangeni Adopter: IDC	2013									
Yetheni Primary School Yetheni Adopter: Lafarge Education Trust	2011									
Zimeme High School KwaDlangezwa Adopter: Lafarge Education Trust	2011									
Zinqobebe Secondary School Mthunzini Adopter: Lafarge Education Trust	2011									
Limpopo										
Abraham Serote Secondary School Boleu Adopter: Nedbank Foundation Trust	2012									
Deo Gloria Primary School Thabazimbi Adopter: Northam Platinum	2010									
Glen Cowie High School Jane Furse Adopter: IDC	2013									
Mamvuka Secondary School Dzanani Adopter: Development Bank of Southern Africa	2010									
Phagamang High School Senwabarwana Adopter: IDC	2013									
Rhenosterkloof Primary School Bela-Bela Adopter: Cyril Ramaphosa	2013									*Plans to be finalised
Sikhwivhilu Primary School Dzanani Adopter: Development Bank of Southern Africa Additional sponsor: Adopt-a-School Foundation	2010									
St. Paul High School Groblersdal Adopter: Nedbank Foundation Trust	2012									

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Limpopo										
Tshivase Secondary School Vhufuli Adopter: IDC	2013									
Vingerkraal Secondary School Bela-Bela Adopter: Cyril Ramaphosa	2013									*Plans to be finalised
Mpumalanga										
Emjin Dini Secondary School Barberton Adopter: Pan African Resources (Barberton Mines)	2013									
Fairview Primary School Barberton (A new school) Adopter: Pan African Resources (Barberton Mines)	2009									
Letlhasedi High School Shatale Adopter: IDC	2013									
Makhathini Intermediate School Mhluzi Adopter: Shanduka Coal	2009									
Makhosana Manzini High School Mkhulu Adopter: IDC	2013									
Vukubone High School Piet Retief Adopter: Kangra Coal	2011									Calculators
Warburton Combined School Warburton Adopter: Brait Foundation	2011									
Northern Cape										
Banksdrift Secondary School Hartswater (New School) Adopter: Investec and Northern Cape Department of Basic Education	2008									Desks
Kgomotso High School Pampierstad Adopter: IDC	2013									
Monwabisi High School De Aar Adopter: IDC	2013									

School profiles summary

(continued)

Adopted Schools

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
North West										
Bodibe Intermediate School Bodibe Adopter: Lafarge Education Trust Additional sponsor: Adopt-a-School Foundation	2009									
Boithaopo High School Kraaipan Adopter: IDC	2013									
Boitekong High School Rustenburg Adopter: Greater Good SA	2013									
E.H.Mogase Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsor: Adopt-a-School Foundation	2009									
Kau Primary School Bosplaas Adopter: Phumelela Gaming and Leisure Sponsor: Adopt-a-School Foundation	2012									
Makgwe Primary School Bodibe Adopter: Lafarge Education Trust Additional Sponsor: Adopt-a-School Foundation	2009									
Matlaba Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsor: Old Mutual	2009									
Meriti Secondary School Rustenburg Adopter: Greater Good South Africa	2013									
Mmuagabo Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsor: Adopt-a-School Foundation	2009									
Mokakana Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsors: Adopt-a-School Foundation and Water For All	2009									

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
North West										
Molekane Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsors: Old Mutual, Adopt-a-School Foundation	2009									
Motlhako Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsor: Adopt-a-School Foundation	2009									
Mphebatho Primary School Bosplaas Adopter: Phumelela Gaming and Leisure Ltd Additional sponsors: Solo Resources, Adopt-a-School Foundation and Development Bank of Southern Africa	2010									Library books Computers Furniture Photo-copying machine
Naletsana Primary School Bodibe Adopter: Lafarge Education Trust Additional sponsor: Old Mutual	2009									
Ramokoka Primary School Ramokoka Village (a new School) Adopter: PPC	2008									
Setswakgosing High School Moprokweng Adopter: IDC	2013									
Shudintle Intermediate School Bodibe Adopter: Lafarge Education Trust	2009									
Tau Rapulana High School Bodibe Adopter: Lafarge Education Trust	2009									
Western Cape										
Atlantis High School Reygersdal Adopter: IDC	2013									
Sea Point High School Sea Point Adopter: Oxford University Press	2011									Library books

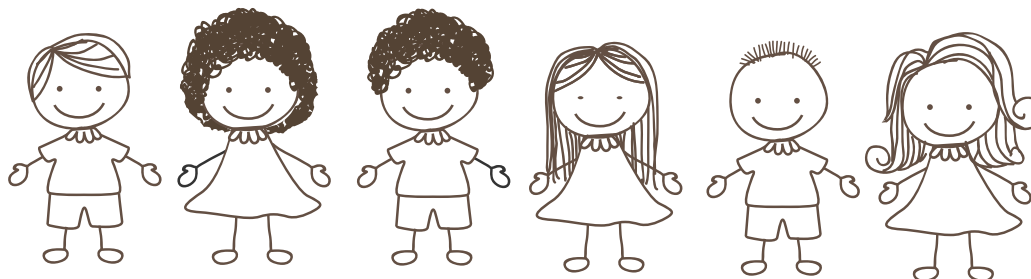
School profiles summary

(continued)

Adopted Schools

School	Year of adoption	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Sonwabo Primary School Gugulethu Adopter: Development Bank of Southern Africa Additional sponsor: Shanduka Foundation	2010									
Thandukhulu High School Mowbray Adopter: IDC	2013									










OTHER SADC COUNTRIES										
Lesotho										
Morifi A.M.E Primary School Mohale's Hoek Lesotho Adopter: Dr. James Motlatsi	2012									
Morifi L.E.C. Primary School Mohale's Hoek Lesotho Adopter: Dr. James Motlatsi	2012									
Morifi R.C. Primary School (St. Thomas) Mohale's Hoek Lesotho Adopter: Dr. James Motlatsi	2012									
Mozambique										
Escola Primaria de Completa Ressano Garcia Adopter: Shanduka Group and Aggreko	2012									



School profiles summary

(continued)




















