Adopt-a-School

FOUNDATION

2018 2019

ANNUAL REPORT

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*PWC has audited the financial statements on pages 48-87.
The audited financial statements are for Adopt-a-School Foundation only and do not include the work of the Kagiso Shanduka Trust.

WHO WE ARE

VISION

A dynamic, transformed and accessible schooling environment that produces capable global citizens to meet the developmental needs of Southern Africa.

MISSION

To support the delivery of an enhanced and conducive teaching and learning environment that can be replicated in disadvantaged schools.

STRATEGIC OBJECTIVES

- Ensure delivery of quality and best value programmes for beneficiaries and stakeholders.
- Ensure effective programme implementation to support the improvement of education learning outcomes in schools.
- Establish and maintain a reputable, capable, innovative and dynamic organisation.
- Develop and maintain systems and policies to support transparency, accountability and good governance.
- Develop and maintain funding models that will ensure the long-term sustainability and optimal impact of our work.

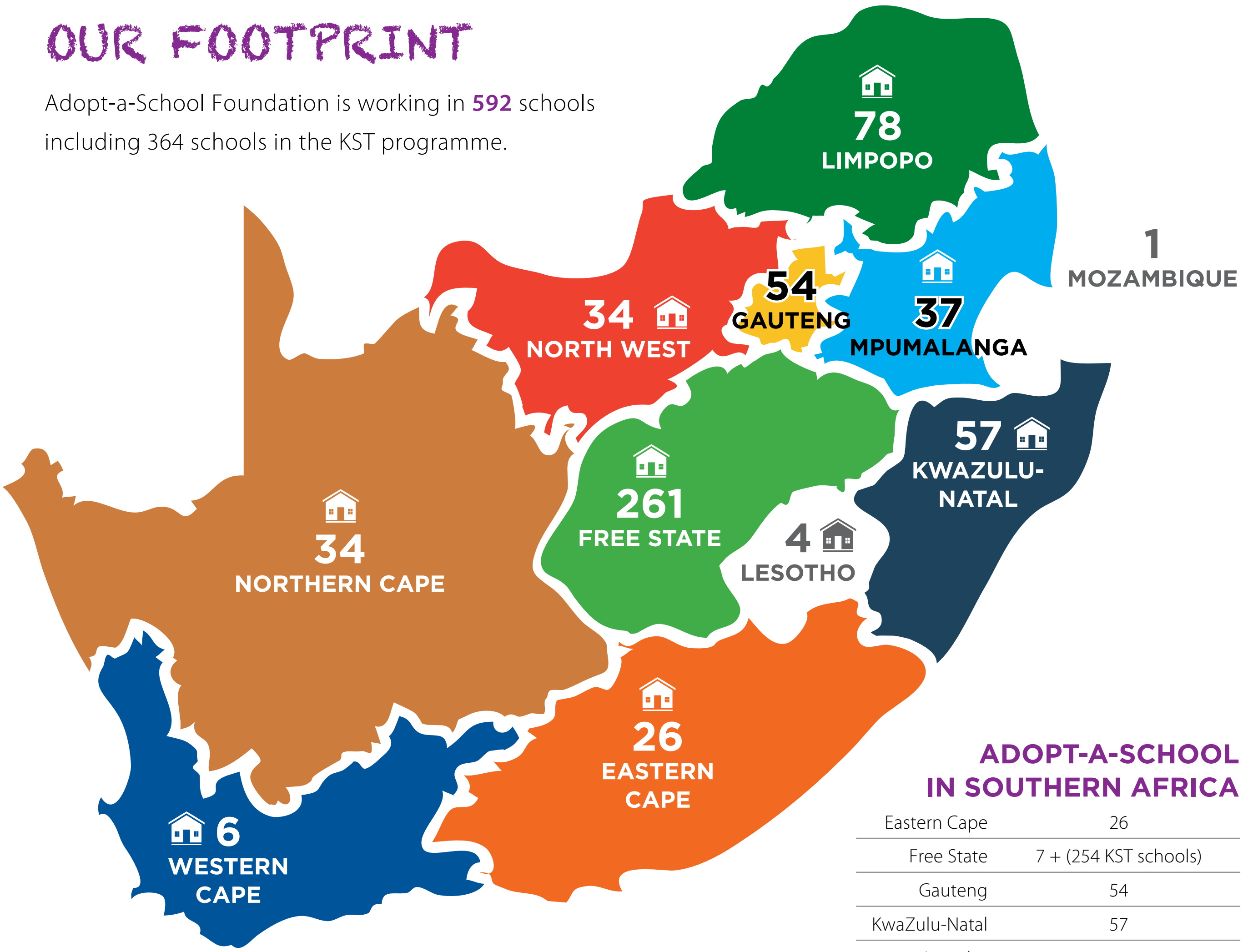
ABOUT THIS ANNUAL REPORT

Adopt-a-School Foundation is a South African Public Benefit and Non-Profit Organisation which is committed to working with private, public and civil society partners to improve education delivery in South Africa's rural and township schools. This Annual Report covers the period 1 July 2018 to 30 June 2019 with financial statements audited by PriceWaterhouseCoopers. The reporting is inclusive of the work done through KST, of which Adopt-a-School Foundation is the implementing partner. The financial statements to do not include the financial investment of KST, as this is managed independently through the Trust. KST produces its own annual report with its own audited financial statements which can be accessed via its website, www.kst.org.za.

Adopt-a-School Foundation is a partner entity of Cyril Ramaphosa Foundation (CRF). Other partner entities and projects of CRF include KST, Thari Programme, Cyril Ramaphosa Education Trust (CRET) and Black Umbrellas, each of which is dedicated to the upliftment of South Africans. CRF is an independent non-profit organisation which aims to foster the development of an inclusive and empowered society.

OUR FOOTPRINT

Adopt-a-School Foundation is working in **592** schools including 364 schools in the KST programme.



ADOPT-A-SCHOOL IN SOUTHERN AFRICA

Eastern Cape	26
Free State	7 + (254 KST schools)
Gauteng	54
KwaZulu-Natal	57
Lesotho	4
Limpopo	18 + (60 KST Anglo schools)
Mozambique	1
Mpumalanga	13 + (24 KST Anglo schools)
North West	34
Northern Cape	8 + (26 KST Anglo schools)
Western Cape	6
Total	**592**

CHAIRPERSON'S REVIEW

Over the past 25 years, since the advent of democracy in 1994, significant progress has been made towards making quality education accessible to all. This includes, among others, the creation of a single, non-racial education administration; high rates of public investment in education and an increase in per capita spending per learner; the categorisation of most schools as no-fee and expanded access to schools; implementation of a school nutrition programme; and an improvement in the matric pass rate.

However, stark inequalities still exist. Many rural and township schools struggle with insufficient resources, a lack of basic infrastructure, weak leadership capacity and a multitude of social challenges that impact on educators, learners and educational outcomes.

Over the past 17 years, Adopt-a-School Foundation has been an agent of change in education. Its vision is to realise dynamic, transformed and accessible schooling environments that produce capable global citizens. Adopt-a-School advocates for partnerships with corporate and individual donors and has mobilised hundreds of millions of rands for investment in its school development initiatives.

Through implementation of its Whole School Development (WSD) model, Adopt-a-School addresses the academic, leadership, social and infrastructural challenges in adopted schools. The success of WSD is seen in the matric results achieved by Adopt-a-School's matric learners. It achieved its target of an average 84% pass rate across all adopted schools in 2018. Bachelor and diploma passes increased by 4.5%, from 62.4% in 2017 to 66.9% in 2018.

In 2018, Adopt-a-School Foundation revisited its vision and mission to ensure its continued relevance in a rapidly changing world. The disruptive technologies and digitisation of the Fourth Industrial Revolution are changing our educational environment in new and unanticipated ways. It is critical that our younger generations are equipped to take advantage of this digital age. As change agents in education, the organisation's role is to develop the innovative and dynamic capabilities of our young learners. However we must continue to prioritise core foundation phase subjects, including literacy and numeracy, on which the successful uptake and effective use of technology depends.

Schools must also offer a safe and healthy environment, allowing learners the space to focus on their schooling. Through its partnerships, Adopt-a-School Foundation has created spaces where children are safe, protected and have access to educational resources and facilities that would enhance educational outcomes.

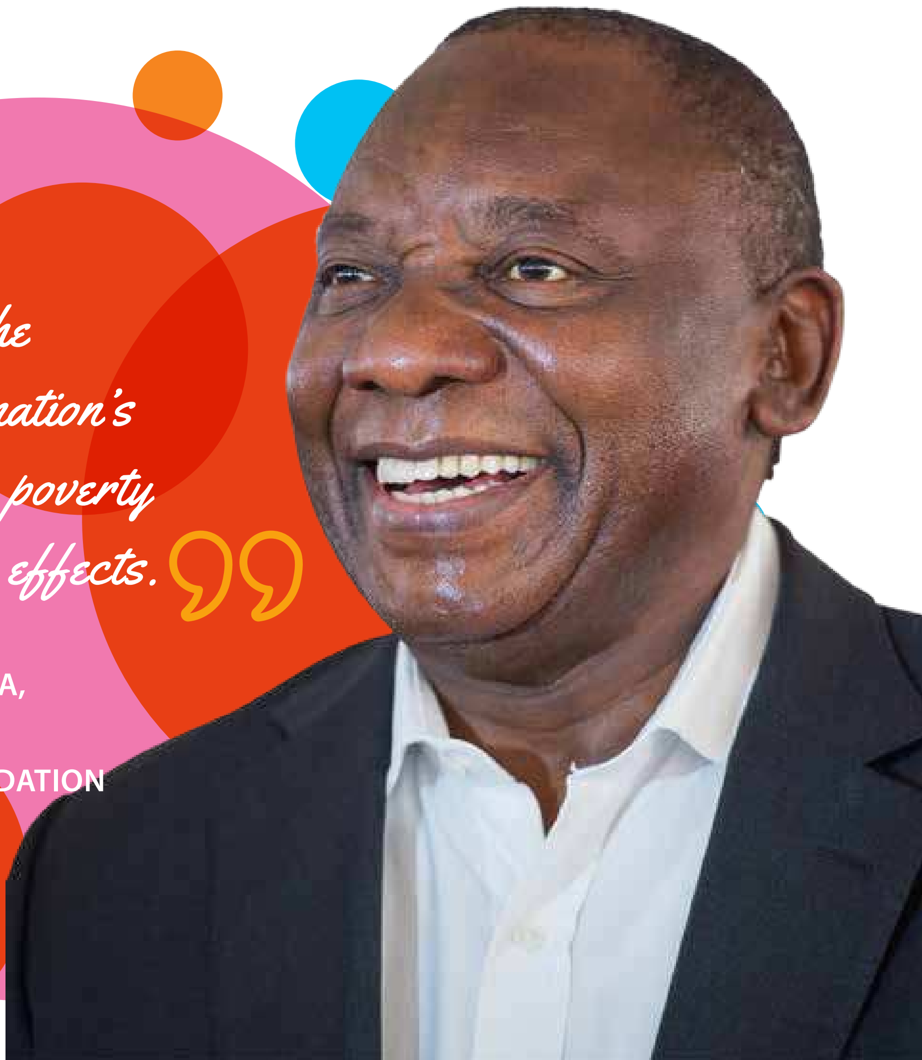
I thank the Foundation's passionate and dedicated staff, its Board members and its many partners who have enhanced the lives of over a million learners in hundreds of schools across the country.

Adopt-a-School is able to deliver on its objectives through the ongoing support of Cyril Ramaphosa Foundation, of which it is a partner entity. As it marks its 15th anniversary year, it is our hope and intention that Cyril Ramaphosa Foundation will have many more years of contributing to an inclusive, empowered society through access to quality education.

Cyril Ramaphosa
Chairperson
Adopt-a-School Foundation

"Education is the best weapon at our nation's disposal to eradicate poverty and its dehumanising effects."

– CYRIL RAMAPHOSA, CHAIRPERSON OF ADOPT-A-SCHOOL FOUNDATION



EXECUTIVE DIRECTOR'S REVIEW

The 2018 – 2019 financial year has been a milestone year for the Adopt-a-School Foundation. We entered into this financial year armed with a new Vision, Mission and Strategic Objectives. This was due to a period of alignment and reflection that was undertaken in 2018.

We needed to clarify and consider our space within the education landscape and where we wanted to take Whole School Development. We considered our stakeholders, and how we needed to be communicating and engaging with them in order to achieve programme effectiveness and donor satisfaction. We considered our values and how we needed to drive performance and innovation within the organisation and within our programmes. We considered how we needed to ensure that our processes are both transparent and accountable, and that they need to protect the integrity of the organisation and those it serves. Our new vision, mission and strategic objectives serve to ensure that we continue to drive sustainability and the holistic development of our schools.

We are proud of the strides we have taken in this financial year towards achieving our vision of creating dynamic, transformed and accessible schooling environments that produce capable global citizens to meet the developmental needs of South Africa as stipulated by our new vision, mission and strategic objectives. Exciting developments in the implementation of Whole School Development and new partnerships will seek to further our growth and scope of our work in schools across the country. We are delighted that our partners have embraced the strategic direction taken; allowing the Foundation to continue in marking its place as drivers of sustainable partnerships that provide the opportunity for quality education.

Over the years, we realised that quality education is not only defined by the structure of a school, but its leaders, its educators and the whole school community. It was evident that a more holistic approach is needed to address the challenges faced in our school communities. Over the past 10 years, Adopt-a-School Foundation's Whole School Development model has transformed dysfunctional schools to centres of excellence through addressing school leadership, infrastructure, curriculum and social welfare. The Adopt-a-School Foundation takes great pride in the strides of Whole School Development and how constant learning has been engrained into the development of a model that produces long-term and sustainable benefits.

Through the support and contribution from our donors and adopters, the Foundation has invested over a billion rand in the development of our adopted schools. Whole School Development has impacted over one million learners and, as a replicable model, has seen its success in the remarkable results achieved in the 2018 National Senior Certificate (NSC) results. The matric performance in our adopted schools surpassed our target of 82%, improving by 4% from 80% in 2017 to 84% in 2018. A further testament to the impact of Whole School Development has tremendous results achieved by KST in Fezile Dabi and Motheo District in the Free State Province. KST is a collaboration of the Cyril Ramaphosa Foundation and Kagiso Trust, which implements a District Whole School Development Model. In 2018, the Free State Province was the second highest performing province in the country with an average matric pass rate of 87, 5% and the Fezile Dabi district was the top performing district in the country with an average pass rate of 92, 3%.

Alongside the Department of Basic Education, we launched three new schools which had been constructed through our community-based infrastructure model. These schools were formerly mud schools, and completed under the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) programme. The launch took place on the 17 April 2019 at Enhlanhleni Primary School in Amajuba District, KwaZulu-Natal. Whilst the official launch took place at one school, the launch also celebrated work completed at the two other schools, Lembe and Ingweni Phaphama Primary School. The learners, parents, educators, School Governing Bodies and School Management Teams from all three schools were in attendance.

We were very fortunate that our Chairperson, President Cyril Ramaphosa, officially launched the schools and delivered a keynote address to 5 000 guests from the school communities and other dignitaries including the Minister of Basic Education, the KwaZulu-Natal MEC for Education and the acting Premier of KwaZulu-Natal.

Adopt-a-School Foundation has introduced an in-house SETA-accredited School Advancement Leadership programme to enhance the impact of our strategic planning and leadership development programmes in our schools. This programme forms the foundation of the successful implementation of Whole School Development, as it empowers educators and the School Management with strong leadership skills to function as leaders, whilst improving teamwork and the practice of leadership in the school.

As we move into the Fourth Industrial Revolution, it is essential that our schools are equipped for the speed of technological breakthroughs and the tremendous impact of new systems and disruptive technologies. The Department of Basic Education has announced its focus to provide every school-going child with digital workbooks and textbooks on tablets. We are happy that the Foundation, together with its partners, has already started this journey through our ICT Programme introduced in 2012 as part of Whole School Development. The Foundation has implemented the ICT programme in 56 schools providing 949 educators and 23 629 learners with computers/ laptops, basic computer literacy, integration of ICT into teaching methodologies, online and offline resources and ICT personnel providing support as and when required. Over and above this, the Foundation also equips the School Management Team and School Governing Body with computer skills to ensure the ICT programme is well-managed and sustainable.

We also celebrated our most successful Back to School Party in October 2018, with over 1000 guests from 100 companies. The Back to School Party continues to be an important avenue in which to showcase our work. We are grateful for the ongoing commitment of all those that celebrate the work of the Foundation at this event. We also hosted our first comedy night fundraiser, and cheered on 14 fundraising activists who climbed Mount Kilamjaro, raising funds to build a library at Qhobosheane Primary School in Soweto.

We are a proud partner entity of ***Cyril Ramaphosa Foundation*** and join them in celebrating their 15-year anniversary; a journey of fostering an inclusive, empowered society. We are grateful for the strategic, operational and financial support they continue to provide to Adopt-a-School Foundation.

Adopt-a-School Foundation receives tremendous support from a host of strategic partners that support our work in various ways. I would like to specifically acknowledge ***PWC*** who provide annual auditing services to the Foundation at a significantly discounted rate. The Annual Financial Statements presented within this report are provided by PWC.

Through the Foundation's partnership with ***Howard Pims Sports Trust***, a number of adopted schools have benefitted from the construction of combination courts.

I would also like to thank ***Design by Design*** for their work on this beautiful Annual Report. Every year, Mike and his team commit to the design of the Annual Report at no cost. The Annual Report remains an important tool for the Foundation, to share its story with new and current donors.

