



HISTORIC SCHOOLS RESTORATION PROJECT

Towards Centres of Cultural and Educational Excellence

ANNUAL REPORT 2013/2014



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THEMBILE SKWEYIYA
Chairperson: HSRP Board

A MESSAGE FROM THE CHAIRMAN

Having worked in an attorney's office, as an advocate and a judge for over fifty years, I am accustomed to asking pertinent and often uncomfortable questions. Now in my retirement, I also have the luxury to wonder and ponder on some of life's more abstruse questions.

As I re-read the HSRP's Vision and Mission statements I reflected on the relevance of educational and cultural excellence in today's society. How does one determine excellence and how is it measured? As an alumnus with proud memories of Healdtown's rich legacy it occurred to me that there are a number of non-negotiables when we define excellence in schools and three themes emerged.

Holistic development: In an excellent institution excellence permeates the entire school community. It never surfaces in the telling only in the showing and, if we do not clearly define excellence it becomes impossible to achieve it. We need to build upon expectations high enough to live up to a child's potential. Success means developing character and enriching minds so that children are well prepared for tertiary education, career and life.

Ethical leadership: Schools should operate with integrity, accountability and a passion for academic excellence. They should provide safe, ethical, joyful cultures of learning where both educators and learners alike can thrive and grow. School management bodies must ensure that schools operate within their means and that all resources are used to benefit the learners' education. Stewarding public funds optimizes fully enrolled and economically sustainable schools.

A positive environment: A highly effective school results from a rigorous academic programme. A learner's progress towards proficiency and beyond is the most accurate indicator of a school's strength. Learners grow in their ability to successfully meet their goals as they practice integrity and diligence. Educators should provide a positive learning environment by working closely with parents and guardians to fulfil a collaborative responsibility for the academic and personal growth of their children.

Whilst visiting the campuses, I have witnessed how the HSRP contributes to the growth and development of the historic schools and their communities and supports the schools by manifesting strong, outward-looking relations with the alumni, partners and sponsors who are keen to restore the schools to their former glory.

As you read this report you will get a clearer and a richer understanding of the significant progress the HSRP has made in the past year towards educational and cultural excellence at the historical schools.



NJONGO NDUNGANE
Executive Director

EXECUTIVE DIRECTOR'S REPORT

The passing of Madiba in 2013 came as a great shock to South Africa as it was preparing to celebrate the twentieth anniversary of democracy. As we reach these important milestones in our country's history we are also faced with systemic challenges that we cannot ignore such as the provision of equitable education and job creation. Against this backdrop, the HSRP continues to rise above the inherited moment and moves towards a different future by designing and implementing interventions that talk to higher level aspirations enshrined in the South African Constitution.

The HSRP's vision is to create sustainable institutions through development processes which promote educational and cultural excellence. Underpinning this is the importance of inclusiveness in the planning and delivery of programmes and the re-shaping of our historically significant schools which continue to reflect our apartheid past. At an institutional level the HSRP is consistently challenged to adapt its systems and practice to respond to changing and dynamic contexts while remaining relevant to its guiding principles, values and internal mandate.

This report covers the HSRP's work for the year ending March 2014 and captures the three positive interventions that lie at the centre of our year's work:

1. The Historic Schools Eastern Cape Chapter – a restoration model with partnerships between the HSRP, the Methodist Church of Southern Africa and the Eastern Cape Provincial Government.
2. The Education Officer's human capacity development and school systemic improvement interventions through the development of educational support activities undertaken in partnership with corporate institutions and education-based organizations nationally.
3. The HSRP's adoption of a twelve-year strategic framework aimed at guiding our programmes, in alignment with the DBE's **Towards the Realization of Schooling 2025**.

The HSRP continues to demonstrate how to provide innovative interventions that add both educational and cultural value as well as spatial benefits to the schools and their wider communities. We have captured significant components of this work which are yielding positive benefits within the schools. In this review we paint a picture of higher learning trajectories which would benefit educational outcomes and in particular the children in rural South Africa thereby maintaining Madiba's legacy in the 20th year of our democracy.

TOWARDS EDUCATIONAL EXCELLENCE

In the year under review the HSRP adopted a twelve-year strategic framework aimed at guiding programmatic interventions in alignment with the Department of Basic Education's (DBE) "Towards the Realization of Schooling 2025". Introducing the DBE's Action Plan 2014, Minister Motshekga said: "We need a clear vision of where we want to be in 2025 and we must make sure that every year we move a bit closer to our vision". The HSRP has a relevant role to play in this vision for education in South Africa and the plans for its delivery.

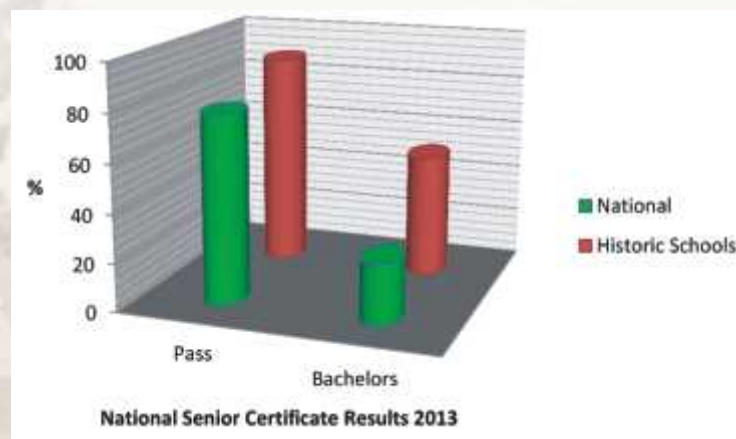
The HSRP's strategic objectives are in line with the DBE's goals and the six themes of the National Education Collaboration Framework (NECF) which seek to coordinate and integrate programmes aimed at improving the quality of outcomes in basic education. Linked to its core programme areas, the HSRP has consistently built the capacity of the school leaders, educators and learners to actively engage with and take ownership of opportunities on offer. Sharing lessons and insights through organizational and horizontal learning events continues to underpin the HSRP's programme work and organizational practice.

