



HISTORIC SCHOOLS RESTORATION PROJECT

ANNUAL REPORT 2011/2012



HISTORIC SCHOOLS RESTORATION PROJECT

ANNUAL REPORT 2011/2012



Foreword	2
A Message from the Chairperson	3
Report by the Executive Director	4
Introduction	4
Educational Excellence	5
Infrastructural Restoration	8
HSRP Partnerships	10
The Pilot Schools	13
2012 and Beyond	24
Conclusion	25
HSRP Board and Staff	26
Financial Statements	28
Acknowledgements	32



FOREWORD

Education in South Africa is expected to contribute significantly to addressing the tragedy of our past and to provide hope for a better future for our children. However, the Department of Basic Education acknowledges that such a feat is not the sole responsibility of government alone and we look to partnerships and champions in our society to take collective responsibility for education transformation. Hence, we support the goal of the Historic Schools Restoration Project, which aims to restore the educational excellence of historic schools that had, prior to the imposition of the Bantu Education Act of 1953, contributed richly to black education. The project is unique in its attempt to also reclaim the memory, history and physical infrastructure of the identified historic schools. Recognising the immense educational and historic value of this project, the Department of Basic Education is proud to be associated with the HSRP and is committed to assisting them in ensuring that they meet their key objectives of rekindling a culture of excellence in teaching and learning.

The pilot schools receiving technical and financial assistance from the HSRP are educational hubs of great historical significance. These schools are indeed a living testimony of the strength of the human spirit. Despite the impact of apartheid education, these schools remained beacons of excellence and continued to produce alumni, some of whom today form the nucleus of our national leadership and role models, across all strands of life including politics, the performing arts, business and academia.

The Department of Basic Education supports the HSRP initiative given its specific focus on education, in particular its mission to reignite a culture of teaching and learning excellence. Improving the quality of basic education is a major priority of this government and we recognise that apart from focusing on programmatic interventions such as Curriculum Assessment Policy Statement (CAPS), Annual National Assessments (ANA), Workbooks and Infrastructure, we ought to also search experientially and empirically for the best models to assist us in meeting Outcome 1, i.e. improving the quality of basic education. As a Department, we look to HSRP as a case study that we can replicate across the entire public school system. In other words, in no way is our partnership with HSRP an act of goodwill only. Rather, it is a strategic and mutually beneficial relationship.

Funding continues to be a major challenge and, given the global financial crunch to which our country is not immune, we recognise the difficulties that the HSRP encounters as it strives to attract adequate funding from private sources. As a Department, we remain deeply committed to continue providing assistance to the HSRP and it is our sincerest wish that other potential private partners may find it in themselves to also support this cause. After all, education is indeed a societal issue and therefore needs all forces in society to join hands for the common good.

Mr PB Soobrayan

Director General: Department Of Basic Education



A MESSAGE FROM THE CHAIRPERSON

Over the last five years, since its inception, the Historic Schools Restoration Project (HSRP) has gone from strength to strength and during this time has become integrated into the broad challenges that face education in South Africa. While the HSRP operates in only a small number of schools at present, the challenges found at these schools are mirrored at schools throughout South Africa and directly affect the lives of millions of our young people.

In her 2011/2012 budget speech made to the National Council of Provinces, Minister Angie Motshekga said:

“It is only through education that we can roll back the tide of poverty and joblessness and redress apartheid inequalities. It is precisely because of the pivotal role it plays in creating a better life for all that education remains the apex priority of the current administration.”

We applaud the Minister’s sentiments, for it is only through education that changes within the country can be effected. However, we read on a regular basis that the skills shortage within South Africa is one of the key inhibitors of growth and the underspend on departments’ budgets, both nationally and provincially is linked directly to this shortage.

So where is the problem? The problem seems to vest in the need for South Africa to show success within education, and in an effort to do this we have accepted mediocrity as an acceptable educational outcome for our children. In order for a learner to receive a National Senior Certificate (NSC) they are required to achieve 40% in three subjects, including their home language and 30% in another three subjects to pass.