We will continue to advocate for more partnerships and school adoptions to transform the schooling environment in South Africa. I call upon corporates and individuals to join us in our mission to support the delivery of an enhanced and conducive teaching and learning environment that can be replicated in disadvantaged schools. Please visit our school profiles found at the end of this annual report to see where you can assist.

The tremendous work of the Foundation would not take place without the dedication and commitment of the team of Adopt-a-School Foundation. To witness the incredible professionalism of the team, fills me with great pride. Thus, I would like to extend my gratitude to the whole of the Adopt-a-School Foundation, including the Executive team whom have led their respective departments to the achievements mentioned in this Annual Report. In addition, I would like to thank the Board of Adopt-a-School for their strategic leadership, their commitment and presence; which have been extremely valuable as we continue to grow and implement Whole School Development.

On behalf of Adopt-a-School Foundation, I would like to thank all those whom have invested in the work of the Foundation year on year. Your support has been invaluable. Your support means that we are able to extend the impact of our work, with the aim of providing opportunity and access to quality education. Access to quality education provides learners the opportunity to set positive life goals and achieve them, learning the skills they need to access tertiary institutions, the job market or to become entrepreneurs.

Steven Lebere
Executive Director
Adopt-a-School Foundation

"Access to quality education provides learners with the opportunity to set positive life goals and achieve them, learning the skills they need to access tertiary institutions, the job market or to become entrepreneurs."

– STEVEN LEBERE, EXECUTIVE DIRECTOR, ADOPT-A-SCHOOL FOUNDATION

GOVERNANCE STRUCTURE

Executive Committee

Oversees the operational work of the Foundation as directed by the Board of Directors.

Finance and Risk Committee

Reviews the principals, 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.

HR, Remuneration and Nominations Committee

Provides guidance on all human resources and remuneration policy matters as well as nominations to the board.

Strategy and Fundraising Committee

Facilitates the development of the organisational strategy, fundraising strategy and the implementation plans.

BOARD OF DIRECTORS

President Cyril Ramaphosa
Chairperson, Adopt-a-School Foundation and Cyril Ramaphosa Foundation

Dr James Motlatsi
Deputy Chairperson, Adopt-a-School Foundation and Executive Chairman, Teba Limited

Donné Nicol
Special Adviser to the President of the Republic of South Africa

Steven Lebere
Executive Director, Adopt-a-School Foundation

Eric Ratshikhopha
Retired, former Executive Director, Xstrata SA

Helena Dolny
Founder, Grey Matters

Lucky Moeketsi
Retired, former Deputy Director General, Mpumalanga Department of Education

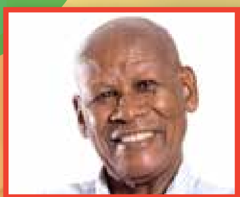
Mmabatho Maboya
Chief Executive Officer, Cyril Ramaphosa Foundation

Mshiyeni Belle
Head: International Affairs, South African Reserve Bank

Ntjantja Ned
Chief Executive Officer, Hollard Foundation

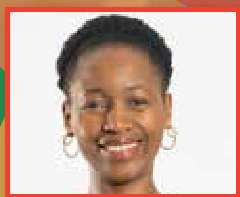
Rebone Malatji
Financial Director, Global Micro Solutions

Silas Mashava
Sustainable Football Specialist, Dreamfields



Sydney Seolonyane
Retired, former District Education Co-ordinator, Gauteng Department of Education, Student Counsellor, AEC

Yaganthrie Ramiah
Chief Executive, Sanlam Brand, Sanlam Limited



Yvonne Themba
Managing Director, Themba Infrastructure Projects

OUR VALUES

INNOVATION

We are creative and develop innovative solutions to enhance our impact in society.

INSPIRATION

We believe in the potential of our country and its people.
We are committed to inspire others through our work.

PASSION

We infuse passion and precision in everything we do.

PERFORMANCE

We strive for excellence in our performance through teamwork.

INTEGRITY

We are truthful, honest and respectful.
We uphold the reputation of Adopt-a-School Foundation in everything that we do.

OUR TEAM

Adopt-a-School Foundation is driven by a skilled and passionate team dedicated to improve the quality of schooling in South Africa.

EXECUTIVE TEAM

The Foundation is led by an executive team with diverse and extensive experience in education, corporate governance and development.

INFRASTRUCTURE DEVELOPMENT TEAM

Our infrastructure development team includes civil engineers and quantity surveyors.

CURRICULUM AND LEADERSHIP DEVELOPMENT TEAM

Our curriculum and leadership development team includes former educators and school management, as well as education specialists and development practitioners.

SOCIAL WELFARE TEAM

Our social welfare development team are social workers with experience in counselling and psychology.

MONITORING AND EVALUATION TEAM

Our monitoring and evaluation team is skilled in research, impact assessment and analysis.

ADMIN AND OPERATIONS TEAM

Support services are provided by a team of bookkeepers, accountants and administrators.

COMMUNICATIONS AND FUNDRAISING TEAM

The Communications and Fundraising team is a growing component of the Foundation and includes an events manager, fundraisers and PR and communications practitioners.

It is my future after all. I know that I have to take time in it, through patience and perseverance I can overcome the greatest difficulties of life, because I know that my future lies in my hands.

– AMANDA MAREDI
GLEN COWIE SECONDARY SCHOOL

ADOPT-A-SCHOOL FOUNDATION OVERVIEW

(SINCE INCEPTION)

592 SCHOOLS ADOPTED

ADOPT-A-SCHOOL = 228 SCHOOLS
Adopted by businesses and private individuals

364 SCHOOLS
supported by KST

1 107 900 LEARNERS BENEFITTED

In 2019, Adopt-a-School Foundation reached its one millionth beneficiary. This milestone shows the significant strides we have made in enhancing equal quality education.

AAS = 637 531

KST = 470 369

830
NEW SCHOOL FACILITIES BUILT

AAS	KST
496	334

448
SCHOOLS BENEFITED FROM STRATEGIC PLANNING AND LEADERSHIP PROGRAMMES*

AAS	KST
84	364

*including 3 schools that benefitted from the School Leadership Advancement: Learning to Lead programme.

9 212
TEMPORARY JOB OPPORTUNITIES CREATED

AAS	KST
7 441	1 771

1 657
SMALL COMMUNITY BUSINESSES SUPPORTED

AAS	KST
1 378	279

33 370
EDUCATORS DEVELOPED IN KEY CURRICULUM AREAS AND LEADERSHIP

AAS	KST
5 407	27 936

175 422
EYESIGHT TESTS CONDUCTED

AAS	KST
29 300	146 122

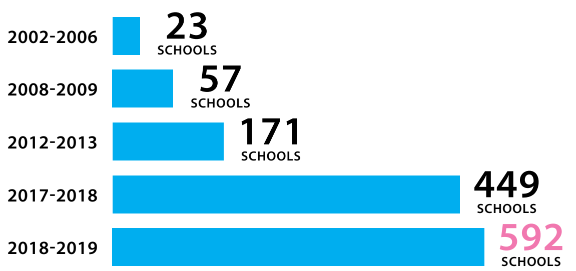
7 722
SPECTACLES DONATED

AAS	KST
2 060	5 662

1 584
HEARING TESTS CONDUCTED

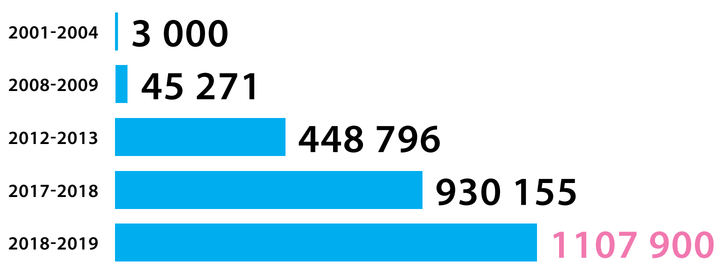
AAS
1 584

SCHOOLS ADOPTED



2017 - 2018 (including 241 through KST)
2018 - 2019 (including 364 through KST)

LEARNERS BENEFITTED



MONEY INVESTED

WHOLE SCHOOL DEVELOPMENT

Whole School Development (WSD) is an inclusive, replicable and holistic model aimed at addressing most obstacles that stand in the way of quality education. Through this model, the Foundation addresses the academic, infrastructure, social and leadership environments in schools, transforming them into centres of excellence. The Foundation partners with a wide range of stakeholders including corporates, individuals, NGOs and the Department of Basic Education from District to National levels in the implementation of Whole School Development.

WSD CONSISTS OF FOUR PILLARS: LEADERSHIP ADVANCEMENT, INFRASTRUCTURE DEVELOPMENT, CURRICULUM DELIVERY AND SOCIAL WELFARE.

LEADERSHIP ADVANCEMENT

Leadership advancement is key to ensuring the sustainability of any investment in a school and is therefore the first step in the implementation of Whole School Development. The school leadership, which consists of the School Governing Body, the School Management Team and the educators, undergo a Leadership Advancement Programme that focuses on the fundamentals of building an accountable and supportive management team driven by goals and strategic action plans.

In this financial year:

3 School Leadership Advancement programmes conducted.

INFRASTRUCTURE DEVELOPMENT

The infrastructure development model addresses both urgent and basic requirements such as classrooms, ablution facilities, Grade R facilities, access to sanitation and electricity and school security as well as the provision of important educational facilities such as libraries, science laboratories, ICT centres and sports facilities. In the implementation of these construction projects, the Foundation works closely with the school community, providing temporary job opportunities and supporting local businesses. This ultimately aims to ensure the community takes ownership of the new developments at their school and is invested in the upkeep and improvement of the school.

In this financial year:

439 temporary job opportunities created
16 new structures built
19 facilities renovated

Figures shown are for the financial year 2018/2019.

CURRICULUM DELIVERY

The effective delivery of education is fundamental to the success of any school. The Foundation has a strong focus on educator development in gateway subjects, such as mathematics, science, accounting and geography. Our curriculum delivery includes all subject areas and training programmes on remedial teaching, counselling skills, library management and sports coaching.

Learner support programmes for language, literacy, numeracy and mathematics from Grade R to Grade 12 are a critical component, ensuring learners master the fundamentals in order to succeed in their schooling careers. Sports development, environmental clubs, reading clubs and leadership clubs are also encouraged and supported.

In this financial year:
298 educators have been developed and
21 256 learners have been supported through these interventions.

SOCIAL WELFARE

Since early 2018, the Foundation has increased its social welfare programmes in adopted schools as safety of school children has become a growing concern and a greater priority on the national agenda. Our social welfare programmes include health, sanitation and sexual education, audiology support, visual support, moral regeneration, assistance with access to social grants, vegetable gardens, awareness campaigns and support of orphaned and vulnerable school children. All these programmes encourage the wellbeing of the learners and contributes to a more effective learning experience in our schools.

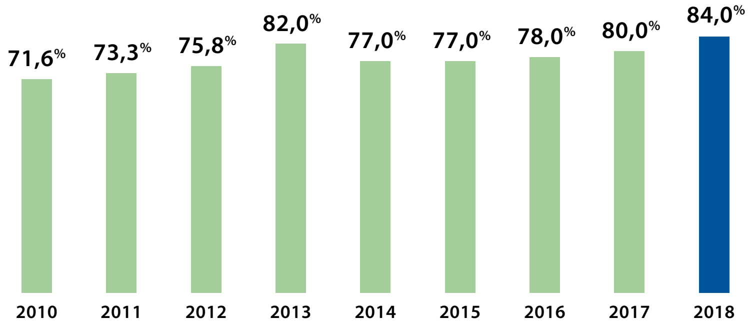
In this financial year:
961 learners received eyesight screening
444 learners received hearing tests
2 362 learners participated in awareness campaigns
15 social work cases reported, were resolved

MATRIC PERFORMANCE

MATRIC PERFORMANCE

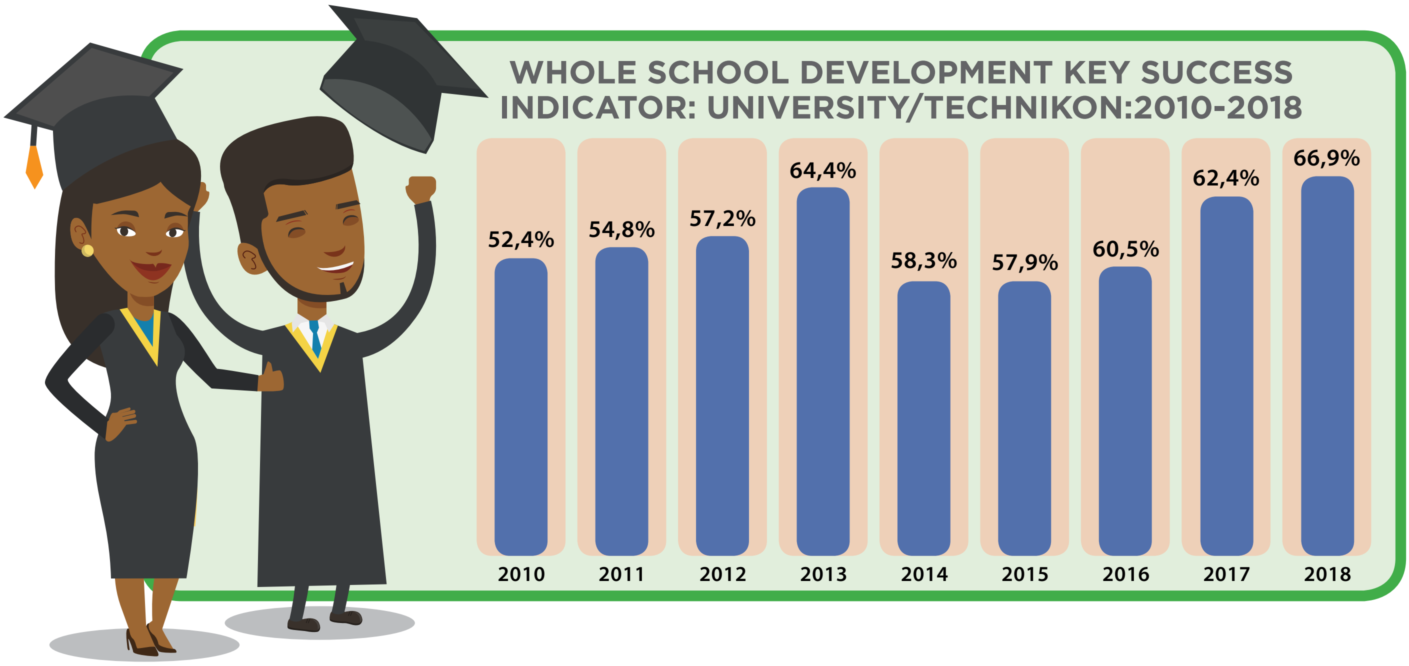
The National Senior Certificate (NSC) results are evidence of successful efforts invested in education. 796 542 learners sat for 2018 matric examinations, achieving a 78.2% pass rate. We are delighted that Adopt-a-School Foundation schools achieved a pass rate of 84% with 1 600 distinctions; a 4% improvement on the 80% pass rate achieved in 2017.

AAS MATRIC PERFORMANCE: 2010-2018

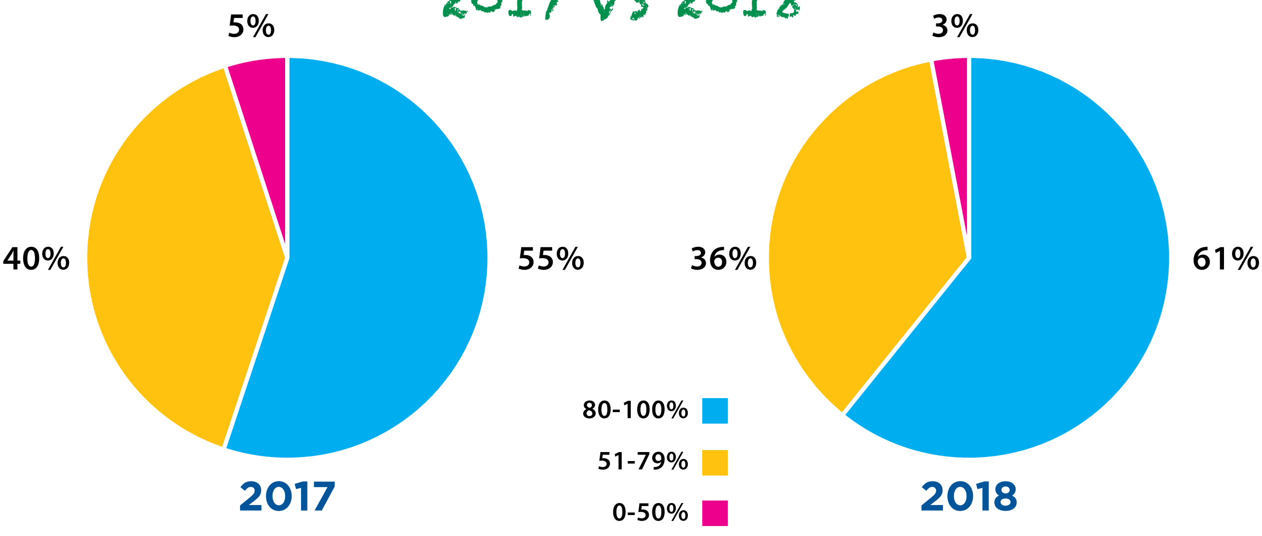


AAS MATRIC PERFORMANCE FROM 2010-2018

We have enjoyed steady improvement over the years.