Assisted Schools





















School	Year of assistance	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Assisted Schools										
Eastern Cape										
Mphuti Primary School Dutywa Sponsor: Development Bank of Southern Africa	2010									
Hakuwa Primary School Queenstown Sponsor: Thando Sishuba and friends, Cyril Ramaphosa and Vancut	2006									
Ikageng Jnr. Secondary School Matatiele Sponsor: MTN	2010									Computers
Mbanga Primary School Dutywa Sponsor: Development Bank of Southern Africa	2010									School furniture
Sandlulube Jnr. Secondary School Mount Frere Sponsor: Investec	2006									Computers
Free State										
Mahlohonolo Intermediate School Botshabelo Sponsor: Development Bank of Southern Africa	2010									
Thari ya Tshepe Intermediate School Botshabelo Sponsor: Development Bank of Southern Africa	2010									
Bokamoso Secondary School Themba Sponsor: iSchool Africa	2010									
Igugu Primary School Mofolo Sponsor: The Trust	2010									
Inkululeko Yesizwe Primary School Vlakfontein Sponsor: Standard Bank Graduates, Twenty 30 and Biblionef	2009									Library books
Msengavhazhimo Primary School Sponsor: PPC	2010									Educational resources for Foundation phase

School profiles summary

(continued)

Assisted Schools

School	Year of assistance	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Gauteng										
Sefikeng Primary School Bryanston Sponsor: Investec	2010									Library books
KwaZulu-Natal										
Bhekulwandle Primary School Mmanzimtoti Sponsor: Development Bank of Southern Africa	2010									
Masijabule High School Cato Ridge Sponsor: Rentworks	2010									
Zandlazethu High School Pongola Sponsor: Adopt-a-School Foundation	2011									
Zwelibomvu Primary School Pinetown Sponsor: Development Bank of Southern Africa	2010									
Limpopo										
Letheba High School Botlokwa Sponsor: Adopt-a-School Foundation	2011									
Luvhalani Primary School Tshakuma Sponsor: MTN and Adopt-a-School Foundation	2006									MTN public phone shop
Mbokota Primary School Elim Sponsor: MTN	2010									Computers
Tshimbuluni Primary School Tshakuma Sponsor: MTN and Adopt-a-School Foundation	2006									MTN public phone shop
Mpumalanga										
Sambo Primary School Steenbok Sponsor: Development Bank of Southern Africa	2010									
Sijabulile Primary School Sterkspruit Sponsor: Development Bank of Southern Africa	2010									
Zaaiplaas Primary School Sehlakwane Sponsor: Sasol	2008									

School	Year of assistance	Strategic planning, leadership and management	Teambuilding and motivational interventions	Infrastructure development	Educator development	Learner development	Social welfare	Extra curricular	School safety and discipline	Additional resources
Northern Cape										
Blaauwskop Primary School Upington Sponsor: Development Bank of Southern Africa	2010									
Tshiamo Primary School Kimberly Sponsor: Development Bank of Southern Africa	2010									
North West										
Lethabile Middle School Legonyane Sponsor: MTN	2006									MTN public phone shop
Mankala Technical High School Mabopane Sponsor: MTN	2006									MTN public phone shop
Motlhane Primary School Motlhe Village Sponsor: MTN	2006									MTN public phone shop
Molebatsi High School Motlhe Village Sponsor: MTN:	2006									MTN public phone shop
Motlhe Primary School Motlhe Village Sponsor: MTN	2006									MTN public phone shop
Ngaka Maseko High School Mabopane Sponsors: MTN and Adopt-a-School Foundation	2006									MTN public phone shop
Rebone Middle School Motlhe Village Sponsor: MTN	2006									MTN public phone shop
Rethusitwe Primary School Kromkuil Village Sponsor: MTN	2006									MTN public phone shop
Thabo ya batho Middle School Bosplaas Sponsor: Development Bank of Southern Africa	2010									
Western Cape										
Vuyani Primary School Gugulethu Sponsor: Development Bank of Southern Africa	2010									

Schools on our waiting list

There are over 250 schools on our adoption waiting list. These schools have dire needs and when we meet potential donors we try match donors to schools on the waiting list, taking donors and schools through the adoption process.



Gauteng

NO	NAME OF SCHOOL AND LOCATION	PROFILE
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	Cyrlidene Primary School Cyrlidene	Learners: 493 Grades offered: 1 - 7
7	Dr. Beyers Naudé Secondary School Dube - Soweto	Learners: 860 Grades offered: 8-12
8	Emzimkhulu Primary School Nigel	Learners: 570 Grades offered: R-7
9	Emfundisweni Junior Primary School Alexander	Learners: 881 Grades offered: 1 - 4
10	Ekukhanyeni Primary School Waterville	Learners: 1010 Grades offered: 1 - 4
11	Emadwaleni Secondary School Orlando - Soweto	Learners: 520 Grades offered: 8-12
12	Fairlands Primary School Sandringham	Learners: 321 Grades offered: R-7
13	Golang Primary School Honeydew	Learners: 331 Grade offered: 1-7
14	Isikhumbuzo Comprehensive Secondary School Orange Farm	Learners: 1300 Grades offered: 8-12
15	Isiziba Primary School Tembisa	Learners: 1079 Grades offered: R-7
16	Job Rathebe Junior Secondary School Orlando East - Soweto	Learners: 748 Grades offered: 7-9
17	Livhuwani Primary School Meadowlands - Soweto	Learners: 675 Grades offered: R-7

Gauteng (continued)

NO	NAME OF SCHOOL AND LOCATION	PROFILE
18	Leratong Primary School Orlando East - Soweto	Learners: 329 Grades offered: 4-7
19	Mabu-A-Tlou Primary School Majaneng	Learners: 970 Grades offered: R - 7
20	Mc Bain Charles Primary School Elorado Park	Learners: 660 Grades offered: R-7
21	Letlotlo Secondary School Mabopane	Learners: 742 Grades offered: 8 - 12
22	Namo Primary Hammanskraal	Learners: 564 Grades offered: R - 7
23	Observatory Girls Primary School Observatory	Learners: 480 Grades offered: 1-7
24	Realogile Secondary School Alexandra	Learners: 1485 Grades offered: 8-12
25	Sekampaneng Primary Sekampaneng Village	Learners: 976 Grades offered: 1 -7
26	St Algars Combined School Lanseria	Learners: 1133 Grades offered: 1 - 12
27	Sibonile School for the visually impaired Kliprivier	Learners: 142 Grades offered: 1-9
28	Troyville Primary School Troyville	Learners: 607 Grades offered: 4-7
29	Thuto-Lehakwe Senior Secondary School Mohlakeng	Learners: 1529 Grades offered: 8-12
30	Vuwani Secondary School Tshiawelo - Soweto	Learners: 1194 Grades offered: 8 - 12
31	Vuyani Primary School Tsakane	Learners: 1194 Grades offered: 0-7
32	Mochochonono Primary school Pimville	Learners: 305 Grades offered: R-4
33	Soshanguve South Secondary School Soshanguve	Learners: 745 Grades offered: 8-11
34	Welgedag Primary School Springs	Learners: 615 Grades offered: R-7

