



HISTORIC SCHOOLS RESTORATION PROJECT





HISTORIC SCHOOLS RESTORATION PROJECT Annual Report 2012/2013



CONTENTS

A Message from the Chairperson	2
Report by the Executive Director	4
Introduction	6
Educational Excellence	6
Culture and Heritage	10
Infrastructural Restoration	11
Consolidating Strategic Partnerships	15
The Pilot Schools	16
2013 and Beyond	19
Conclusion	20
HSRP Board and Staff	21
Financial Statements	22
Acknowledgements	26
HSRP Vision, Mission and Objectives	27
Contact Details	28

Above: The gates to the Ilanga Building at Healdtown, soon to be restored.

Cover photograph: Learners from Inkamana High School at the Columba Leadership Programme graduation ceremony





A Message from the Chairman

Through the wide lens of a chairman, it is a distinctive pleasure to reflect on the achievements and challenges of the Historic Schools Restoration Project (HSRP).

Today, almost everyone has an opinion about education and schooling. Some people think there have been vast improvements since 1994, while others believe that much of the system is worse than the Bantu education of apartheid. Rather than talk about opinions let us look at the facts.

In the years leading up to 1994, nowhere was the inequality in the education system more prevalent than in the racial differences in spending per child. The amount spent per learner in a white school was two and a half times larger than on black children in urban areas and five times larger than black children in the most impoverished rural areas. Looking at government expenditures on education, the post-apartheid government has successfully managed to equalise government expenditures across provinces and has adopted a pro-poor public spending approach. However, additional resources are mediated by provinces and schools, both of which vary widely in their capacity to manage financial and human resources. Not all provinces or schools are equally capable of converting additional resources into better outcomes, as some recent debacles have shown.

Last year I made reference to the need for South Africa to show success within education and I lamented the

accepted mediocrity as the norm. Current research provides a composite measure of our educational system performance by combining measures of access to education and quality of education. The related data appears to be the catalyst in terms of the latest development of policies and critical interventions by the Department of Education. We welcome the Minister's National Curriculum and Assessment Policy Statements and the National Education Collaboration Framework which we believe will influence and support the agenda for reform in education.

Also last year the Director General of Basic Education wrote that government looked to partnerships and champions in society to "take collective responsibility for education transformation, hence government supports this unique project and is committed to enabling the HSRP to meet the key objectives" – reigniting a culture of teaching and learning excellence, and improving the quality of basic education and infrastructure. In this regard the HSRP is committed to working in partnership with all stakeholders to effect positive change and mobilise school leaders to develop sustainable centres of educational and cultural excellence.

For a number of years the strategic vision of the organisation has been 1) to rekindle a culture of excellence in teaching and learning, and 2) to reclaim the memory, history and physical infrastructure of the historic schools. While the past years focussed on transforming, the next three years will be about implementing and refining our direction.

In pursuance of the establishment of a national presence, the HSRP has positively engaged a further



four historically significant schools in two provinces – namely the Northern Cape and Free State, and will embrace representation in all nine provinces by the end of 2013. The Project is on the trajectory of facilitating meaningful change in the historically significant schools and their communities across South Africa.

Dedicated to the success of promising African students with the establishment of her Academy for Girls just south of Johannesburg, Oprah Winfrey said “Education is the key to unlocking the world, a passport to freedom”. As South Africans, we have confronted the terrible legacy of Bantu Education and we understand the challenges and relevance of a modern learning culture.

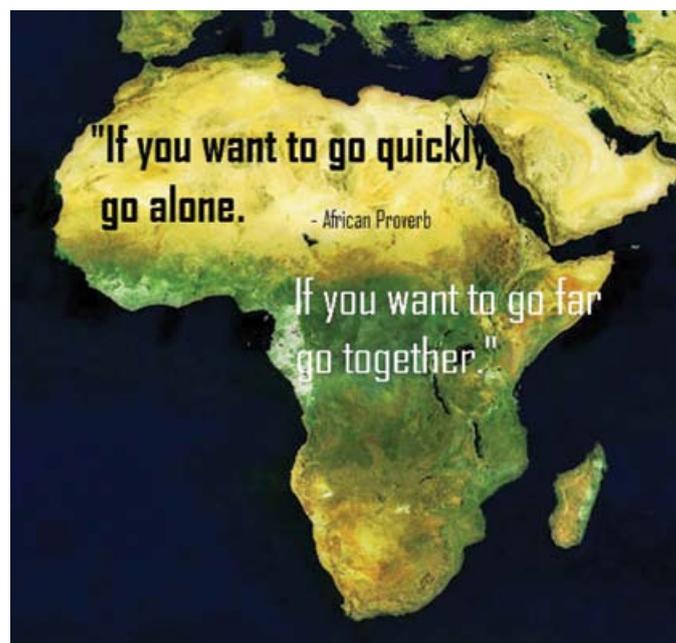
Due to the stratified nature of our society, parents who are in the top end of the labour market will send their children to good schools, while those in the bottom end of the labour market will send their children to the dysfunctional part of the education system; the very

system that they came through decades earlier. This cycle of inequality perpetuates the current patterns of poverty and privilege. The ZK Matthews Educational Trust was established under the umbrella of the HSRP to provide opportunities for poor children with an aptitude for learning. In just three years the Trust has enabled thirty nine children to receive the quality education they deserve.

But there are many more children in the academic pipeline. In order to increase access to decent education among the poorest of the poor it requires partnerships with people and institutions who want to be involved in pulling our nation out of the poverty trap and educate all of our children at a much higher level. The HSRP continues to invest in education and plough-back into the schools that need support. With this report the HSRP gives us the confidence that the doors are being shut on mediocrity.

Justice Thembile Skweyiya

Chair: HSRP Board





Executive Director's Report

In the book *Spirit Undaunted – the life and legacy of Joseph Wing*, Wing is quoted as having written: “The Bantu Education Act has created a machine which makes teachers and children subservient to a political policy and people no longer matter. So called bantu education is bureaucratic and doctrinaire, whereas Christian education was personal and character building.”