The HSRP Education Officer's work constitutes 80% of human capacity development in schools. The remaining 20% is specialist outsourced interventions. Leadership development involves assisting schools with strategic leadership and management; using data to inform interventions and planning; mentoring and coaching using vast experience in educational leadership; ensuring regulatory compliance; School Governing Body training on roles and responsibilities, management versus governance, financial management and responsibilities in terms of the South African Schools Act 84 of 1996; ensuring viable, sustainable partnerships and collaborations.

The key focus areas of the HSRP in school systemic improvement are support programmes to feeder schools (Reading and Numeracy programmes); Grades 8 – 9 English and Maths improvement programme that aims at boosting Language and Maths outcomes; study methods that assist learners in focused study methodologies. The Grades 10 – 12 Improvement Strategy entails extra Maths and Science classes to increase the quality and quantity of passes; extra classes in killer subjects in identified schools, to increase quality and quantity of bachelor passes and study methods.

The emphasis is on holistic support and pressure from Grade 8 – 12 and not just at Grade 12 level. This includes tracking retention rates and ensuring learners finish the 12 years of schooling; management and leadership development (Principals and SMTs); teacher development, especially on subject related competencies and governance development including RCLs.

The National Senior Certificate results of 2013 reflect a steady improvement of the overall pass rate. The historic schools outperformed the national average of Bachelors passes by 26 percent.



PILOT SCHOOLS

During the period under review the HSRP refined its capacity building and support to the historic schools. A strong theme and significant outcome was the value of networking for the schools with the public and private sector. These networks clearly enable the schools to access important resources to advance development. We have worked with eighteen pilot schools in seven provinces of South Africa.



PRINCIPALS CIRCLES

This annual event forms part of the professional development agenda and brings together principals and deputy principals of the historic schools where they are able to connect and support each other. Besides the academic focus the participants have an opportunity to share their challenges and best practices.



PRINCIPALS CIRCLE 2013



The conference was held in August 2013 at Lakeview Centre in Bonaero Park, Johannesburg and was attended by 28 HSRP principals and deputies. Special presentations were made by Carl Herman of the University of Cape Town and Innocent Muyanga of Columba Leadership.



The aim of the conference was to build leadership capacity of the principals and deputies to enable them to connect to the lived realities of learners and the educational resources that shape them. The theme of the conference was "It takes a village to raise a child". The following topics brought the theme to life:



- Distilling problems
- Inspiring teachers
- The role of parents and teachers in supporting the principal and energizing the children to want to come to school
- New schools: '5 best things about our schools and 3 problem areas'.
- Columba Leadership presentations by Columba Leadership and 3 HSRP participating schools (Healdtown, Inkamana, Ohlange)
- Empowering Self





PRINCIPALS CIRCLE 2014

The conference was attended by 17 schools and Wilberforce College. 39 principals and deputy principals participated.

The theme was "Working together is success" and had the following outcomes:

- To develop and enrich the principals and deputies curriculum planning and management skills
- To develop and enhance the principals and deputies leadership and management skills
- To enhance peer learning by sharing best practices from each school.



The topics presented:

- Curriculum Management and data handling by Lynda Swinbourn
- Circles in schools: from students to leaders by Judy Tate (Inanda)
- Community of practice by Barbara Dale-Jones (Bridge)
- Testing ideas: Improving learning on scale by Mary Metcalfe (WITS)
- The principal at the top or in the centre of the system by Goodnews Cadogan (Leadership Village)



EASTERN CAPE CHAPTER

The Eastern Cape Provincial Government is particularly supportive of the HSRP. This has resulted in a collaborative exercise and the development of a process entitled The Historic Schools Eastern Cape Chapter. The aim is to integrate our objectives into the policy framework of the Eastern Cape Provincial Government thereby benefitting the 24 historic schools situated in the province by fast-tracking improvement plans and interventions. The official launch of this pilot is scheduled to take place in Heritage Month 2014.



SCHOOL WORKSHOPS

An improvement strategy workshop was held for Ohlange High School from 21 – 22 February 2014. The aim of the workshop was to assist the school management team with the tools, methodology and strategy to develop a School Improvement Plan.

The outcomes were spelt out at the start of the workshop: 1) Participants would have an in-depth knowledge of what informs a credible School Improvement Plan (SIP) and, 2) Participants would be competent to populate or produce their own SIP document.

The 50% completed template was further developed by the full staff complement so as to get their buy-in and ownership of the improvement strategy and be part of the change they wish for the school.

Impromptu workshops were also held at schools on visits by the Education Officer. These entailed how a subject improvement plan is developed, as a precursor to future workshops to be held on the School Improvement Plan. The School Management Teams participated in these workshops.

Subject performance analysis was used as a source to determine targets which could be realistically set by each teacher. Each HOD was asked to get composite targets per subject and Action Plans to achieve the targets.



LEADERSHIP ACADEMY

This values-based leadership training is an effective leadership development strategy for the learners. It builds character and esprit de corps among them.

