



HISTORIC SCHOOLS RESTORATION PROJECT



ANNUAL REPORT 2009/2010



HISTORIC SCHOOLS RESTORATION PROJECT

VISION

*To nurture future African leaders of calibre and integrity
who are able to meet the critical needs of community and country,
in a values-based, transformational environment.*

MISSION

*To revitalise the rich heritage of the historical schools and transform them into sustainable
and aspirational African institutions of educational and cultural excellence.*

OBJECTIVES

- 1. To foster excellence in teaching and learning.*
- 2. To encourage ownership of the project by the school communities, alumni and founders of the schools.*
- 3. To forge partnerships between the schools, the HSRP, government, NGOs, churches and business institutions.*
- 4. To promote African culture, language and values (Ubuntu) and build moral character and leadership skills.*
- 5. To develop strategies for financial sustainability.*
- 6. To ensure schools develop sound institutional leadership and management.*



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FOREWORD

by Dr Tim Nuttall

Changing the paradigm: it is up to us

This foreword is written during the month of the FIFA World Cup, hosted by South Africa – the first time that this mega-event has occurred on African soil. An event of this magnitude attracts its fair share of controversy, but here I wish to dwell on the way it has changed the paradigms – the worldviews – of South Africans.

I sat with my family behind the goals in the Nelson Mandela Bay Stadium, watching Côte d'Ivoire play Portugal. We were sitting in the 'South African' ticketed seats and from the time of kick-off it was obvious that most of us in that large crowd were supporting the African team. The shouts and blasts of vuvuzelas signalled a continental connection which was real, in new ways. It has been interesting and pleasing watching my sixteen year-old son gaining an identity as an African supporter, rather than just a South African supporter, in his enthusiasm for, and knowledge about, the Ivorian and Ghanaian teams. His view of himself, and his continent, has been changed and enlarged.



I was driving in central Polokwane at midday on Wednesday 9 June, the day that Bafana Bafana were enjoying a parade of honour through a massive crowd in central Johannesburg. A national call had gone out for South Africans to gather in support and celebration of the national team and the start of the FIFA World Cup. In Polokwane and elsewhere – I saw on television later – large enthusiastic crowds gathered to celebrate the moment. As I joined in the hooting, cheering and waving I thought about how we as humans love the prospect of new possibilities. I had a flashback to being in a very different kind of crowd in October 1989: the freedom march through Pietermaritzburg's streets, when hundreds of thousands of South Africans claimed the country for a different future, for hope beyond apartheid.

The black man from Soweto wore a T-shirt with an Orlando Pirates logo on it. But closer inspection revealed that the words on his chest read 'Orlando Bulls'. Next to him stood a white man from Pretoria, his face painted light blue in the colours of a Blue Bulls supporter, announcing that this was his first visit to Soweto and that after the game he was going to celebrate in a Vilakazi street tavern. If the FIFA World Cup is a paradigm shift for South Africans, the two Super 14 Rugby games played in Orlando Stadium just before the soccer extravaganza have also altered the way we South Africans view ourselves.

I could go on, for it is a heady moment to be a South African, with echoes of many landmarks in our recent past as a country seeking new futures.

During this 'moment' I have just completed a tour of the nine pilot schools of the Historic Schools Restoration Project (HSRP), working as a consultant to enhance capacity for improved teaching and learning. In ways similar to FIFA expecting South Africans to build stadia and organise a World Cup tournament according to defined standards of excellence, the HSRP has identified these nine schools as places to 'lift their game'. The HSRP is an agency of external expectation, and it is a source of resources – human and material – which promises to add capacity to the vision of 'restoration'.

Restoration requires a willing paradigm shift, a conscious decision in the present to restore something which had an existence in the past. The process of restoration is unlikely to create an exact replica, for the purposes of the present are seldom the same as those of the past. Restoration is inspired by the past, but is more about changing the present and its future.

The pilot schools are at different places across a spectrum of quality, giving rise to a mix of restorative requirements. Each institution has its own particular set of experiences and personalities in the past and the present, which shape how it lives out its educational mission. Schools are physical spaces, with grounds and buildings, requiring capital expenditure,



maintenance and master-planning. Schools are organisational and human communities, places of identity, emotion and belonging. Schools are places of teaching and learning, inside and outside the classroom. Across this matrix, each HSRP pilot school has its distinctive mix of constraints and opportunities.

Given this diversity, the paradigm shift of restoration involves a range of responses and challenges across the nine schools. For some, there has already been a remarkable process of turnaround and rebuilding, and the role of HSRP is to add energy and momentum. At the other end of the spectrum, there are schools which need systemic reform and a change of organisational culture. Here, there could be a more strategic role for HSRP in pushing for, and enabling, restoration towards significantly better futures. To use the FIFA World Cup as a metaphor, some schools need refurbishment as existing stadia, while others need the building of a new stadium.

Since its inception, the HSRP has organised its work around physical planning and infrastructure, on the one hand, and educational processes, on the other. The plans for physical restoration have been drawn up and costed, and the future challenges are to source the necessary funding, and then to implement the plans in logical phases. During 2008 and 2009, the nine schools were evaluated through the expertise of the Independent Quality Assurance Agency, working with school staff. The future challenges are to develop education plans, with clear goals and responsibilities for action. In order to proceed with the physical and infrastructural dimensions of restoration the schools are generally reliant on external funding. To proceed with raising the educational bar, the schools have the opportunity and the responsibility to take control of their futures, to develop and change the paradigms of performance in dynamic ways.

With the educational and organisational paradigm in mind, there are a number of core aspects which, I argue, need to be addressed if the pilot schools are to rise to the challenges of their past and the expectations of their future. These aspects are stated here as statements; the question is how far the school meets them. There is strong and visionary leadership, both in management and governance, which embodies the vision and purposes of the school. Teachers are well grounded in their subjects and motivated by a professional calling and code. The school is a place of welcome and care, both for staff and students. The basic routines and rhythms of the school function effectively and smoothly. Learning is active and takes place in classrooms, grounds and buildings which are attractive and well-managed. The school is not an island, but connected to the wider world and community.

By the time this report is published, the FIFA World Cup will have come and gone. There will be many dimensions to its legacy: this or that game or goal will be talked about and remembered; the new facilities will be there to be used and managed; the tourist industry will have shifted up a gear. Our perceptions of ourselves as South Africans will have been challenged and broadened. The extent to which the positively changed paradigms associated with the FIFA World Cup grow and develop will be up to us South Africans to determine as we continue to address the many challenges and opportunities of our society, economy and nation.