Gauteng *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
35	Zimisele Secondary School	Learners: 962
	Kwa-Thema Springs	Grades offered: 8 - 12
36	Kagiso Ext 14 High School	Learners: 912
	Kagiso	Grades offered: 8 -10
37	Reamohetsoe Primary School	Learners: 632
	Orange Farm	Grades offered: R-7
38	Usizolwethu School (Special school)	Learners: 390
	Benoni	Grades offered: R -12
39	Wise- Up Combined School	Learners: 1056
	Maraisburg	Grades offered: R-12
40	The Way Christian School	Learners: 193
	Pretoria	Grades offered: R -12
41	Durban Deep Primary	Learners: 1037
	Rooderpoort	Grades offered: 1-7
42	Impumelelo Jnr Primary School	Learners: 159
	Emdeni Soweto	Grades offered: R -4
43	Manamelong Primary School	Learners: 1030
	Mamelodi	Grades offered: 1 - 7
44	Molefe Mooke Primary School	Learners: 652
	Hammanskraal	Grades offered: R -7
45	Mandisa Shiceka High School	Learners:
	Kagiso EXT 11	Grades offered: 8-12
46	Katlehong Primary School	Learners: 1312
	Katlehong South	Grades offered: R-7
47	Masithwalisane Secondary School	Learners: 1490
	Vosloorus	Grades offered: 8-12
48	Thuto Mfundo School	Learners:
	Vosloorus	Grades offered:
49	Lebone Secondary School	Learners: 300
	Mofolo	Grades offered: 8-12
50	Eqiniswa Secondary School	Learners: 2077
	Thembisa	Grades offered: 8 -12
51	Albert Street School	Learners: 150
	Marshalltown	Grades offered: 1 - 7
52	Thakgalang Primary School	Learners: 421
	Duduza	Grades offered: R-7
53	Ahmed Timol Secondary School	Learners: 1150
	Krugersdorp	Grades offered: 8-12
54	Salvazion Primary School	Learners: 282
	Crosby	Grades offered:

Gauteng *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
55	Bosmont Primary School	Learners: 1077
	Denneboom Bosmont	Grades offered: R-7
56	Bapedi Primary School	Learners: 562
	Diepkloof , Zone 3	Grades offered: R-7
57	Fons Luminis Secondary School	Learners: 1334
	Diepkloof EXT Phase 3	Grades offered: 8 -12
58	Nageng Primary School	Learner: 892
	Vosloorus	Grades offered: R -7
59	Dumezweni Primary	Learners:
	Zone 11 Diepkloof	Grades offered:
60	Senyamo Primary School	Learners: 474
	Dobsonville	Grades offered: R-7
61	Stretford Primary School	Learners: 1018
	Orange-farm	Grades offered: R-7
62	Thamsanqa Secondary School	Learners: 1498
	Orange-farm	Grades offered: 8-12
63	Jabavu East Primary School	Learners: 500
	Jabavu	Grades offered: R -6

Eastern Cape

NO	NAME OF SCHOOL AND LOCATION	PROFILE
64	Enqobokeni Primary School	Learners: 139
	Whittlesea	Grades offered: 8-12
65	Hlomendlini Junior Secondary School	Learners: 612
	Port St Johns	Grades offered: 1 - 9
66	Nompumelelo High School	Learners: 850
	Whittlesea	Grades offered: 8 - 12
67	Nyati Senior Primary School	Learners: 368
	Mt Ayliff	Grades offered: 1 - 6
68	Sketlane Junior Primary School	Learners: 529
	Matatiele	Grades offered: 1 - 9
69	Sikhemani Junior Secondary School	Learners: 356
	Mt Ayliff	Grades offered: R - 9
70	Zintonga Junior Secondary School	Learners: 716
	Mt Ayliff	Grades offered: 10- 12
71	Sikhumbeni Senior Primary School	Learners: 112
	Mt Ayliff	Grades offered: R - 6
72	Siseko High School	Learners: 273
	Mt Ayliff	Grades offered: 8 - 12

Eastern Cape (continued)

NO	NAME OF SCHOOL AND LOCATION	PROFILE
73	Pondolwendlovu Combined School	Learners: 200
	Umtata	Grades offered: 10-12
74	Hebron Independent School	Learners: 56
	Queenstown	Grades offered: 1-4
75	Ncube Junior Secondary School	Learners: 555
	Mt Fare	Grades offered: R- 9
76	Bele Jnr Secondary School	Learners: 600
	Tsolo	Grades offered: R - 9
77	Kwezi Iomso Comprehensive School	Learners: 1490
	Sidwell	Grades offered: 8 -12
78	Step Ahead Primary School	Learners:
	Tsomo	Grades offered:
79	Bashee Comprehensive High School	Learners: 575
	Dutywa	Grades offered: 10-12
80	Lingeletu Primary School	Learners: 313
	Port Edward	Grades offered: R-7
81	Mthunzi Tsolekile Public School	Learners: 290
	East London	Grades offered: R - 10
82	Seplan Jnr. Secondary School	Learners: 380
	Cala	Grades offered: R-9
83	Ntabeliza Jnr. Secondary School	Learners: 430
	Umtata	Grades offered: R-9
84	Hillside Secondary School	Learners: 1025
	Port Elizabeth	Grades offered: 8-12
85	Kwazakhele High School	Learners: 841
	Port Elizabeth	Grades offered: 8-12
86	Lwandlekazi High School	Learners: 350
	New Brighton	Grades offered: 8-12
87	Phakamisa Secondary School	Learners: 612
	Port Elizabeth	Grades offered: 8-12
88	Mzontsundu High School	Learners: 882
	Port Elizabeth	Grades offered: 8-12
89	Qaphelani Snr. Secondary School	Learners: 642
	Port Elizabeth	Grades offered: 8-12
90	Tamsanqa Secondary School	Learners: 335
	Port Elizabeth	Grade offered: 8-12
91	Ithembelihle Comprehensive School	Learners: 943
	New Brighton	Grades offered: 8-12
92	Tholulwazi Secondary School	Learner: 734
	Govern Mbeki Township	Grades offered: 8 -12
93	Sophakama Secondary School	Learners: 585
	New Brighton	Grades offered: 8 -12

Eastern Cape (continued)