Although the shadow of apartheid still haunts education today, the Historic Schools Restoration Project (HSRP) seeks to reclaim the memory and heritage of the historic sites that include the original school buildings. The missionaries’ greatest contribution to the people of South Africa lies in the schools they established and the legacy that these schools created.

Across the world in developed and developing countries the provision of schooling is being diversified and decentralised. In many cases this has led to partnerships between government and others. The leaders of the Centre for Development and Enterprise offer an alternative to reform schooling in South Africa. Analysis of the range of models that create diversity in schooling provision for the poor reveals that they can deliver forms of schooling at least as cheaply as the public sector, and often better quality. These schools are labelled differently – academies – but they involve a contract or agreement between the state and private sectors who run the schools with public funds in return for specified performance outputs. With a vision for key changes in the schooling system, the HSRP outlined such an envisaged school landscape with specific reference

to governance powers and funding elements within a framework that is sensitive to local circumstances.

The HSRP is striving to re-create sustainable schools of excellence at educational sites of historical significance. These will lead the way for real comprehensive educational transformation in our country. There is a window of opportunity for South Africans to abandon colonial restraints that have been imposed on educational thinking: a chance to develop specific values-driven schools as a national priority. It is important that an appropriate and cost-effective, child-centred service mix is developed for each separate school. Ongoing academic improvement must become a primary commitment. The notion of the school as the extended family has, today, to be planned for and embraced: the difficult circumstances of many of South Africa’s children demand it. This requires a complete review of systems of management, discipline and control within schools and the implementation of fearless positive approaches and principal-driven empowering strategies.

Today the HSRP has two distinct phases, *Inception and Planning*, and *Implementation*. This paradigm shift has been necessitated through a range of responses and challenges identified broadly by the historic schools. There has already been a remarkable process of turnaround and rebuilding within many of the schools, and the role of the 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. Our role in this regard is seen as enabling the schools to identify and implement the changes that are necessary to allow for greater functionality.

Building on their legacy as school communities with roots and a common desire to embrace the future, each



of the historic schools has developed its own Education Roadmap based on their aspirations and practices. Through a process facilitated by the HSRP, the school leaders pondered the six qualitative components of the nature of an historic school: **Values** – Who are we? What do we stand for? What defines the soul and character of the school? How do we give expression to our legacy as historic schools? **Academic** direction and co-ordination. Promoting **alumni** relations and events, and drawing alumni into fundraising and school governance. How **welcoming** is our school (staffrooms, school grounds, classrooms)? How do we revive an **extra-mural** programme, which was a feature of the school historically? Resisting the trap of **over-enrolment** and engaging with DBE on teacher-student ratios. The key words and the distinguishing features of historic schools provided a framework for forward thinking and the development of an Action Plan for each school.

By the time you read this report, Minister Motshekga would have published the Department of Basic Education's Minimum Norms and Standards for School Infrastructure. The present harsh realities are that 92% of South African schools do not have stocked libraries, 84% have no laboratory facilities, and 76% do not have a computer centre. It is perhaps easier now to understand the realities of weak educational outcomes. However, despite the lack of resources at one such historic school, Glen Cowie Secondary School (previously the Guardian Angels Catholic High School) is one of the three top performing schools in Limpopo and produced one of the country's top students in 2012 with 100% in

mathematics, accounting and physical science – without a laboratory. To make up for the lack of science apparatus the teachers improvised. Drawing on the support of the private sector and a culture of active citizenship the HSRP initiated a partnership for Glen Cowie which now proudly boasts a fully equipped science laboratory. Still, the learners do not have access to computers or the internet to do research yet the school enjoys a 100% pass rate every year and the teachers and learners

work overtime to maintain this status. These are the priorities that should encourage all schools to find the best solutions to the areas that need improvement. The HSRP brings together businesses, NGOs, parent bodies, unions and community leaders to support the government in improving the quality of education.

This report reflects the HSRP interventions in the past year and some of our goals and aspirations for the future. Recognising that we would not have accomplished so much without the support of key partners in government, business, churches, and civil society organisations, we continue to engage with these stakeholders and appreciate their feedback and contributions.

I thank the board members for their valuable time, input and expertise during this reporting period and I would like to commend the HSRP staff and the principals and staff of the historic schools for their role in the transformation and implementation of programmes that meet the needs of the historic schools and ultimately the black rural child in South Africa.

The present harsh realities are that 92% of South African schools do not have stocked libraries, 84% have no laboratory facilities, and 76% do not have a computer centre.

Njongo Ndungane
Executive Director



The HSRP has begun moving towards a new strategic plan which aims to give us the capacity to implement our objectives. In addition to the appointment of an Education Officer as a central figure in both the HSRP office and the historic schools, the following four programme areas have been defined:

- Educational advancement
- Alumni relations, marketing and communication
- Monitoring and evaluation
- Heritage restoration

Each of these programmes requires leadership and organisation, and we have defined the core activities under each programme. We are hopeful that the next three years will see the HSRP making significant impact in the pilot schools and beyond.

Educational Excellence

Annual Principals Conference

Thinking through where your school should be heading, and how, followed by checking on success, has become widespread good practice for principals. School management bodies demand it and learners deserve it. But too often the plans stay on paper and not a lot changes.

The HSRP hosts an annual conference for the principals and deputy principals of the pilot schools and provides a platform for them to share their best practices and challenges. Consultants and facilitators set the experiences into perspective and offer support

and suggestions on planning and implementation techniques.

In 2012 the principals conference was held at the Somerset College in Somerset West. Key focus areas were:

- Making schools places of welcome
- Striving to achieve Bachelors passes in Grade 12
- The importance of active alumni
- Creating educational development plans

‘It takes a village to raise a child’ is the theme for the next conference. It is the quality of our connections with the leaders of the historic schools – and our connectedness to the lived realities of the learners and the educational resources that shape them, that has enabled the HSRP to extend its footprint and thereby host the biggest conference thus far with thirty delegates representing fifteen historically significant schools which are situated in seven of South Africa’s provinces.