Healdtown Comprehensive participated in the programme at Kamma Game Reserve in the Eastern Cape, and Inkamana and Ohlange enjoyed their programmes at the historic Rorke's Drift in KwaZulu-Natal. The programme insists on the participation of the school principal and at least one teacher with twelve Grade 11 learners. Columba facilitators begin the process with pre-course sessions at the school and post-course sessions and evaluations.

HSRP staff attended four of the post-course sessions held with the school groups and all participants including the principal and teachers acknowledged that the academy was a profound life-changing experience. Follow-up monitoring and evaluation is continued for two years after the residential programme.

Tiger Kloof participated in the Columba programme in January 2014. The Education Officer joined the 10 day Programme the day before the graduation and observed evidence that relationships had been built and moulded.

If learners are supported by the teachers who attend, and the environment is conducive to change, it is a good model that can be used by the youth to improve their environments.



Z K MATTHEWS EDUCATIONAL TRUST

With renewed public interest and donations received in 2013 the Trust granted scholarships to the value of R312,130 to 13 worthy students who are currently enrolled at 8 of the historically significant schools.

The Trust plays a relevant role in the lives of high school learners who have great academic potential but are unable to pay the school and hostel fees, uniforms, books and transport costs at the historic schools. These are extracts from some of the many letters we received from our Scholars:

"Although my family is not well educated, they believe education enlightens and opens many doors to success. That's why they are making sure everything that is done right now for my siblings and me is for the best and will lead to a greater future."

"My inspiration comes from my older brother. He has faced many challenges due to his disability but has never given up on his dreams. He once said, "Fill your mind with positive thoughts, protect it from negative thoughts because thoughts become who you are." These words have driven me to become a planner of my own life because life is indeed the biggest event of all."

"I would like to thank the Chairperson and Trustees of the ZK Matthews Educational Trust for the scholarship awarded to me and my family highly appreciates the support."

"My mother is unemployed, my grandmother is a domestic worker. I love going to my school and I take my school work seriously. I'm determined to finish school and go on to tertiary education."

"Your support on my education has been a huge relief on my single parenting mother of three. Now I have a bright future."

HERITAGE AND CULTURE

Pockets of excellence can be found in the historic schools with rich legacies as beacons of academic excellence. The alumni, many of whom have become prominent in national life, attended these schools during the eras of colonialism, segregation and apartheid.

Music is an important component of daily life at Inkamana. The school has music groups for all tastes, among them are percussion, choir, marimbas, a cappella. Last year every Inkamana learner participated in the musical show Ipi Ntombi which was viewed by more than 3000 people. Inanda Seminary's members are also musically inclined - they were announced the KwaZulu Natal winners of the Steel Band Festival. St Boniface took first prize in the South African Choral Music Festival.

In sport Healdtown's Cricket Squad beat Dale College in the Coca Cola Under 19 T20 tournament, Freemantle's First Rugby Team has an unbeaten record and, the Under 17 Netball Team from Clarkebury won the Ngcobo District Championships. Tiger Kloof learners were declared the national winners of the Mail & Guardian Investing in the Future Award and St Matthews won first place in the District Environment Competition while Mount Arthur's Debating Team won first place in the Mega District Debate Competition.

In 2013 the HSRP initiated an annual inter-historic schools competition.

GRADE 12 ESSAY COMPETITION

The topic of the essay was Historic schools: inculcating in young people appreciation for the rich legacy bequeathed by the alumni and celebrating the history and heritage of our schools.

The judges, Dr Sindiwe Magona, Professor Andre Odendaal and Archbishop Njongo Ndungane were hard task masters and the high quality of the essays entered into the competition exceeded their expectations. Some of the judges' comments were "His energy and sense of purpose shine through in his essay" and "When he says we must start building our future on what our ancestors left us you believe him". Another comment "He has a strong sense of history, and his school's traditions, but what comes through even more is his sense of responsibility and appreciation of the present."

The winners were announced in September 2013. First place went to Kgaugelo Sehoole of Tiger Kloof. She received a R10,000 bursary towards her studies at WITS in 2014. In addition Kgau's essay will be published with an anthology of essays. Runners up were Skhulile Khoza of Inkamana High School and Chulumanco Sgcaw of Adams College. They received R5,000 and R3,000 in bursaries.

HISTORIC SCHOOLS

1ST ANNUAL GRADE 12 ESSAY COMPETITION



**HISTORIC SCHOOLS
RESTORATION PROJECT**
Towards a Century of Cultural and Educational Excellence

"What must I do?"

Focus on the topic and write an essay of between 1500 and 3000 words.

Entries must be your own work, original and unpublished.

Copyright remains with you as the author. However, you give the Historic Schools Restoration Project the right to edit your essay and publish it in print and on its website.

Are you a Grade 12 learner?
Are you a writer?
Are you interested in the history of your school?
Do you want your voice to be heard by others?

If so, the Historic Schools Essay Competition is definitely for you!

ESSAY TOPIC:

"Historic schools: inculcating in young people appreciation for the rich legacy bequeathed by the alumni and celebrating the history and heritage of our schools"

PRIZES

- The winning essay will be published as part of an anthology of essays devoted to the historical schools in South Africa.
- The writer of the best essay will receive a bursary of R10,000.
- Two runners-up will receive bursaries of R5,000 and R3,000 respectively.

This competition is specifically for Grade 12 learners

SEE YOUR ESSAY PUBLISHED!

The winning essay will be published as part of a multi-author anthology (collection). The compilation of the anthology will be at the discretion of the Historic Schools Restoration Project.