In a similar vein, the restoration of the historic schools promotes positively changed paradigms. It is up to all those associated with this worthy project – in government, businesses, universities, NGOs, and especially in education departments and the pilot schools themselves – to respond with determination and vigour to the legacies of the past and the obligations of the future. It is up to us.

Tim Nuttall has worked in the South African educational field for the past 21 years, first as a lecturer and associate professor of History at the University of KwaZulu-Natal and then as a senior deputy headmaster at St Andrew's College in Grahamstown. Last year he led a project to found a new international school in Kenya. He is currently engaged as an education consultant with the Historic Schools Restoration Project, working with the Project's nine pilot schools to enhance teaching, learning, planning and school leadership. In January 2011, he will assume the headship of Somerset College Senior School in Somerset West.



A MESSAGE FROM THE CHAIRPERSON



In my message in last year's annual report I opened with the words 'We cannot deny that an efficient education system is crucial for South Africa at this time.' In November 2009, the Minister of Basic Education, Ms Angie Motshekga, pronounced the death sentence on Outcomes Based Education (OBE). This was largely driven by considerable criticism of OBE, over a long period of time, with teachers complaining of being overloaded with administrative work and not being fully trained in this educational system.

Outcomes Based Education was introduced into South Africa in 1998 and, through an inefficient implementation process, the benefits of OBE as an overlay to the National Curriculum Statement have not been realised. We have seen a regression in the quality of education in South Africa and this is reflected in the diminishing quality of matric passes achieved by our learners over this period.

The new curriculum will be known as Curriculum 2025 and will be implemented as a five-year plan. It promises to be a better structured, more streamlined and simplified document than the National Curriculum Statement. Much more emphasis will be placed on basic reading, writing and numeric skills; we applaud this shift, as the loss of the 'three R's' as a foundation to effective education has been lamented over the last twelve years.

However, irrespective of how good the education system is, it still needs to be taught and in the end it comes down to the educators. At the Historic Schools Restoration Project we have been acutely aware that we have a role to play in creating 'Excellence in Education'. We have built on the earlier work undertaken by various professional bodies that assessed the state of education within the pilot schools and are in the process of developing an educator training programme, which will seek to revitalise the love and passion for teaching in our educators. It seems appropriate that as we come alongside the educators, we also interact with both national and provincial education departments to encourage a lifelong learning approach for educators.

John F. Kennedy probably said it best:

"Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of the nation."

The greater strength of South Africa lies in quality education, and we all need to be part of the drive to ensure that educational excellence is within the reach of all South Africans.

Justice Thembile Skweyiya

Chair: HSRP Board



REPORT BY THE EXECUTIVE DIRECTOR

Introduction

Raymond Ackerman recently wrote a book entitled *The Four Legs of the Table*, in which he describes the four equally strong supporting legs of a sustainable retail business. I believe that there are also four support legs necessary for a successful and sustainable school.

The first necessary leg is strong and visionary leadership; the second is the dedication and quality of teachers; the third is access to or availability of basic resources, for example, clean, dry classrooms, acceptable toilet facilities, textbooks, libraries and comfortable desks and chairs; and the fourth is committed community involvement. The few poor schools that are succeeding against all the odds prove that although they are nice to have, you do not need state-of-the-art buildings and limitless resources to make a start and to make your mark.



I have found that everything I have read recently about education supports the idea that both leadership and teachers are key components. For example, Ann Bernstein from the Centre for Development Enterprises emphasised in a recent article in the *Cape Times* that "Teacher quality is the most important lever for improving pupil outcomes". In his book, *The Toxic Mix*, Graeme Bloch warns: "Getting teachers right is priority number one if schools are going to work". Doron Isaacs, the co-ordinator of Equal Education, an organisation advocating equality in the South African education system recently wrote in *Business Day*: "Most vital of all are skilled teachers, a diminishing resource requiring large investment by government to revive and replenish". It was noted at the HSRP Strategic Planning meeting in January 2010 that "the quality of teaching was central to achieving excellence and good results."

But good teachers without a strong, guiding principal are also likely to under-achieve. Mamphela Ramphele wrote in her book *Laying the Ghosts to Rest*: "The leadership and management qualities of the principal are vital, as is time management, including punctuality by teachers and pupils. Critical-focus areas of leadership by the principal are: guiding teachers in delivering the curriculum; planning, monitoring and evaluation of performance; provision of stationary, textbooks and other learning aids; and support to teachers to improve their knowledge base".

In terms of resources, Doron Isaacs wrote that "...ample evidence from national and multi-country studies over the past decade demonstrates that a range of resources – particularly textbooks and library books – are indispensable. Researchers such as Servaas van den Berg [Economics Professor at Stellenbosch University] and Nick Taylor [JET Education Services] have reached similar conclusions, noting also that the capacity to use resources efficiently is essential".

On community involvement and support: I would first say that one of the skills of the principal and governing body should be the ability to include the wider school and surrounding community in the life of the school. We at the HSRP have identified community buy-in as non-negotiable. We know that achieving it will give communities a stake in the process, and we want the schools themselves to share their resources, such as halls and sports fields, so that they become true centres of educational and cultural excellence within their communities.

Njongo Ndungane

Executive Director



TOWARDS EDUCATIONAL EXCELLENCE

Since the inception of the HSRP, we have stated that our approach to the restoration of the schools involves two parts: on one hand, the physical restoration of the historic buildings and the addition of new ones, and on the other, the restoration of the standards of educational and cultural excellence. There is no doubt in our minds that, as discussed in my introduction, a combination of good teachers and sound leadership is indispensable.

Principals' Workshop

In April 2009 the HSRP held a two-day workshop for principals and other representatives of the initial six pilot schools. This was to promote the mandate of the HSRP, namely excellence in education and to offer support to the principals and staff in achieving their educational goals. A number of presentations were made, which were followed by group discussions with mentors from the Independent Quality Assurance Agency (IQAA) who conducted the 2008 educational evaluations. This workshop allowed for reflection on the progress made on the priority needs goals, and an opportunity for discussions around plans for school stakeholder conferences to be held. The intention of these conferences is to involve not only the educators, learners and parents but also the wider community and unions, and to encourage representatives from the provincial education departments to prepare fully supported plans for the future of each school.