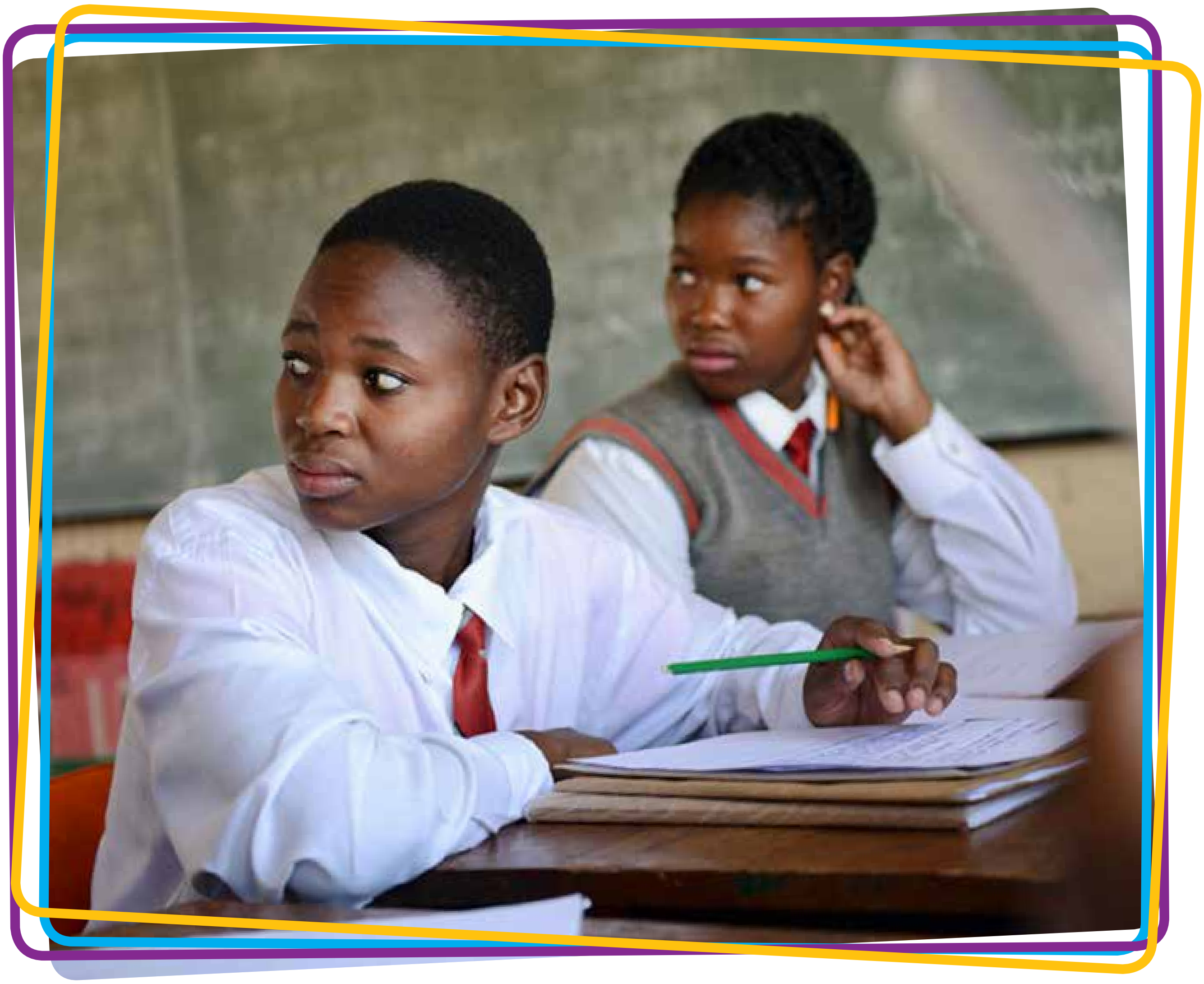


SCHOOL PERFORMANCE RATING 2017 VS 2018



The schools rating also improved as registered by the following:

- An **increase** in the schools that performed in the exceptional category (80-100%) from 55% in 2017 to **61%** in **2018.**
- A **decrease** in the number of functional schools (51-79%) from 40% to **36%**.
- A **decrease** in the number of under-performing schools (0-50%) from 5% to **3%**.



A teacher leads, guides, facilitates and mentors a student. They are our role models who set precedent towards a brighter future.

– CELIMPILO VUNDLA, MTHUNZINI HIGH SCHOOL

PROGRAMME HIGHLIGHTS

SCHOOL LEADERSHIP ADVANCEMENT PROGRAMME

Adopt-a-School Foundation has conceptualised and developed an in-house School Leadership Advancement (SLA) programme accredited by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). This means that our team are now ETDP SETA accredited assessors and the programme is currently facilitated in-house. This school-focused programme is for all members of school staff, focusing on personal leadership advancement which enables the school leadership and educators to understand their leadership role in the development and improvement of their school.

THE PROGRAMME AIMS TO:

- Promote leadership growth in all staff members, assisting in the development of a conducive working environment.
- Enhance the abilities of all staff.
- Create a platform for self-reflection.
- Clearly define school goals and priorities.
- Provide strategic guidance in the sustainable implementation of outside interventions.
- Develop an understanding of effective leadership, management and governance of a school.
- Create a team that works together respectfully and efficiently.
- Improve the morale of educators and learners.
- Improve the performance of the school through improved teaching and learning.

The School Leadership Advancement programme was piloted in Dr Beyers Naude Secondary School in Soweto, funded by Barloworld. This programme also serves to advance the Foundation's sustainable fundraising initiatives, as it functions as a new service offering that is no longer outsourced, but implemented by our very own team. This benefitted 9 educators and SMT members

Since this pilot, we have implemented the programme in two other schools; Boitekong Secondary School and Meriti Secondary School in Northwest, both funded by Merafe Resources. The three-day leadership training programme catered for 105 educators and School Management Teams (SMT) from both schools empowering them with the vital leadership skills to function as leaders, whilst improving teamwork, relationships, communication and the practice of leadership in the school. The programme allows the school to further develop a School Improvement Plan. The delegates comprised of the SGB, SMT, educators and support staff.

BOITEKONG SECONDARY SCHOOL

This school has experienced a decline in academic performance over the past five years, falling from a 91% pass rate in 2012 to a 74% pass rate in 2018. Throughout the School Leadership Advancement (SLA) programme, funded by Merate Resources, the school staff showed a commitment and motivation to improve their academic results. The staff hosted a brainstorming session to get a better understanding on the causes of their declining performance and debated the ways in which they could improve the results. All educators contributed towards possible solutions which could be implemented going forwards. The school principal and deputies were very thankful for the type of development this programme offered. "Not only does the programme benefit the school as a whole, but we see great value in the personal development our teams have received," Said Mr Masisi, Boitekong Secondary School Principal.



CURRICULUM DELIVERY

Our curriculum development programmes include educator development in gateway subjects and subjects at risk in both Primary and Secondary schools. The Foundation also addresses ICT development, Grade R practitioner development, resourcing, library and laboratory management and learner development programmes.

The educator and learner programmes aim to:

- Improve educators' conceptual knowledge through support in the form of classroom support visits, block training over school holidays, clustered workshops, school-based workshops and continuous educator assessment (pre- and post-testing).
- Improve management and delivery of teaching, learning and assessment.
- Improve learner performance in end of year results through afternoon classes, Saturday classes and holiday classes.
- Ensure full and comprehensive curriculum coverage is obtained.
- Increase the number of learners doing mathematics and help to drive an interest and love for the subject.
- Encourage and invest in the use of ICT in teaching and learning.

Inhlakanipho and Ndukwenhle Secondary schools have also benefited from the supplementary lessons for Mathematics and Physical Sciences funded by Grindrod. The Hlahlindlela Secondary School received 25 laptops and basic computer training for the educators. The Foundation implemented learner and educator development in Mathematics, Physical Science and Life Sciences at Meriti and Boitekong Secondary schools funded by Merafe Resources. The two schools have received Life Science and Physical Science laboratory equipment including fume cupboards, interactive boards, projectors, four laptops and accessories. Laboratory management training was also conducted in both schools.

PUBLIC-PRIVATE PARTNERSHIPS

WORKING FOR SUSTAINABLE SCHOOL DEVELOPMENT

LONG-TERM PARTNERSHIP WITH THE INDUSTRIAL DEVELOPMENT CORPORATION

Over the last six years the Industrial Development Corporation (IDC), in partnership with the Adopt-a-School (AAS) Foundation, has invested over R102 million towards uplifting and supporting 30 schools throughout South Africa.

LIMPOPO

On 30 August 2018, the Industrial Development Corporation (IDC) handed over a new administration facility, five new classrooms, a new and fully resourced science laboratory and a renovated and fully resourced ICT laboratory to Phagamang Senior Secondary School in Bochum, Limpopo. The event also celebrated six fruitful years of partnership with Adopt-a-School Foundation and the Department of Education, implementing Whole School Development in four schools in Limpopo. The event was attended by the MEC for Education, Ishmael Kgetjepe; the District Director, Peter Sebopetsa; IDC Regional Manager, Kgampi Bapela; Wipro Technologies CSI Manager, Princess Nondanyana and AAS Board Member, Silas Mashava.

AAS AND IDC'S ADOPTED SCHOOLS IN LIMPOPO

Phagamang Senior Secondary School, Bochum
Glen Cowie High School, Glen Cowie
Tshivhase Secondary School, Thohoyandou
Vhufuli Primary School, Thohoyandou

The investment into these schools covered all aspects of Whole School Development, from infrastructure upgrades to curriculum and leadership development programmes and social welfare initiatives.

The four schools have improved their annual pass rates significantly, giving thousands of underprivileged learners educational opportunities that will allow them to rise above their impoverished circumstances.

EASTERN CAPE

The IDC's partnership with Adopt-a-School Foundation includes the implementation of WSD in five schools in the Eastern Cape, an investment of over R20 million. Since 2012 we have constructed 15 new classrooms, a library, a science laboratory, an administration facility, two ablution facilities and renovated nine structures – two science laboratory and six classrooms; and converted two classrooms into ICT centres.

IDC AND AAS'S ADOPTED SCHOOLS IN THE EASTERN CAPE

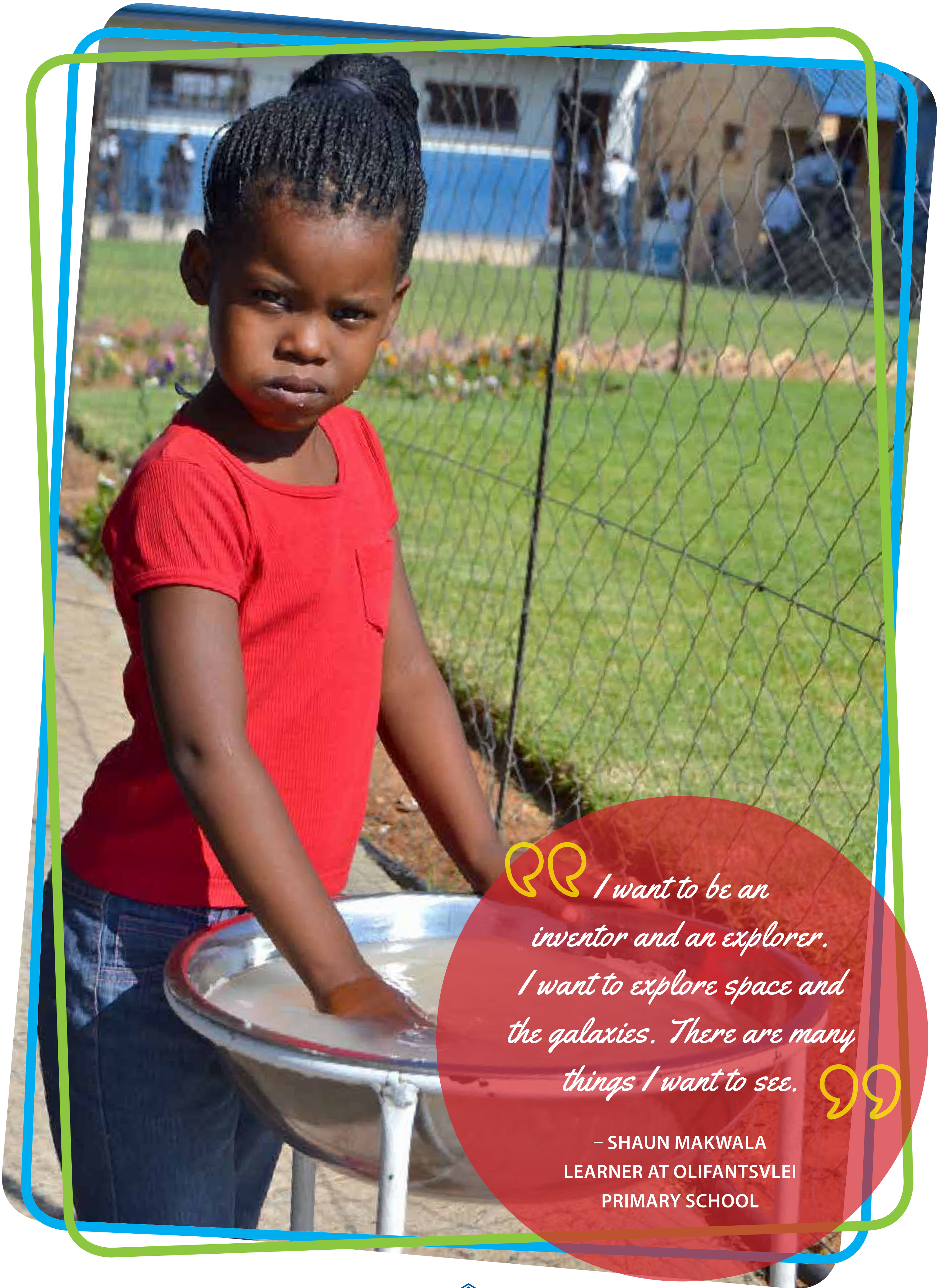
Siwali Secondary School, Lusikisiki
Zamokuhle Junior Secondary School, Mbizana
Maraizell Secondary School, Maraizell
Tholang High School, Matatiele
Nkonkwana Primary School, WillowVale

ICT DRIVEN PROGRAMMES

Through the Industrial Development Corporation (IDC), the Foundation has implemented ICT programmes in 16 primary and secondary schools. These programmes include empowering Information Technician Entrepreneurs (ITEs) in six schools through the provision of monthly stipends and the provision of resources such as laptops and data packages. The ICT programme is designed for educators' development in the use of ICT in teaching and learning process. All ICT programmes are implemented in partnership with WIPRO Technologies through the provision of all necessary hardware and software resources.

FOUR NEW GRADE R FACILITIES IN BURGERSDORP

In 2017, Adopt-a-School Foundation formed a partnership with SCATEC and Tshikululu Social Investments, which has yielded positive and meaningful change for school children in the Burgersdorp community of the Eastern Cape. In 2018, Grade R facilities were built at four schools, namely Laerskool Burgersdorp and Maruping, Mzimkhulu and Eureka Primary Schools. The facility includes basic furniture, provided by the Eastern Cape Department of Basic Education, a play area and practitioner training for all Foundation phase educators.



I want to be an inventor and an explorer. I want to explore space and the galaxies. There are many things I want to see.

– SHAUN MAKWALA
LEARNER AT OLIFANTSVLEI
PRIMARY SCHOOL

FOCUSING ON THE HEALTH AND WELLNESS OF OUR LEARNERS

SCHOOL HEALTH WEEK

School Health Week was launched in 1995 by the World Health Organisation to improve the health of learners, school personnel, families and communities. The South African Government has also pledged to put the health of school children first by rolling out the School Health Screening Programme, which brings basic health screening to learners at schools in remote areas with poor access to health care services. Adopt-a-School supports the Department of Basic Education by implementing visual and hearing support programmes at our adopted primary schools. This is to ensure that all learners' eyes and ears are screened and tested, to identify any impairments or infections that might affect the child's ability to learn.

1 143 learners from Mosaledi and Sengana Primary Schools in Hammanskraal, Gauteng, had their eyesight tested and of these learners, 59 required spectacles.

During School Health Week in 2018, the Foundation dispensed spectacles to **59** learners from Mosaledi and Sengana Primary School, funded by the Foundation's Back to School Party 2017. The Foundation spent a morning educating learners and their parents on visual health, eye care and general well-being. The DBE's district office, nurses from the local clinic, the School Governing Body and school parents all attended the event.

A handover ceremony was also held at Sengana Primary school on 12 April where learners, parents and stakeholders were addressed on visual health and eye care. The event reached **294** learners and parents and **43** other community stakeholders.

From the two schools, **19** learners were identified with hearing impairments and referred to the local Jubilee Hospital for further assessment. **Nine** of them are registered on the waiting list to receive hearing aids. Seven learners had wax removed, two had foreign objects removed from their ears and one was diagnosed with an Ear, Nose and Throat infection and referred to George Mukhari Hospital for the treatment of the chronic condition.

HEALTH, SANITATION AND SEXUAL EDUCATION PROGRAMME

In early 2019, the Foundation's Health, Sanitation and Sexual Education Programme was rolled out at Meriti Secondary School, located outside of Rustenburg, in the North West, funded by Merate Resources. The programme aimed at educating learners on puberty and the difficult transition to adulthood empowering them to make informed and responsible choices, specifically around their sexual activity. The programme will focus on Sex Education Workshops for Grade 8 – 10 learners at both schools and will run until November 2019.