Submit your entries by **Friday, 21st June 2013** to: marlene@historicschools.org.za or by mail to: Marlene Whitehead, Historic Schools Restoration Project, Postnet Suite 48, Private Bag X312, Tokai, 7966.

HOW TO ENTER

Guidelines on writing your essays:

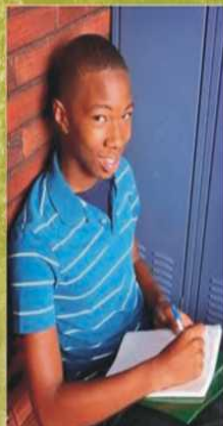
- Read the topic carefully and do some research on your school.
- Write an essay of between 1500 and 3000 words related to your school and aimed at youth or adults.
- Please number your pages and include your name, contact number and school at the bottom of the last page.
- You may submit as many entries as you like. If you are sending several essays, start each one from page 1.
- All essays must be in English. You may get help with language and grammar. We will also help with editing where needed.

JUDGES:

Dr Sindiwe Magona - award winning author, poet, playwright and story-teller.

Professor Andre Odendaal - honorary professor in History and Heritage Studies and author of several books including *The Founders* (2012).

Archbishop Njongonkulu Ndungane - retired Archbishop of Cape Town and Primate of the Anglican Church of Southern Africa, founder and executive director of the Historic Schools Restoration Project.



A very special opportunity for you to write your school's story—and win a prize!

CONDITIONS OF ENTRY

Entry is limited to Grade 12 learners at historic schools.

All entries must be received by midnight on 21st June 2013.

The judges' decision is final and no correspondence will be entered into.

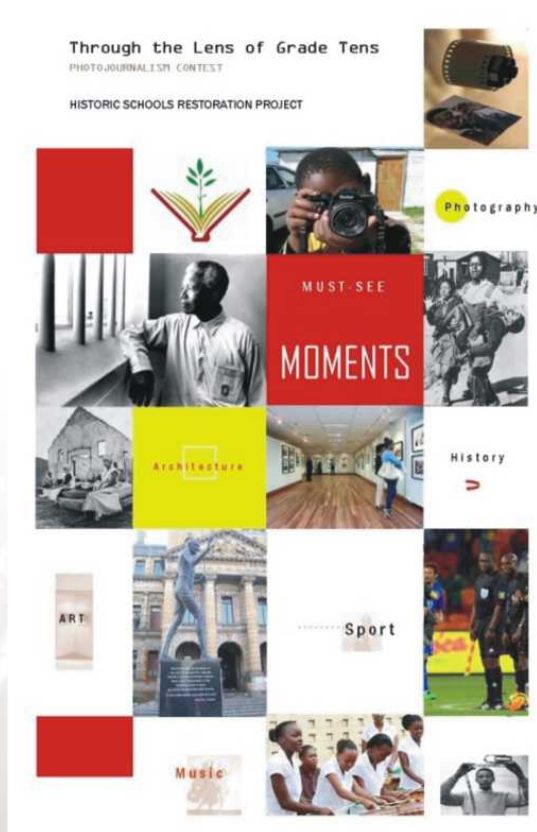
The winners will be notified by telephone on Friday, 19th July 2013. Their names will be published on our website and in our newsletter.

Prizes may not be exchanged for cash.

This year we ran a photojournalism contest for Grade 10 learners. The title was MUST-SEE MOMENTS THROUGH THE LENS OF GRADE TENS.

The project provided teachers and learners an opportunity to learn about both natural and contrived situations in their school surroundings by creating visual and written illustrations of various concepts.

The learners competed in a national arena with more than 1,000 of their peers for recognition and prizes. One disposable camera, instructions and competition requirements were sent to each Grade 10 teacher who supervised the learners. They were asked to capture scenes that are natural, spontaneous, unrehearsed and not posed on film and to write accompanying captions.



WE ACKNOWLEDGE THE SPONSORS OF THIS PROJECT WITH GRATEFUL THANKS



INFRASTRUCTURAL RESTORATION

In this area of work the HSRP is ably assisted by a professional team of heritage specialists and architects who specialise in the restoration of historic buildings.

Much attention has been to a large extent focused on schools in the Eastern Cape.

HEALDTOWN

A number of key role players were identified to initiate the steps towards a larger vision for Healdtown. The HSRP engaged the alumni, the principal and members of the school governing bodies, government officials, the Methodist Church of Southern Africa, business people with analytical minds and specific expertise, and potential investors.