NO	NAME OF SCHOOL AND LOCATION	PROFILE
94	St James Secondary School	Learners: 656
	Port Elizabeth	Grades offered: 8 -12
95	Ncedo Secondary School	Learners: 1015
	Motherwell	Grades offered: 8 -12
96	SEK Mqhasi Secondary School	Learners: 347
	Kwa Dwesi	Grades offered: 8 -12
97	Lwazilethu Secondary School	Learners:400
	Port Elizabeth	Grades offered: 8 -12
98	Kwa Maqxaki Secondary School	Learners: 1150
	Kwa Maqxaki	Grade offered: 8-12
99	Chatty Secondary School	Learners: 1060
	Port Elizabeth	Grade offered: 8-12
100	Coselelani Public School	Learners: 350
	Motherwell	Grade offered: 8-12
101	David Livingstone Secondary School	Learners: 945
	Port Elizabeth	Grades offered: 8 -12
102	E.Z Kabane Secondary School	Learners: 476
	Port Elizabeth	Grades offered: 8 -12
103	Insight leanering Centre	Learners: 175
	Port Elizabeth	Grade offered: R -12
104	Loyiso Secondary School	Learner: 764
	Zwide	Grade offered: 8 12
105	Acardia Secondary School	Learners: 1118
	Port Elizabeth	Grade offered: 8-12
106	Bertrams Secondary School	Learners: 1293
	Port Elizabeth	Grades offered: 8 12
107	Ndzondelelo High School	Learners: 1270
	Zwide	Grades offered: 8 12
108	Thembalabantu S Secondary School	Learner: 280
	Zwide	Grades offered
109	Thembelihle S Sexcondary	Learners: 563
	New Brighton	Grades offered: 8 12
110	Gqumahashe PrimarySchool	Learners: 182
	Alice	Grade offered: R-7
111	J.A Ncala Primary School	Learners: 424
	Lingelihle	Grade offered: R-4

Northern Cape

NO	NAME OF SCHOOL AND LOCATION	PROFILE
112	Barkly West Higher Primary School	Learners: 572
	Barkly West	Grades offered: 5-7
113	Boresetse High School	Learners: 993
	Barkly West	Grades offered: 8 - 12

Northern Cape *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
114	Dikgathlong High School	Learners: 869
	Delporthshoop	Grades offered: 8 - 12
115	Hanover Primary School	Learners: 985
	Hanover	Grades offered: R - 7
116	Hartswater High School	Learners: 427
	Hartswater	Grades offered: 8-12
117	Hoerskool Langberg	Learners: 972
	Olifantshoek	Grades offered: 8 -12
118	Ikaheng Intermediate School	Learners: 246
	Dekeur Farm	Grades offered: R - 9
119	Ikaheng Primary School	Learners: 201
	Kimberley	Grades offered: R - 7
120	Kgomotso High School	Learners: 1014
	Pampierstad	Grades offered: 10 - 12
121	Mosalakae Public School	Learners: 875
	Barkly West	Grades offered: 1 - 4
122	Reakantswe Intermediate School	Learners: 385
	Windsorton	Grades offered: 9 - 12
123	Pampierstad High School	Learners: 955
	Pampierstad	Grades offered: 8 -12
124	Redirile Senior Phase School	Learners: 744
	Galeshewe	Grades offered: 7 -9
125	Rietvale High School	Learners: 610
	Hadison Park	Grades offered: 9 - 12
126	St. Boniface High School	Learners: 1013
	Kimberley	Grades offered: 8 - 12
127	Tlhwalang High School	Learners:
	Jan Kemp	Grades offered: 9-12
128	Vaalharts High School	Learners: 251
	Jan Kemp	Grades offered: 8 -12
129	Renelwe Primary School	Learners: 387
	Kimberley	Grades offered: R - 7
130	Montshiwa Primary School	Learners: 527
	Kimberley	Grades offered: R-6
131	Hartsvaal Primary School	Learners: 521
	Jan Kemp Dorp	Grades offered: 4-7
132	Realeboga Intermediate School	Learners: 562
	Jan Kemp Dorp	Grades offered: R-7
133	Hotazel Combined School	Learners: 453
	Hotazel	Grade offered: R-7
134	Gamagara High School	Learners: 508
	Dibeng	Grades offered: 8-12

Northern Cape *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
135	Netemsegang High School	Learners:
	Kuruman	Grades offered:
136	Kudumane Primary School	Learners: 524
	Mothibistad	Grades offered: R-6

KwaZulu-Natal

NO	NAME OF SCHOOL AND LOCATION	PROFILE
137	Bagabile High School	Learners: 442
	Eshowe	Grades offered: 8 - 12
138	Doornkloof Combined School	Learners: 309
	Moorriver	Grades offered: 4 - 12
139	Dover Combined School	Learners: 1030
	Empangeni	Grades offered: 1 - 12
140	Entonjeni High School	Learners: 526
	Ladysmith	Grades offered: 8 - 12
141	Egweni Combined School	Learners: 1035
	Loskop	Grades offered: R- 9
142	Hafuleni High School	Learners: 1290
	Harding	Grades offered: 8 - 12
143	Hilda Makhanya Primary School	Learners: 374
	Ntuzuma	Grades offered: R - 6
144	Isnebe Secondary School	Learners: 527
	Tongaat	Grades offered: R - 9
145	Kwamame Primary School	Learners: 647
	Mahlabathini	Grades offered: 1 7
146	Masuka Primary School	Learners: 660
	Isiphingo	Grades offered: R - 7
147	Prince Mnyayiza High School	Learners: 664
	Nongoma	Grades offered: 8 - 12
148	Qoqulwazi Secondary School	Learners: 416
	Tongaat	Grades offered: 8 - 12
149	Siphephele Secondary School	Learners: 450
	Isiphingo	Grades offered: 8 -12
150	Siyawela Primary School	Learners:
	Dannhauser	Grades offered: R - 7
151	Thuthuzekani Special School	Learners: 305
	Empangeni	Grades offered: R - 7
152	Magubulundu J.Secondary School	Learners: 300
	Paulpietersburg	Grades offered: 8- 10
153	Cwebezela Primary School	Learners:
	Umlazi	Grades offered: R - 7

KwaZulu-Natal *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
154	Kuhlekonke High School	Learners: 583
	Pietermaritzburg	Grades offered: 8-12
155	Qophumlando Senior Primary School	Learners: 600
	Dsizweni	Grades offered: 5-7
156	Bonomunye Primary School	Learners: 457
	Empangeni	Grades offered: R- 9
157	Siyabuswa Primary School	Learners: 403
	Nondweni	Grades offered: R- 7
158	Siphosethu Primary School	Learners: 374
	Mt Edgecomb	Grades offered: R-7
159	Emphusheni Primary School	Learners: 411
	Isipingo	Grades offered: R - 4
160	Makheme Primary School	Learners: 339
	Nongoma	Grades offered: R-7
161	Kwesethu High School	Learners: 1053
	KwaMashu	Grades offered: 8-12
162	Ekwazini High School	Learners: 1124
	Umlazi	Grades offered: 8-12
163	Manzamnanya Primary School	Learners: 264
	Nkandla	Grades offered: R-7