On 10 May 2019, the Foundation hosted a Health, Sanitation and Sexual Awareness campaign at Boitekong Secondary School, funded by Merate Resources. The event was attended by over **2 000** participants including learners, educators and stakeholders such as the South African Police Service, Social Workers and DBE officials. Julius Kgole, a celebrity actor from television show *Skeem Saam*, was the guest motivational speaker.

MORAL REGENERATION PROGRAMME

In February 2019, Adopt-a-School launched its Moral Regeneration Programme at Meriti Secondary School in Rustenburg, North West, funded by Merate Resources. The programme, which will run for 10 months, engages learners in value-driven dialogue that aim to address issues of violence. The programme involves a series of focus groups, workshops and leadership camps. As part of the programme, the school identified a group of 100 learners. The group comprised of ill-disciplined learners, well-behaved learners and those showing leadership qualities. These learners were grouped together to participate in a leadership camp during the June 2019 school holidays.

The primary goal of this camp was to holistically address issues such as:

- Substance abuse
- School drop out
- Violence
- Poor performance
- Low self-esteem and poor self-confidence

THARI

The Thari Programme for the Support of Women and Children, is a programme of the Cyril Ramaphosa Foundation and is managed by Adopt-a-School Foundation. It is implemented in the Diepsloot Community in Gauteng and in eight schools in the Botshabelo township in the Free State.

The programme addresses women and child abuse through three pillars:

- Psychosocial support for women and children;
- Safe Parks for vulnerable children, youth and women; and
- Multi-sectoral community forums.

CHILD PROTECTION WEEK

Child Protection Week is an annual national campaign to raise awareness of children's rights as articulated in the South African Constitution and Children's Act. The week-long campaign forms part of the 365 days child protection programme of action that the Department of Social Development implements in collaboration with other government departments, civil society organisations and international development agencies.

In support of this campaign, Adopt-a-School Foundation, hosted a series of events through the Thari programme to raise awareness and ultimately mobilise communities to provide greater care for their children. These events included a multi-stakeholder forum and expo on Children's Rights and a Sports Tournament against Violence. These campaigns also formed part of the 15-year anniversary celebrations of the Cyril Ramaphosa Foundation.

The Sports Tournament against Violence focused on the violence epidemic in our schools. Learners received sports kits and participated in netball and soccer tournaments. The opportunity allowed for engagement on topics such as bulling, harassment and violence towards each other and their teachers. "Children don't often have a voice and so we used this platform for them to open up and talk about issues affecting them on a daily basis," shares Bernice Maponyane, Social Welfare Regional Manager at Adopt-a-School Foundation.

DIEPSLOOT CAREER EXPO 2018

The Thari Programme for the Support of Women and Children hosted its second annual Career Expo in Diepsloot as part of its work in coordinating the stakeholder collaboration network in the Diepsloot community. The expo was hosted at Diepsloot Combined School and accommodated **1 000** learners from surrounding high schools. The stakeholder forum revealed greater underlying social issues affecting the community, including chronic unemployment and the disempowerment of women and children. The expo sought to address some of these issues by creating a framework that allows young women and children to lift themselves out of poverty and become independent and empowered. Learners met representatives from technical training colleges, tertiary institutions, various NGOs, SAPS, and a number of local businesses and government departments.

FUNDRAISING EVENTS

BACK TO SCHOOL PARTY 2018

The Foundation held its 12th Back to School Party on the 20 October 2018. This is the Foundation's largest annual fundraising initiative and a wonderful opportunity to celebrate its achievements. All these achievements and successes are a result of a collaborative effort and a unified belief in education as a critical driver of social and economic change. The Foundation is committed to recognising the support and investment of its partners at their flagship fundraising event, which is attended by over one thousand guests. The theme for the 2018 party was literacy and storytelling and centered on promoting a culture of reading in our schools. Donavan Goliath was the MC for the evening, supported by two Junior MC's from Tshilidzi Primary School, who performed an exceptional repertoire explaining how Adopt-a-School Foundation was established. The Diepsloot Combined School choir performed 'Let it Go', the popular song from Disney movie, Frozen, and guests enjoyed different entertainment acts all aligned to the theme of the evening. President Cyril Ramaphosa, Chairperson of Adopt-a-School Foundation, addressed our guests on the notable impact achieved by the Foundation since its inception. All our guests donned a school uniforms with many wearing blazers from Bizimali Secondary School in KwaZulu-Natal, which were all donated to the school after the event. The event raised over R7 million to support our development work in adopted schools. This includes generous individual pledges of over R2 million which contributed towards a literacy campaign.

LOVE-A-SCHOOL FUNDRAISER

On 13 February 2019, Adopt-a-School Foundation held its first ever comedy evening at Parkers Comedy and Jive to raise awareness about our work and provide an opportunity for individuals to support its work. The Love-a-School Fundraiser was themed around Valentine's Day and Comedians included Mojak Lehoko as MC, Angel Campey, Stig and Chris Mapane. The event raised nearly R30 000 through ticket sales to over 110 guests, raffle tickets and personal pledges.

#KILI4KIDS CAMPAIGN

In 2019, Flight Centre Foundation launched its inaugural #Kili4Kids campaign, a trek to summit Mt Kilamanjaro with the aim to raise R1.4 million to build a library at Qhobosheane Primary School in Diepkloof, Soweto.

On 11 March, the #Kili4kids team left South Africa for Tanzania. Out of the 14 climbers, nine reached Uhuru Peak (at a height of 5895 m), and proudly displayed the Adopt-a-School Foundation and Flight Centre Foundation flags, a symbol of the heights that can be reached through meaningful partnerships.

In addition to the #Kili4Kids fundraising campaign, Flight Centre Foundation invested in Qhobosheane Primary School, through upgrading their Grade R facility, providing auditory and visual support programmes, building a vegetable garden and building a school feeding scheme kitchen.

THE 7TH BACK TO SCHOOL FOR A DAY

On 18 July 2019, the Adopt-a-School Foundation hosted the seventh Back to School for a Day on Mandela Day. In line with the Nelson Mandela Foundation's call for sustainable action, the Foundation hosted a unique day of collective volunteering at Olifanstvlei Primary School in Eikenhof.

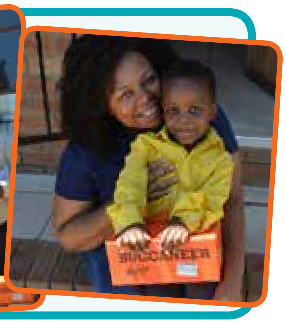
In preparation, the Foundation sent out a call to action to its corporate partners to support the development of an Early Childhood Development. AngloGold Ashanti heeded the call as the main sponsor and was joined by a number of long-time supporters including Cyril Ramaphosa Foundation, FeverTree Consulting, Premier Optical, Tall Towers Project Management (Pty) Ltd, McDonald's and Triviron. Each company brought a team of volunteers to participate in a range of projects, aimed at the sustainable improvement of the school. This included leaving the school with a fully renovated Grade R facility, vegetable garden, a revamped combination court, a revamped jungle gym, a revamped library and new books, Grade R fencing, and spectacles for every learner who is need of them. McDonalds catered food for all the guests, learners and school staff on the day.

The First Lady of South Africa, Dr. Tshepo Motsepe, as well as the Top 16 Miss South Africa finalists and South Africa's top celebrities joined the Foundation, alongside its corporate and school partners.

CONNECTING PEOPLE AND BUSINESSES TO MOBILISE RESOURCES

MONENE CIVILS DONATE SCHOOL SHOES

Monene Civils collaborated with Adopt-a-School Foundation to reach over **300** learners at both Mvelaphanda Primary School in Tembisa and Motshegofadiwa Primary School in Hammanskraal, who started the year without a pair of school shoes. All learners who walk long distances to school each day received a new pair of shoes.



#ONMYSTATIONERYPLEDGE

Adopt-a-School Foundation is a proud beneficiary of the #OnMyStationeryPledge, a campaign led by a group of stationery businesses, including, Office National South Africa, Butterfly, Donau, Bantex, Rexel, Farber Castel, Pentel and Croxley. The campaign involved mobilising individuals and learners throughout South Africa to collect and donate new and used stationery for learners in need. All donations were matched by the stationary houses and the combined collection was donated to over **1 700** learners at Thuthuzekani Primary School in Kagiso, west of Johannesburg.

SOLARBUDDY, FLIGHT CENTRE FOUNDATION AND GLOBAL CITIZEN DONATE SOLAR LIGHTS

SolarBuddy is an Australian charity dedicated to educating and empowering the next generation to change the lives of children living in energy poverty through its innovative education and engagement programmes. In 2018, the organisation partnered with Flight Centre Foundation and Global Citizen to donate over **3 000** solar lights to Adopt-a-School Foundation's schools.

Through this partnership we identified five schools located in communities with limited access to electricity, namely Lembe Combined School, Enhlanhleni Primary School, Sengana Primary School, Ingweniphaphama Primary School and Olifantsvlei Primary School.

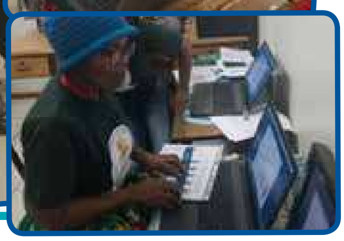
In addition to these schools, the lights were also dispensed to learners from four schools in Botshabelo in the Free State, who form part of the Thari Pilot programme.

KOT GROUP SUPPORTS SCHOOL SANITATION AND HEALTH

In November 2018, Lodirile Secondary School received a large donation of sanitary pads from the KOT Group. The sanitary pads were donated to assist female learners, who are often forced to miss school during their menstruation cycle. The company also donated rice to supplement the school's feeding scheme and to provide additional support to learners during holiday study camps as well as to provide support for the vulnerable children registered at the school. Furthermore, KOT Group donated disposable diapers which were dispensed to an Early Childhood Development Centre in the township of Kanana in North West, built by Aspen Pharmacare.

TECHNOLOGY CORPORATE MANAGEMENT DONATES TOWARDS ICT LEARNING

TCM partnered with Adopt-a-School Foundation to grant technology and digital literacy programmes to two rural Eastern Cape Schools, Dutyini Junior Secondary School and Tshiamo Primary School. Each school received **20** laptops, totaling an investment of over **R172 000**.



To invest in change, we develop the youth. They will shape their own tomorrows.

– STEPHEN LEBERE
EXECUTIVE DIRECTOR
ADOPT-A-SCHOOL FOUNDATION

BUILD A LASTING LEGACY WITH US

Adopt-a-School Foundation is a trusted and reputable organisation. Our extensive experience gives us a comprehensive understanding of the needs of schools and their dynamic contexts. We work with integrity and accountability and deliver sustainable change to communities and schools.

WE COMPLY WITH THE CODE OF GOOD PRACTICE

Adopt-a-School Foundation acts as a vehicle that assists individuals and corporates to invest effectively in South Africa's disadvantaged schools. We contribute towards positive learning and teaching experiences which will lead to greater opportunities for South Africa's youth. The Foundation's percentage of Black South African beneficiaries (as defined in the Codes of Good Practice) is over 75%. This means that the full value of any donation made to Adopt-a-School Foundation will be recognised.

5% of the B-BBEE Scorecard is weighed on the Social Economic Development (SED) spend of a company

1% of a company's net profit after tax (NPAT) must be spent on SED in order to receive the full 5% weighing

100% of the 5% weighting can be realised by channeling the 1% NPAT to Adopt-a-School Foundation

HOW TO GET INVOLVED

Adopt-a-School Foundation is a trusted and reputable organisation. Our extensive experience gives us a comprehensive understanding of the needs of schools and their dynamic contexts. We work with integrity and accountability and deliver sustainable change to communities and schools.

ADOPT A SCHOOL

Adoption is about creating a long-term meaningful partnership, while providing schools with necessary educational resources. It empowers school and community partners to sustain and build on your investment. The 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 for generations to come. We aim to spend three to five years in an adopted school where we foster a caring relationship between the Foundation, the funder, the school and the community to create a sustainable and meaningful impact.

ADOPT A PROJECT

Individuals, groups of individuals, companies, or groups of companies can fund specific projects in one or more schools. If you are looking to make a short-term investment, or fund a specific area of work, partner with Adopt-a-School Foundation to ensure your investment is sustainable. We will match you to a school or recommend a school project based on your own investment criteria and values. By collaborating with us and other partners, we can make a deeper and longer-lasting impact.

BACK TO SCHOOL PARTY

The Back to School Party is Adopt-a-School Foundation's flagship fundraising event. Every year we aim to host over 1 000 guests to the party, representing over 100 companies. The event is hosted by our Chairperson, President Cyril Ramaphosa and is a culmination of celebrations and fun and an opportunity to raise much-needed operational and project funding.

BACK TO SCHOOL FOR A DAY ON MANDELA DAY

Through our Back to School for a Day initiative, Adopt-a-School Foundation invites individuals and corporates to go back to school for Mandela Day in a manner that is meaningful and will live long after 18 July. The event was conceptualised around a philosophy of collaboration and active citizenship. It aims to build awareness of the current reality of many of our rural and township schools and how individuals and businesses can offer their support in the most meaningful way.

WHAT YOUR DONATION CAN ACHIEVE

R2000 – R150 000
- Sanitary pads
- Sports equipment
- School uniforms
- Library books

R150 000 – R300 000
- Vegetable gardens
- Eyesight tests and spectacles
- Social welfare programmes

R300 000 – R1 MILLION+
- Educator development
- Leadership development
- Classrooms and libraries
- Feeding scheme kitchens
- Science laboratories
- Ablution facilities

HOW TO DONATE

INDIVIDUAL GIVING

The Foundation works with individuals on a variety of giving platforms, from once off monetary or in-kind donations to operational sponsorships and services. We also accept donations in the form of Ebucks and are a proud beneficiary of the MySchoolMyVillage programme.

SUSTAINABLE GIVING

Monthly donations allow the Foundation the flexibility of addressing urgent needs as soon as they arise. By signing up to become a monthly donor to support our ongoing work, individuals are able to make a sustainable contribution to the fundraising efforts of the Foundation.
http://www.adoptaschool.org.za/donate/

PLEDGE A SPECIAL OCCASION

Celebrate and pledge your birthday or other special milestone to Adopt-a-School Foundation. Request that loved ones 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.

LET THE Adventure BEGIN

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, running a marathon, or cycling cross country for a cause can greatly contribute to the work of the Foundation. Add a little extra inspiration to your adventure!

BACK TO SCHOOL WISH LIST

Donations in kind are welcome. Our schools often need the following items:
- Uniforms
- Stationery
- Calculators and mathematics sets
- School-appropriate library books
- Photocopying machines, printers and other office equipment
- Educational toys for Grade R facilities

MYSCHOOL CARD

Apply for your MySchool card and nominate Adopt-a-School as your beneficiary. Every time you spend and swipe at a participating store, a percentage of sales will be donated to us on your behalf at no cost to you. Every swipe counts! www.adoptaschool.org.za/myschool

EBUCKS

eBucks members can donate their eBucks to Adopt-a-School Foundation by simply visiting the below link or follow the below process by logging in on your profile via the link: https://www.ebucks.com/web/shop/productSelected.do?prodId=216821398&catId=291705361

Profile process:

Once logged in
Click select shop
Click on drop down menu
Select donations
Select Adopt-a-School Foundation amongst the listed charities
Donate preferred ebucks

We don't just teach for results, we teach for social goals

– SONNYBOY MPOFU, MODILATI SECONDARY SCHOOL

ESSAY COMPETITION

Adopt-a-School Foundation runs an annual essay competition for all of the schools under its adoption programme. The competition aims to encourage learners to think creatively, express their views and opinions and share their personal experiences.

WINNER – FOUNDATION PHASE

LISSAH NGOMANE
MAPALENI PRIMARY SCHOOL

MY FAVOURITE PERSON

My name is Lissah Ngomane. My mom is my favourite person in my whole wide world. The name of my mother is Agnes Magagule. My mother loves me and I love her. Every Saturday I like to help her at the tuck shop to make chips. My mother loves me like her only child and I'm not the only one but we are four in numbers.

I have three brothers, I am the only girl. That's why I like to help my mother. She likes to give me everything I want. I am glad to have a mother like her. I love my mother more than my father.

My mother make everything to me. She help if sir Mongoe gives me home works. In the morning before I come to school, she gives me money for carrying. My mother play with me.

My mother is like everything to me. When I tell her that tomorrow it's my birthday she will make sure that she buy something for me like a surprise. I hug her or kiss her for a thank you I love my mom so much. She teaches me to love go and to pray.

WINNER – INTERMEDIATE PHASE

LOGAN MANEVILLE
GRADE 5A

MY FAVOURITE PERSON IN THE WHOLE WIDE WORLD

Where do I start? I don't even know where to start but I'll start by introducing myself. My name is Logan Maneville and I am 11 years old. I am the oldest daughter of Jeverson Kratz and Hilary Maneville. I have two little sisters Jetaime and Cassidy who I love with all my heart.

My father Jeverson Kratz was my hero he was my friend and everything. He loves me very much, I am daddy's little girl, I am his Princess. We used to do everything together, but in a blink of an eye everything changed. My whole life fell apart. That very day everything changed and apart. I got home from school and found my mother crying in her room, all the bad thoughts went through my head. Has happened to my daddy or to one of my sisters at crèche. Then suddenly my mother said that she need to talk to me. In a very nice and proper way she told me my daddy has conceived a child with another woman and he is going to marry her.

That day I feel like I couldn't breathe. I couldn't talk I was just starring at my mother while tears were flowing from my eyes. It's the saddest feeling I ever had, my daddy, my rock, my hero, how could he do this to our family? Questions started overflowing my mind, my life wasn't the same. My father wasn't no longer for me or my sisters. His only focus was his new little baby and the other woman. I never thought someone you love so much can turn their back on you so easily.