Left to right: Dr Tim Nuttall (Facilitator), Mr Peter Nemaheni (Principal, Lemana) and Mr Mkuseli Gquma (Principal, St Matthews) at the 2012 annual conference held in Somerset West, Western Cape



The Healdtown Science and Technology Educational Resource Centre (STERC)

The official launch of STERC took place in April 2012 at Healdtown. The STERC project is aimed at creating an enabling environment to produce outstanding future scientists who have the potential to contribute to Africa's transformation agenda in maths, science and technology related fields. Learners from Healdtown and six neighbouring schools participate in extra lessons in order to improve their academic results particularly in maths, science and technology.

The project is in partnership with the Eastern Cape Department of Education and the University of Fort Hare and receives financial and management support from the HSRP and the STERC Steering Committee.



Grade 11 learners from the Fort Beaufort communities attend extra lessons in Maths, Science, Technology and Life Orientation at Healdtown

Maths, Science and Technology

To contribute towards the upliftment of technical skills in disadvantaged communities and to create awareness in aviation careers amongst learners, Denel Aviation has made the promotion of Maths and Science education in schools a key focus of its corporate social investment programme.

Recognising that they need to increase the capacity of their training platforms, Denel entered into a partnership with two historic schools this year – Glen Cowie High School near Groblersdal in Limpopo and Moroka High School in Thaba Nchu, Free State. If successful, the programme model will be replicated at historic schools in other provinces.

The newly launched programme makes provision for extra lessons in Maths, Science, Technology and English. Glen Cowie and Moroka were recently selected as

the host schools and learners from ten neighbouring high schools were recruited to participate in the programme. Denel appointed the best teachers in the district to facilitate the lessons which take place on Saturdays and during school holidays. Denel Aviation has fully equipped the science labs at Glen Cowie and Moroka High schools with state-of-the-art technology, equipment, and all the materials required to conduct interactive lessons and experiments as per the curriculum.

The learners are equipped with all the necessary materials required for best learning practices and their progress is strictly monitored. Learners who excel throughout the programme and who demonstrate exceptional skills in these disciplines will be offered bursaries and internships at Denel Aviation.



Columba Leadership Programme

Recognising the success of the Columba Leadership interventions in supporting the positive transition of young people through Grade 12 completion and into further education and training, the HSRP provided funding for three pilot schools to participate in the programme in the past year.

Whilst still a relatively new partnership, Healdtown Comprehensive, Inkamana and Ohlange High schools are benefiting from the Columba Leadership programmes. It is anticipated that the partnership will assist the HSRP with its school improvement aims by harnessing assets within the schools (namely the principal, educators and learners). School improvement from the inside out is Columba Leadership's approach and thus the synergy between the partners.

Columba Leadership believes that young people have inner greatness to lead change in their own personal lives and in their local contexts. Experiential methods are used to engage participants in a process of self-discovery, personal and leadership development.

Leadership is understood first and foremost to be a process of leading one's self and secondly as being a positive influence to others in the school and local community.

The Columba programme is a two-year engagement which includes three phases:

- Pre-residential school engagement
- Six-day residential academy
- Post-residential monitoring, evaluation and support.

The pre-residential phase prepares the school leadership for the intervention and ensures their active engagement with the selection of participants.

The heart of the intervention is the six-day residential, where each day of the residential is structured according to a different value: Awareness, Creativity, Focus, Integrity, Perseverance and Service.

Follow-up support and monitoring and evaluation take place for a period of two years after the residential academy.

"I am more aware of my potential now and I have a lot of confidence in myself, which I didn't have much of before coming to the Columba Leadership." ~ Learner



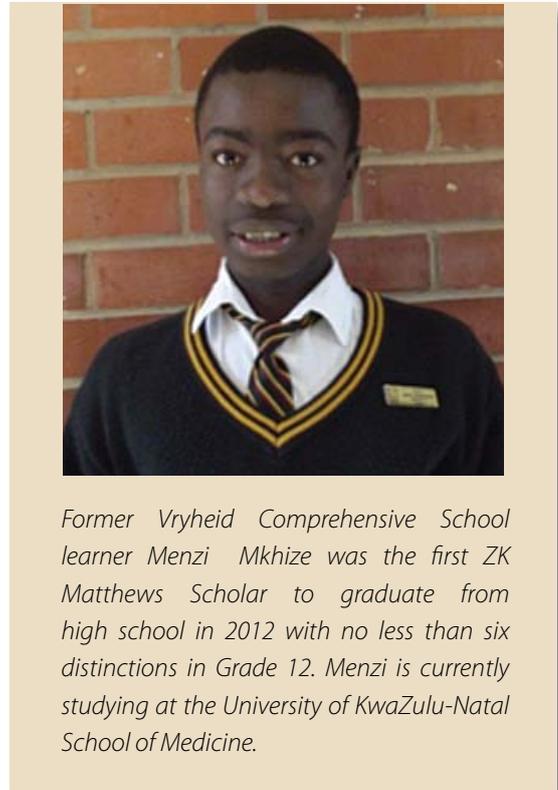
Healdtown's 'Young Eagles' who participated in the Columba Leadership Programme

ZK Matthews Educational Trust

A sustainable organisation understands that long term success depends on, and contributes to a healthy economy, environment and society. Therefore the aim is to improve access to decent education and to this end the HSRP created an educational trust. The ZK Matthews Educational Trust's primary goal is to provide financial resources to ensure that poor children are also able to enjoy an excellent education at the historic schools in an holistic environment. The ZK Matthews Scholars have an aptitude for academics and appreciate the privileges of being educated at a higher level.

ZK Matthews was a product of the historic Lovedale College and went on to become the first African to obtain a BA at a South African institution, namely Fort Hare University. In 1925 he was appointed the first African head of Adams College and he became the president of the Natal Teachers Association. The name of the Trust was appropriately designed with ZK Matthews and his lifelong quest for knowledge in mind.