Strategic Planning Workshop

In January 2010 the HSRP held a three-day strategic planning workshop in Cape Town. The aim of the workshop was to focus on a few important questions:

- What are the characteristics of school excellence from an HSRP perspective?
- What lessons about excellence and the challenges of achieving it can we discern from the experience of the HSRP and other schools?
- How do we develop a general approach to school excellence that is responsive at the same time to the individual needs and circumstances of each HSRP school?
- Given the current context, how can the HSRP contribute to helping instil the necessary commitment and passion in the teaching profession required to build a culture of excellence?
- Who are the stakeholders of the HSRP schools and how do we involve them in creating conditions for excellence?
- How can the HSRP's work with pilot schools contribute to the broader turn-around in the South African context?

We were fortunate in being able to draw together a number of very knowledgeable people, ranging from Department of Education specialists, to senior academics, a student leader, business people and three of our pilot school principals.

The discussion was extremely constructive and we emerged with an implementation plan for 2010 and beyond, which included (among other things):

- creating guidelines for advising pilot schools on how to go about developing holistic school renewal plans;
- holding further school community meetings to focus on building a shared common vision and address existing problems at the school;
- increasing alumni mobilisation;
- enhancing communication and marketing;
- clarifying the roles of the Board, advisory groups, management and staff in order to enhance synergies, reduce uncertainty and avoid duplication;
- developing a fundraising strategy;
- working with schools to refine renovation plans, develop realistic costing proposals and initiating appropriate fundraising approaches.

By the end of March 2010, work had begun on most of the above.



Participants in the HSRP's strategic planning workshop held in Cape Town in January 2010.

Teacher Training

In addition to the Strategic Planning Workshop, much thought, discussion and investigation has taken place over the 2009/2010 year around how best to achieve educational excellence. We have so far identified four possible teacher and leadership training organisations to partner with us in this endeavour. They are:

- TEACH South Africa, which recruits and trains top university graduates to teach maths, science, technology and English at under-resourced schools for a period of two years.
- The Umlambo Foundation, which provides a leadership and management training programme for principals which includes mentoring and support, as well as educator support programmes among other things.
- PEARL Edu Vision, a non-profit organisation with the primary objective of improving access to quality education in the rural areas and developing schools into centres of excellence, mainly through its teacher development programme.
- c'Dabra, which works mainly in the Western Cape at present, aims to facilitate the restoration of communities through values-based interventions, focussing mainly on school educators, management and school communities.

If the HSRP can broker partnerships between these organisations and schools whose educators and leaders need training, then we will be going a long way towards fulfilling our mandate.

I am happy to report at this stage that the HSRP is already funding four TEACH SA "ambassadors" (as the graduates are called): two at Healdtown in the Eastern Cape and two at Lemana in Limpopo. They began work at the schools at the beginning of 2010. Discussions are ongoing with the other training organisations and it is planned that staff enrichment courses will begin at other schools during the latter half of 2010.



In January 2010, it was suggested that the HSRP consider producing an information booklet or computer database giving information on the various approved training courses available for principals, teachers and school communities in each province, both governmental and non-governmental. This would be a useful resource for all schools needing to improve educational standards, but would probably need the medium-term appointment by the HSRP of a research consultant. This possibility is being investigated.

The ZK Matthews Educational Trust

As part of our commitment to quality education for all South African children, even the poorest, the HSRP has created the ZK Matthews Educational Trust. The Trust will help ensure the sustainability of the restored schools and will award necessary bursaries and subsidies.

The Fund is managed pro bono by Investec and administered by Edward Nathan Sonnenbergs. The Board is chaired by Ms Sheila Sisulu, with Mr Sello Moloto, Justice Ian Farlam, Dr Sindiwe Magona, Prof Wiseman Nkuhlu, Prof Geoff Everingham and Justice Thembile Skweyiya as Trustees. The first Trustees meeting was held in Johannesburg in June 2009.

We began the fund with one million Rands, part of a donation to the HSRP by the South African Reserve Bank.

Defining Cultural Excellence

We know that during the apartheid years black South African culture was largely ignored. Music icon Hugh Masekela is a strong proponent of the revival of traditional heritage for Africans. He and many others believe that this will allow Africans to restore and maintain a healthy sense of self in a world dominated by Western cultural influences. He also believes that one way of achieving the revival of African heritage is through the arts.

Part of the HSRP's mandate is to restore cultural excellence in schools, so in October 2009 I invited around 30 South Africans involved in various cultural disciplines – sport, music, drama, art, craft, dance, etc. – as well as educators and other professionals to a one-day facilitated workshop in Cape Town. The aim of the workshop was to discuss and try to answer two core questions: firstly, how would you define culture? And secondly, how would you define cultural excellence at secondary (historic) schools? Once some answers to those questions had been received, participants were asked for ideas on how to promote cultural excellence within schools.

The workshop was fascinating and produced many opinions and ideas. To quote a few:

- "Culture is a set of beliefs and practices which identifies a people."
- "Culture is often equated with tradition, but culture is dynamic, while tradition is static."
- "Culture is the history behind you as you move forward"
- "It is the lens through which we see the world."
- "Culture is the individual identity of a particular school – this is informed by the identities of those that created (formed) the school."
- "Culture is a vehicle to build moral personality."
- "We need to re-think the role of culture in building a new society."
- "The arts should play a central role in the curriculum, as part of education."
- Have teacher champions for cultural activities.
- Draw in cultural icons – musicians, artists, writers, dancers, etc. – to work with learners.
- "African language! African language! African language!"

The workshop produced many answers, but also raised as many questions, and it became obvious that one day was not sufficient to fully investigate such a vast subject. It was decided, therefore, that a larger national colloquium on the subject be held later in 2010.



INFRASTRUCTURAL RESTORATION

Although it is clear to the HSRP that educational and cultural excellence are the non-negotiable qualities defining a good school, we are also persuaded that learners and teachers need to be able to learn and teach in reasonably comfortable circumstances. It is all very well to say that children can be taught under a tree, but what happens during a lightning storm or when the tree is cut down? Added to this, many existing school buildings are an important part of our South African heritage which was ignored and marginalised throughout the apartheid years.

Having no running water, blocked sewerage systems, inadequate electricity supplies, or broken desks and chairs can impact most severely on children's ability to concentrate and for the effective functioning of a classroom. We also have a unique and rather sad reality in South Africa in that boarding schools are necessary to cater for the many scholars without parents or effective parenting available to them. For this reason some attention and funding has to go towards basic, safe infrastructural development.