Now, my father acts as if we don't exist. He is never there when you need him. He is never there is evident that he don't care about us anymore. When we need him is evident that he don't care about us anymore. People can change in an eye wink and forget about everyone who was there for them when things where tough.

WINNER – SECONDARY PHASE

EKA LETOAU
GRADE 9A
MARIAZELL HIGH SCHOOL

SECURING A GREAT FUTURE FOR YOURSELF

Securing a great future for yourself, looking forward to having a great future is everyone's dream. Being successful and well known for your great work and having a feather is one's cap. All this is from learning to stand for yourself and knowing your strength and weakness to achieve a certain goal in life.

You need to set goals that you want to focus on and have every dream about yourself coming through. Obviously in life you will have doubts, but if you are focused on your future, you can clear the air and go for what is best for you. Remember Rome was not built in one day, so working hard is part of building a great future for yourself.

Not everything in life will be exciting, there are certain points when you will wish to throw in the towel. At that point you have to force yourself and have courage and know your ability to go through the situation. This will be the time you have to prove yourself.

Your focus mean everything to your future. To kill two birds with one stone, your work needs every effort that you can give. Every opportunity you get you need to prove yourself and never underestimate your power against your future, you work until you are identified as the best.

To reach your financial destination you need courage and faith for assurance of things hoped for. Your success and future have to be the evidence of things seen through your struggle in life for securing a great future for yourself. Actually, you need to accept failure and learn from your mistakes. You should know that in life there would be time when you will be neglected but at that time you need to keep the ball rolling.

MAP TO SECURING A GREAT FUTURE:

LOOK FOR BETTER OPPORTUNITIES AND EXPLORE

FIND WAYS TO SECURE A GREAT FUTURE

STRIVE TO REACH YOUR FINAL DESTINATION

SECURING A GREAT FUTURE FOR YOURSELF

SET GOALS AND AIM HIGHER

ACCEPT FAILURE

NEVER GIVE UP ON YOUR GOALS

WINNER – SENIOR PHASE

NOMTHANZO MOTLOUNG
GRADE 11C
MOKGOME SECONDARY SCHOOL

WHY IS LIVING A HEALTHY LIFE STYLE IS IMPORTANT?

My name is Nomthandazo Motloung and I am 17 years old. I am female and reside in Meadowlands zone 8. It's a mini township in Soweto. Let me give you a good picture of my family. I live with my mom, dad, four siblings, uncle, aunt two cousins and my granddad. We are a very extended family but we love each other.

The reason I chose this topic is because my sister and I, two years ago chose new paths after our local clinic held a health awareness week campaign. There was the blood service tents, the Gauteng department of health, love life and so many other tents outside the clinic. My aunt asked us to accompany her since she wanted to do health checks. Off we went. When we got there, it looked rather like an event with various tents and stations offering health checks. HIV, blood pressure and sugar level tests were offered to everyone, as well as aerobics.

My Sister and I went to each one of those services or tents that were available. My aunt also donated some blood, which I am not sure if she did for the cookies because she loves them.

But one thing for sure was that, it was an eye opening experience we were exposed to so much information about our own bodies, how they function and how important it is to keep our bodies' healthy, so much made sense. Why my granddad and uncle were regulars at the clinic. Their ailments ranged from diabetes, high blood arthritis. For me it made sense why they would get ill and better and ill again. They don't take care of their bodies. They are drinking buddies and they shout when anybody in the house suggest that they must stop drinking and smoking.

One thing that also highlighted my day was the presentation from the health department. it spoke about how unhealthy sugar is, how it was a silent killer because it is in all the delicious food and goodies. How we should eat lots of fruits and vegetables. On that thought I immediately reflected on how I ate fat cakes, atchaar and fizzy drinks every day. The risk of obesity the food I enjoyed exposed me. I was definitely at risk my mother's mother (grandma) had a heart problem because of her weight.

I also visited the love life tent, Jesus. Where do I start? They spoke of teenagers, pregnancy, HIV an AIDS and all those related to so many realities of our community. All the youth and teenager who have children young and at school, all the drug abuse in schools as well.

And the aerobics part. This was the most exciting part. Young and old female and male members of our colourful community gathered and enjoyed the exercises. Man, that was fun, so much fun my sister and I were hooked. The two aerobics trainers looked so good, hot, and strong and this day, I am grateful to my aunt and sister who were part or rather did this with me. They say you only live once, yes, this much is true but you also have one body. I dedicate or commit myself to taking good care of this body so that it takes care of me, all the days of my life , I have seen people including family, sick because of nasty choices mine is to make good healthy and life style choices . To live a meaningful life. And this is why living a healthy life style is important.

It is fortunate that we live I a world that people are not cognisant about their bodies, the environment around us as well as the well-being of the future lives that will be left on this planet when they have passed on.

The current life expectancy in our country is 61, 5 years. This is because of the bad behaviours and bad health choices people make. The government has also embarked on a health campaign, which has put up billboards of obesity, cutting down on sugar as well making life choices.

Coca- cola also introduced a variety of sugar-free products to cooperate with the plight to reduce or rather promote healthier options to society for the life expectancy rate to improve our people and food regulators still need to make conscious decisions that will encourage healthy and quality standards of living.

South Africa is amongst the top countries of alcohol abuse, this has to stop somehow. Our country needs more recreational activities that will move people away from toxic habits and life style. I want to be healthy, fit and age gracefully. I don't want to look old and wrinkled even before menopause.

In conclusion, living a healthy life style can prevent chronic diseases and long term illness, feeling good about yourself and taking care of your health are important for self-esteem and self – image and mental health. When you are a health person even your organs can save a life, remember, and always maintain a healthy lifestyle by doing what is right for your body, mind and soul.

WINNER
– TEACHER CATEGORY

NOMDLA BOPI
THANDOKHULU HIGH SCHOOL (TEACHER)

DESPITE IT ALL, WHY AM I STILL A TEACHER

Teaching is a continually challenging profession, and the energy to tackle each day in the classroom is often in short supply. From time to time, all you need is a little motivation to remind yourself why you teach. My kind of work as a teacher can be exhausting and complex which can easily drive a teacher to agitation. One has to be emotionally intelligent and exercise professionalism at all times.

I have been teaching for eighteen years now, I have seen it all, believe me. There are times when I feel like resigning but those times are just too minimal. Language teachers like myself are normally the luckiest because we get a bird's eye view of what our children go through. In oral presentation and essay writing days you turn to learn a lot about them and what they think. So, with that kind of information we have to act – help if needed.

I have been threatened by a learner on social media for putting my foot down in my classes; I must admit I was rattled. Nowadays it is very difficult to deal with learners who continually fail to do their job. The law on the other hand is against different kinds of punishment we were orientated with, learners always try to test you but you have to show emotional intelligence and professionalism.

The changes and developments in the career is another thing. For example, use of technology which never existed during our time as students and in our training period. We have to learn and adapt to different changes introduced to us by officials. One has to move with the times as fast as possible.

One might think going to class and teach is the only thing that the teacher needs to do, in so much that friends who are not teachers think that the department is spoiling us for affording us so many holidays. Little do they know that those holidays are just time off from travelling to work. There are always work related tasks that one needs to do, e.g. marking, preparations, planning and so forth. Time for socialising if you are a dedicated teacher is very limited.

Despite everything mentioned I am still a teacher. Appreciation and recognition of effort from our ex learners is what keeps me in the profession. Support and motivation from colleagues also plays a important role. Lastly, to see our learners becoming successful against all odds also adds to perseverance. That is why I am still a teacher.

WINNER
– PRINCIPAL CATEGORY

SILAULE SR
MAPALENI PRIMARY SCHOOL

EFFECTIVE SCHOOL LEADERSHIP

Leadership is defined by Cronje, Du Toit, Marais and Marais and Motlala (2004:174) as the process of directing the behaviour of others towards the accomplishment of predetermined goals. It involves elements such as influencing people, giving orders, motivating people, either as individuals or in groups, managing and communicating with subordinates. Effective school leadership can only be possible if the leader is willing to go an extra mile and be seriously committed to his or her day to day responsibility and activities. The success of the school depends on the involvement of all stakeholders.

Leaders use their leadership skills to motivate and direct actions of all stakeholders towards the attainment of the schools mission and vision. Leaders create a school environment that is open and supportive to all stakeholders. The schools leadership is demonstrated not solely by principal but established based on a shared vision with all the stakeholders.

During my leadership, one noted the following as a guiding in making school effective and functional planning. We planned in advance our day to day activities, set goals for school and decisions on how these objectives can be best achieved. Delegating tasks, duties, responsibility and authority to subordinates with a view to develop them.

Analyse the school needs: we identified school needs, e.g principals needs, staff needs, learner, parental and community needs.

Formulate objectives: All stakeholders formulate objectives that paved a way for successful use of all available resources effectively. We formulated objectives with the aim to improve quality of results from 75 – 95 percent. We managed to achieve the aim by updating our targets, increase utilisation of resources especially the ICP, amend policy on learner performance improvement plan.

Evaluate alternatives and decide on the plan of action: This is where the decisions about the future action are made and where the guidelines for effective problem solving, decision-making and delegating are most relevant.

Implementation plan: The leader provides guidance and exercise control to determine whether the performance of the activities is going according to plan.

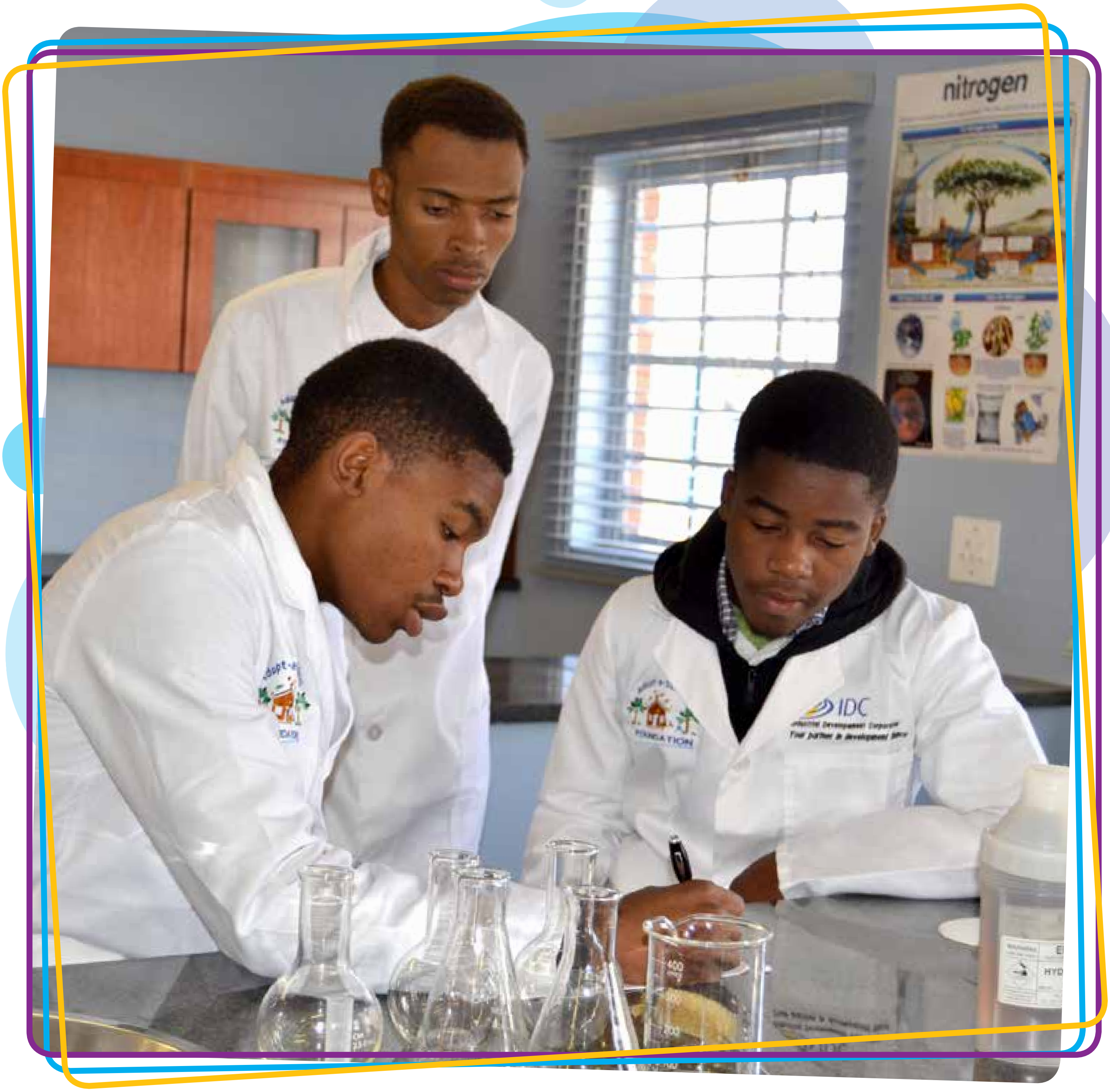
Evaluate effectiveness plan: It is important to evaluate the plans that were initially put in place to make improvements in the schools performance and leadership. Adjustments should be done where necessary.

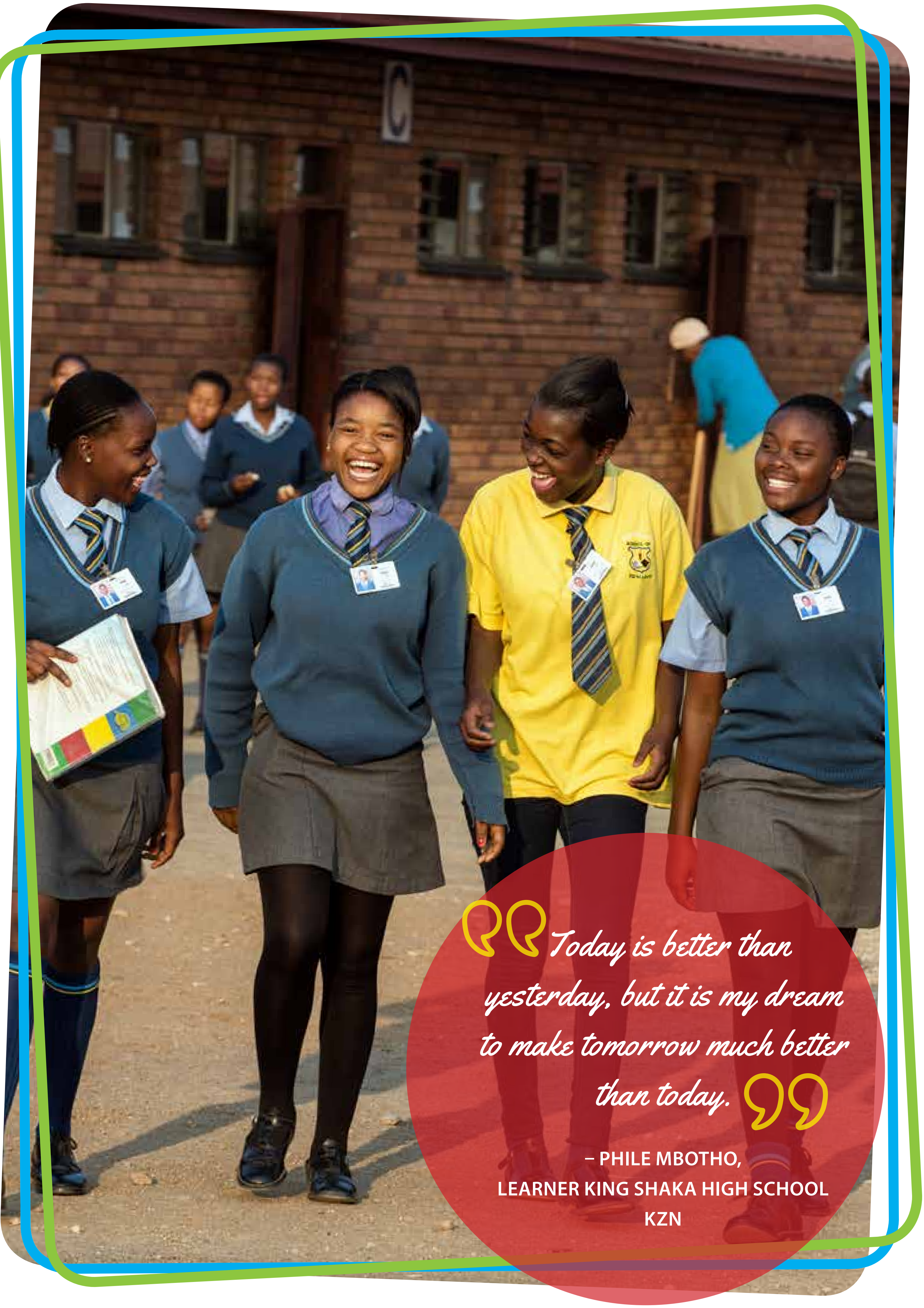
The school that I lead has been recognised as the most functional school because of the leadership. Policies have been formulated by all stakeholders and implemented correctly. There is good communication between SMT members teachers, learners and parents . they all worked harmoniously to attain the set objectives.

On a yearly basis, we conduct a skills audit to all of our staff members in order to find where they lack and come with programme for development. Internal and external of all maximise performance hence make the school functional. Staff members are always encouraged to develop themselves by registering with tertiary institutions (life long learning). They are further motivated to prioritise key learning subjects including maths, science and technology as well as prioritised by our country. Teachers, learners and support staff performing exceptionally received awards on a quarterly basis. Special thanks to Adopt-a-School and the IDC for the ICT as well as the curriculum development to all our staff members.