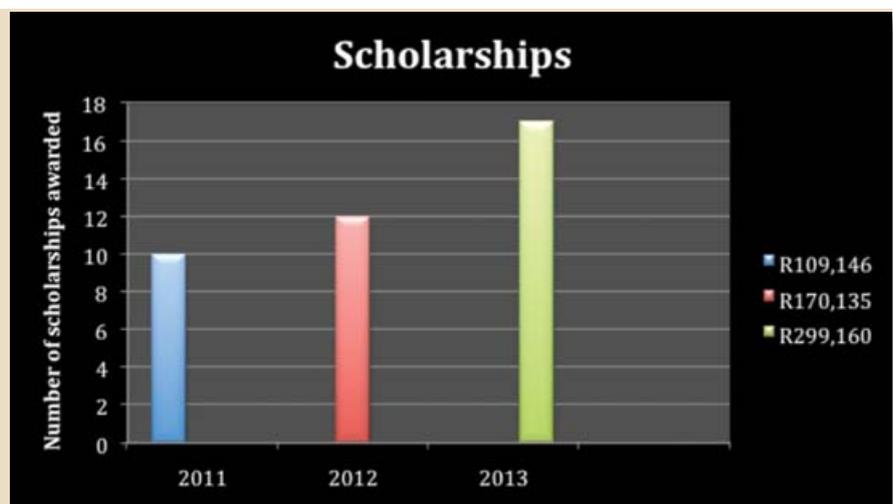
The Trust receives regular updates from the teachers and learners on their progress and academic performance.



"Thank you for the scholarship that you have awarded to me. It has made such a huge difference to me and my parents. I've learnt to appreciate every moment of my class lessons because they get me where I am now. The school held the Academic Awards and I was awarded a certificate for Mathematics, Natural Sciences, English, Technology, History and Life Orientation. I was top in all Grade 9 classes. Hard work pays off."

– P.D. Grade 9, 2013

Over the past three years the Trust has awarded 39 scholarships to the value of R578,441.





Culture and Heritage

Tiyo Soga Memorial Lecture

The HSRP Executive Director was invited to deliver the Tiyo Soga Memorial Lecture at Lovedale College, his alma mater, in September 2012 – National Heritage Month. The title of the address was “Historic schools: Bedrock of our heritage; challenge of the present; and beacons of hope for the future.”

In his lecture, Archbishop Ndungane made reference to the value of history: “As someone who loves to read and hear accounts of our mothers and fathers of yesteryear, as well as explore the places which gave them life, I agree with the views of the great Renaissance historian and philosopher, Machiavelli, “Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times. This arises from the fact that they are produced by men who ever have been, and ever shall be, animated by the same passions, and thus they necessarily have the same results.”

He also quoted from Professor André Odendaal’s latest book, *The Founders*: “The early intellectuals and activists were political innovators, responding in courageous ways to the challenges of their times... The actions and aspirations of the first generations, shaped by their time and place, were realistic, often insightful and forward-looking... we must recognise them as pathbreakers in their day. They provided the base from which the twentieth-century ‘struggle’ was launched, and their ethos, ideas and actions continued to inform the national movement in important ways in the changing contexts and phases of struggle throughout the century.”

What can we do to collect and celebrate the stories that have been forgotten by some, or not yet recorded? – What can we do to ensure that this important area of our history does not get lost? – And, how do we raise awareness amongst learners at historic schools to reclaim the memory and heritage of the sites that include their school buildings?

The HSRP, although not an academic institution, has a responsibility to share the wealth of historical, cultural and educational information it has collected since its inception. Ideally, the delivery of the Tiyo Soga Memorial Lecture and the overwhelming response thereto created an emerging opportunity for the HSRP to research and publish work in this area of knowledge. Subsequently the first project the HSRP undertook was specifically aimed at the historic schools’ Grade 12 learners – an essay writing competition.

Grade 12 Essay Competition

The purpose of the competition was to obtain a collection of essays from learners at historic schools, to publish the winning essay in an anthology of historical narratives by accomplished South African writers, and to award prizes to the writers of the three best essays.

In addition, the following objectives were identified as relevant to the learners:

- To develop an interest in the history of their schools.
- To instil an enjoyment for feature-writing and story-telling.
- To create a competitive atmosphere.
- To recognise creative talent and skills development at schools.

The closing date for entries was 19th July 2013. The essays were thoroughly researched and ably articulated and these young narrative inquirers constructed conversations between the history and the stories of life at their school. They provided insightful accounts which go beyond the past and present.

The judges of the competition entries are Dr Sindiwe Magona, Professor Andre Odendaal and Archbishop Njongo Ndungane. The winners will be announced on 20th September 2013 and awarded their prizes of bursaries to the value of R10,000, R5,000 and R3,000 respectively.



Infrastructural Restoration

A wide pool of support from government departments, corporate, foundation and alumni donors and sponsors has been attracted and restoration of these once-famous and influential schools has become a dynamic reality set to make a huge impact in the lives of the current learners and generations of South Africans to come.

The HSRP has placed emphasis on the development of the two pilot schools situated in the Eastern Cape. The Education Department is particularly supportive of the project and a Memorandum of Understanding has been signed between the two parties as a commitment to partnership.

St Matthews, Eastern Cape

St Matthews is an isolated school in its location and currently it provides boarding facilities for girls only. Security has been an issue for some time and we are pleased to report that fencing has been erected around the perimeter of the hostels to ensure the safety of the boarders. After a long delay there has been significant

progress with the renovation of the senior girls hostel. Once work on the building has been completed, it is estimated that the girls will move from their temporary accommodation in the staff houses in September 2014 and then major restoration work will commence on the beautiful old stone building which houses the junior girls. Discussions have taken place for the provision of boarding facilities for boys in the future. Furthermore, negotiations are underway for a land-swap between the owner of the land on which the campus is situated, the Anglican Diocese of Grahamstown, and the Eastern Cape Government. This would enable the school to establish much needed sports fields next to the basketball courts and provide the Church with an area adjacent to the stone church for further development.

During a recent visit to St Matthews we witnessed the new reservoir with its water table which recorded that the reservoir was nearly 70% filled to capacity. The new pipeline is complete and delivering treated water. Eskom is scheduled to connect power to the pumps soon and in the meantime a gravity-fed bypass is allowing the reservoir to fill slowly.