Mpumalanga

NO	NAME OF SCHOOL AND LOCATION	PROFILE
164	Amon Nkosi Primary School	Learners: 480
	Barberton	Grades offered: R - 6
165	Beretta Primary School	Learners: 1187
	Acornhoek	Grades offered: R - 7
166	Hendrina Primary School	Learners: 501
	Hendrina	Grades offered: R-7
167	Izithandani Combined School	Learners: 930
	Badplaas	Grades offered: R - 7
168	K.L. Twala Secondary School	Learners: 1461
	Embalenhle	Grades offered: 8 - 12
169	Kwazamokuhle Secondary School	Learners: 1354
	Hendrina	Grades offered: 8 - 12
170	Mapala Combined School	Learners: 614
	Hammanskraal	Grades offered: 7- 9
171	Mapalagadi Primary School	Learners: 689
	Glen Cowie	Grades offered: R - 7
172	Batlagae Primary School	Learners: 660
	Doornkop	Grades offered: R - 7

Mpumalanga *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
173	Phafane Senior Secondary School	Learners: 275
	Burgersfort	Grades offered: 8 - 12
174	Shapeve Primary School	Learners: 1611
	Embalenhle	Grades offered: 1 - 7
175	Sibhulo Senior Secondary School	Learners: 975
	Kabokweni	Grades offered: 8 - 12
176	Steelcrest High School	Learners: 660
	Middleburg	Grades offered: 8 - 12
177	Umtombopholile Primary School	Learners: 168
	Lydenburg	Grades offered: 1 - 7
178	Skhila Secondary School	Learners: 699
	Mashishing/Lydenburg	Grades offered: 8 - 12
179	Kiwi Primary School	Learners: 89
	Mashishing/Lydenburg	Grades offered: R-7
180	Isibanesesizwe Primary School	Learners: 1049
	Embalinhle	Grades offered: 1 - 9
181	Sibusisiwe High School	Learners: 1116
	Matsulu	Grades offered: 8-12
182	Hlelimfundo Secondary School	Learners: 1260
	Amersfoort	Grades offered: 8-12
183	Khanyisa Primary School	Learners: 134
	Barberton	Grades offered: 1 -7
184	Qedela Secondary School	Learners: 1289
	Piet Retief	Grades offered: 8- 12
185	Phakamani primary Scool	Learners: 1061
	Mission Shongwe	Grades offered: R- 7
186	Zinikeleni Secondary School	Learners: 1329
	Carolina	Grades offered: 8- 12

North West

NO	NAME OF SCHOOL AND LOCATION	PROFILE
187	Gaesegwe Primary School	Learners: 728
	Madibogo	Grades offered: 1-6
188	Makekeng Primary School	Learners: 687
	Syferskuil	Grades offered: R - 6
189	Treasure Trove Public School	Learners: 703
	Bakerville	Grades offered: R -7
190	Ikageng Primary School	Learners: 446
	Garankuwa	Grades offered: 1 - 6
191	Lucas Motshabanosi Middle School	Learners: 377
	Winterveld	Grades offered: 7 - 9

KwaZulu-Natal *(continued)*

NO	NAME OF SCHOOL AND LOCATION	PROFILE
192	Rearabilwe Secondary School	Learners: 650
	Lerato	Grades offered: 8- 12
193	Tau Sebele Middle School	Learners: 229
	Makapanstad	Grades offered: 7- 9
194	T.K. Mokonyane Primary School	Learners: 275
	Motthe village	Grades offered: R - 6
195	Seema Makapane Middle School	Learners: 200
	Radium	Grades offered: 7- 10
196	Thuto Thebe Middle School	Learners: 458
	Ga-Rankuwa	Grades offered: 7- 9
197	Morongwa Primary School	Learners: 220
	Mogwase	Grades offered: R - 6
198	Borite Primary School	Learners: 348
	Mogwase	Grades offered: R - 6
199	Vlakpan Primary School	Learners: 199
	Lichtenburg	Grades offered: R -7
200	Opadiatla Primary School	Learners: 443
	Itsoseng	Grades offered: R-7
201	Maakaneng Primary School	Learners: 543
	Itsoseng	Grades offered: 1- 6
202	Tsholofelo Primary School	Learners: 473
	Itsoseng	Grades offered: R-6
203	Dingake Primary School	Learners: 544
	Itsoseng	Grade offered: 1 -6
204	Ponelopele Primary School	Learners: 292
	Itsoseng	Grades offered: R-6
205	Kroondal Farm School	Learners: 187
	Rustenburg	Grade offered: R - 9
206	Tirelo Intermediate School	Learners: 694
	Rustenburg	Grade offered: R-9
207	Ramono Middle School	Learners: 434
	Moruleng	Grade offered: 7-9
208	Gopane Primary School	Learners: 394
	Lehurutshe	Grades offered: R- 6
209	Tlhapi-Moruwe Primary School	Learners: 650
	Marikana	Grades offered: R-8
210	Thato Molatlwla Middle school	Learners: 476
	Taung	Grades offered: R -6

Limpopo

NO	NAME OF SCHOOL AND LOCATION	PROFILE
211	Boxhahuku Combined School	Learners: 675
	Saselaman	Grades offered: R - 9
212	Chrome Mine Primary School	Learners: 376
	Chromite	Grades offered: R -7
213	Hilmary Learning Centre	Learners: 615
	Thohoyandou	Grades offered: R -7
214	Hoerskool Frikkiemeyer	Learners: 1016
	Thabazimbi	Grades offered: 8- 12
215	Kgotloana Primary School	Learners: 927
	Dendron	Grades offered: R -7
216	Krause Primary School	Learners: 721
	Northam	Grades offered: 1-7
217	Laerskool Koedoeskop	Learners: 309
	Koedoeskop	Grades offered: R - 7
218	Laerskool Northam	Learners: 435
	Northam	Grades offered: R-7
219	Laerskool Thabazimbi	Learners: 1108
	Thabazimbi	Grades offered: R - 7
220	Maelebe Primary School	Learners: 992
	Steelpoort	Grades offered: R-7
221	Mabogopedi High School	Learners: 834
	Thabazimbi	Grades offered: 8-12
222	Mbilwi Secondary School	Learners: 732
	Sibasa	Grades offered: 8-12
223	Mokobateng Senior Secondary School	Learners: 294
	Jumo	Grades offered: 8-12
224	Muthundinne Primary School	Learners: 267
	Lwamondo	Grades offered: R -7
225	Morotobale Primary School	Learners: 518
	Glen Cowie	Grades offered: R -7
226	Naletsana Combined School	Learners: 447
	Thabazimbi	Grades offered: R -12
227	Northam Comprehensive High School	Learners: 598
	Northam	Grade offered: 7 - 12
228	Swobani Secondary School	Learners: 412
	Tshilwavirusiku	Grades offered: 8-12
229	Vongani Primary School	Learners: 736
	Saselaman	Grades offered: R -7
230	Sam Mavhina Primary School	Learners: 989
	Thohoyandou	Grades offered: 8-12