Leaders are people who make a real difference to the environment in which they find themselves. What makes a true leader is the significant contribution of their work, tasks and responsibilities they take when embracing a role and towards the advancement of their schools. The quality of the teachers commitment is beyond doubt that they have heed the call of being teachers. They consistently take negative situations and work towards positive change in visionary way.

Leaders care because they believe that learning can liberate youngsters lead a life of significance.





> *"Today is better than yesterday, but it is my dream to make tomorrow much better than today."*
>
> – PHILE MBOTHO,
> LEARNER KING SHAKA HIGH SCHOOL
> KZN

FINANCIAL REPORT

FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2019

ADOPT-A-SCHOOL FOUNDATION NPC

REGISTRATION NUMBER: 2002/029810/08

NPO REGISTRATION NUMBER: 040-957 NPO

The financial statements have been audited by our external auditors PricewaterhouseCoopers Inc. and are in compliance with the applicable requirements of the Companies Act 2008. These annual financial statements have been prepared by Enathi Singqumba, under supervision of Raymond Kevan CA(SA).

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DIRECTORS REPORT

The directors have pleasure in submitting their report on the annual financial statements of Adopt-a-School Foundation NPC for the year ended 30 June 2019.

1. Nature of business

The Foundation is incorporated and domiciled in the Republic of South Africa. The Foundation's main activity is 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.

2. Review of financial results and activities

The annual financial statements have been prepared in accordance with International Financial Reporting Standards and the requirements of the Companies Act 71 of 2008. The accounting policies have been applied consistently compared to the prior year.

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

The Foundation recorded a total comprehensive profit/ (loss) for the year ended 30 June 2019 of R 7 144 583 [2018: (R 4 068 268)].

Financial Ratios

Liquidity Ratio

The current ratio is a liquidity ratio that measures a foundation's ability to pay short-term and long-term obligations. To gauge this ability, the current ratio considers the current total assets of the foundation (both liquid and illiquid) relative to the Foundation's current total liabilities.

			2019	2018
Current Ratio -	Total Current Assets / Total Current Liabilities	=	**29 832 035** / **22 307 201**	18 670 936 / 15 611 938
		=	**1.34**	1.19

The current ratio has increased from 2018 to 2019, the organisation has the ability to pay its debt obligations over the next 12 months.

Solvency Ratio

A key metric used to measure the Foundation's ability to meet its debt and other obligations. The solvency ratio indicates whether the Foundation's cash flow is sufficient to meet its short-term and long-term liabilities. Debt equity ratio as indicated in note 1.6 is 0% as the Foundation has no long term debt.

3. Going concern

The directors believe that the Foundation has adequate financial resources to continue in operation for the foreseeable future and accordingly the annual financial statements have been prepared on a going concern basis. The directors have satisfied themselves that the Foundation is in a sound financial position and that it has access to sufficient borrowing facilities to meet its foreseeable cash requirements. The directors are not aware of any new material changes that may adversely impact the Foundation. The directors are also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the Foundation.

4. Members interest

There have been no changes to the authorised or issued members interest during the year under review.

5. Directorate

The directors in office at the date of this report are as follows:

Directors	
Matamela Cyril Ramaphosa	
Donné Nicol	
Thokoana James Motlatsi	
Ntjantja Ned	
Helena Dolny	
Sydney Seolonyane	
Steven Lebere	
Mshiyeni Belle	
Yaganthrie Ramiah	
Silas Mashava	
Yvonne Themba	
Rebone Malatji	
Eric Ratshikhopha	
Lucky Moeketsi	
Mmabatho Maboya	(Appointed 01 March 2019)

6. Secretary

Foundation secretary is:	Sade Lekana – Resigned 31 March 2019
	Martha Motsatsi – Appointed 01 April 2019
Business address:	18 Acacia Road Chislehurston Sandton Johannesburg, Gauteng 2196

7. Auditors

PricewaterhouseCoopers Inc. will continue in office in accordance with section 90 of the Companies Act 71 of 2008.

8. Events after the reporting period

The directors are not aware of any matter or circumstance arising since the end of the financial period and up to the date of signing these financial statements that warrants adjustment or disclosure.

STATEMENT OF RESPONSIBILITY BY THE BOARD OF DIRECTORS

APPROVAL OF THE ANNUAL FINANCIAL STATEMENTS

In accordance with the requirements of the Companies Act 71 of 2008 of South Africa, the directors are responsible for the preparation of the annual financial statements which conform to 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's 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, 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 2019, prepared in accordance with IFRS, which are set out on pages 48-87 were approved by the board of directors on 28 November 2019 and are signed on its behalf by:

………………………………………	………………………………..
CHAIRMAN	DIRECTOR
Matamela Cyril Ramaphosa	Steven Lebere

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

Our opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Adopt-A-School Foundation NPC (the Company) as at 30 June 2019, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa.

What we have audited

Adopt-A-School Foundation NPC's financial statements set out on pages 96 to 129 comprise:

- the statement of financial position as at 30 June 2019;
- the statement of comprehensive income for the year then ended;
- the statement of changes in equity for the year then ended;
- the statement of cash flows for the year then ended;
- the summary of significant accounting policies; and
- the notes to the annual financial statements.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

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

Independence

We are independent of the Company in accordance with the sections 290 and 291 of the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors (Revised January 2018),* parts 1 and 3 of the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors (Revised November 2018)* (together the IRBA Codes) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities, as applicable, in accordance with the IRBA Codes and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Codes are consistent with the corresponding sections of the International Ethics Standards Board for Accountants' *Code of Ethics for Professional Accountants* and the International Ethics Standards Board for Accountants' International *Code of Ethics for Professional Accountants (including International Independence Standards)* respectively.

Other information

The directors are responsible for the other information. The other information comprises the information included in the "Adopt-A-School Foundation NPC Financial Statements for the year ended 30 June 2019" which includes the Directors' Report as required by the Companies Act of South Africa, which we obtained prior to the date of this auditor's report and the other sections of the document titled "Adopt-A-School Foundation Annual Report 2018-2019", which is expected to be made available to us after that date. Other information does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF ADOPT-A-SCHOOL FOUNDATION NPC (Continued)

Other information (continued)

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the directors for the financial statements

The directors are responsible for the preparation and fair presentation of the 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 misstatement, whether due to fraud or error.

In preparing the financial statements, the directors are responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit 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 Company's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF ADOPT-A-SCHOOL FOUNDATION NPC (Continued)

Auditor's responsibilities for the audit of the financial statements (continued)

- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

PricewaterhouseCoopers Inc.

PricewaterhouseCoopers Inc.
Director: AM Motaung
Registered Auditor
Johannesburg
28 November 2019

STATEMENT OF FINANCIAL POSITION

Figures in Rands	Notes	2019	2018
Non-current assets		**8 734 064**	6 055 317
Property, plant and equipment	2	**367 600**	499 750
Financial assets at fair value through profit or loss (Derivative)	3	**6 500 000**	3 100 000
Financial asset at fair value through profit or loss	3	**1 866 464**	2 455 567
Current assets		**29 832 035**	18 670 936
Trade and other receivables	4	**6 804 666**	4 885 270
Cash and cash equivalents	5	**23 027 369**	13 785 666
		38 566 099	24 726 253
EQUITY AND LIABILITIES			
Equity		**16 258 898**	9 114 315
Members interest		**5 858 974**	5 858 974
Retained earnings		**10 399 924**	3 255 341
Current liabilities		**22 307 201**	15 611 938
Trade and other payables	6	**1 749 839**	3 121 582
Provision	7	**-**	-
Deferred revenue	8	**20 557 362**	12 490 356
		38 566 099	24 726 253

STATEMENT OF COMPREHENSIVE INCOME

Figures in Rands	Notes	2019	2018
Revenue	9	**54 731 688**	78 996 372
Investment income	10	**1 875 000**	-
Administration and project expenses	11	**(53 266 936)**	(84 897 318)
- Administration Expenses		**(12 168 508)**	(12 246 761)
- Project Expenses		**(41 098 428)**	(72 650 557)
Profit/ (Loss) before tax		**3 339 752**	(5 900 946)
Finance Income	12	**1 006 442**	1 312 085
Other gain/(loss)	13	**2 798 389**	520 593
Other comprehensive income		**-**	-
Total comprehensive profit/ (loss) for the year		**7 144 583**	(4 068 268)

STATEMENT OF CHANGES IN EQUITY

Figures in Rands	Retained Earnings	Members Interest	Total Equity
Balance at 30 June 2017	7 323 609	5 858 974	13 182 583
Total comprehensive loss for the year	(4 068 268)	-	(4 068 268)
Balance at 30 June 2018	3 255 341	5 858 974	9 114 315
Total comprehensive profit for the year	**7 144 583**	**-**	**7 144 583**
Balance at 30 June 2019	**10 399 924**	**5 858 974**	**16 258 898**

STATEMENT OF CASH FLOWS

Figures in Rands	Notes	2019	2018
Cash flows from operating activities		**9 333 967**	(14 852 453)
Cash generated from operating activities	14	**8 434 893**	(16 151 103)
Interest received	12	**899 074**	1 298 650
Cash flows from investing activities		**(79 756)**	(42 677)
Acquisitions of property, plant and equipment	2	**(79 756)**	(42 677)
Cash Flows from financing activities		**-**	-
Increase in Cash and cash equivalents		**9 254 211**	(14 895 130)
Cash and cash equivalents at the beginning of the year		**13 785 666**	28 583 676
Effects of currency translation on cash and cash equivalents		**(12 508)**	97 120
Cash and cash equivalents at the end of the year		**23 027 369**	13 785 666

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

1.1 Accounting Policies

The principal accounting policies which have been applied in preparing the Foundation's annual financial statements are set out below. These policies have been consistently applied to all years presented, unless otherwise stated.

1.2 Basis of Preparation

The financial statements of the Foundation have been prepared in accordance with International Financial Reporting Standards ("IFRS") as issued by the International Accounting Standard Board ("IASB") and in the manner required by the Companies Act No 71. of 2008 of South Africa.

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

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

The Foundation's financial statements are presented in South African Rands, unless otherwise stated, which is the Foundation's presentation and functional currency. The Foundation is incorporated and domiciled in South Africa.

1.3 New Standards and Interpretations

The Foundation will adopt the following standards and interpretations that will be effective in the 2020 financial year.

International Financial Reporting Standards and amendments issued but not effective for 30 June 2019 year-end and not adopted			
Name of Standard	**Effective date**	**Brief Narration of Standard**	**Impact**
IFRS 16 – Leases	Annual periods beginning on or after 1 January 2019	Leases – After ten years of joint drafting by the IASB and FASB they decided that lessees should be required to recognise assets and liabilities arising from all leases (with limited exceptions) on the balance sheet. Lessor accounting has not substantially changed in the new standard. The model reflects that, at the start of a lease, the lessee obtains the right to use an asset for a period of time and has an obligation to pay for that right. In response to concerns expressed about the cost and complexity to apply the requirements to large volumes of small assets, the IASB decided not to require a lessee to recognise assets and liabilities for short-term leases (less than 12 months), and leases for which the underlying asset is of low value (such as laptops and office furniture). A lessee measures lease liabilities at the present value of future lease payments. A lessee measures lease assets, initially at the same amount as lease liabilities, and also includes costs directly related to entering into the lease. Lease assets are amortised in a similar way to other assets such as property, plant and equipment. This approach will result in a more faithful representation of a lessee's assets and liabilities and, together with enhanced disclosures, will provide greater transparency of a lessee's financial leverage and capital employed. One of the implications of the new standard is that there will be a change to key financial ratios derived from a lessee's assets and liabilities (for example, leverage and performance ratios). IFRS 16 supersedes IAS 17, 'Leases', IFRIC 4, 'Determining whether an Arrangement contains a Lease', SIC 15, 'Operating Leases – Incentives' and SIC 27, 'Evaluating the Substance of Transactions Involving the Legal Form of a Lease'.	It is unlikely that the amendment will have a material impact on the foundation's annual financial statements

1.4 Changes in significant accounting policies

In the current period, the Foundation has adopted the following standards and interpretations that are effective for the period ended 30 June 2019 and that are relevant to its operations:

International Financial Reporting Standards and amendments issued and effective for 30 June 2019 year-end. The Foundation has adopted the standard for the first time in the 2019 annual financial statements.			
Name of Standard	**Effective date**	**Brief Narration of Standard**	**Impact**
IFRS 15 – Revenue from contracts with customers.	Annual periods beginning on or after 1 January 2018	The FASB and IASB issued their long awaited converged standard on revenue recognition on 29 May 2014. It is a single, comprehensive revenue recognition model for all contracts with customers to achieve greater consistency in the recognition and presentation of revenue. Revenue is recognised based on the satisfaction of performance obligations, which occurs when control of good or service transfers to a customer.	Refer to accounting policy 1.15
Amendment to IFRS 15 – Revenue from contracts with customers.		The IASB has amended IFRS 15 to clarify the guidance, but there were no major changes to the standard itself. The amendments comprise clarifications of the guidance on identifying performance obligations, accounting for licences of intellectual property and the principal versus agent assessment (gross versus net revenue presentation). New and amended illustrative examples have been added for each of these areas of guidance. The IASB has also included additional practical expedients related to transition to the new revenue standard.	

1.4 Changes in significant accounting policies (Continued)

International Financial Reporting Standards and amendments issued but not effective for 30 June 2019 year-end and not adopted			
Name of Standard	**Effective date**	**Brief Narration of Standard**	**Impact**
IFRS 9 – Financial Instruments (2009 & 2010) • Financial liabilities • De-recognition of financial instruments • Financial assets General hedge accounting	Annual periods beginning on or after 1 January 2018	This standard replaces the guidance in IAS 39. It includes requirements on the classification and measurement of financial assets and liabilities; it also includes an expected credit losses model that replaces the current incurred loss impairment model. The IASB has amended IFRS 9 to align hedge accounting more closely with an entity's risk management. The revised standard also establishes a more principles-based approach to hedge accounting and addresses inconsistencies and weaknesses in the current model in IAS 39. Early adoption of the above requirements has specific transitional rules that need to be followed. Entities can elect to apply IFRS 9 for any of the following: • The own credit risk requirements for financial liabilities. • Classification and measurement (C&M) requirements for financial assets. • C&M requirements for financial assets and financial liabilities. • The full current version of IFRS 9 (that is, C&M requirements for financial assets and financial liabilities and hedge accounting).	The impact of the standard is set out below.

1.4 Changes in significant accounting policies (Continued)

1.4.1 IFRS 9 Financial Instruments

IFRS 9 sets out requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items. This standard replaces IAS 39 Financial Instruments: Recognition and Measurement.

As a result of the adoption of IFRS 9, the company has adopted consequential amendments to IAS 1 Presentation of Financial Statements, which requires impairment of financial assets to be presented in a separate line item in the statement of profit or loss and other comprehensive income (OCI).

Additionally, the Foundation has adopted consequential amendments to IFRS 7 Financial Instruments: Disclosures that are applied to 2019 disclosures but have not been generally applied to comparative information.

The following table summarises the impact of transition to IFRS 9 on the opening balance of retained earnings:

Details	Impact of adopting IFRS 9 on Opening Balances
Retained earnings	-
Recognition of expected credit losses under IFRS 9	-
Impact at 1 July 2018	**-**

1.4.1.1 Classification and measurement of financial assets and financial liabilities

IFRS 9 contains three principal classification categories for financial assets: measure at amortised cost, fair value through profit or loss and fair value through other comprehensive income. The classification of financial assets under IFRS 9 is generally based on the business model in which a financial asset is managed and its contractual cash flow characteristics. IFRS 9 eliminates the previous IAS 39 categories of held to maturity and loans and receivables. Under IFRS 9, derivatives-embedded in contracts where the host is a financial instrument as a whole, is assessed for classification.

IFRS 9 largely retains the existing requirements in IAS 39 for the classification and measurement of financial liabilities. The adoption of IFRS 9 has not had a significant effect on the Foundation's accounting policies related to financial liabilities and derivative financial instruments (for derivates that are used as hedging instruments).

The following table and the accompanying notes below explain the original measurement categories under IAS 39 and the new measurement categories under IFRS 9 for each class of the Foundation's financial assets and financial liabilities as at 1 July 2018. The effect of adopting IFRS 9 on the carrying amounts of financial assets at 1 July 2018 relates solely to the new impairment requirements.

Details	Original classification under IAS 39	New classification under IFRS 9
Financial assets		
Trade and other receivables	Loan and receivables	**Amortised cost**
Cash and cash equivalents	Loan and receivables	**Amortised cost**

1.4 Changes in significant accounting policies (Continued)

1.4.1 IFRS 9 Financial Instruments (cont.)

1.4.1.2 Impairment of financial assets

For assets in the scope of the IFRS 9 impairment model, impairment losses are generally expected to increase and become more volatile.

IFRS 9 replaces the 'incurred loss' model in IAS 39 with an 'expected credit loss' (ECL) model. The new impairment model applies to financial assets measured at amortised cost, contract assets and debt investments at FVOCI, but not to investments in equity instruments. Under IFRS 9, credit losses are recognised earlier than under IAS 39.

1.4.1.3 Transition

Changes in accounting policies resulting from the adoption of IFRS 9 have been applied retrospectively, except as described below;

The Foundation has used an exemption not to restate information for prior periods with respect to classification and measurement (including impairment) requirements. Therefore, the differences in the carrying amounts of financial assets and financial liabilities resulting from the adoption of IFRS 9 are recognised in retained earnings and reserves as at 30 June 2019. Accordingly, the information presented for 2018 does not generally reflect the requirements of IFRS 9, but rather those of IAS 39.