Only one in four learners passed the NSC at a level which enables them to attend university. While much has been

written about Mathematics, Science and Technology being fundamental to the future of South Africa, less than 40% of the 2011 matric candidates wrote maths. Of the 104,000 learners who wrote, almost half failed and it is not known how many obtained the minimum 50% required to enable them to move onto tertiary education in the faculties of commerce, engineering and medicine, where this pass rate is required.

In order for South Africa to begin to address unemployment, poverty and economic growth, we need to equip our young people with the necessary skills to make this a reality. We should not be accepting mediocrity as a standard but rather setting the bar at a level which allows for the young people of this country to make a difference in building this nation. This requires a significant shift in our thinking on education outcomes.

It is important that this shift takes place as the long-term consequences for this country will be significant. Without a strong emerging middle class, growth within South Africa will be stunted and poverty will be perpetuated with all the social ills that this brings.

As South Africans we all have a vested interest in the future of this wonderful country and need to work together in ensuring that the education that our children receive is relevant, and that outcomes are pegged at a level that allows for tertiary education.

Mahatma Gandhi’s quote “Live as if you were to die tomorrow. Learn as if you were to live forever” is perhaps a mantra we should all consider adopting, and we should all strive for life-long learning.

Justice Thembile Skweyiya

Chair: HSRP Board



REPORT BY THE EXECUTIVE DIRECTOR

In last year's Annual Report I reflected on the results of the National Assessment tests which were conducted in February 2010. Broadly, the results showed that learners were not adequately equipped in either literacy or numeracy, relative to their grades. This highlighted shortcomings in how subjects were being taught, but also showed that the low level of literacy and numeracy at primary level was impacting secondary education and was a contributing factor in the poor results being achieved at the Matric exam level.

It is, however, encouraging that the Department of Education has embarked on 'Action Plan to 2014 – Towards the Realisation of Schooling 2025.' Within this action plan there is provision for an Annual National Assessment (ANA) which will test Grades 1 to 6 and Grade 9 on first and second language and mathematics at the end of each academic year. These annual results will be compared, using the 2010 National Assessment test results as a benchmark for measuring progress. For the first time it will be possible to track improvement or failure on an annual basis. The results of the testing conducted at the end of 2011 will be welcomed.

The 27 goals in the Action Plan 2014 have clear expected outcomes. Goals 1 to 13 deal with outputs that the Department want to achieve in relation to learning and enrolments and Goals 14 to 27 detail the ways in which the first 13 goals will be achieved.

While some of the expected outcomes are ambitious with regard to pass percentage increases, it is in keeping with the sentiments expressed by the Chairperson in his message, that we should not accept mediocrity for our learners but rather seek excellence in education. A positive focus is the recognition of Early Childhood Development and the important role this plays in the

foundation phase of education. We look forward to the annual assessments to determine how this Action Plan is progressing and what impact it is having on education standards.

I would like to take this opportunity to bid farewell to some of the Board members who have been with the HSRP from its inception and who left us at the end of 2011. I want to thank Mr Nathan Johnstone, Ms Dinao Lerutla, Ms Maud Motanyane, Bishop Malusi Mpumlwana and Advocate Vuyani Ngalwana for the immense contribution each of them made. In addition, Mrs Regina Essack has asked for a two year leave of absence as she is completing her PhD – we wish her well in her studies.

A new and dynamic group of board members has been identified to take over the reins and guide the HSRP in the implementation of broad strategies. The appointments will take place at the 2012 AGM but I would like to extend my gratitude to the following nominees for making themselves available: Ms Tessa Fairbairn, Advocate Ncumisa Mayosi, Mr Mavuso Msimang and Ms Sbusisiwe Myeni. The passion to make a difference in the lives of our children has come through in my discussions with each of the nominees and I look forward to working closely with each of them in the years ahead. Thank you!

Benjamin Disraeli famously said of Britain: "Upon the education of the people of this country, the fate of this country depends". This quote has application in all countries, but in South Africa as we strive to build a nation, the education of our children takes on paramount importance. Our very future depends on how we educate our children today. It is my hope that each of us will be a part of this exciting journey.