Limpopo (continued)

NO	NAME OF SCHOOL AND LOCATION	PROFILE
231	Phusula High School	Learners: 650
	Lenyenye	Grades offered: 8-12
232	Seboye Secondary School	Learners: 890
	Lenyenye	Grades offered: 8-12
233	Kahara Primary School	Learners: 350
	Lenyenye	Grades offered: R-4
234	Matladi Primary School	Learners: 1000
	Zabadiale	Grades offered: 8-12
235	Tshala Secondary School	Learners: 745
	Ndzhelele	Grades offered: 8-12
236	Ramalema Junior Primary School	Learners: 300
	Lenyenye	Grades offered: R-4
237	Lenyenye Senior Primary School	Learners: 560
	Lenyenye	Grades offered: 5 - 7
238	Mukula Secondary School	Learners: 500
	Giyani	Grades offered: 8-12
239	Ramabele Secondary School	Learners: 272
	Koringpunt	Grades offered: 8-12
240	Bolopo Primary School	Learners: 507
	Bolapo	Grades offered: 1-7
241	Siloam Primary School	Learners: 767
	Nzhelele	Grades: R-7
242	Tshivhade Primary School	Learners: 383
	Mashau	Grades: R-7
243	Harry Oppenheimer Agri. High School	Learners: 818
	Limburg	Grades offered: 8 - 12
244	Mogoboya Primary School	Learners: 444
	Lenyenye	Grades offered: R-7
245	Mahlo Primary School	Learners: 479
	Burgersfort	Grades offered: R-7
246	Kopano Secondary School	Learners: 870
	Chuemespoort	Grades offered: 8 -12
247	Mamokgari High School	Learners: 147
	Mogano	Grades offered: 8 - 12
248	Malovhana High School	Learners: 228
	Mashamba	Grades offered: 8 - 12
249	Noko High School	Learners: 125
	Juno	Grades offered: 8 -12
250	Letupu Secondary School	Learners: 425
	Tomburke	Grades offered: 8 -12

Limpopo (continued)

NO	NAME OF SCHOOL AND LOCATION	PROFILE
251	Modimolle Primary School	Learners: 1336
	Modimolle	Grades offered: R-7
252	Maokeng Primary School	Learners: 1283
	Modimolle	Grades offered: R-7
253	Botlokwa Special School	Learners: 101
	Botlokwa	Grades offered: Specialised curriculum
254	Mapaana Primary School	Learners: 410
	Ga-Kgapane	Grades offered: R-7
255	Mahwahwa High School	Learners: 691
	Nkamboko	Grades offered: 8 - 12
256	Khubvi Primary School	Learners: 369
	Makonde	Grades offered: 5-7
257	Pula-Madibogo Primary School	Learners: 1215
	Mankweng	Grades offered: R-7
258	Tshikuruku Primary School	Learners:
	Lwamondo	Grades offered:
259	Mankhole Secondary School	Learner: 492
	Gedgroote Village	Grades offered: 8-12
260	Letlotlo Primary School	Learners: 496
	Seshego	Grades offered: R-7

Free State

NO	NAME OF SCHOOL AND LOCATION	PROFILE
261	Atang Primary School	Learners: 736
	Bloemfontein	Grades offered: 1 -7
262	Bahale Secondary School	Learners: 1061
	Hennenman	Grades offered: 8 -12
263	Batjha Public School	Learners: 900
	Botshabelo	Grades offered: R - 7
264	Dithoteng Intermediate School	Learners: 548
	Witshoek	Grades offered: 7- 9
265	Kgorathuto Secondary School	Learners: 1059
	Ramahutsi	Grades offered: 10-12
276	Rekgonne Primary School	Learners: 1234
	Voortrekker Avenue	Grades offered: R - 7
277	Ntuthuzelo Public School	Learners: 1057
	Bulfontein	Grades offered: 1- 7
278	Relebeletse Combined School	Learners: 1679
	Bloemfontein	Grades offered: 1- 7

Free State (continued)

NO	NAME OF SCHOOL AND LOCATION	PROFILE
279	Tlotlisang Intermediate School	Learners: 578
	Botshabelo	Grades offered: R - 9
280	Vulindlela Primary School	Learners: 910
	Harrismith	Grades offered: R- 6
281	Tshepang S S School	Learners: 1120
	Clocolan	Grades offered: 8-12
282	Lebogang Secondary School	Learners: 1124
	Welkom	Grades offered: 8-12
283	Mokwena Primary School	Learners: 534
	Ga-Rapulana	Grades offered: R-7

Western Cape

NO	NAME OF SCHOOL AND LOCATION	PROFILE
284	Vista Nova School	Learners: 431
	Rondebosch	Grades offered: R - 12
285	Capricorn Primary School	Learners: 525
	Vrygrond	Grades offered: R -5
286	Dr. Nelson Mandela High School	Learners: 1330
	Crossroads	Grades offered: 8-12
287	Zwelihle Primary School	Learners: 817
	Zwelihle Hermanus	Grades offered: R-7
288	Easter Peak primary School	Learner: 633
	Maneberg	Grades offered: R -7
289	Esselen Park Secondary School	Learners: 1467
	Worster	Grades offered: 8-12



A photograph showing several children's hands interacting with a green abacus on a wooden table. The abacus has vertical green rods with blue and yellow beads. To the left, a printed grid of numbers from 1 to 301 is visible. In the bottom left corner, there is a decorative white line-art overlay of a star and floral patterns on a dark background. The children are wearing dark jackets and blue socks.

Annual financial statements

ADOPT-A-SCHOOL FOUNDATION

Registration number: 2002/029810/08

NPO Registration number: 040-957 NPO

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2013

The annual financial statements have been audited by our external auditors PricewaterhouseCoopers Inc. are in compliance with the applicable requirements of the Companies Act 2008. These annual financial statements have been prepared by Andrea Anthony and reviewed by Julian Mixon (CA) SA.