The following assessments have been made on the basis of the facts and circumstances that existed at the date of initial application.

- The determination of the business model within which a financial asset is held.
- The designation and revocation of previous designations of certain financial assets and financial liabilities as measured at fair value through profit or loss.

1.5 Significant Judgements and Sources of Estimation Uncertainty

The Foundation determines residual values of property, plant and equipment at the end of each reporting period. A process of estimation is required to estimate the residual value at year-end.

Useful lives of property, plant and equipment
Useful lives are reviewed at the end of each reporting period. Management determines the useful lives of assets by taking into account the age of the asset, the physical condition and the technological obsolescence.

Estimation of derivative financial instrument
Detailed information about the estimates and judgements is included in note 3 together with information about the basis of calculation for the investment.

Residual values
The company determines residual values of property, plant and equipment at the end of each reporting period. A process of estimation is required to estimate the residual value at year-end.

1.6 Capital Risk

The Foundation's objectives when managing capital is to safeguard the Foundation's ability to continue as a going concern in order to provide benefits to the Foundation's stakeholders and to maintain an optimal capital structure to reduce the cost of capital. The capital structure of the Foundation consists of cash and cash equivalents and equity as disclosed in the statement of financial position. There are no externally imposed capital requirements. There have been no changes to what the Foundation manages as capital and the strategy for capital maintenance or externally imposed capital requirements from the previous year.

Total capital is calculated as 'equity' as shown in the Statement of Financial Position.

During 2019, the Foundation's strategy, which was unchanged from 2018, was to maintain a gearing ratio of 0%.

	2019	2018
	R	R
Total borrowings	**-**	-
Less cash and cash equivalents (Note 5)	**23 027 369**	13 785 666
Net Debt	**(23 027 369)**	(13 785 666)
Total equity	**16 258 898**	9 114 315
Gearing ratio	**0%**	0%

1.7 Financial Risk Management

The Foundation's activities expose it to a variety of financial risks: market risk (including currency risk, interest rate risk, and price risk), credit risk and liquidity risk. The Foundation seeks to minimise potential adverse effects on the financial performance of the Foundation. The Board provides principles for overall risk management, interest rate risk, credit risk, and investing excess liquidity.

All the investments of the Foundation are in line with its investment policy. The policy aims to manage investment risk and optimise investment returns within manageable risk parameters.

The objectives of this investment policy are to ensure that:

- Funds are invested in prudent investments only.
- Acceptable returns are achieved.
- Risk to Adopt-a-School is minimised.
- Donors have comfort that funds are prudently invested to meet Adopt-A-School objectives.
- This is adequate reporting.

1.7 Financial Risk Management (Continued)

A. Credit Risk

Credit risk is managed by the Foundation's management. Credit risk arises from cash and cash equivalents, deposits with banks and financial institutions and outstanding receivables and committed transactions. Cash transactions are limited to high credit quality financial institutions.

Financial assets exposed to credit risk at year end were as follows:

	2019	2018
	R	R
Financial assets neither past due nor impaired:		
Gross maximum exposure	**25 292 691**	15 517 230
Cash and cash equivalents	**23 027 369**	13 785 666
Trade receivable	**2 265 322**	1 731 564

There are no offsets to the gross maximum exposure.

Impairment of financial assets

The company has two types of financial assets that are subject to the expected credit loss model:

- Trade receivables for donations receivable
- Donations relating to infrastructure projects

While cash and cash equivalents are also subject to the impairment requirements, the identified impairment loss was immaterial.

Trade receivables

The company applies the IFRS 9 simplified approach to measuring the expected credit losses which uses a lifetime expected loss allowance for all trade receivables. To measure the expected credit losses, trade receivables and donations relating to infrastructure projects have been grouped together based on shared credit risk characteristics and days past due. The company has concluded that the expected loss rates for trade receivables is a reasonable approximation of the loss rates for the donations under infrastructure projects.

The expected loss rates are based on the payment profiles of trade receivables over 60 days before 30 June 2019 or 1 July 2018 respectively and the historical credit losses experienced within this period. The historical loss rates are adjusted for current and forward-looking information on macroeconomic factors affecting the ability of customers to settle the receivables.

1.7 Financial Risk Management (Continued)

A. Credit Risk (cont.)

On that basis the loss allowance as at 30 June 2019 and 30 June 2018 was determined as follows for both trade receivables and donations relating to infrastructure projects:

30 June 2019			
	Current	**30 – 90 days**	**Over 90 days**
Trade receivables balance	**2 265 322**	**-**	**-**
Expected loss rate	**0%**	**0%**	**100%**
Expected credit loss	**(0)**	**-**	**-**

01 July 2018			
	Current	**30 – 90 days**	**Over 90 days**
Trade receivables balance	1 731 564	-	-
Expected loss rate	0%	0%	100%
Expected credit loss	(0)	-	-

B. Liquidity Risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another financial asset. Prudent liquidity risk management implies maintaining sufficient cash and cash equivalents and the availability of funding through an adequate amount of committed credit facilities.

The Foundation manages the liquidity risk inherent in the below 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 holds deposits with banking institutions to meet liquidity needs. The following contractual maturity of liabilities on an undiscounted basis is disclosed:

2019	**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**
Trade and other payables	**-**	**1 749 839**	**-**	**-**	**1 749 839**
2018	**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**
Trade and other payables	-	3 121 582	-	-	3 121 582

1.7 Financial Risk Management (Continued)

C. Market Risk

Interest Rate Risk

The Foundation's interest rate risk arises from short-term deposits. The Foundation manages its cash flow interest rate risk by using floating as well as fixed interest rates. At the reporting date the interest rate profile of the Foundation's interest-bearing financial instruments was as follows:

Variable rate Instruments	**2019**	2018
	R	R
Cash and cash equivalents	**23 027 369**	13 785 666

A change of 100 basis points in interest rates at the reporting date would have increased/(decreased) profit and loss by the amounts shown below. The analysis assumes that all variables, in particular foreign currency rates, remain constant. The analysis is performed on the same basis for all years presented:

Variable rate Instruments	**2019**	2018
	R	R
Profit or loss 100bp increase	**230 273**	137 856
Profit or loss 100bp decrease	**(230 273)**	(137 856)

D. Price Risk

The risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market.

The Foundation is exposed to price risk associated with equity securities because of investments held by the Foundation and classified in the statement of financial position as financial assets at fair value through profit or loss.

The Foundations exposure to price risk is outlined below:

	2019	2018
	R	R
Financial assets at fair value through profit or loss (Derivative)	**6 500 000**	3 100 000
Financial assets at fair value through profit or loss	**1 866 464**	2 455 567
	8 366 464	5 555 567

There are no offsets to the gross maximum exposure.

1.7 Financial Risk Management (cont.)

E. Foreign Exchange Risk

Foreign exchange risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The Foundation has a bank account outside South Africa and is thus exposed to foreign exchange risk arising primarily with respect to the British pound sterling (GBP). Based on the minimal fluctuation of the British Pound Sterling against the South African Rand, management does not proactively manage this risk as the exposure is not significant.

At 30 June 2019, if the currency had weakened 1% with all other variables held constant, profit for the year would have been R 16 019 (2018: R 5 312) lower as a result of foreign exchange losses on translation of cash and cash equivalents denominated in a foreign currency.

Exchange rate used for conversion of foreign items was:

GBP **17.93** (2018: 18.07)

Current assets

	2019	2018
	R	R
Cash and cash equivalents GBP **40 788** (2018: 29 396)	**731 417**	531 217

1.8 Property, Plant and Equipment

An item of property, plant and equipment is recognised as an asset when it is probable that future economic benefits associated with the item will flow to the Foundation, and the cost of the item can be measured reliably. Property, plant and equipment is stated at historical cost less accumulated depreciation and accumulated impairment losses. Historical cost includes expenditure that is directly attributable to the acquisition of the items. Cost includes costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service the asset. Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the Foundation and the cost of the item can be measured reliably. The carrying amount of the replaced part is derecognised. All other repairs and maintenance are charged to profit or loss during the financial period in which they are incurred.

Depreciation of an asset commences when the asset is available for use as intended by management. Depreciation is charged to write off the asset's carrying amount over its estimated useful life to its estimated residual value, using the straight-line method. Depreciation is not charged to an asset if its estimated residual value exceeds or is equal to its carrying amount. Depreciation of an asset ceases at the earlier of the date that the asset is classified as held-for-sale or derecognised.

Item	**Average useful life**
IT equipment	3 years
Motor vehicles	5 years
Office equipment	3 years

1.8 Property, Plant and Equipment (cont.)

The residual value, useful life and depreciation method of each asset is reviewed at the end of each reporting year. If the expectations differ from previous estimates, the change is accounted for prospectively as a change in accounting estimate. The depreciation charge for each year is recognised in profit or loss unless it is included in the carrying amount of another asset. Impairment tests are performed on property, plant and equipment when there is an indicator that they may be impaired. When the carrying amount of an item of property, plant and equipment is assessed to be higher than the estimated recoverable amount, an impairment loss is recognised immediately in profit or loss to bring the carrying amount in line with the recoverable amount. An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected to flow from its continued use or disposal. Any gain or loss arising from the de-recognition of an item of property, plant and equipment is included in profit or loss when the item is derecognised. Any gain or loss arising from the de-recognition of an item of property, plant and equipment is determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item.

1.9 Financial Instruments

Classification

From 1 July 2018, financial instruments held by the Foundation are classified in the following measurement categories:
- Those to be measured subsequently at fair value through profit or loss, and
- Those to be measured at amortised cost.

The Foundation classifies its financial assets to be measured at amortised cost only if the asset is held within a business model whose objective is to collect the contractual cash flows, and the contractual terms give rise to cash flows that are solely payments of principal and interest.

The Foundation classifies its financial assets to be measured at fair value through profit or loss only if the asset is held within a business model whose objective is to trade the financial asset.

Equity investments that are held for trading, or equity investments for which the entity has not elected to recognise fair value gains and losses through other comprehensive income are classified as financial assets at fair value through profit or loss.

Recognition and measurement

Financial instruments are recognised initially when the Foundation becomes a party to the contractual provisions of the instruments. Regular purchases and sales of financial instruments are recognised on the trade-date (the date on which the Foundation commits to purchase or sell the instrument).

At initial recognition, the company measures a financial instrument at its fair value plus transaction costs that are directly attributable to the acquisition of the financial instrument.

Financial assets which are debt instruments:
Subsequent measurement of debt instruments depends on the Foundation's business model for managing the asset and the cash flow characteristics of the asset. The Foundation uses only the following measurement category:

Financial assets are measured at fair value through profit or loss. Interest income from these financial assets are included in finance income using the effective interest rate method. Any gain or loss arising on derecognition is recognised directly in profit or loss and presented in other gains/(losses).

Impairment losses are presented as a separate line item in the statement of profit or loss.

1.9 Financial Instruments (cont.)

Classification (cont.)

De-recognition

Financial assets are derecognised when the rights to receive cash flows from the investments have expired or have been transferred and the Foundation has transferred substantially all risks and rewards of ownership.

Impairment

From 1 July 2018, the Foundation assesses on a forward looking basis the expected credit losses associated with its debt instruments carried at amortised cost and fair value through profit and loss. The impairment methodology applied depends on whether there has been a significant increase in credit risk.

1.10 Financial Asset at fair value through profit or loss (Derivative)

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.

Derivatives are only used for economic hedging purposes and not as speculative investments. However, where derivatives do not meet the hedge accounting criteria, they are classified as 'held for trading' for accounting purposes and are accounted for at fair value through profit or loss. They are presented as current assets or liabilities to the extent that they are expected to be settled within 12 months after the end of the reporting period.

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 profit or loss. They are carried as assets when their fair value is positive and as liabilities when negative.

1.11 Trade and Other Receivables

The amortised cost classification and measurement category is applied to trade and other receivables, previously they were classified as loans and receivables and measured at amortised cost. Trade receivables are recognised initially at fair value and subsequently measured at amortised cost using the effective interest rate method, less loss allowance. Trade receivables are amounts due from donations receivable for projects. They are generally due for settlement within 30 days and therefore, are all classified as current.

From 1 July 2018, the Foundation assesses on a forward looking basis, the expected credit losses associated with its debt instruments carried at amortised cost. The impairment methodology applied depends on whether there has been a significant increase in credit risk.

Please refer to note 4 for further details on the expected credit loss implications.

1.12 Cash and Cash Equivalents

For the purpose of presentation in the statement of cash flows, cash and cash equivalents includes cash on hand, deposits held on call with financial institutions, other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities in the balance sheet.

1.13 Trade and Other Payables

Trade payables are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if payment is due within one year or less (or in the normal operating cycle of the business if longer). If not, they are presented as non-current liabilities.

Trade payables are recognised initially at fair value and subsequently at amortised cost using the effective interest rate method.

1.14 Provisions

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

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

1.15 Revenue Recognition

Revenue is measured at the fair value of the consideration received or receivable for the sale of services in the ordinary course of the Foundation's activities. Revenue is shown, net of value-added tax. The entity recognises revenue when the amount of revenue can be reliably measured, when it is probable that future economic benefits will flow to the entity and specific criteria have been met for each of the entities activities as described below.

Revenue consists of the following donations split in the following classifications:

- Project Revenue
- Anchor Revenue
- Fundraising Revenue

Project revenue arises from donations from various donors and is used to fund specific projects.

Anchor and Fundraising revenue is generated from fundraising events and donations received for the Foundation specifically and is used to cover operating expenses.

IFRS 15 established a comprehensive framework for determining whether, how much and when revenue is recognised. It replaced IAS 18 Revenue, and related interpretations. The company adopted IFRS 15 from 01 January 2018 which did not result in a change in accounting policy as the company will continue to recognise revenue at a point in time as under IAS 18. The adoption of IFRS 15 does not have a material effect on the company's revenue recognition and no change has been made to the company's opening retained earnings.

Donations received will continue to be measured at the fair value of the consideration received or receivable and is stated net of discounts and value added taxes. The Company recognises revenue at a point in time when the conditions of the donation have been met and when it is probable that the entity will collect the consideration.

1.16 Employee Benefits

The cost of short-term employee benefits, (those payable within 12 months after the service is rendered, such as paid vacation leave and sick leave, bonuses, and non-monetary benefits such as medical care), are recognised in the period in which the service is rendered and are not discounted.

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs. The expected cost of profit sharing and bonus payments is recognised as an expense when there is a legal or constructive obligation to make such payments as a result of past performance.

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

2 Property, Plant and Equipment

	Motor vehicles	Office equipment	IT equipment	Total
	R	R	R	R
Year ended 30 June 2019				
Carrying amount as at 1 July 2018	**392 812**	**-**	**106 938**	**499 750**
Additions	**-**	**-**	**79 756**	**79 756**
Disposals	**-**	**-**	**-**	**-**
Depreciation charge	**(141 183)**	**-**	**(70 723)**	**(211 906)**
Carrying amount as at 30 June 2019	**251 629**	**-**	**115 971**	**367 600**
At 30 June 2019				
Cost	**2 156 783**	**-**	**426 986**	**2 583 769**
Accumulated depreciation	**(1 905 154)**	**-**	**(311 015)**	**(2 216 169)**
Net book amount	**251 629**	**-**	**115 971**	**367 600**
Year ended 30 June 2018				
Carrying amount as at 1 July 2017	412 251	548	159 582	572 381
Additions	-	-	42 677	42 677
Disposals	-	-	-	-
Depreciation charge	(19 439)	(548)	(95 321)	(115 308)
Carrying amount as at 30 June 2018	392 812	-	106 938	499 750
At 30 June 2018				
Cost	2 156 783	93 058	605 366	2 855 207
Accumulated depreciation	(1 763 971)	(93 058)	(498 428)	(2 355 457)
Net book amount	392 812	-	106 938	499 750

Office equipment was fully retired during the current financial year.
IT equipment amounting to R 258 136 was retired during the current financial year.

3 Financial Instruments

Financial Instruments by category

2019

	Amortised Cost	Financial Assets at fair value through profit and loss	Total
	R	R	R
Assets as per balance sheet			
Trade and other receivables	**2 306 636**	**-**	**2 306 636**
Financial assets at fair value through profit or loss (Derivative)	**-**	**6 500 000**	**6 500 000**
Financial assets at fair value through profit and loss	**-**	**1 866 464**	**1 866 464**
Cash and cash equivalents	**23 027 369**	**-**	**23 027 369**
Total	**25 334 005**	**8 366 464**	**33 700 469**

2018

	Loans and receivables	Financial Assets at fair value through profit and loss	Total
	R	R	R
Assets as per balance sheet			
Trade and other receivables	4 885 270	-	4 885 270
Equity-linked Instrument	-	3 100 000	3 100 000
Financial assets at fair value through profit and loss	-	2 455 567	2 455 567
Cash and cash equivalents	13 785 666	-	13 785 666
Total	**18 670 936**	**5 555 567**	**24 226 503**

Figures in Rands	2019	2018

3 Financial Instruments (Continued)

Financial assets at fair value through profit and loss

Unlisted securities		
- OTGC Investments	**1 866 464**	2 455 567
- Sandvik Mining	**6 500 000**	3 100 000

Changes in fair value of financial assets at fair value through profit or loss are recorded in 'other (losses)/gains – net' in the income statement (note 13).