St Matthews senior girls hostel undergoing renovation

Healdtown, Eastern Cape

Healdtown is a legacy school in South Africa and in our national educational landscape. Healdtown once attracted students from different parts of South Africa and neighbouring countries and enrolment was over one thousand. Today, however, the school faces new challenges and the total learner enrolment is less than one hundred.

The vision and criteria for Healdtown becoming an academy of excellence in Maths, Science and Technology became critically important and the re-introduction of boarding facilities would be a significant boost to the educational objective. A number of key role players were identified to initiate the steps towards the large vision. The HSRP engaged the alumni, the principal and members of the governing bodies, government officials, the Church, business people with analytical minds and specific expertise, and potential investors, and with this strategic think-tank a business plan was developed.

Quantity surveyors were contracted to assess the proposed renovations of the buildings and plans were drawn up as follows:

Working on the Golden Eagle atop the bell tower



The Eagle Building required minimal restoration and electrical work would contain five classrooms.

The Ilanga Building would require significant restorative work and would be a communications, technical and information hub accommodating a media centre, museum, library, office and classrooms.

The Old Junior Hostel has been earmarked for fifty girl boarders initially. It requires electrical, plumbing and other structural repairs to ensure a sound space for the girls.

The Old Boys Hostel requires significant work and will initially house fifty boy boarders with a view to expansion when the need arises.

On campus housing for the Principal and Staff has been identified as essential and to this end four houses will be renovated, furnished and equipped.

The Jubilee buildings are five remarkable structures initially built in 1850. These buildings will become the epicentre of activities and commemoration. Our Heritage and Architectural consultants did a study on the buildings and made the following recommendations:

1. In the past century the oldest section closest to the stone church comprised the Old Gym Hall and classrooms. The building is structurally sound and when restored it will once again house a hall and classrooms.
2. The next area contained classrooms and a common room. It is in a state of severe disrepair and has been earmarked for memorialisation.
3. The centre section was once the girls hostel. It will be restored as a ruin and commemoration centre devoted to the great African leaders who attended Healdtown.
4. The next area once held the dining hall, kitchen, bakery, laundry and store rooms. It also included accommodation for single teachers. The plan for this space is to demolish most of the area and rebuild it to incorporate the same historic footprint.



A building on the original Lemana campus

5. Although now irreversibly damaged, there are remaining elements which indicate the romantic beauty of the building on the far side of the campus where the principal's and other offices were situated. The remains of this building should be declared a 'No-Go' zone and fenced off.

Students from Pretoria University and their supervisors visited Healdtown to do research and measurements on the Jubilee buildings. They are currently compiling proposals which focus on the architecture of the five buildings as a whole; the surrounding landscape and vegetation; the memorialisation of the space that encompasses Jubilee and the buildings that surround Mandela Square.

It was agreed that the first building for restoration would be the Eagle Building. In June we appointed a project manager who conducted all necessary preliminaries and building contractors were appointed. Where skills were evident, members of the local community were hired for local labour. With a generous contribution from the Methodist Women's Manyano the iconic Eagle Building was restored and officially handed over to the school on Women's Day and the bell was rung for the first time in very many years.

Lemana, Limpopo Province

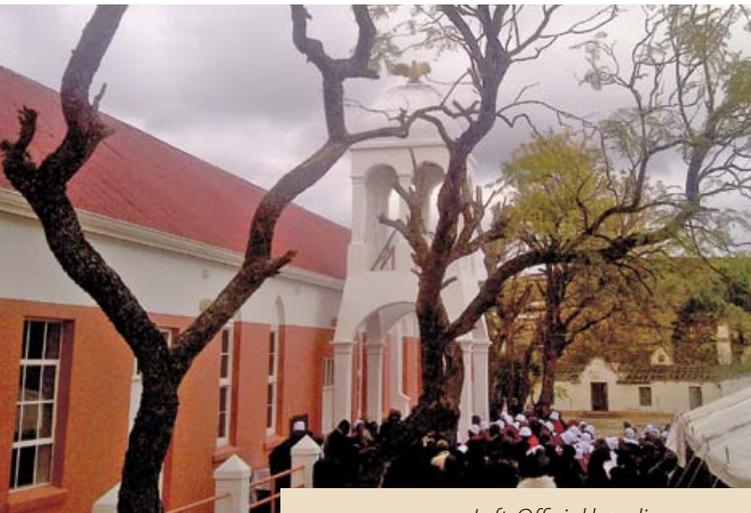
For more than twenty years the Lemana community has yearned to return to the old school premises. President Zuma has fulfilled his promise made publicly in 2011 that the historic buildings that housed the original school would be restored and quality teaching and learning would once again take place in a leading educational environment.

Following a broad stakeholder consultative meeting in April 2013, we are delighted to confirm that the old Lemana campus is poised to be restored to its former glory. The Education Department officials who had previously occupied the buildings were relocated and priority has been given to the upgrade of the access road which is currently underway.

A Heritage Consultant has been appointed and will proceed with a Heritage Impact Assessment. Once all permits have been granted a ceremonial site handover will be arranged. The Architects have assured us that all renovation work and new structures are sensitive to the character of Lemana.



Healdtown's Old Dining Hall situated in the Jubilee Block, earmarked for restoration in 2014



*Left: Official handing-over ceremony of the restored Eagle Building
Right: Healdtown women preparing food for the guests in traditional fashion*



*Left: Healdtown Principal, Mr Mzingisi Douw and Alumna and HSRP Board Member Mrs Orië Pule
Right: Mrs N Madwe, Chair of the Methodist Women's Manyano and Archbishop Njongo Ndungane, Executive Director of the HSRP*



Consolidating Strategic Partnerships

The HSRP signed a Memorandum of Understanding with the National Department of Basic Education, thereby underpinning the partnership for a three-year period with effect from 1 April 2012. An agreement was also secured with the Eastern Cape Provincial Government and the Limpopo Provincial Government has undertaken to formalise its commitment to working in partnership with the HSRP.

Strong connections have been forged between the HSRP and an ever-growing list of organisations in order to share institutional knowledge and expertise. Some of these include the Calabar Foundation, Columba Leadership, the National Heritage Council, FirstRand Foundation, Sasol Inzalo Foundation, Fort Hare University and the University of Pretoria.