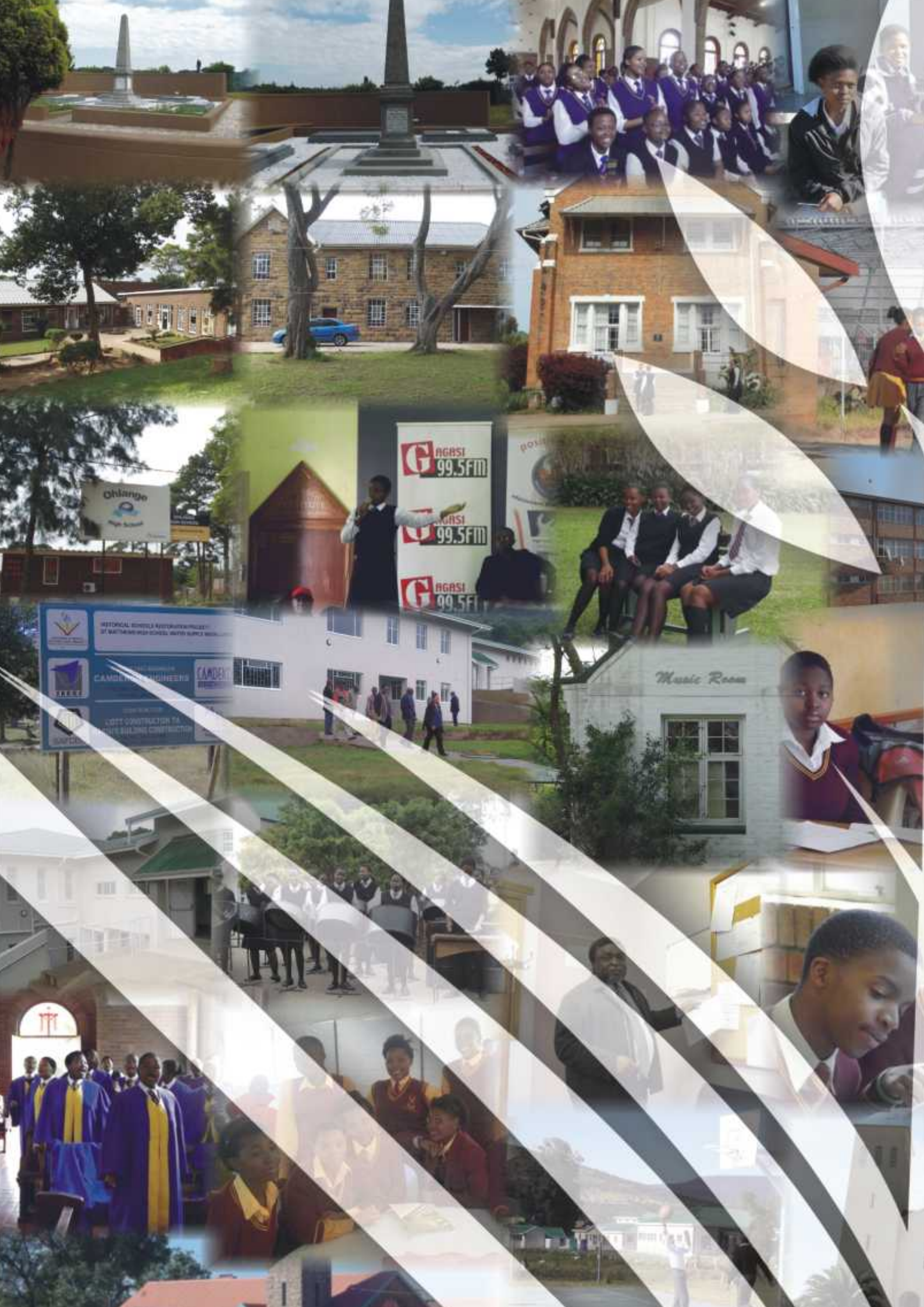
The Sasol Inzalo Foundation hosted two planning meetings and provided expert input for key stakeholders to prepare a business plan for Healdtown.

A contribution from the Methodist Women's Manyano made possible the restoration of the Eagle Building which was officially handed over to the school on National Women's Day, 9th August 2013. It was apt that on the same day amidst the celebrations, Trevor Webster launched his book "Healdtown: Under the Eagle's Wings – The legacy of an African Mission School". The HSRP sponsored the publication.

Prior to the start of the building work on the Eagle Building, on 5th June a sod-turning ceremony was held and an agreement was sealed with the contractors that where possible, local tradespeople would be used for labour in order to provide temporary employment and some financial relief.

Following intense negotiations with the National Department of Mineral Resources, the mining house Goldfields selected to restore the Ilanga Building which will become a media, communications and technical centre with additional classrooms, museum and library.







ADAMS COLLEGE

Healdtown seeks to re-establish the proud tradition of boarding at the school as it enables a stable and caring environment. The initial phase would provide hostel facilities for two hundred boys and girls, effective in 2016. As a commitment to its partnership with the HSRP the Eastern Cape Government has set aside funds for the restoration of these buildings.

The Jubilee buildings comprise five independent structures in varying conditions of neglect.

Architecture students from the University of Pretoria were tasked with designing concepts for the Jubilee buildings with a focus on the restoration of the buildings, the landscape and spatial environment, and memorialization.

The students' presentations were detailed and included methods for self-sustainability, the preservation of the indigenous flora where possible and, the establishment of vegetable gardens, water and energy conservation projects.



ST MATTHEWS

Security and fresh water supply have been issues that the boarders at St Matthews have found particularly challenging over the years.

The new reservoir is more than 70% filled to capacity. The new pipeline is complete and delivering treated water.

A security fence has been erected around the perimeter of the hostels to ensure the safety of the girls. The senior hostel building was renovated and refurbished. Restorative work will begin on the junior hostel in the second half of 2014. Discussions have been held for the planning of the provision of boarding facilities for boys.

A sound management body or structure is needed to manage the facilities and staff at the St Matthews boarding houses, to keep controls in terms of financial sustainability, and to ensure good maintenance of the restored premises. Long term benefactor for St Matthews - the Calabar Foundation is leading this process.



LEMANA

The Limpopo Province Public Works Department's focus is on renovating the classrooms and building new ones to accommodate 1000 learners. Architects, consultants and quantity surveyors have been appointed and the tender process and appointment of a contractor has taken place. The construction period is estimated at 24 months and priority has been given to the upgrade of the access road which is currently underway.

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

The HSRP will continue to monitor the progress of this project and to maintain open lines of communication in this regard with all stakeholders including the Swiss Ambassador.



The HSRP has extended its footprint in the Eastern Cape to include three schools. They are Clarkebury, Mount Arthur and Freemantle.