Njongo Ndungane

Executive Director

EDUCATIONAL EXCELLENCE

The two primary cornerstones of the Historic Schools Restoration Project mandate remain the physical restoration of buildings at the selected schools, together with the provision of new buildings, should the need arise and the enhancement of education and cultural activities at these schools. While there is significant need for buildings to be restored, the funding for these activities is limited and to this end a good deal more focus has been placed on mechanisms for improving the educational component at the schools.

What has been noted in the year under review is that reasonably well-resourced schools continue to under-achieve academically and the need for educator training has been identified as a priority. As mentioned in last year's report, operational funding for the 2011/2012 financial year was uncertain and much as we would have liked to have had an Education Officer in place, this was not possible purely from a job security point of view. The commitment of funding from the Department of Basic Education for a three-year period will enable the filling of this position

during the course of the 2012/2013 financial year. This will enable implementation of some of the recommendations contained in the Education Officer's Road Map document which was prepared by Dr Tim Nuttall.

Principals' Conferences

Two workshops have been held since the publication of the last Annual Report. The first was held in the Eastern Cape in September 2011 for principals and deputy principals. The programme included visits to Healdtown Comprehensive High School and St Matthews High School. This was an opportunity for the delegates to fully understand the extent of the challenges encountered by the historic schools in the Eastern Cape and to experience first hand their attempts to provide quality education under difficult circumstances.

In addition to the visits, presentations were given by the Academic Practices and Reasoning Department, the Teaching and Learning Centre, and the Life, Knowledge,



2011 Principals' Conference delegates outside St Matthews Church during a visit to the campus.

Action Grounding Programme, all from the University of Fort Hare. The feedback confirmed without a doubt that the highlight of the conference was 'Teach Like a Champion – Teaching Techniques' created by Doug Lemov and presented by Judy Tate, Lynda Swinbourn and Sue Frederick, all of Inanda Seminary.

The second workshop, for principals only, was held during April 2012 at the Somerset College in Somerset West. This workshop focussed on models of excellence and schools with roots in the communities. Included in the programme was an interactive session with a youth leadership academy – Columba1400SA. The vision of this initiative is to build a movement of responsible leadership amongst South African youth by developing young people who are socially and environmentally conscious and active and who are willing to lead through service. Principals were encouraged to submit applications to Columba1400SA in order for their schools to participate in a six-day residential academy, together with a follow-up programme. Healdtown Comprehensive High School will be the first of the historic schools to take advantage of this programme.

The SA Basic Education Conference

The purpose of the SA Basic Education Conference is to mobilise educational institutions to become effectively managed and to enable and enhance teaching and learning in the classroom. The HSRP was invited to participate for the duration of the conference and had a stand in the exhibition arena.

The conference brought together a community of committed and innovative educationists and service providers, working in a wide range of contexts. It provided opportunities to network, interact with service providers and to show case the work being undertaken by the Historic Schools Restoration Project.

More than ten thousand people registered for the conference and visitors to the stand included government officials, corporate representatives, service providers and educationalists. Many delegates, on visiting the HSRP stand, expressed their delight at recognising their school and spoke animatedly about their alma mater and the long term benefit their school had had on their lives.



Left to right: Inanda colleagues Sue Frederick, Judy Tate and Lynda Swinbourn presented 'Teach Like a Champion'.



Presenters from the University of Fort Hare's Life, Knowledge Action programme.



Tracy Hackland and Innocent Muyanga from Columba1400SA, with HSRP board member Dr Nana Makaula.

Teacher enhancement

At the end of December 2011 the relationship with TEACH SA came to an end, largely because of legal constraints, and was not renewed for the 2012 academic year. This situation was deeply regretted by the HSRP as the value added to the schools by the TEACH SA Ambassadors had been significant. TEACH SA have committed themselves to resolving the legal issues and will contact the HSRP with a view to re-introducing TEACH SA back into the historic schools.

ZK Matthews Educational Trust

The first ten ZK Matthews scholarships were awarded in 2011 shortly after the establishment of the Trust and the 2012 academic year has seen a further ten scholarships awarded to the value of R170,135. The scholarships are open to learners who attend any of the schools presently forming part of the HSRP, and principals of these schools are encouraged to support scholarship applications submitted by diligent and academically sound learners. The scholarships are valid for one year and are renewable annually should the learners adhere to the terms and conditions that apply to the awards and achieve academically acceptable results.