Furthermore, relationships between the HSRP and a variety of individuals and businesses have been strengthened through a common vision and determination to ultimately achieve results. Among these is an exciting newly formed alliance between the HSRP and Goldfields to further develop the Healdtown campus.



Inanda Seminary girls celebrating Heritage Day with Headmistress Judy Tate



The Pilot Schools

M There are more than fifty schools in South Africa that have been defined as historically significant. The pilot schools are geographically dispersed, and they occupy a range of positions on a spectrum of education. Each school has its own dynamic which shapes its interaction with, and participation in, the HSRP.

We are currently working with fifteen pilot schools in seven provinces of South Africa, five of which are in KwaZulu-Natal:

Adams College in Amanzimtoti was a famous educational institution founded by the American Board of Mission in the early 1840s, and where one of the old buildings was refurbished as a multi-purpose centre during the 1990s. Today Adams is a bustling co-ed public day and boarding school of more than 1000 pupils with a proud academic record.

Another famous American Board Mission school in Durban, **Inanda Seminary**, was founded in 1869. Under the umbrella of the Congregationalist Church Inanda continued to fly the flag of quality education for black African girls through the 1970s and 1980s. However, in 1998 the Congregationalist Church announced its closure. In response, some alumnae formed a campaign

to save the school and lobbied President Mandela. Today, Inanda Seminary is a thriving boarding school for some 400 girls providing an outstanding, holistic education.

Inkamana High School outside Vryheid is a small boarding school of 200 rural students and it achieves excellent academic results. It is an independent school closely affiliated to the Catholic Benedictine Inkamana Abbey.

Ohlange High School is situated in Inanda Township. The school was founded by Reverend John Dube of the Congregationalist Church, who was first president of the ANC in 1912. When Nelson Mandela cast his first vote in 1994, he chose Ohlange as the symbolic place to do so.

Vryheid Comprehensive School has Lutheran roots and was one of the top performing Department of Education and Training (DET) schools in the country during the 1980s. It has grown its enrolment significantly in recent years, both of boarders and day pupils, putting pressure on its resources and high academic standards.

In 2012 we brought two Gauteng schools into the HSRP fold. Two schools that stood their ground in the face of injustice and their stories have not been forgotten.



Left: Classroom block at Ohlange

Right: The School Museum at Inanda Seminary, named after the founder



Left: Inkamana's school hall
Right: Original stonework of the Tiger Kloof administration building

Orlando High School in Soweto was established in 1939 and is known for some of the most important events in the struggle against apartheid including the 1976 Soweto uprising when the school was vandalised. The new school was constructed in 1990 and has a history of excellent academic achievement.

Founded by ANC veteran Charlotte Maxeke in 1908 under the auspices of the African Methodist Episcopal Church, **Wilberforce College** in Evaton was famous for teacher training and providing basic trades to men and women in and beyond South Africa. In 1953, the AME Church leased the school to the South African government and in 1995 the Church reclaimed its land and buildings and set up a multi-purpose educational facility.

Situated in Limpopo is **Lemana High School** in the Elim Village near Louis Trichardt. The school was moved from the premises of the old Swiss Mission school in the early 1990s, becoming a day school and is campaigning to return to its original site. It has an enrolment of 900 students.

Glen Cowie Secondary School in Groblersdal is one of the most recent additions to the HSRP's pilot schools. This Catholic school formerly known as Guardian Angels was established in 1967 and is renowned for its quality education. Glen Cowie is a boarding school for girls only with an enrolment of around 600.

Tiger Kloof Combined School in Vryburg, North West Province was begun by the London Missionary Society in 1904. It was forcefully closed down by the government in 1963, and its majestic buildings – made from stone quarried on site and constructed by generations of African stone masons – were allowed to rot for 30 years. The school was re-opened in 1995 through an initiative involving prominent alumni in South Africa and Botswana, the visionary educationist David Matthews, and church and business leaders. Today Tiger Kloof is a leading public day and boarding school situated on the privately owned property of the Tiger Kloof Educational Institution.

In other areas of this report you will note that significant effort has been expended the two schools in the Eastern Cape.

Healdtown, near Fort Beaufort received some attention from some of its alumni during the 1990s. In 1976 it was one of the first schools outside Soweto to be set alight by its students. In the early 1990s a group of alumni mobilised to restore partially one section of the school.

St Matthews in Keiskammahoek is 157 years old, has a rich heritage as part of the Anglican St Matthews Mission, and currently enrolls some 700 students. It has a boarding hostel for girls, and there are both girl and boy day pupils. It has a good academic record amidst the many challenges of being a school in the rural Eastern Cape.



A further 24 Eastern Cape schools have been identified as historically significant and the Methodist Church has undertaken to conduct a profiling of the schools.

In the interest of extending our footprint into all of the provinces by the end of 2013, the HSRP has explored a variety of opportunities for a number of historic schools.

Zonnebloem College was the first African school in the Cape and established in 1858. A teacher training college was opened in 1869 to train black teachers. The school was reopened in 1998 and focuses primarily on the arts.

While Zonnebloem has not been declared an HSRP pilot school, Archbishop Ndungane was asked by the school to intervene when the Western Cape Education Department announced the school was targeted for closure at the end of 2012. Zonnebloem is our heritage. It was founded under the auspices of the Anglican Church as a school for the sons of chiefs and the land should always be used for education purposes. The decision to close Zonnebloem was withdrawn and a number of proposals have been developed to further improve the condition of the buildings as well as the standard of education at the school.

Moroka Secondary School in Thaba Nchu, Free State was established in 1937 and under the current

management the school has improved its academic performance by 19% within one year. Moroka has recently joined the HSRP as host school in the Denel Maths, Science and Technology programme.