Our architectural team has worked extremely hard during this year on finalising and updating their reports on the state of our schools' buildings and services. We now have a comprehensive report on each school which, in addition to the reports on the current state of educational standards by the IQAA, includes an analysis of the most urgent infrastructural needs. These reports have become a useful and informative fundraising tool.



Infrastructural considerations encompass both the restoration of historically significant (and useful) buildings, such as these on the St Matthew's (top left) and Lemana campuses, and development of adequate basic facilities. For example, Healdtown students made use of the dilapidated 'long drop' toilets (above left) until their use was recently banned by the school's principal, leaving the more modern toilet block, consisting of only four toilets, to serve the needs of over 100 students.



HSRP PARTNERSHIPS

National Government

2009 began with the run-up to the general election, which took place on 22 April. Government was understandably distracted during the election period, the appointment of a new cabinet and the inauguration of the new President. Little communication therefore took place until after the State of the Nation address in early June.

Prior to that, the HSRP had been invited to contribute ideas to a Department of Education “white paper” on different models of school governance. Since the start of the Project we had been discussing the idea of a third tier of schools in addition to the existing public and private schools, which would assist the HSRP and the historic schools to meet their objectives. This third tier would require full government support and funding, augmented by the private sector, alumni and other sources, but would also allow for full management autonomy at the schools. Unfortunately, due to the change of education minister and the division of the department, the white paper seems to have stalled for the time being and efforts are being made to discover if there are other plans to investigate alternative models.

I have met with the new minister, Mrs Angie Motshekga, who was very supportive of the project, although she indicated that no funding would be available for the HSRP from the National Department of Basic Education at this time.

The new Minister of Arts and Culture, Ms Lulu Xingwana, made it clear in her meeting with me in October that she felt the HSRP was primarily an education project and would no longer be supported financially by the Department of Arts and Culture after the completion of the HSRP’s contract with them at the end of March 2011. Her Director-General has, however, since indicated that the department may be willing to support specifically cultural events or projects within the HSRP.

Mrs Naledi Pandor, the Minister of Science and Technology is, of course, well informed about the HSRP, having recently moved from the Education portfolio and, although there are no funds available from the DST budget, has promised her ongoing support.

Minister of Rural Development Mr Gugile Nkwinti and Minister of Public Works Mr Geoff Doidge have pledged their enthusiastic support for the HSRP’s aims and have committed to doing what they can to support the project.

I have kept up an ongoing communication with the Presidency, since first briefing President Zuma and Minister Manuel in August 2009. I requested then that the President re-endorse the HSRP publicly, since it was a government-initiated and approved project from the time of its launch. Discussions with Deputy President Kgalema Motlanthe, with whom I have met several times, are still ongoing around various possibilities for support. The HSRP continues to lobby for meaningful support from the government sector.

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Provincial Governments

Once again, work with provincial governments was somewhat delayed by the general election and the appointment of new provincial governments.

I only managed to secure meetings with the premiers of Limpopo and the Eastern Cape this year. As always, they promised support and Premier Kiviet from the Eastern Cape has “put her money where her mouth is” in terms of funding for improvements at St Matthew’s High School. More detail is given later in this report.

Meetings with the appointed provincial task team in KwaZulu-Natal are still taking place but progress on this front, as in Limpopo, is slower than desired. This unfortunately seems to be the major drawback in working with government.



Thanks to the Calabar Foundation, St Matthew's is on its way to having up-to-date computer facilities with internet connectivity that will, among other outcomes, support learners in Maths and English studies.

The Calabar Foundation

For over a year the US-based Calabar Foundation has been working with St Matthew's High School, situated near Keiskammahoek in the Eastern Cape. With at least one Foundation staff member constantly present on the school campus, it has effected a number of marked improvements to the school.

Part of the Foundation's objective was to introduce technology to the school in order to assist the education process and expand the learners' horizons. During 2010 they will have completed the first phase of their technology plan by installing 60 personal computers, providing internet connectivity and software to support learners in their Maths and English studies. They have been instrumental in starting successful community outreach computer classes on Saturdays, as well as reading programmes for younger children, taught by St Matthew's learners.

As reported in 2008/2009, the Foundation managed to complete the restoration of ten staff houses, which were temporarily used to accommodate learners during the restoration of the oldest boarding house. They have replaced 150 boarding house beds and have built a paved pathway from the boarding houses to the classrooms to cut down on the amount of mud and dirt brought in on learners' shoes. They hope to resurface the road into the school soon.

Calabar have made countless other smaller improvements, such as reorganising and renovating the library, tidying the textbook storage facility and cleaning up much of the grounds. They have also facilitated a partnership with St Chad's College at Durham University in the UK, for which the HSRP is most grateful. Following meetings with Principal Dr Joseph Cassidy, St Chad's have put in place an international placement programme where approximately 10% of their students and recent graduates currently mentor and teach at St Matthew's for up to four months a year, some also providing in-service subject-specialist support to staff.



Archbishop Ndungane (far left) meets with members of the Lemana Alumni Association during February 2009.

MOBILISING ALUMNI

In the HSRP Strategic Planning meeting held in January 2010, alumni of the historic schools were once more identified as crucial stakeholders. The HSRP was advised to further increase efforts to pull more alumni into the project. Although our inaugural alumni dinner in early 2009 was a success, limited follow-up had taken place and it was necessary to generate more impetus. Due to the limited capacity of the HSRP office, we engaged a consultant organisation, Masakhe Communications, to help us mobilise more alumni and also to introduce the HSRP to more business organisations which might see value in partnering with us to restore schools.

In late February I attended and addressed a meeting of the Lemana Alumni Association in Limpopo. I briefed them on the progress of the HSRP in general and impressed upon them the importance of their role in the revitalisation of Lemana itself. I suggested that an alumni gathering be held at the school later in 2010 and they undertook to suggest a future date.

We held a meeting in early March 2010 for the alumni of Healdtown, kindly sponsored by Citadel, a Sandton-based finance company. This was a valuable information and briefing session which saw the exchange of a number of ideas and was addressed by, among others, the present principal. The meeting raised the interest of the attending alumni, and an alumni task team was set up. It was planned that a further gathering on the Healdtown campus be held later in 2010.