As the number of scholarships awarded increases, so too does the overall value of disbursements and to this end the Trust decided in 2011 to embark upon an aggressive fundraising drive in order to boost capital. More than 700 funding applications have been submitted to companies and trusts nationally, seeking donations to the Trust and thereby contributing towards education of the rural African child.

The awards have had a positive impact on the successful applicants and their families. Most of the scholars come from single-parent households and many of the parents are unemployed. The scholarships have provided the opportunity for these children, all with so much potential, to achieve a promising future beyond the poverty and lack of opportunities within their communities.

The Trust maintains regular contact with the scholars and receives letters, photographs and sometimes even creative work from them. Lungile Lubanyana (pictured below), a member of the poetry society at Inanda Seminary, sent us this poem:

Decision

Life is like a motion.

*Generations come, generations go
but they all live by decisions.*

Because decision is the key to your destination.

*Some people say education
is the key to every door.*

*But decision gives direction
to the paths of those doors.*

*It is still your decision
to let people make decisions for you.*

*Decision is like an action
and if you make wrong decisions
absolution, accusation, degradation
will be a reaction.*

*Decision is a direction to your destination
that leads to a path for education
to open doors for you.*



INFRASTRUCTURAL RESTORATION

We continue to work with our architectural team on remedial work being undertaken at schools falling under the mandate of the Historic Schools Restoration Project. The team also includes professionals located close to the schools who provide support for the HSRP and have kindly agreed to bill at reduced rates for their work.

What remains clear is that in the case of some of the schools the extent of the work to be undertaken is prohibitive and accordingly only essential restoration work can reasonably be undertaken. We remain cognisant of the fact that demographic shifts over the last 20 to 30 years have seen communities around some of the schools diminished with a resultant drop in the learner enrolment at the schools. Practically, some of the schools will only have essential restoration undertaken with the balance of facilities left in their present state.

As reported in last year's Annual Report two schools were in the process of having remedial work undertaken. The work is not as yet complete, largely through requirements beyond the scope of the HSRP to control or influence.

Healdtown Comprehensive High School, Fort Beaufort

As mentioned in last year's Annual Report, through funding provided by PetroSA, the ablution block at the school has been renovated completely and is awaiting connection to a new treatment plant. Previously, effluent was running into the river as the old treatment plant was no longer functional. There are two steps that need to be taken in the commissioning of a new sewerage treatment plant. The first step was the signing of a maintenance contract for the new plant by the Eastern Cape Department of Education. Once this had taken place the Environmental Impact Assessment (EIA) could be completed. At present the EIA is open for public inspection and comment and at

the end of August 2012, if no comment has been received, the EIA is forwarded to the relevant authorities for approval. Thereafter the treatment plant can be installed and connected which will bring into operation shower, toilet and bathroom facilities that have up until now been sorely lacking.

In addition, the two newly renovated classrooms are awaiting furnishings and fittings and we are liaising with the Eastern Cape Department of Education in this regard.

We remain grateful to PetroSA for their support of the Project and for their generosity in making such a significant difference for the learners attending Healdtown.

During the course of the period under review we received a grant from The National Lotteries Board (NLB) for additional renovation work at Healdtown. The intention is that the Ilanga Building be restored for use in the establishment of a maths, science and technology centre for the school. It is hoped that work on this project can begin following the winter rains and be completed for the 2013 academic year. We appreciate the confidence placed in the HSRP by the NLB and hope that this will be the beginning of a long relationship.

St Matthews, Keiskammahoek

For a number of years, St Matthews has been hampered by a sewerage reticulation system that was old and not coping. Pipes had collapsed and a very real health risk existed, with the school having been closed on two occasions following outbreaks of dysentery. The Premier of the Eastern Cape, Ms Noxolo Kiviet, gave a grant of R4.5 million to the HSRP to resolve these health issues. During the course of the 2010 financial year the HSRP contracted for the construction of a new reservoir and the laying of piping to the hostels at St Matthews. This has effectively resolved the sewerage reticulation problem.