As a result of a discussion between the HSRP Executive Director and the Deputy President who suggested that the Northern Cape also be put on our map, we have adopted two schools in the province – **St Boniface Catholic School** in Galeshewe and **St Cyprian’s Anglican School** in Kimberley. St Cyprian’s evolved from the once famous Perseverance and Gore-Brown schools, both fine educational institutions in their days. The school focuses on the performing arts and is currently situated in a very confined space near the cathedral. It has recently been allocated a large piece of land by the Province and is now seeking partnerships to build a quality centre of cultural and academic excellence.

St Boniface, established in 1957 and previously a Catholic ‘Christian Brothers’ school, is a high performing school with nearly one thousand learners. The current principal, who is the first female layperson in the history of the school hopes to receive funds soon from the Irish missionaries for much needed new classrooms.

Both these Northern Cape schools are eagerly awaiting the promised opening of a new university in Kimberley.



*Left: Outdoor chess at Moroka – a popular activity at the school
Right: Healdtown ‘drummies’ and band*



2013 and Beyond

In the previous Annual Report we stated that in order to remain relevant and viable the HSRP needed to appoint the services of an education officer as a matter of urgency. As time passed we remained hopeful and steadfastly optimistic that the right educationist would appear on our doorstep. During July 2013 we moved our doorstep from Unit 5 Tokai on Main Office Park to more spacious premises at Unit 6 and we are delighted to announce that we have succeeded in turning that hope and optimism into informed action as the Education Officer position will be filled from the 1st of October.

Besides increasing support services to the schools' community structures and developing innovative programmes, the Education Officer will tackle the achievable educational challenges systematically and create a solid platform on which the historic schools can build.

In the interest of extending the HSRP footprint into all of the provinces by the end of 2013, we have explored a variety of opportunities for a number of historic schools.

Acknowledging the significance of the rich history and heritage of a group of South Africans that has somehow been neglected, and following a period of consultation and deep reflection the HSRP has decided to initiate two special heritage projects:

- To produce an anthology of essays written by individuals whose stories to date have remained untold, and to continue the narrative of historical and cultural influences that were part and parcel of their educational experiences at the historic schools.
- To produce a two-part documentary on the historic schools in South Africa and to give voice to the alumni of the schools.

There is a tendency to expect that government must provide everything related to education. This is impossible and we can only transform our systems if every community takes ownership of their own development, with assistance from others, including the alumni. Schools such as Inanda Seminary, Inkamana and Tiger Kloof have been successful because their alumni have ploughed back into the school community. The HSRP will continue to support the drive to encourage participatory alumni associations.

Notwithstanding the infrastructural challenges schools such as Healdtown, St Matthews and Lemana have encountered, the HSRP has in many respects become stronger, more resolute and more creative. Whilst in the past few years the entire globe has been struggling to make sense of things economically, the HSRP has been supported by corporate and other social investors and we have experienced successes in terms of infrastructural development. Our projects are feasible, therefore we have decided to appoint a project manager who would commit to action and systemically achieve objectives where the appropriate planning phases have taken place.

The HSRP is striving to re-create sustainable schools of excellence at educational sites of historical significance. These will lead the way for real comprehensive educational transformation in our country. We have a chance to develop specific values-driven schools as a national priority. For this to be achieved the HSRP and all stakeholders must be active, open and willing participants in the school reform process and it requires huge commitment. The potential outcomes could provide a firm foundation for renaissance in Africa.



Conclusion

In her keynote address at the recent South African Teachers' Union Symposium, the Minister of Basic Education stated that focus schools were no longer optional – they were powerful, innovative schools which would endow the youth with specialised skills and competitiveness. "If we don't prioritise then we may as well forget about any new growth path or any better life for South Africans," the Minister said.

The Department of Basic Education's Action Plan, *Towards the Realisation of Schooling 2025*, shows that attention to focus schools is essential and raising the quality of focus schools is a requisite for economic development and dismantling inequalities.

Focus schools should contribute to the full personal development of the learners. Accordingly the HSRP aims to support those historic schools that wish to transform

themselves into focus schools, thereby accelerating the growth of engineers, artisans, agriculturists, sportsmen and women, and performing artists in this country.

With renewed signs of government interest and expressions of interest from the corporate sector, it is envisaged that the next five years will see the HSRP making a significant impact in the pilot schools and beyond. As it does this, the HSRP can draw inspiration and support from the many generations of alumni who graduated from the historic schools. It is our hope that in the future, through these and other new and exciting partnerships the historic schools will continue to produce leaders of many kinds and, among these, to be a source of teachers, academics and administrators who will make a difference in meeting the crying needs of education in our country.



Learners write examinations in the historic stone church at Tiger Kloof

HSRP Board and Staff

Executive Director	Njongonkulu Ndungane
Chairperson	Thembile Skweyiya
Company Secretary	Rob Rogerson
Director	Regina Essack (on study leave)
Board Members	Nana Makaula
	Orippa Pule
	Sheila Sisulu
	Nikiwe Bikitsha (on study leave)
	Tessa Fairbairn
	Ncumisa Mayosi
	Mavuso Msimang
	Sbusisiwe Myeni

Director-General of the National Department of Arts and Culture: Sibusiso Xaba (represented by Irwin Langeveld, Director: Institutional Development in the National Department of Arts and Culture)

Director-General of the National Department of Basic Education: Bobby Soobrayan (represented by Shermain Mannah or Chupa Serote, Race and Values in Education in the National Department of Basic Education)

Director-General of the National Department of Science and Technology: Phil Mjwara (represented by Isaac Ramovha or Yonah Seleti from the Science and Youth Unit)



Front (L–R): Yolande Barry (Secretary); Njongonkulu Ndungane (Executive Director); Busiswa Gazi (General Assistant)
 Back (L–R): Marlene Whitehead (Research and Development Officer); Carmel Fielies (Executive Assistant to the Director);
 Thabisa Sityebi (Receptionist)



Financial Statements

Report of the Independent Auditors

We have audited the accompanying financial statements of Restoration of Historic Schools (NPC), which comprise the statement of financial position as at 31 March 2013, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes, comprising a summary of significant accounting policies and other explanatory information.