FUNDRAISING UPDATE

HSRP fundraising is slowly gathering momentum with some gains made during the period covered by this report. We are extremely grateful to all organisations and individuals for trusting that the HSRP will put their donations to good use for the benefit of disadvantaged young South Africans. To the Oppenheimer Memorial Trust, the Passenger Rail Agency of South Africa, the Ackerman Family Education Trust, St Stithian's College, the Ubuntu-Botho Churches Trust and individual alumni and others who donate by way of a monthly stop order – we are tremendously grateful to all of you.

While not falling into the financial year under review, we are pleased to report our funding partnership with the Amatola Trust, which has made a contribution to work with one Eastern Cape School and towards operational expenses for the 2010/2011 financial year.

Our biggest disappointment during 2009/2010 has been the refusal of the Department of Arts and Culture to consider extending their funding for the operational expenses of the Project. It seems that a combination of budget constraints and the Minister's strong feeling that the work of the HSRP does not pertain to arts and culture – a view with which we disagree – is responsible for this decision.

Although the government – both national and provincial – has been supportive of the HSRP in many ways, the lack of commitment to hard funding is regrettable in light of the fact that this is a government-initiated and endorsed project. However, we continue to lobby various departments and levels of government and are hopeful that more funds will be forthcoming in future. We also continue to actively explore non-governmental avenues for the necessary support to make this project a success.



A stakeholder meeting at Healdtown in March 2009 was well attended, and the facilitated workshop included input by alumni, whom the HSRP considers an invaluable asset in achieving the aims of the project. (More details can be found on page 16.)



THE PILOT SCHOOLS

Three new schools have been added to the original pilot schools, making up a total of nine. The most recent, added at the request of the KwaZulu-Natal provincial government, are Ohlange near Durban (originally on the first pilot school list but removed due to problems on campus), and Inkamana High School and Vryheid Comprehensive School, both in rural KwaZulu-Natal.

As with the first six pilot schools, an educational audit was undertaken by the Independent Quality Assurance Agency, and The HSRP architectural team, together with local consultants, undertook a needs analysis for the physical infrastructure of these additional three schools.

A comprehensive report outlining the present circumstances and the priority needs of each school now exists and is being used by the HSRP for planning and fundraising purposes.

A brief outline of the status of each pilot school appears on the following pages. Details of their history and current circumstances may be found on our website www.historicschools.org.za, and information from our comprehensive report is available on request.



ADAMS COLLEGE



HEALDTOWN COMPREHENSIVE
HIGH SCHOOL



INANDA SEMINARY



INKAMANA HIGH SCHOOL



LEMANA HIGH SCHOOL



OHLANGE HIGH SCHOOL



ST MATTHEWS HIGH SCHOOL



TIGER KLOOF EDUCATIONAL
INSTITUTION



VRYHEID COMPREHENSIVE
SCHOOL



Adams College

This historic school, situated 8km from Amanzimtoti in KwaZulu-Natal, is an impressive example of a state school being well run and controlled by a highly competent principal and a strong governing body comprising parents and administrators.

From a matric pass rate of 100% in 2008, the school has dropped to 88.8% at the end of 2009, but with an increased university exemption rate of 70%. The lower overall pass rate is attributed to a drop in mathematics and science results due to lack of available funding for necessary additional teachers. However, the college will be seeking external help in 2010 and reports that the Chemserve company has recently sponsored the construction of a state-of-the-art science laboratory.

More resources, classrooms, staff and boarding houses are still needed, along with improved site services, but in general the school is currently managing well.



Healdtown Comprehensive High School

Slow progress is being made in the restoration of Healdtown. However, Principal Thomas Hagspihl, appointed by the Provincial Department of Education from the beginning of 2009, strives to do what he can with limited resources to improve conditions on campus and raise the standards of teaching and learning. Among other things, he has initiated partnership relations with a number of more affluent schools, he has convinced Sanlam to support a school feeding scheme to ensure that his pupils do not have to learn on empty stomachs, and he has managed to find money in his miniscule budget to convert an old storeroom into a clean and functional kitchen.

We are delighted that he has received some support in the form of two recent graduates in English and Science to supplement his teaching staff from the beginning of 2010. These two additional teachers from the NGO TEACH SA are being funded by the HSRP and have settled in well.

Another small success story from Healdtown is the road leading up to the school, which was in a very bad state, to the extent that teachers were often unable to reach the school on rainy days. The HSRP wrote to or contacted every possible official during 2009 and, amazingly, the graders moved in during the second term. The road is now much improved and presents no obstacle to school attendance.

Following the HSRP strategic planning meeting in January 2010, where it was decided that major intervention was required at Healdtown as a matter of urgency, a facilitated stakeholder meeting was held at the school in February. Despite temperatures in excess of 40° C, this workshop was very well attended, with representation from all stakeholder bodies including national, provincial and local government, SADTU, local community leaders, learners, teachers and alumni.

Full support for the restoration of the school and the beginnings of a common vision were achieved, with the need for boarding facilities emerging as one priority. A consultant has since been employed to draw up an in-depth feasibility study and report on the school, some funds have already been raised and we are confident that work will begin soon.

Above: Healdtown's original hostel for junior boys, one of the historic buildings earmarked for restoration.



Inanda Seminary

Inanda is an exceptionally well-run school, with high commitment and morale among learners, staff and management, evidenced by a continuing 100% matric pass rate. It is one of the better resourced and performing schools among the HSRP pilots and, since we have tended to concentrate more on those schools with greater needs, no gains have yet been made as a result of work we have done there. However, urgent maintenance and upgrades are needed in some areas and increased enrolment requires greater capacity. The school remains under-resourced in some areas and the HSRP has produced an in-depth report on areas of need.

Headmistress Judy Tate is always generous with her advice and time and has been a valued participant in a number of HSRP meetings and workshops. We are most grateful for her ongoing support.



Inkamana High School

Inkamana is situated in deep rural KwaZulu-Natal and is one of those recently added to the HSRP's list of pilot schools. Started by German Benedictine missionaries in 1923, it has an excellent reputation, consistently achieving a 100% matric pass rate with 100% university exemptions in 2009. It is reported as an exceptionally ordered and professional school by the Independent Quality Assurance Agency (IQAA), employed by the HSRP.

Despite the school's excellent academic record and attempts to encourage the development of cultural activities such as sport, music (the school has an excellent choir) and poetry, it is badly under-resourced and much of its physical infrastructure is in need of renovation. Parts of the school hall, for example, have been declared off-limits due to crumbling walls, and the school has no sports field.