The water problem at the school is however not resolved as yet. The boreholes which have historically provided water to the school were tested and found to be producing water that was not fit for human consumption. Various options have been explored, including the installation of water purifiers at the school. However, while this would resolve the immediate problem, it was found that the water table in the area had subsided and in the long term the volume of water would not be sufficient.

We have received the cost analysis to bring water from a dam at Keiskammahoek directly to the school. In the interim, an alternative has been proposed by the Eastern Cape Government which would see the school tapping into existing water reticulation in the immediate area. We are awaiting confirmation on this alternative. It is not clear whether the balance of funds held from the original grant of R4.5m will be sufficient to complete the work, but we are fortunate in having funds from both the Amatola Trust and the Passenger Rail Agency of South Africa (PRASA) available to augment this cost. We remain grateful to these two institutions for their commitment to making a difference at St Matthews.

The Department of Education in the Eastern Cape, through the Department of Public Works is also in the process of renovating the hostel accommodation at St Matthews as part of a R19 million tender. Regrettably, while work has begun on renovation of the hostels, labour-related issues have brought it to a halt. This has had a significant disruptive effect on the boarders who are presently being housed in the renovated staff accommodation. The newly appointed Superintendent General of the Department of Education in the Eastern Cape, Mr Ngonzo, is presently looking into the cause of the delay and will be pushing for resumption of work at the earliest possible time.



The historic Ilanga Building at Healdtown, which is to be restored to house the Science and Technology Resource Centre.



Much-needed renovation of the girls' hostel at St Matthews has been delayed by labour issues.



'Long drop' toilets at St Matthews which are still in use.

HSRP PARTNERSHIPS

National Government

On 31 March 2011 the HSRP operational funding that had been received from the Department of Arts and Culture came to an end. The Department of Basic Education submitted a Medium Term Budget application to Treasury in late 2010 seeking funding for the Historic Schools Restoration Project for a three-year period but regrettably the application was not successful. The Executive Director met with President Zuma regarding on-going funding and the urgent need for tangible long-term support from the Government. The President requested the Minister of Arts and Culture to provide funding for the 2011/2012 financial year. We are grateful for the funding that was received; however, this amount only contributed to approximately a third of our operational requirements. It was with regret that the funding was received fairly late in the financial year which meant that many of the activities that would have been undertaken were curtailed and in addition the shortfall in operational budget had to be met from reserves.

We are, however, pleased to report that, following a meeting with the Director General of Basic Education, the HSRP has been made a Special Project within the Department, with operational funding confirmed for a three-year period. This is indeed wonderful news and allows the HSRP to build on the work that had already been started but because of a lack of funding could not be completed in the last financial year.

We continue to engage with the Department of Basic Education with regard to the 'third tier' model which would see schools receiving full government support and funding, augmented by the private sector, alumni and other sources of funding, but which allows full management autonomy at the schools. While not an approved instrument of the Department of Basic Education, we are encouraged at the Director General's willingness to explore models which will

enhance education broadly and more importantly, bring about partnerships which would improve the academic performance of schools. We continue to believe that there is immense capacity and willingness to get involved within South Africa. We further believe that the HSRP can be a catalyst that brings together corporate SA, NGOs and ordinary citizens who understand the need for quality education and are prepared to commit to partnerships that will ultimately benefit schools and learners. We continue to engage with the Department on these issues.

Last year we reported that the Minister of Arts and Culture, Mr Paul Mashitile, had proposed the creation of two bodies that would provide support for the HSRP and at the same time monitor the work being undertaken by the HSRP on behalf of the Departments of Arts and Culture, Basic Education and Science and Technology. The one body being established would be 'political' and would consist of the Ministers of the three departments together with the Executive Director of the HSRP. The other body would be more technical in nature and would draw membership from the HSRP, the professional consultants to the Project, together with representatives from the three departments. Since the last annual report there has been one meeting of the technical committee, which gave the HSRP the opportunity to brief the three departments about developments over the last year. A further meeting is planned for later in 2012 which will deal with more specific issues. To date there has been no meeting of the 'political' committee and we continue to press for this meeting to take place.