CONTENTS	Page
Directors' Report	64
Approval of the annual financial statements	65
Independent auditor's report	66
Statement of financial position	67
Statement of comprehensive income	68
Statement of changes in equity	69
Statement of cash flows	70
Notes to the financial statements	71-82

DIRECTOR'S REPORT
for the year ended 30 June 2013

**Country of incorporation
and domicile:**

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
Griffith Zabala
Zanele Mbere
Steven Lebere

Francisca Shonhiwa
Mshiyeni Belle
Yaganthrie Ramiah
Silas Mashava
Yvonne Themba (Appointed: 16 April 2013)
Rebone Malatji (Appointed: 16 April 2013)
Eric Ratshikhopha (Appointed: 16 April 2013)
Lucky Moeketsi (Appointed: 16 April 2013)

**Registered and
Business address:**

Ground Floor, Building 2, 93 Protea Road, Chislehurst, 2196

Postal address:

P O Box 2782
Rivonia
Johannesburg
Gauteng, 2128

Auditors:

PricewaterhouseCoopers Inc.

Company Secretary:

Xoliswa Mpongoshe (Resigned: 01 October 2012)
Chipo Mabiletsa (Appointed: 01 October 2012)

In accordance with the provisions of the Companies Act, No 71 of 2008 (as amended), ("the Act"), Chipo Mabiletsa in her capacity as Company Secretary confirms that, in respect of the year ended 30 June 2013, the Company has lodged with the Registrar of Companies all returns prescribed by the Act and that all such returns are, to the best of her knowledge and belief, true, correct and up to date.

Subsequent events:

There were no subsequent events

**STATEMENT OF RESPONSIBILITY BY THE BOARD OF DIRECTORS
for the year ended 30 June 2013**

APPROVAL OF THE ANNUAL FINANCIAL STATEMENTS

In accordance with the requirements of the Companies Act of South Africa, 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 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 2013, prepared in accordance with IFRS, which are set out on pages 67 to 82 were approved by the board of directors on 26 September 2013 and are signed on its behalf by:


.....
CHAIRMAN


.....
DIRECTOR

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF ADOPT-A-SCHOOL FOUNDATION

We have audited the financial statements of Adopt-a-School Foundation set out on pages 67-82, which comprise the statement of financial position as at 30 June 2013, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

Directors' Responsibility for the Financial Statements

The company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa, and for such internal control 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 about 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 control 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 control. 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 2013, and its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting and the requirements of the Companies Act of South Africa.

Other reports required by the Companies Act

As part of our audit of the financial statements for the year ended 30 June 2013, we have read the Directors' Report for the purpose of identifying whether there are material inconsistencies between the report and the audited financial statements. The report is the responsibility of the respective preparers. Based on reading this report we have not identified material inconsistencies between the report and the audited financial statements. However, we have not audited the report and accordingly do not express an opinion on the report.



PricewaterhouseCoopers Inc.
Director: V Muguto
Registered Auditor
Johannesburg
25 September 2013

STATEMENT OF FINANCIAL POSITION
as at 30 June 2013

	Notes	2013 R	2012 R
ASSETS			
Non-current assets		22 533 461	23 093 297
Property, plant and equipment	2	772 491	433 297
Equity-linked investment	11	21 760 970	22 660 000
Current assets		12 221 870	9 281 120
Trade and other receivables	3	1 006 355	838 165
Cash and cash equivalents	4	11 215 515	8 442 955
		34 755 331	32 374 417
EQUITY AND LIABILITIES			
Equity		12 126 695	19 463 887
Accumulated surplus		12 126 695	19 463 887
Non-current liabilities		10 000 000	10 000 000
Long-term financial liability	13	10 000 000	10 000 000
Current liabilities		12 628 636	2 910 530
Trade and other payables	5	766 326	575 838
Deferred revenue	6	11 862 310	2 334 692
		34 755 331	32 374 417

STATEMENT OF COMPREHENSIVE INCOME
for the year ended 30 June 2013

	Notes	2013 R	2012 R
Revenue	7	37 860 845	28 852 947
Other income	8	442 048	623 796
Fair value loss	11	(899 030)	(24 382 304)
Operating and project expenses	9	(44 741 055)	(37 539 074)
(Loss) for the year		(7 337 192)	(32 444 635)
Other comprehensive income		-	-
Total comprehensive income for the year		(7 337 192)	(32 444 635)

STATEMENT OF CHANGES IN EQUITY
for the year ended 30 June 2013

	Accumulated surplus R	Total Equity R
Balance at 30 June 2011	51 908 522	51 908 522
Total Comprehensive Income for the year	(32 444 635)	(32 444 635)
Balance at 30 June 2012	19 463 887	19 463 887
Total Comprehensive Income for the year	(7 337 192)	(7 337 192)
Balance at 30 June 2013	12 126 695	12 126 695

STATEMENT OF CASH FLOWS
for the year ended 30 June 2013

	Notes	2013 R	2012 R
Cash flows from operating activities		(3 380 396)	(5 026 009)
Cash generated/ (utilised) from operating activities	10	(2 944 621)	(5 636 490)
Interest received	8	435 775	610 481
Cash flows from investing activities		(607 836)	(214 612)
Acquisitions of property, plant and equipment	2	(665 856)	(214 612)
Proceeds from sale of property, plant and equipment		58 020	-
(Decrease)/Increase in cash and cash equivalents		2 772 560	(5 240 621)
Cash and cash equivalents at the beginning of the year		8 442 955	13 683 576
Cash and cash equivalents at the end of the year		11 215 515	8 442 955

NOTES TO THE FINANCIAL STATEMENTS for the year ended 30 June 2013

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 in the manner required by the Companies Act, of South Africa.

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

The preparation of financial statements in conformity with IFRS requires the use of certain critical estimates. It also required management to exercise its judgement in the process of applying accounting policies of the Foundation.

The company financial statements are presented in South African rand's, unless otherwise stated which is the company presentation and functional currency.

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 have 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.

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

1.4 Trade and other payables

Trade payables are carried at amortised cost 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:

IT equipment	33.33%
Motor vehicles	20.00%
Office equipment	33.33%

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.

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

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.