Comprehensive reports on infrastructural and educational needs have been drawn up by the HSRP. We believe that Inkamana is an excellent example of what can be achieved through dedicated leadership and teaching, committed and disciplined learning and a holistic, values-based approach.



Lemana High School

In February 2010 I attended a meeting of the Lemana Alumni Association on the historic school campus near Elim (an unrestored part of which is pictured above). I informed them of the HSRP's general progress to date and urged them to set a date in the latter half of the year for an alumni gathering, which would be a vehicle for obtaining increased alumni support for the school. They agreed to consult and inform me.

Since 2009, the school has been trying to move from its present position back to the historic campus. At that time a stakeholder meeting, including government representatives, was held under the auspices of the HSRP where there was a decision by all parties that this was the right course of action. The Department of Education, which had been using part of the historic campus as offices, vacated it in preparation for the school's move. Unfortunately, due perhaps to the reorganisation of the provincial government and the appointment of a new premier after the general election, the move has yet to be accomplished, despite my meeting with Premier Mathale and MEC Masemola in September 2009 where they expressed support for this plan.

It is rather sad to visit the old campus (much of which is still in reasonable condition) with its enormous, recently built school hall, state-of-the-art science lab and boarding houses still sitting unused. Inevitably, infrastructure deterioration is taking place due to disuse, despite some maintenance still being carried out and the constant presence of security guards.

The HSRP will continue to seek meetings with the Premier and necessary officials and leaders in order to try and fulfil the mandate of the stakeholders.

On a positive note, two "ambassadors" for supplementary teaching have been appointed to Lemana by TEACH SA and are being funded by the HSRP for 2010 and 2011.



Ohlange High School

Ohlange was initially named in 2007 as one of the first HSRP pilot schools, but was then removed in 2008 due to disturbances on campus that made it impossible for the HSRP-initiated financial and educational audits to take place. It was placed back on the list of pilot schools during 2009, at the request of the KwaZulu-Natal provincial government. Ohlange is an iconic school, being the first to be founded by a black man, Dr J L Dube, and therefore of great historical significance, so we are pleased to incorporate it into our body of pilot schools once more.

As with the other pilot schools, a needs analysis report has been drawn up by our architectural team and the Independent Quality Assurance Agency. There is much work to be done here which will require significant funding. Some of the many problems experienced by Ohlange include a poor matric pass rate, only half the classroom capacity necessary to house its 1500 learners, an unreliable water supply, boarding facilities in need of renovation and extension, and no school phone lines due to a large unpaid bill.

However, the IQAA reports that since the beginning of 2009, the morale and spirit in the school are much improved, with learners and staff now focused on seeking to improve and excel, and the general tone of the school and appearance of the learners is reported as "giving a good impression".

Above: The Dr J L Dube Interpretation Centre, once the home of Dr Dube, is housed on Ohlange School's premises.



St Matthew's High School

During the period under review, St Matthew's has benefitted on many fronts through the involvement of the Calabar Foundation. Through their funding of improvements on the school campus, as well as the full-time presence of a Foundation staff member on the St Matthew's campus, significant progress has been made in restoring infrastructure and providing much-needed resources. We are most grateful for the Foundation's hard work and generosity.

In addition, teacher support from the graduates of St Chad's College in the UK has been put in place and is working well. They too deserve recognition and kudos.

We also gratefully acknowledge the additional funds awarded for the upgrade of St Matthew's by the Eastern Cape Provincial Government, and in particular Premier Kiviet, who has been supportive in both word and deed. Important infrastructural repairs and upgrades should begin during 2010, particularly to the oldest boarding house for girls, which had to be vacated for a period in 2009 due to serious problems with the sewerage and water reticulation systems.



Tiger Kloof Educational Institution

Tiger Kloof, located near Vryburg in the North West Province, is another school that can boast a 100% matric pass rate for the past few years. Well run, with effective educational systems in place and an infrastructure in a reasonable state, the school is an excellent example of what can be achieved in a government school.

Like Inanda, it is currently one of the least needy of our pilot schools and has therefore been pushed somewhat to the back of the queue in terms of our energy output. However, it is important to note that the school receives only minimal support from the Department of Education and relies for most of its funding on a private foundation based in Switzerland, which also provides school operational costs. This arrangement is not sustainable for the long term and other sources still have to be found to maintain the school in the future.

Once again, school leadership is seen to be the key for the existing high morale and educational standards.



Vryheid Comprehensive School

Vryheid is one of the three latest schools to be added to the list of HSRP pilots. It is situated in the Vryheid area not far from Inkamana High School, but while Inkamana is a private institution, Vryheid is a government boarding school with only basic facilities provided for by the state. Previously it produced a standard 100% matric pass rate but this has dropped over the past few years and is currently a cause for concern. Some staff and management posts remain unfilled and all members of the school management team are currently serving in an acting capacity.

Like the other schools, Vryheid has been through the HSRP-initiated educational and infrastructural "audit". The current infrastructure is in reasonable condition but there are issues requiring attention, most urgently the replacement of an LP gas installation. The present school hall (pictured above) is a makeshift structure, consisting of a roof covering a sloping paved area between two classrooms. Basic resources such as library books are lacking and a sports field is also desperately needed.

Despite difficult circumstances, Vryheid has many strengths and the majority of learners and staff are reported to contribute to a caring, work-oriented ethos and are proud of their school.



2010 AND BEYOND

For the immediate future, our priorities are to secure further operational funding for the Project from April 2011 onward, to strengthen and enhance our management and administration capacity and systems, and to continue to refine and develop the constantly evolving role of the HSRP.

Fundraising for particular schools and programmes is ongoing, using the comprehensive infrastructural and architectural reports that have been compiled for each school which clarify priority needs. Masake Communications has been instrumental in introducing the HSRP to a number of potential funders, some of whom have made substantial donations during the past few months.

Following our culture workshop in October 2009, we are holding a Colloquium on Cultural Excellence in Schools at the University of Fort Hare on 22 September 2010. We hope to further pinpoint the steps necessary for the achievement of cultural excellence and to formulate a strategic plan going forward.

As I have indicated, great emphasis is being placed on teaching standards and we are working with service providers to compile and introduce teacher development programmes for as many schools as funding can support.