Directors' Responsibility for the Annual Financial Statements

The company's directors are responsible for the preparation and fair presentation of these annual financial statements in accordance with International Financial Reporting Standard for Small and Medium-sized entities, and requirements of the Companies Act no. 71 of 2008 as amended, and for such internal control as the directors determine is necessary to enable the preparation of annual financial statements that are free from material misstatements, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these annual 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 of Restoration of Historic Schools (NPC) as of 31 March 2013 and its financial performance and its cash flows for the year then ended in accordance with in accordance with International Financial Reporting Standard for Small and Medium-sized entities, and requirements of the Companies Act no. 71 of 2008 as amended

LDP Inc

Registered Auditors



Directors' Responsibilities and Approval

The directors are required by the Companies Act No. 71 of 2008 as amended, 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 International Financial Reporting Standard for Small and Medium-sized entities. The external auditors are engaged to express an independent opinion on the annual financial statements.

The financial statements are prepared in accordance with International Financial Reporting Standard for Small and Medium-sized entities 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 2014 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 22.

The financial statements, which have been prepared on the going concern basis, were approved by the Board on 13 August 2013 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 2013

BALANCE SHEET		
Figures in Rand	12 months ended 2013	15 months ended 2012
Assets		
Non-Current Assets		
Property, plant and equipment	66,531	88,701
Current Assets		
Loans to directors, managers and employees	–	500
Other financial assets	114,614	–
Trade and other receivables	59,519	–
Cash and cash equivalents	13,996,145	14,049,233
	14,170,278	14,049,733
Total Assets	14,236,809	14,138,434
Equity and Liabilities		
Equity		
Retained income	2,426,045	1,682,426
Liabilities		
Non-Current Liabilities		
Deferred income	4,934,852	1,682,426
Current Liabilities		
Trade and other payables	350,792	445,634
Deferred income	6,236,381	6,985,969
Provisions	288,739	139,811
	6,875,912	7,571,414
Total Liabilities	11,810,764	12,456,008
Total Equity and Liabilities	14,236,809	14,138,434

INCOME STATEMENT		
Figures in Rand	12 months ended 2013	15 months ended 2012
Revenue	8,115,430	7,417,204
Operating expenses	(8,115,243)	(7,278,619)
Operating profit	187	138,585
Investment revenue	743,432	648,647
Profit for the year	743,619	787,232
Total comprehensive income for the year	743,619	787,232



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

Financial Statements for the 12 months ended 31 March 2013

DETAILED INCOME STATEMENT		
Figures in Rand	12 months ended 2013	15 months ended 2012
Revenue		
Grant income	8,115,430	7,417,204
Interest received	743,432	648,647
Total income	8,858,862	8,065,851
Operating expenses		
Accommodation	(72,710)	(99,052)
Advertising	(41,781)	(30,311)
Auditors' remuneration	(62,353)	(52,313)
Bank charges	(22,343)	(13,954)
Catering costs	(149,104)	–
Computer expenses	(94,016)	(7,893)
Consulting and professional fees	(159,459)	(278,707)
Depreciation	(21,862)	(29,081)
Employee costs	(3,596,262)	(2,917,403)
Entertainment	–	(30,197)
Flowers	–	(7,834)
General expenses	(71,227)	(25,291)
Honorarium	(41,068)	–
Insurance	(22,322)	(18,107)
IT expenses	–	(100,808)
Lease rentals on operating lease	(371,634)	(333,796)
Loss on disposal of assets	(9,948)	–
Meeting expenses	(69,988)	(39,220)
Postage	(20,829)	(26,887)
Printing and stationery	(99,871)	(180,109)
Security	(6,601)	(6,574)
Special projects	(2,231,831)	(2,205,199)
Telephone and fax	(119,660)	(129,677)
Training	(18,818)	–
Transport and freight	(366,395)	–
Travel – local	(449,169)	(584,730)
Total expenses	(8,115,243)	(7,278,619)
Profit(loss) for the year	743,619	787,232



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:

Ackerman Family Education Trust

Department of Education

Dr M J Silk

FirstRand Foundation

Oppenheimer Memorial Trust

Patience Luxomo

Sasol Inzalo Foundation

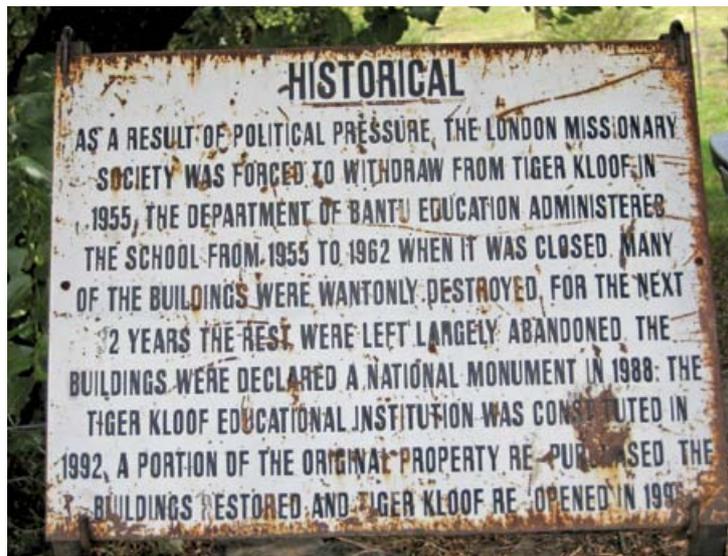
Ms Debbie Ntombela

Alumni – for their continued support

Trustees of the ZK Matthews Educational Trust, Members of the Board, the Education Sub Committee, the Alumni Dinner Committee, the Content and Concept Development Groups and the original Reference Group



Scaling new heights: Ohlange learners on the Columba Leadership Programme



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

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

HSRP Contact Details

Historic Schools Restoration Project
Postnet Suite 48, Private Bag X12, Tokai 7966, SOUTH AFRICA
Tel: +27 (0)21 713-1450 • Fax: +27 (0)21 713-2093
Email: HSRP@historicschools.org.za

www.historicschools.org.za

Section 21 Company Reg No: 2007/018649/08
PBO and Section 18A No: 930 025 206



Shutting the doors on mediocrity...

... and opening the windows of opportunity.





www.historyschools.org.za