Provincial Governments

We continue to work closely with the Eastern Cape Provincial Government and through this association have seen significant work undertaken at both Healdtown Comprehensive and St Matthews High schools. As mentioned in the infrastructure report the R4.5m grant

given to the HSRP for upgrading of water and sewerage reticulation at St Matthews has been utilised in part and we are awaiting confirmation of water connections before spending the balance of the grant. We have met recently with the Superintendent General of the Eastern Cape Department of Basic Education and welcome his decisiveness in addressing outstanding issues at both of these schools.

Unfortunately, our interactions with other Provincial Departments have been disappointing. Notwithstanding an undertaking by the Premier of Limpopo two years ago to facilitate Lemana High School moving back to its original campus, this has not happened and efforts to arrange meetings with both the Premier and the MEC for Basic Education in the Province have not borne fruit.

Following a significant amount of work undertaken at the behest of MEC for Basic Education in KwaZulu-Natal, meetings with the provincial task team has come to a halt. We have continued to try and re-establish the link but to date have had no success. Despite this, we continue to be involved with the schools and meet with principals at the various workshops that we host.

The Calabar Foundation

The United States-based Calabar Foundation has been actively involved at St Matthews in the Eastern Cape for almost four years. At present no personnel are based at the school, and at a recent meeting with Calabar's president Mr Andrew Summers there was an indication that involvement at the school would gradually be phased out. The contribution of the Foundation has been immense. In the time that they have been involved, they have undertaken the installation of a computer laboratory with 60 personal computers, provided internet connectivity to the school and recently completed, with financial assistance from the HSRP, the renovation of ten staff houses on the campus.

This partnership has been an important one for the HSRP and it is hoped that there would be other opportunities to partner with the Foundation. We extend our thanks to the Calabar Foundation for the work they have undertaken

and the enormous impact they have had on so many of the learners at St Matthews.

Columba1400SA

We are pleased to welcome Columba1400SA as a partner. This organisation's core work is with young people from previously disadvantaged backgrounds, many of whom live in poverty, in child-headed households and in communities beset by HIV/AIDS, limited employment opportunities and poor educational opportunities.

Many of the young people they work with do not believe in their own capacity to make a positive difference in their own lives or in their schools and communities. Columba1400SA works with principals, teachers, local community members and corporate partners to engage young people in a programme of leadership development that elicits and unleashes their latent potential to be agents of positive social change. Central to this is the belief that leadership potential is within each individual, especially those who have weathered tough times, and that effective youth development must empower young people by drawing out their inner greatness.

The programmes place strong emphasis on personal, social and environmental responsibility and draw heavily on the teaching power of lessons from the natural environment.

Healtdown Comprehensive High School in Fort Beaufort is the first school that has benefited from the work of Columba1400SA and a further programme is planned at a school in KwaZulu-Natal for later in 2012.

University of Fort Hare

Over a period of approximately a year there have been discussions centred on the potential role for Healtdown to be a centre of excellence for maths and science in the region. Various role players including community representatives, union officials, the University of Fort Hare and the Methodist Church have attended meetings and given input into how they see Healtdown playing such a role and what steps need to be taken to bring this to fruition.

The University of Fort Hare, through the FOSST Discovery Centre, has developed a business plan in conjunction with the HSRP which will see Healdtown developing into a centre of science, maths and technology. This concept was built on similar work that was already being done by the University, but expanded the role of the Healdtown centre to include schools in the greater Fort Beaufort area.