In Clarkebury the first phase of the restoration process has been completed. This has entailed restoring some classrooms with three laboratories for needlework, science and woodwork. The second phase is the restoration of boarding facilities for some 500 students to be ready for occupation in 2015. At the same time twelve new classrooms will be built for use in 2015. The third phase entails the restoration of historic buildings for more boarding facilities, staff houses and memorialization.

Funds have been raised for the renovation of classrooms and hostels at Mount Arthur Girls High School in Lady Frere, just outside Queenstown. This school was built by missionaries in the 17th century. One of the greatest challenges is to ensure the safety of the girls. To this end the Department of Education has set up palisade fencing and built ablution facilities in the dormitories instead of the girls having to use the outbuildings.

The School Governing Body raised concerns regarding security and discipline at Freemantle Boys School. In order to address these issues the Department has provided adequate learner support materials and security measures. 75% of the renovations are complete.



PARTNERSHIPS

The success of the HSRP's work is linked to its ability to sustain and build a range of strategic partnerships. The HSRP formed many new partnerships and continued to strengthen strategic partnerships built over the years with CBOs, NGOs, academic and religious institutions, development practitioners and various government departments.

UMLAMBO FOUNDATION

The HSRP and Umlambo Foundation have agreed to collaborate on leadership and teacher development currently in two of the historic schools identified by the HSRP.

GORDON INSTITUTE OF BUSINESS SCIENCE (GIBS)

GIBS has extensive world respected Leadership Development programmes. The institute has agreed to compile a proposal for a programme that would cover most of the identified developmental requirements of the historic schools.

THE NATIONAL EDUCATION COLLABORATION TRUST

Areas of synergy between the 6 themes of the National Education Collaboration Framework (NECF) and the HSRP School Improvement Programme were presented to the NECT via a proposal.

The areas of collaboration between the NECF and the HSRP's school improvement agenda are complementary and aligned to both the DBE's Action Plan 2014 and the NECT's 6 Themes:

- Continuous teacher development especially on the training of teachers in subject content gap
- Building capacity in school management in HSRP schools and feeder schools to help with planning that leads to credible school improvement plans
- Courageous and effective leadership in line with the HSRP Leadership Development (Mentoring and Coaching; Curriculum Management and Instructional Leadership)
- Strengthening School Governing Bodies in governance
- Restoration of physical infrastructure

The above areas of collaboration form the bedrock of the symbiotic relationship that has been introduced between NECT and the HSRP.

DENEL MATHS AND SCIENCE PROGRAMME

The promotion of Maths and Science education in schools has become a key focus of Denel Aviation's corporate social investment policy.

Glen Cowie High School in Limpopo and Moroka High School in Free State have been incorporated in the Denel Maths and Science Programme which provides extra lessons on Saturdays and school holidays. The opportunity for more historic schools to participate in the programme will be made available as the progress is monitored and the programme expands to other provinces.

UMNIKELO PROJECT - HEALDTOWN

The Umnikelo Project is a life skills project that was started in Healdtown in 2013. The HSRP aims to replicate the project in identified historic schools in the Eastern Province.

THE VILLAGE LEADERSHIP CONSULTING

This organization specializes in integral leadership coaching and team building. They have offered their services pro bono to Ohlange High School for the 2014 academic year.

2014 AND BEYOND

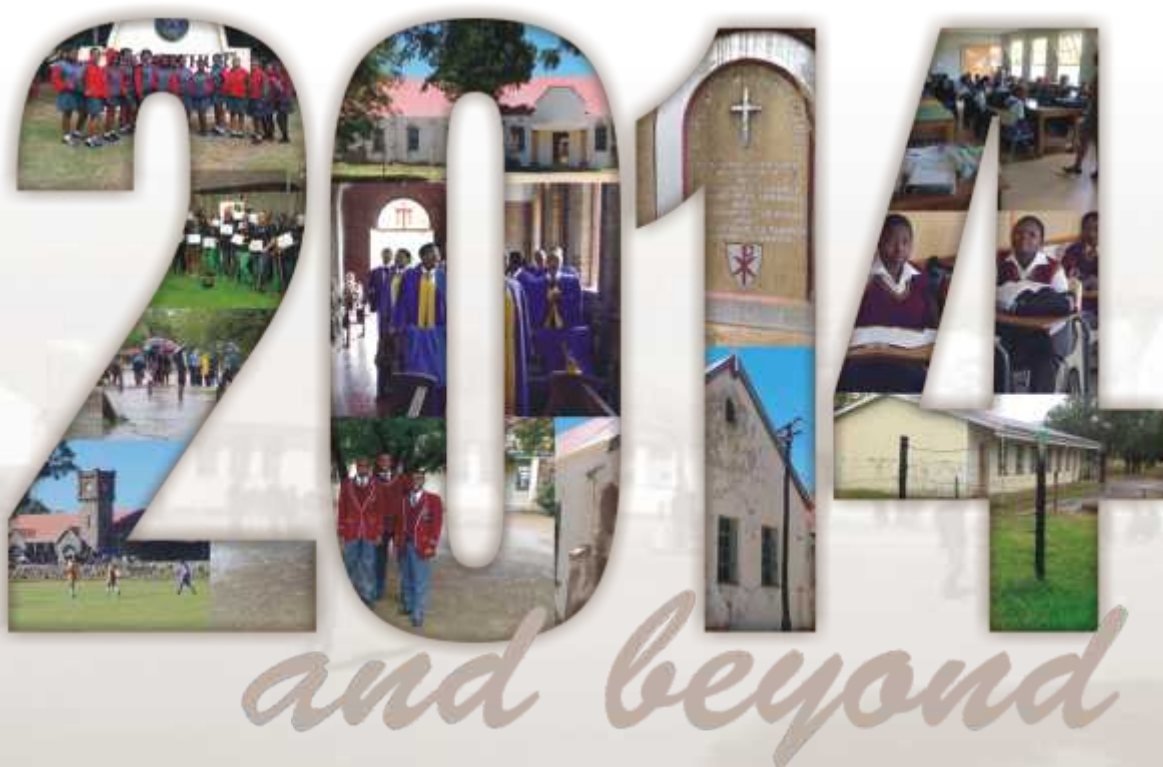
There is no doubt that the appointment of an education officer in 2013 has generated fresh concepts, renewed enthusiasm and programmatic transformation all of which have set the stage for the HSRP to imagine, adapt, influence and secure the organization's upward trajectory.