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

2 Property, plant and equipment

	Motor vehicles	Office equipment	IT equipment	Total
Cost (R)				
At 01 July 2011	707 469	51 336	207 902	966 707
- Additions	168 559	4 207	41 364	214 130
- Disposals	(119 251)	-	-	(119 251)
At 30 June 2012	756 777	55 543	249 266	1 061 586
Accumulated depreciation				
At 01 July 2011	(411 421)	(26 333)	(102 076)	(539 830)
- Depreciation	(120 997)	(9 503)	(51 525)	(182 025)
- Disposals	93 567	-	-	93 567
At 30 June 2012	(438 851)	(35 836)	(153 601)	(628 288)
At 30 June 2012	756 777	55 543	249 266	1 061 586
- Additions	527 674	14 296	123 886	665 856
- Disposals	(109 722)	-	(21 621)	(131 343)
At 30 June 2013	1 174 729	69 839	351 530	1 596 099
Accumulated depreciation				
At 30 June 2012	(438 851)	(35 836)	(153 601)	(628 288)
- Depreciation	(188 595)	(12 144)	(74 177)	(274 916)
- Disposals	68 524	-	11 072	79 596
At 30 June 2013	(558 922)	(47 980)	(216 707)	(823 608)
Carrying Amount 30 June 2012	317 926	19 707	95 665	433 297
Carrying Amount 30 June 2013	615 807	21 859	134 824	772 491

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

	2013 R	2012 R
3 Trade and other receivables		
Trade receivables	346 250	527 470
VAT receivable	660 105	310 695
	<u>1 006 355</u>	<u>838 165</u>

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

4 Cash and cash equivalents

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

<i>Cash and cash equivalents</i>	11 215 515	8 442 955
- Call account	5 395 875	7 485 845
- Current account	705 000	957 110
- Money Market account	5 114 640	-

5 Trade and other payables

Provision for leave pay	337 449	339 211
Accruals	303 526	126 532
PAYE, UIF, SDL provision	98 076	81 370
Medical Aid	27 275	28 725
	<u>766 326</u>	<u>575 838</u>

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

**NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013**

	2013 R	2012 R
6 Deferred revenue		
Back to School Party 2013	1 660 000	500 000
Projects still in progress	6 665 790	-
Projects starting in next financial year	3 536 520	1 834 692
	11 862 310	2 334 692

Deferred revenue consists of donations received for the Back to School Party to be held in October 2013. As well as for donations received for projects which are still in progress and projects starting in the next financial year.

7 Revenue		
Anchor	5 842 791	4 010 511
Back to School Party	5 312 160	4 186 000
Project	26 705 894	20 656 436
	37 860 845	28 852 947

The Foundation has three main revenue streams:

- Anchor revenue is generated from fundraising initiatives and is used to cover operating expenses.
- Revenue generated from the sale of tables from the annual Back to School party 2012.
- Project revenue is generated from donations from donors and is used to fund specific Adopt-a-School projects.

8 Other income		
Interest received	435 775	610 481
Profit on property, plant & equipment	6 273	13 315
	442 048	623 796

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

	2013 R	2012 R
9 Operating and project expenses		
<i>Operating</i>		
Accounting fees	34 105	23 080
Advertising	248 126	246 945
Audit Fees	21 200	-
Bank charges	91 012	67 115
Cleaning	3 846	3 600
Computer expenses	92 526	155 292
Courier and postage	588	13 554
Depreciation	274 916	182 025
Fundraising	2 086 026	1 688 552
Legal fees	-	3 938
Printing and stationery	88 657	53 088
Refreshments	51 214	64 741
Rent	99 115	73 533
Office repairs and maintenance	27 457	17 800
Staff costs	2 709 470	2 771 980
Staff gifts and entertainment	2 433	3 960
Staff recruitment	4 500	68 377
Staff training	129 923	115 130
Water and electricity	-	-
Donations	10 000	50
	5 975 114	5 552 760
<i>Project</i>		
Insurance	199 541	187 753
Motor expenses	125 909	115 537
Professional fees ¹	1 498 338	262 901
Project expenses ²	33 905 586	29 117 802
Projects – local travelling ³	2 160 962	1 709 934
Rent	495 570	367 665
Telephone and fax ⁴	220 891	224 722
Workman's compensation	159 144	-
	38 765 941	31 986 314
Total Operating and project expenses	44 741 055	37 539 074

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

9 Operating and project expenses (continued)

¹ Professional Fees

Consist of services rendered pro bono for the development of the 5 year strategic planning. The cost of the services amounted to R1 246 563. This has also been recorded in revenue.

² Project expenses

Expenses are solely related to the Adopt-a-School projects. These exclude travel, telephone and fax.

	2013 R	2012 R
Social and Skills Development	9 534 988	4 421 176
Infrastructure	11 874 549	15 471 284
Salary and wages	12 037 655	9 225 342
	33 447 192	29 117 802

³ Projects –Travel

Accommodation		
Flights	320 125	182 155
Petrol	1 147 415	953 536
Subsistence	364 370	252 004
	329 052	322 240
	2 160 962	1 709 934

⁴ Telephone and Fax

Cellphone and 3G	179 280	131 035
Office telephone and fax	41 611	93 687
	220 891	224 722

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

	2013 R	2012 R
10 Cash generated / (utilised) from operating activities		
Loss for the year	(7 337 192)	(32 444 635)
Adjustments for:		
Depreciation	274 916	182 025
Interest received	(435 775)	(610 481)
Fair value loss	899 030	24 382 304
Profit on property, plant and equipment	(6 273)	-
Movements in working capital:		
Decrease/(increase) in accounts receivable	(168 190)	547 744
Increase in accounts payable	9 718 105	2 280 386
	<u>2 944 621</u>	<u>(5 662 657)</u>
11 Equity-linked investment		
Opening balance	22 660 000	47 042 304
Fair value movement	(899 030)	(24 382 304)
Closing balance	<u>21 760 970</u>	<u>22 660 000</u>

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.

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.

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

12	Long-term financial liability	2013 R	2012 R
	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**

Key Management

Key Management consists of directors as listed in the Directors Reports.

Balances and transactions with related parties

The transactions with related parties have been disclosed in note 11 & 12.

14 **Financial risk management**

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

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 does 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 stakeholder value. Controls are focused on risks that could prevent the Foundation from achieving its business objectives and adding the desired value for stakeholders and safeguarding its reputation.

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

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

14 Financial risk management (continued)

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 two entities and the Foundation deposits cash with one of the four largest banks in South Africa (Standard Bank of South Africa) which has high quality credit standing and a BBB credit rating from international rating agencies. Additional cash is deposited with Grindrod Bank.

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

The following represents the maximum exposure at 30 June 2013 and 2012 respectively 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.

	2013 R	2012 R
Financial assets neither past due nor impaired:		
Gross maximum exposure	12 221 870	9 281 120
Cash and cash equivalents	11 215 515	8 442 955
Accounts receivable	346 249	527 469
VAT receivable	660 106	310 696

There are no offsets to the gross maximum exposure.

NOTES TO THE FINANCIAL STATEMENTS
for the year ended 30 June 2013

14 Financial risk management (continued)

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 Foundation 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.

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

2013	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	<u>Total</u>
Long-term liability	-	-	-	10 000 000	10 000 000
2012	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 Subsequent events

No significant events after reporting period.

Notes

Notes



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