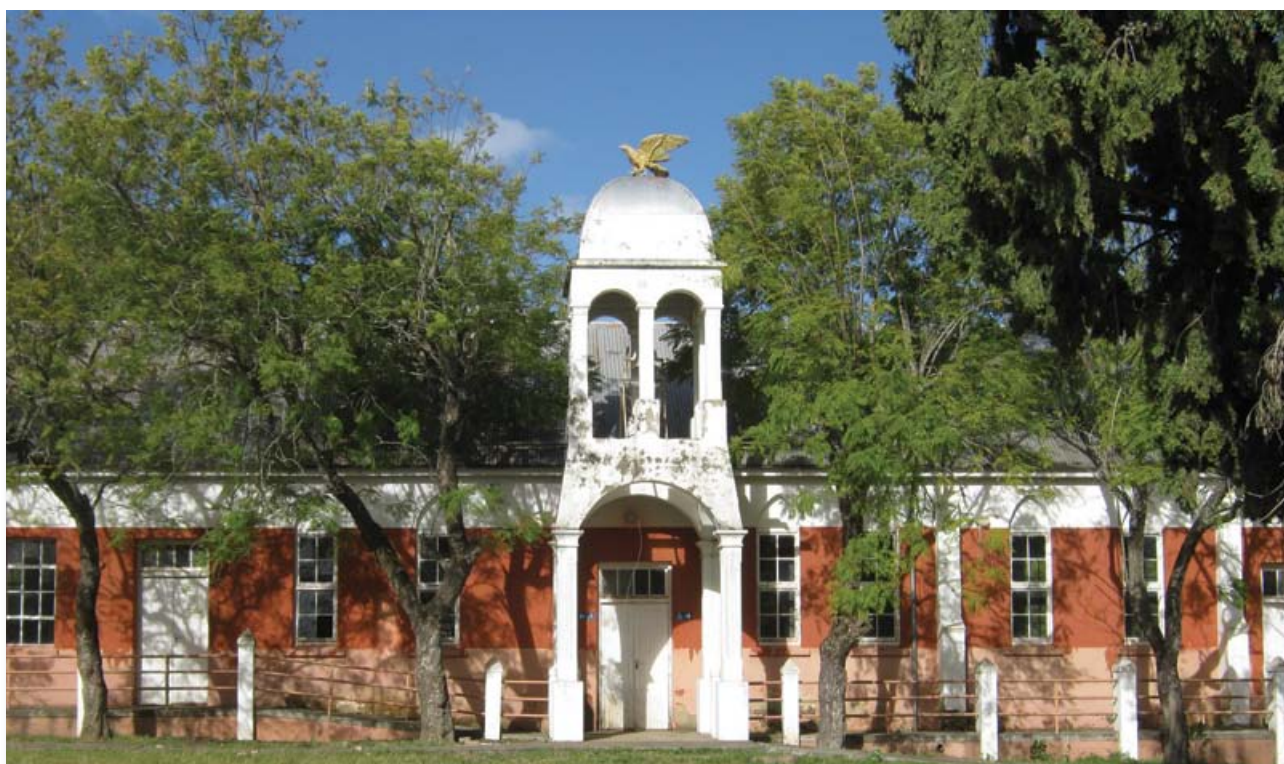
The project is known as the 'Science and Technology Education Resource Centre' (STERC) and aims to provide extra tuition for pupils throughout the year and during school holidays. A good deal of work has gone into this project and we are pleased to advise that a very successful winter school was held at Healdtown during the second week of July 2012, which saw learners from six different schools being collected by bus and transported to Healdtown for a week's instruction in maths, science and technology. The educators were all contracted for the duration of the winter school and during the term

additional educators will be available for instruction in the three subjects.

At present the Eagle Building at Healdtown has been identified as the building that will be used for STERC and once the Ilanga Building has been renovated the intention is to house the project in this newly refurbished facility.

This is an important intervention which we are very excited about, and in particular because STERC will serve not only Healdtown but all the schools in the Fort Beaufort area. We have already appointed a management committee and a coordinator for the project, all based in Fort Beaufort.

Much of what has happened in a relatively short time would not have been possible without the assistance of Dr Mvuyo Tom, the Vice Chancellor of the University of Fort Hare, and Mr Phumezo Kwinana from the FOSST Discovery Centre. We extend our thanks to both of these gentlemen and anticipate being able to report at the next AGM on the progress of STERC and show the results of this intervention.



The iconic Eagle Building at Healdtown.

PILOT SCHOOLS

Adams College

Just south of Durban lies the coastal town of Amanzimtoti (isiZulu for 'sweet waters'). Adams College was built slightly inland of Amanzimtoti in 1853 by the American Board of Commissioners for Foreign Missions. The college was named after Dr Newton Adams who had established a mission station there in 1847.