The old school buildings are more than monuments to education and culture and to the struggle for liberation; they also serve as springboards to success for poor rural children who would not have opportunities provided to city children.

The historic schools seek to establish constructive channels in which the learners feel free to work, play and express themselves. Due to their dire domestic situations we cannot expect high academic effort from all of them, but we can take steps to ensure that their limited abilities are exploited to the full.

Education is a powerful vehicle for changing society and bringing about a more just world, it's not about reproducing more of the same. The HSRP's vision and strategic plan is long term – 12 years to witness and give evidence of the steady improvement towards educational excellence. There are currently, and will continue to be many challenges. Understanding the complexities of these challenges is something government, educationists, researchers and activists have to do better together otherwise the under-resourced schools will continue to get stuck in a logjam of impossible expectations and despair.

Research has provided empirical evidence that partnerships enhance the deliveries of government and the HSRP is perfectly positioned to actively participate in the process and walk alongside the Department of Basic Education towards the national vision for schooling in 2025.



FINANCIAL STATEMENTS

Restoration of Historical Schools (NPC)

(Registration number 2007/018649/08)

Annual Financial Statements for the year ended 31 March 2014

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 annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year 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 annual 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.

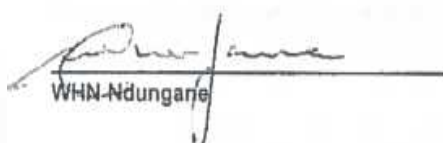
The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the board sets standards for internal 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.

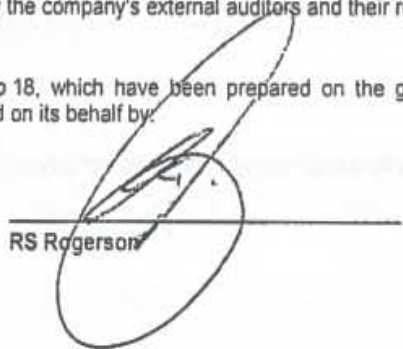
The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial 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 2015 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 auditing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors and their report is presented on page 3.

The annual financial statements set out on pages 5 to 18, which have been prepared on the going concern basis, were approved by the board on 30 June 2014 and were signed on its behalf by:


WHN Ndungane


RS Rogerson

Independent Auditors' Report

To the members of Restoration of Historical Schools (NPC)

We have audited the annual financial statements of Restoration of Historical Schools (NPC), as set out on pages 6 to 16, which comprise the statement of financial position as at 31 March 2014, 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 annual financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the annual financial statements. The procedures selected depend on the auditors' judgement, including the assessment of the risks of material misstatement of the annual 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 annual financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the annual 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 annual financial statements present fairly, in all material respects, the financial position of Restoration of Historical Schools (NPC) as at 31 March 2014, and its financial performance and its cash flows for the year then ended in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities, and the requirements of the Companies Act No. 71 of 2008 as amended.

Other reports required by the Companies Act

As part of our audit of the annual financial statements for the year ended 31 March 2013, we have read the Directors' Report for the purpose of identifying whether there are material inconsistencies between these reports and the audited annual financial statements. This report is the responsibility of the respective preparer. Based on reading this report we have not identified material inconsistencies between this report and the audited annual financial statements. However, we have not audited this report and accordingly do not express an opinion on this report.



Restoration of Historical Schools (NPC)

(Registration number 2007/018648/08)

Annual Financial Statements for the year ended 31 March 2014

Statement of Financial Position

Figures in Rand	2014	2013
Assets		
Non-Current Assets		
Property, plant and equipment	63 180	66 531
Current Assets		
Loans to employees	16 500	-
Other financial assets	403 778	114 614
Trade and other receivables	-	59 519
Cash and cash equivalents	15 913 500	13 996 145
	16 333 778	14 170 278
Total Assets	16 396 958	14 236 809
Equity and Liabilities		
Equity		
Retained income	1 331 279	2 426 045
Liabilities		
Non-Current Liabilities		
Deferred income	8 480 455	4 934 852
Current Liabilities		
Trade and other payables	255 493	350 792
Deferred income	5 983 532	6 236 381
Provisions	325 484	288 739
Bank overdraft	10 713	-
	6 575 222	6 875 912
Total Liabilities	15 065 677	11 810 764
Total Equity and Liabilities	16 396 958	14 236 809

Restoration of Historical Schools (NPC)

(Registration number 2007/018649/08)