Background for Investments

OTGC Investments

In July 2014, Adopt-a-School Foundation subscribed for a 3% stake in OTGC for R2 008 716. OTGC is an independent bulk liquid storage provider in South Africa. The shareholding is made up as follows: Oiltanking holding a 46% stake, Calulo Petrochemicals 20.5% stake, Adopt-a-School Foundation 3% stake, with the remaining 30.5% shareholding being held by Grindrod. Adopt-a-School previously held an effective 10% interest in Grindrod SA Proprietary Limited and restructured their shareholding through the Consortium at listed company level and also received this investment as a donation as part of the unbundling process.

Sandvik Mining

In April 2014, Adopt-a-School entered into a Black Economic Empowerment transaction with Sandvik Mining RSA Proprietary Limited ("Sandvik Mining"). The acquisition of the effective 12.5% interest in Sandvik Mining RSA is classified as an equity linked instrument and the fair value movement is recognised through profit or loss. The BEE Shareholders are not exposed to the risks and rewards that a normal ordinary shareholder would be exposed to as they will only receive trickle dividends while the preference shares are outstanding and will only be able to share in the residual when the preference share funding is fully repaid. Therefore, in substance, the BEE Shareholders are not exposed to any down side risk on the investment and will only enjoy potential upside benefit in the form of dividends and fair value appreciation.

Sandvik Mining – Outstanding Preference share balance

	2019	2018
Reconciliation of preference share balance:		
At 1 July	**(107 679 457)**	(100 973 256)
Cumulative Interest	**(9 690 070)**	(9 733 079)
Less: Dividend to redeem interest and preference share balance	**16 875 000**	-
Balance as at 30 June	**(100 494 527)**	(110 706 335)

Refer to note 10 for the dividend breakdown

3 Financial Instruments (Continued)

Fair value estimation

The table below analyses financial instruments carried at fair value, by valuation method. The different levels have been defined as follows:

- Quoted prices (unadjusted) in active markets for identical assets or liabilities (Level 1).
- Inputs other than quoted prices included within level 1 that are observable for the asset or liability, either directly (that is, as prices) or indirectly (that is, derived from prices) (Level 2).
- Inputs for the asset or liability that are not based on observable market data (that is, unobservable inputs) (Level 3).

The following table presents the Foundation's financial assets that are measured at fair value at 30 June 2019:

a)

Recurring fair value measurements at 30 June 2019	**Quoted Prices in Active Markets Level 1**	**Significant Observable Inputs Level 2**	**Significant Unobservable Inputs Level 3**	**Total**
Financial Assets				
Financial Assets at FVPL				
Sandvik Mining	**-**	**-**	**6 500 000**	**6 500 000**
OTGC Investments	**-**	**-**	**1 866 464**	**1 866 464**
Total Financial Assets	**-**	**-**	**8 366 464**	**8 366 464**

Recurring fair value measurements at 30 June 2018	**Quoted Prices in Active Markets Level 1**	**Significant Observable Inputs Level 2**	**Significant Unobservable Inputs Level 3**	**Total**
Financial Assets				
Financial Assets at FVPL				
Sandvik Mining	-	-	3 100 000	3 100 000
OTGC Investments	-	-	2 455 567	2 455 567
Total Financial Assets	**-**	**-**	**5 555 567**	**5 555 567**

3 Financial Instruments (Continued)

Fair Value estimation

b) The following table presents the changes in Level 3 instruments for the year ended 30 June 2019.

Financial assets at fair value through profit or loss

30 June 2018 calculated under IAS 39	**2 455 567**
Amount restated through opening retained earnings	**-**
1 July 2018 calculated under IFRS 9	**2 455 567**
Fair value gain/ (loss) recognised in profit or loss	**(589 103)**
Balance as at 30 June 2019	**1 866 464**

Financial assets at fair value through profit or loss (Derivative)

30 June 2018 calculated under IAS 39	**3 100 000**
Amount restated through opening retained earnings	**-**
1 July 2018 calculated under IFRS 9	**3 100 000**
Fair value gain/ (loss) recognised in profit or loss	**3 400 000**
Balance as at 30 June 2019	**6 500 000**

The following table presents the changes in Level 3 instruments for the year ended 30 June 2018:

Financial assets at fair value through profit or loss

Balance as at 30 June 2017	3 732 094
Loss recognised in profit or loss	(1 276 527)
Balance as at 30 June 2018	2 455 567

Equity-linked investment

Balance as at 30 June 2017	1 400 000
Gain recognised in profit or loss	1 700 000
Balance as at 30 June 2018	3 100 000

3 Financial Instruments (Continued)

Fair Value estimation

c) Valuation inputs and relationships to fair value

The following table summarises the quantitative information about the significant unobservable inputs used in level 3 fair value measurements:

Description	Fair value at		Unobservable inputs	Range of Inputs (Probability-Weighted average)		Relationship of Unobservable inputs to fair value
	2019	2018		2019	2018	
Sandvik Mining Investment	6 500 000	3 100 000	Share Price Volatility	16%	30%-35%	Implied volatilities inferred from market prices of traded options with longer terms to maturity and low/high moneyness tend to be higher than at the money implied volatilities
			Risk free-interest rate	6.90%	3.22%	Minimal impact to the Fair value for any changes to the risk-free rate and the dividend yield.
			Dividend yield	4,9%	5%	

3 Financial Instruments (Continued)

Fair Value estimation

d) Valuation Process

Choice of valuation model

The valuation of the BEE deal requires consideration of both the cash flows arising from and the evolution of the purchased equity and the B preference shares. The value of the preference shares can be estimated from applying the historical dividend rate to estimate dividend cash flows and applying current interest rates. The projected trickle dividends can be present valued to obtain the present value of estimated future dividends. The equity value can be viewed as a free call option on the Sandvik Mining shares to redeem the preference shares at maturity date. The strike price is determined from the future value of the preference shares. The value of the call option is the equity value of the Sandvik Mining shares. The Black-Scholes model can be used to determine the value of the call option.

e) The main level 3 inputs used by the Foundation are derived and evaluated as follows:

1. Volatility
Sandvik Mining is unlisted as a result the SAVI Top 40 was chosen as an appropriate proxy

2. Interest rates
The 3-month JIBAR rate was used.

3. Dividend yield
The historical dividend yield was calculated.

Figures in Rands	**2019**	2018
	R	R

4 Trade and Other Receivables

Financial instruments:		
Trade receivables	**2 265 322**	1 731 564
Staff loans	**41 314**	103 576
Non-Financial instruments:		
VAT receivable	**3 158 379**	3 033 736
Prepayments	**1 232 283**	-
Other receivables	**107 368**	16 394
	6 804 666	4 885 270

Impairment of Trade Receivables

There have been no significant changes in the credit risk management policies and processes since the prior reporting period. A loss allowance is recognised for all trade receivables, in accordance with IFRS 9 Financial Instruments, and is monitored at the end of each reporting period. In addition to the loss allowance, trade receivables are written off when there is no reasonable expectation of recovery, for example, when a debtor has been placed under liquidation. Trade receivables which have been written off are not subject to enforcement activities.

The Foundation measures the loss allowance for trade receivables by applying the simplified approach which is prescribed by IFRS 9. In accordance with this approach, the loss allowance on trade receivables is determined as the lifetime expected credit losses on trade receivables. These lifetime expected credit losses are estimated using a provision matrix, which is presented below. The provision matrix has been developed by making use of past default experience of debtors but also incorporates forward looking information and general economic conditions of the industry as at the reporting date.

The estimation techniques explained have been applied for the first time in the current financial period, as a result of the adoption of IFRS 9. Trade receivables were previously impaired only when there was objective evidence that the asset was impaired. The impairment was calculated as the difference between the carrying amount and the present value of the expected future cash flows.

The loss allowance provision refer to (note:1.7) is determined as follows:

The ageing of trade receivables is as follows:

Fully performing: 0 - 30 days	**2 265 322**	1 711 564
Greater than 30 Days: (30 -90 days)	**-**	20 000

Trade and other receivables impaired
Trade and other receivables less than 90 days are not considered to be impaired as there is no history of default.

As of 30 June 2019, trade and other receivables of R nil (2018: R nil) were impaired and provided for.

Currencies
The carrying amount of trade and other receivables are denominated in the following currencies:
Rands

Figures in Rands	2019	2018
	R	R

5 Cash and Cash Equivalents

Cash on hand	**6 274**	6 431
Cash at bank	**3 084 487**	2 392 336
Deposits at call	**19 936 608**	11 386 899
	23 027 369	13 785 666

The above figures reconcile to the amount of cash shown in the statement of cash flows at the end of the financial year as follows:

Balance as per above	**23 027 369**	13 785 666
Bank overdrafts	**-**	-
	23 027 369	13 785 666

Term deposits are presented as cash equivalents if they have a maturity of three months or less from the date of acquisition. See note 1.12 for the Foundation's other accounting policies on cash and cash equivalents

Credit quality of bank balances:
The credit quality of cash at bank and short term deposits, excluding cash on hand that are neither past due nor impaired can be assessed by reference to external credit ratings:

Credit ratings	2019	2018
- Standard Bank Accounts (BB+ from Fitch Ratings Inc.)	**21 223 459**	12 103 624
- Grinrod Bank Accounts (BBB+ from Global Credit Ratings)	**1 797 636**	1 682 042

6 Trade and Other Payables

	R	R
Accruals	**800 113**	2 138 883
Payroll Tax and other statutory liabilities	**430 301**	363 253
Leave pay accrual	**519 425**	619 446
	1 749 839	3 121 582

Trade payables are unsecured and are usually paid within 30 days of recognition.

The carrying amounts of trade and other payables are considered to be the same as their fair values, due to their short-term nature.

Figures in Rands	2019 R	2018 R

7 Provisions

Bonus provision	**-**	-
Reconciliation of bonus provision:		
At 1 July	**-**	2 039 793
Created during the year	**1 255 018**	-
Utilised during the year	**(1 255 018)**	(2 039 793)
Balance as at 30 June	**-**	-

8 Deferred Revenue

Projects still in progress	**19 873 860**	10 686 568
Projects starting in next financial year	**683 502**	1 803 788
	20 557 362	12 490 356
Reconciliation of deferred revenue:		
At 1 July	**12 490 356**	21 149 265
Funds received	**19 873 863**	1 803 789
Funds utilised during the year	**(11 806 857)**	(10 462 698)
Balance as at 30 June	**20 557 362**	12 490 356

Deferred revenue consists of:
- Projects that are still currently in progress or about to commence.

9 Revenue

Anchor Revenue	**6 125 817**	10 760 170
Fundraising Revenue	**9 000 546**	6 183 226
Project Related Revenue	**39 605 325**	62 052 976
	54 731 688	78 996 372

The Foundation has three main revenue streams:

- Anchor revenue is generated from donations received for the Foundation as well as management fees from projects specifically and is used to cover operating expenses.

- Fundraising revenue is generated from table sales and funds received for pledges from fundraising events during 2018/19.

- Project revenue is generated from donations from various donors and is used to fund specific projects.

Figures in Rands	**2019**	2018
	R	R

10 Investment Income

Dividend received	**1 875 000**	-
	1 875 000	-

Adopt-a-School Foundation received a dividend from their investment in Sandvik Mining on the 11th February 2019, this dividend was declared by Sandvik Mining in their FY2018/2019. The breakdown of the dividend received is as follows:

Total dividend declared: Sandvik Mining	**150 000 000**	-
Dividend attributable to Adopt-a-School Foundation after administration fees	**18 750 000**	-
Dividend to redeem preference dividend and preference share balance (Note 3)	**16 875 000**	-
10% trickle dividend declared after admin costs	**1 875 000**	-

Figures in Rands	2019 R	2018 R

11 Expenses

Administration expenses

Accounting fees	**34 350**	66 021
Advertising	**469 447**	972 470
Audit Fees	**1 025 000**	925 000
Bank charges	**90 694**	115 185
Computer expenses	**94 413**	86 262
Courier and postage	**118**	-
Depreciation	**211 906**	115 308
Interest paid	**2 013**	96 167
Fundraising costs	**4 055 483**	3 535 048
Legal fees	**32 764**	126 856
Printing and stationery	**16 095**	67 638
Refreshments	**-**	-
Consultancy and Professional Fees	**136 033**	-
Staff costs	**3 965 025**	3 962 629
Staff, board costs and teambuilding	**271 510**	273 371
Staff training	**265 246**	127 828
Staff recruitment	**156 183**	251 015
Shared expenses[4]	**1 342 228**	1 525 963
	12 168 508	12 246 761

Project expenses

Insurance	**228 469**	278 813
Motor expenses	**202 686**	234 818
Professional fees	**1 437 942**	234 804
Project expenses[1]	**33 204 720**	66 578 241
Projects – local travelling[2]	**2 284 527**	2 503 100
Telephone and Fax[3]	**542 758**	570 073
Workman's compensation	**363 735**	-
Shared expenses[4]	**2 833 591**	2 056 958
Fraudulent transactions	**-**	193 750
	41 098 428	72 650 557
Total operating and project expenses	**53 266 936**	84 897 318

Figures in Rands	**2019**	2018
	R	R

11 Expenses (Continued)

[1]Project expenses
Expenses that are solely related to the Adopt-a-School projects. These exclude travel, telephone and fax.

Social and skills development	**10 855 825**	17 675 403
Infrastructure	**7 332 197**	27 799 523
Salary and wages	**15 016 698**	21 103 315
	33 204 720	66 578 241

[2]Projects –Travel

Accommodation	**677 816**	398 537
Flights	**1 014 490**	1 186 190
Petrol	**477 313**	511 095
Subsistence	**114 908**	407 278
	2 284 527	2 503 100

[3]Projects –Telephone and Fax

Cell-phone and 3G connectivity	**542 758**	570 073
	542 758	570 073

[4]Shared Expenses
Shared expenses relate to the cost of running the premises that Adopt-a-School Foundation ("AAS") operates at and any other shared services. The shared expenses are calculated based on either the number of AAS staff occupying CRF House in relation to the total number of occupants of CRF House or the number of AAS attendees on courses in relation to the total course attendees or staff time spent on AAS business, whichever method is most appropriate to the actual expense to be shared. This is funded by the Cyril Ramaphosa Foundation as a donation, refer to the related parties note 15.

Administration

Salaries & wages	**938 076**	1 100 219
Property	**187 966**	200 982
Professional fees	**108 691**	94 806
Training and seminars	**59 511**	52 130
Office expenses	**47 984**	77 826
	1 342 228	1 525 963

Projects

Salaries & wages	**1 980 382**	1 458 429
Property	**396 816**	266 418
Professional fees	**229 458**	125 672
Training and seminars	**125 636**	103 274
Office expenses	**101 299**	103 165
	2 833 591	2 056 958

Figures in Rands	2019 R	2018 R

12 Finance Income

Interest received	**899 074**	1 298 650
Interest receivable	**107 368**	13 435
	1 006 442	1 312 085

13 Other Gains/(Loss)

Fair value gains/(loss) on financial assets at fair value through profit or loss		
- Sandvik Mining	**3 400 000**	1 700 000
- OTGC Investment	**(589 103)**	(1 276 527)
Net foreign exchange (loss)/ gain	**(12 508)**	97 120
	2 798 389	520 593

14 Cash Generated from Operating Activities

Profit/ (Loss) for the year	**7 144 583**	(4 068 268)
Adjustments for:		
Depreciation	**211 906**	115 308
Interest received (note 12)	**(1 006 442)**	(1 312 085)
Non-cash interest receivable (note 12)	**107 368**	13 435
Fair value gain/ (loss)	**(2 810 897)**	(423 473)
Currency translation	**12 508**	(97 120)
Movements in working capital:		
Increase/ (decrease) in deferred revenue	**8 067 006**	(8 658 909)
Increase in accounts receivable	**(1 919 396)**	(1 911 164)
Decrease in provision for bonus	**-**	(2 039 793)
(Decrease)/ Increase in accounts payable	**(1 371 743)**	2 230 966
	8 434 893	(16 151 103)

Figures in Rands	**2019** **R**	2018 R

15 Related Parties

Key management
Key management consists of directors as listed in the directors' report.

Related party transactions
All transactions with related parties have been disclosed below.

Dr. Thokoana James Motlatsi is a related party as he is a director of the Foundation.

Donations from director: Dr. Thokoana James Motlatsi	**60 000**	55 000

Cyril Ramaphosa Foundation ("CRF") is a related party as there is a common founder between the organisations.

Donations from CRF (excluding those related to shared expenses)	**11 341 246**	6 418 950
Shared expenses between CRF and Adopt-a-School Foundation	**(4 175 819)**	(2 056 958)
Donations received from CRF related to Shared expenses	**4 175 819**	2 056 958
Donation refunded to CRF	**(687 289)**	687 289
Balance owing from CRF	**1 000 000**	-

Donation refunded to CRF relates to an advance donation granted by CRF to Adopt-a-School Foundation during the 2018 financial year for a specific schools project which was subsequently refunded.

16 Subsequent Events

No significant events occurred after the reporting period.

17 Taxation

No provision has been made for taxation as the Foundation has been approved as a public benefit organisation in terms of Section 30 of the Income Tax Act, and the receipts and accruals are exempt from income tax in terms of Section 10(1)(cN) of the Act.

18 Going concern

The financial statements have been prepared on a going concern basis, which assumes that adequate funding will continue to be available to fund the operations of the Foundation. The financial statements do not include adjustments in respect of the possible irrecoverability and re-classification of assets and the amount and re-classification of liabilities that would arise if the Foundation was not able to continue as a going concern.

19 Contingencies and Commitments

There are no contingencies and commitments.

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