For some time the HSRP has been wanting to add to its staff contingent and, in particular, to appoint an Education Director who would engender an inspired sense of purpose in how the historic schools foster excellence in teaching and learning, align the intention of the pilot schools with the vision and mission of the HSRP, and formulate education plans for each school. In the absence of a suitable candidate, Dr Tim Nuttall has been employed as a consultant until November 2010 and has been visiting each pilot school to learn about their individual dynamics, to discuss the objectives of the HSRP and the schools themselves, and to prepare for a conference of principals and deputy principals in July 2010.



*"If you are planning for a year, sow rice; if you are planning for a decade, plant trees;
if you are planning for a lifetime, educate people."*

Chinese proverb



CONCLUSION

American trainer and author Sue Vineyard said: "When we recognise that a better word for Fundraising is 'friend raising', we open limitless doors to creativity in support of our causes". The recent Soweto rugby match and the Soccer World Cup proved again how much is possible when we all work together as friends, united in a common cause.

In my annual report last year I wrote about my experience with the Dinokeng scenarios, an Old Mutual-sponsored scenario-planning exercise where a number of people considered different future scenarios for South Africa. There were the 'walk apart' and 'walk behind' scenarios which effectively separated government and citizens and were not recommended. And then there was the 'walk together' which is self-explanatory. I want to reiterate that if we can engage in a continuous process of listening to and learning from each other, in the cause of the greater good, there will be no stopping us.

I've said this before but I must go on saying it because we are not there yet. Time is getting short. Each year which ends with hundreds of thousands of inadequately educated, spiritually and emotionally deprived young people spilling out onto the streets of our country is just another nail in the coffin of a productive, energetic, optimistic and successful nation.

A Chinese proverb tells us – "If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people".

We have, as a nation, achieved much in the last fifteen years but still find ourselves short on achieving our full potential in terms of quality education. It is globally recognised that education is a powerful tool in poverty eradication, so much so that the Millennium Development Goals list 'eradication of poverty and hunger' and 'universal education' as the first two goals. If we are to see South Africa reach its full potential we need to see our young people well educated and enabled to take their place in society as citizens who will make a difference.

To paraphrase the famous recruitment poster: the HSRP needs YOU! It needs your support, your energy, your caring, your integrity, your sense of responsibility and – more practically – your money, time and resources. It will only be then that we will see the potential of this great country fully achieved. I urge you to become involved and make a difference in the lives of our learners, both present and future.

Time is getting short. Each year which ends with hundreds of thousands of inadequately educated, spiritually and emotionally deprived young people spilling out onto the streets of our country is just another nail in the coffin of a productive, energetic, optimistic and successful nation.



THE HSRP BOARD



Executive Director Njongonkulu Ndungane was formerly Provincial Executive Officer of the Anglican Church, Bishop of Kimberly and Kuruman, and Anglican Archbishop of Cape Town until 2007. He is a Lovedale alumnus.



Chairperson Thembile Skweyiya is a Healdtown alumnus. He was the first black South African to attain the status of Senior Counsel and is now a Justice of the Constitutional Court.



Director Regina Essack has a Masters degree in Mathematics Education and has taught the entire spectrum of Mathematics at senior level at various schools for 16 years.



Company Secretary Rob Rogerson is currently the Provincial Treasurer for the Anglican Church of Southern Africa. He was instrumental in setting up the HSRP and now acts as Financial Consultant for the Project.



Nathan Johnstone taught Maths, Science and Biology at high school and teacher-training levels and was also a high school principal. He is now Director of Education Services at the Catholic Institute of Education.



Maud Motanyane is a former journalist and the founding editor of *Tribute* magazine. She is now a businesswoman and is on the boards of a number of companies.



Dinao Lerutla is the Executive Director of Vida de Ensueno, a development finance and business advisory, and founder of PEARL Edu Vision, a PBO aimed at improving access to quality education in the rural areas.



Sheila Sisulu was a specialist advisor to the National Minister of Education, and then South Africa's Ambassador to the USA from 1999. She is now Deputy Executive Director for Hunger Solutions at the World Food Programme.



Orippa Pule is a Healdtown alumna and has a BA (Honours) in Nursing Science. She has worked in rural and urban clinics and lectured in the nursing field. She is currently the Marketing and Development Officer for a publishing company.



Vuyani Ngalwana holds a Master's degree in Income Tax Law and is a member of the Johannesburg Bar. He was formerly Deputy Director of the Asset Forfeiture Unit and Pension Funds Adjudicator.



Malusi Mpumlwana is Bishop of the Northern Diocese of the Ethiopian Episcopal Church. He is also Chair of the Board of South Africa's National Development Agency.



Nana Makaula is a qualified teacher and has an MA in Counselling with special focus on School Guidance and Counselling. She also has a PhD in Educational Administration and works as a consultant.



Themba Wakashe is Director-General of the National Department of Arts and Culture. He holds an MA in Performance Studies and an MFA in Arts Administration. He is also Chairperson of the World Heritage Fund.



Bobby Soobrayan is Director-General of the National Department of Basic Education. At present he is represented by Dr Shermain Mannah, Director: Race and Values in Education, National Department of Basic Education.



Phil Mjwara is Director-General of the National Department of Science and Technology. He is currently represented on the HSRP Board by Deputy Director-General Yonah Seleti or Isaac Ramohva from the Science and Youth Unit.

HSRP STAFF MEMBERS



Marlene Whitehead joined the HSRP as Research and Development Officer in 2010. Formerly a director of HIV/AIDS and youth development programmes, she brings specialist knowledge and experience of the NPO sector.



Carmel Fielies comes to the HSRP from the banking sector where she worked as an accounts analyst. She has been the HSRP's Accounts Officer since mid-2007.



Yolande Barry joined the HSRP during 2008 as Secretary. She formerly worked for Nedbank as a sales co-ordinator.



Thabisa Sityebi is the Receptionist. Before joining the HSRP in September 2007, she worked in reception for a construction company and an interior design firm.



FINANCIAL STATEMENTS

Report of the Independent Auditors

We have audited the accompanying financial statements of the Historic Schools Restoration Project (Association Incorporated under Section 21), which comprise the directors' report, the balance sheet as at 31 March 2010, the income statement, the statement of changes in equity and cash flow statement for the 12 months then ended, a summary of significant accounting policies and other explanatory notes, as set out on pages 5 to 16 of the comprehensive financial statements.