Annual Financial Statements for the year ended 31 March 2014

Statement of Comprehensive Income

Figures in Rand	2014	2013
Revenue	8 296 445	8 115 430
Operating expenses	(10 004 352)	(8 115 243)
Operating (loss) profit	(1 706 917)	187
Investment revenue	611 151	743 432
(Loss) profit for the year	(1 094 766)	743 619
Other comprehensive income	-	-
Total comprehensive (loss) income for the year	(1 094 766)	743 619

Restoration of Historical Schools (NPC)

(Registration number 2007/018649/08)

Annual Financial Statements for the year ended 31 March 2014

Statement of Changes in Equity

Figures in Rand	Retained income	Total equity
Balance at 01 April 2012	1 682 426	1 682 426
Profit for the year	743 619	743 619
Other comprehensive income	-	-
Total comprehensive income for the year	743 619	743 619
Balance at 01 April 2013	2 426 045	2 426 045
Loss for the year	(1 094 766)	(1 094 766)
Other comprehensive income	-	-
Total comprehensive loss for the year	(1 094 766)	(1 094 766)
Balance at 31 March 2014	1 331 279	1 331 279

Restoration of Historical Schools (NPC)

(Registration number 2007/018649/08)

Annual Financial Statements for the year ended 31 March 2014

Statement Of Cash Flows

Figures in Rand	2014	2013
Cash flows from operating activities		
Cash generated from (used in) operations	1 613 153	(672 766)
Interest income	611 151	743 432
Net cash from operating activities	2 224 304	70 666
Cash flows from investing activities		
Purchase of property, plant and equipment	(12 000)	(9 639)
Sale of property, plant and equipment	-	(1)
Movement in loans receivable	(289 162)	(114 614)
Net cash from investing activities	(301 162)	(124 254)
Cash flows from financing activities		
Movement in loans to employees	(16 500)	500
Total cash movement for the year	1 906 642	(53 088)
Cash at the beginning of the year	13 996 145	14 049 233
Total cash at end of the year	15 902 787	13 996 145

Restoration of Historical Schools (NPC)

(Registration number 2007/018649/08)

Annual Financial Statements for the year ended 31 March 2014

Detailed Income Statement

Figures in Rand	2014	2013
Revenue	8 298 445	8 115 430
Other income		
Interest received	611 151	743 432
Expenses (Refer to page 18)	(10 004 362)	(8 115 243)
(Loss) profit for the year	(1 094 766)	743 619

Restoration of Historical Schools (NPC)

(Registration number 2007/018649/08)

Annual Financial Statements for the year ended 31 March 2014

Detailed Income Statement

Figures in Rand	2014	2013
Operating expenses		
Accommodation	(245 182)	(72 710)
Advertising	(28 500)	(41 781)
Auditors' remuneration	(76 211)	(52 353)
Bank charges	(20 923)	(22 243)
Catering	(56 161)	(149 104)
Computer expenses	(118 046)	(94 016)
Consulting and professional fees	(346 789)	(159 459)
Depreciation	(15 351)	(21 862)
Employee costs	(4 486 165)	(3 569 262)
Entertainment	(1 155)	-
General expenses	(134 227)	(71 227)
Gifts	(22 270)	(8 255)
Honorarium	(45 000)	(41 068)
IT expenses	(29 694)	-
Insurance	(26 266)	(22 322)
Lease rentals on operating lease	(370 027)	(371 634)
Loss on disposal of assets	-	(9 948)
Meeting expenses	(15 819)	(69 988)
Postage	(43 495)	(20 829)
Printing and stationery	(185 796)	(99 871)
Security	(20 607)	(6 601)
Special projects	(2 406 939)	(2 231 831)
Subscriptions	(24 189)	(14 837)
Telephone and fax	(187 331)	(119 660)
Tiger Kloof	(165 000)	-
Training	-	(18 818)
Transport and freight	(294 810)	(366 395)
Travel - local	(658 409)	(448 169)
	(10 004 362)	(8 115 243)



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Readucate Trust
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Village Leadership Consulting
Sasol Inzalo Foundation
Goldfields
AngloGold Ashanti
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Department of Basic Education
Province of the Eastern Cape Department of Education
Methodist Women's Manyano
University of Pretoria Department of Architecture Students
Mr M Beamish
Dr E Bradlow
Mr U Brown
Mrs H V Campbell
Margaret Clough
Judge Ian Farlam
Mr T Gamble
Mr R Greek
Mrs M L Hewett
Judge C Howie
Judge N V Hurt
Professor B Le Cordeur
Mrs H L Richter
Dr M J Silk
Andrew Summers
Mr P Van Der Westhuizen
Karen Van Heerden
Alumni – for their continued support
Members of the HSRP Board
Trustees of the Z K Matthews Educational Trust
Committees, Content and Concept Development Groups,
and the original Reference Group

HSRP BOARD AND STAFF

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Chairperson Thembile Skweyiya

Company Secretary Rob Rogerson

Patron Sheila Sisulu

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Sandile Zungu

Director-General of the National Department of Arts and Culture

Director-General of the National Department of Basic Education

Director-General of the National Department of Science and Technology



Archbishop Njongonkulu Ndungane with HSRP Staff (L-R) Marlene Whitehead (Research & Development Officer); Carmel Fielies (Executive Assistant to the Executive Director); Sindi Lingela (Education Officer); Thabisa Sityebi (Receptionist); Tsungai Tichapondwa (Administrative Assistant); Yolande Jiffur (Secretary); Busiswa Gazi (General Assistant)



HISTORIC SCHOOLS RESTORATION PROJECT

Towards Centres of Cultural and Educational Excellence

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 revitalize 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.



HISTORIC SCHOOLS RESTORATION PROJECT

Towards Centres of Cultural and Educational Excellence

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