Directors' Responsibility for the Financial Statements

The company's directors are responsible for the preparation and fair presentation of these financial statements in accordance with South African Statements of Generally Accepted Accounting Practice, and in the manner required by the Companies Act of South Africa, 1973. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the directors, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the company as of 31 March 2010 and of its financial performance and its cash flows for the 12 months then ended in accordance with South African Statements of Generally Accepted Accounting Practice, and in the manner required by the Companies Act of South Africa, 1973.

Gobodo Incorporated

Registered Auditors

19 June 2010



Directors' Responsibilities and Approval

The directors are required by the Companies Act of South Africa, 1973, to maintain adequate accounting records and are responsible for the content and integrity of the financial statements and related financial information included in this report. It is their responsibility to ensure that the financial statements fairly present the state of affairs of the company as at the end of the financial 12 months and the results of its operations and cash flows for the period then ended, in conformity with South African Statements of Generally Accepted Accounting Practice. The external auditors are engaged to express an independent opinion on the financial statements.

The financial statements are prepared in accordance with South African Statements of Generally Accepted Accounting Practice and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgments and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the Board sets standards for internal control aimed at reducing the risk of error or loss in a cost-effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the company and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company. While operating risk cannot be fully eliminated, the company endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss. The directors have reviewed the company's cash flow forecast for the year to 31 March 2011 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the company's financial statements. The financial statements have been examined by the company's external auditors and their report is presented on page 28.

The financial statements, which have been prepared on the going concern basis, were approved by the Board on 19 June 2010 and were signed on its behalf by:

WHN Ndungane

RS Rogerson



Historic Schools Restoration Project (Association Incorporated under Section 21) Reg. No. 2007/018649/08

Financial Statements for the 12 months ended 31 March 2010

BALANCE SHEET

Figures in Rand	12 months ended 2010	15 months ended 2009
Assets		
Non-Current Assets		
Property, plant and equipment	133,891	153,188
Current Assets		
Loans receivable	105,778	–
Trade and other receivables	–	108,430
Prepayments	–	6,434
Cash and cash equivalents	12,331,437	6,090,914
	12,437,215	6,205,778
Total Assets	12,571,106	6,358,966
Equity and Liabilities		
Equity		
Retained income	667,548	514,829
Liabilities		
Non-Current Liabilities		
Deferred income	11,600,000	5,700,000
Current Liabilities		
Trade and other payables	185,837	99,108
Provisions	117,721	45,029
	303,558	144,137
Total Liabilities	11,903,558	5,844,137
Total Equity and Liabilities	12,571,106	6,358,966

INCOME STATEMENT

Figures in Rand	12 months ended 2010	15 months ended 2009
Revenue	6,939,300	5,228,592
Other income	5,016	–
Operating expenses	(7,470,976)	(7,258,336)
Operating (loss) profit	(526,660)	(1,969,744)
Investment revenue	679,379	899,083
Profit (loss) for the year	152,719	(1,070,661)
Total comprehensive income (loss)	152,719	(1,070,661)



Historic Schools Restoration Project (Association Incorporated under Section 21) Reg. No. 2007/018649/08

Financial Statements for the 12 months ended 31 March 2010

DETAILED INCOME STATEMENT

Figures in Rand	12 months ended 2010	15 months ended 2009
Revenue		
Grant income	6,939,300	5,288,592
Gross profit	6,939,300	5,288,592
Other income		
Other income	5,016	–
Interest received	679,379	899,083
	684,395	899,083
Operating expenses		
Accommodation	(101,067)	(168,441)
Advertising	(29,650)	(104,099)
Auditors remuneration	(43,173)	(38,885)
Bank charges	(16,618)	(14,911)
Catering costs	–	(370,597)
Consulting and professional fees	(1,068,839)	(1,384,107)
Depreciation, amortisation and impairments	(38,099)	(35,497)
Discount allowed	114	–
Donations	(1,012,000)	(25,000)
Employee costs	(2,862,720)	(2,290,136)
Entertainment	(3,458)	(49,642)
Flowers	(13,610)	(2,486)
General expenses	(27,122)	(24,318)
Healdtown event	–	(612,625)
Honorarium	(25,000)	(43,500)
Insurance	(97,705)	(30,634)
IT expenses	(17,178)	(115,073)
Lease rentals on operating lease	(283,728)	(225,115)
Legal expenses	–	–
Loss on disposal of assets	(9,129)	–
Meeting expenses	(67,305)	(42,437)
Office expenses	–	6,495
Other expenses	–	(28,470)
Postage	(30,073)	(32,676)
Printing and stationery	(205,771)	(228,736)
Security	(7,723)	–
Special projects	(639,391)	(352,066)
Telephone and fax	(108,503)	(80,118)
Training	(18,890)	–
Transport and freight	–	(12,382)
Travel – local	(744,338)	(952,038)
Travel – overseas	–	(392)
	(7,470,976)	(7,258,336)
Profit (loss) for the year	152,719	(1,070,661)



ACKNOWLEDGEMENTS

Our grateful thanks to the following individuals, companies and organisations that have generously donated time, advice, expertise, resources, services or funds to the HSRP:

The Anglican Church of Southern Africa	Mr Taswell Papier
The Department of Arts and Culture	Ms Laura Robinson
The Department of Education	Mr Ivan Flint
The Department of Science and Technology	Mr Trueman Goba
The South African Reserve Bank	Mrs Phumzile Mlambo-Ngcuka
Investec Asset Management	Irene Jacobs
The Methodist Church of Southern Africa	Alf Khumalo
The Independent Quality Assurance Agency (IQAA)	(Alf Khumalo Photography Museum)
South African Heritage Resources Agency	Thembakazi Mali
St Stithian's College (Diocesan)	Mr MK Makofane
Calabar Foundation	Wendy Mathebula
Diocesan College (Bishops)	Dr Nozizwe Maneli
Edward Nathan Sonnenbergs	Trustees of the ZK Matthews Educational Trust,
Sasol Ltd	Members of the Board, the Education Sub-Committee,
Urban Brew Studios	the Alumni Dinner Committee, the Content and
The Ackerman Family Education Trust	Concept Development Groups and the original
The Oppenheimer Memorial Trust	Reference Group.
Passenger Rail Agency SA (PRASA)	Alumni – for their continued support of the project.

HSRP CONTACT DETAILS

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Section 21 Company Reg No: 2007/018649/08

PBO and Section 18A No: 930 025 206

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arts and culture
Department:
Arts and Culture
REPUBLIC OF SOUTH AFRICA