Adams College boasts a proud legacy of being the only institution in Africa to produce three ANC presidents: Dr John L Dube, Dr Pixley K Seme, and Chief Albert Luthuli. Other presidents include first Deputy President of Zimbabwe, Mr Joshua Nkomo, and the first democratically elected President of Uganda, Mr Milton Obote. It can be confidently said that Adams College has nurtured presidents and leaders of high calibre who shaped the African continent and the world at large.

The Adams College Development Fund oversees the Revitalisation, Redevelopment and Repositioning of the college (3R Project). This initiative began in 2011, and is a twelve-year plan that aims to modernise the school with state-of-the-art educational, cultural, sports and boarding facilities, thereby returning this historic institution to its rightful place as one of the premier educational institutions on the continent.

The school population has grown to 1,280 learners of whom 545 are boarders. There is an urgent need for at least six new classrooms and a well-equipped library. Despite these deficiencies, this year Adams achieved first place in Physics in the Umlazi district and a Grade 12 learner, Mbaso Sigcau, earned second place in the country in a poetry competition organised by the USA Consulate.



Adams' Headmaster Mr Thulani Khumalo (centre) with maths teachers.



Adams College hostel.



Students listen attentively to inspirational speaker Max Moyo in the school hall.

Healdtown Comprehensive High School

The town of Fort Beaufort lies at the confluence of the Kat and Brak rivers in the Amatole District of the Eastern Cape. From this old military frontier post, a dirt path runs along the foot of the hills to Healdtown Comprehensive, school of icons such as Nelson Mandela, Robert Sobukwe and Govan Mbeki.

Healdtown was started in 1856 as a school to train evangelists and later as an industrial school to train people in a variety of trades. By 1917 the Healdtown Institute had become the largest high school in Africa and a training college for African teachers, attracting learners from all over South Africa as well as its neighbouring countries. As a result of the Bantu Education Act of 1953, followed by the destruction of the school buildings in 1976 and there being no more boarding facilities, the learner enrolment dropped to a level where the viability of the school was questioned.

The HSRP conducted a feasibility study in 2011 to provide support for the existing school and to enable it to become a model high-performing school. The idea of a Maths and Science Academy adjacent to the existing school enjoyed a lot of support and as a result a partnership with the University of Fort Hare has been established. Known as the Healdtown Science and Technology Education Resource Centre (STERC), the project commenced in March 2012. This project is aimed at creating an enabling environment in the focus areas of Maths, Science and Technology for learners at Healdtown and its neighbouring schools. In addition, interactive learning programmes will be provided for all types of learners; these include career guidance, life skills and leadership development.



Students pose with their academic achievement awards.



New perimeter security fencing has been erected at Healdtown; unfortunately some of it has already been stolen.



Healdtown soccer team.

Inanda Seminary

A narrow tree-lined road in eMachobeni situated in Ubombo, north-west of central Durban, leads to the entrance of Inanda Seminary, high school for girls. Upon walking through the school's gates one immediately senses that life-long learning takes place on this campus.

Every year Inanda adopts a theme for conscious reflection. This theme is carried throughout every learning area in the school, in the classrooms and in the chapel. The theme for 2012 is a quote from Voltaire: "The Best is the enemy of the Good". Reflecting on Colossians 3 12-17, Principal Judy Tate identifies briefly what being the BEST means at Inanda Seminary:

B = the advantage of being a compulsory BOARDING school; a competent BOARD of governors under the auspices of the UCCSA; aiming for 100% BACHELORS passes at the end of 2012; BLESSED of God.

E = EDUCATION through school and beyond; an African ETHOS to develop holistically in leadership, life skills, integrated technology, critical thinking, social development, and sport; ENRICHMENT; teaching and learning takes place in ENGLISH and isiZulu; creating an ENABLING environment; an EXTRAORDINARY school belonging to SAESC.

S = SIX core values: honesty, loyalty, self-respect, self-discipline, sociability, responsibility; SUBJECTS – academic stream; SELF awareness of skills and strengths; STAFF, academic, administrative and boarding; SUPPORT, property; STUDENT SUPPORT SERVICES and counselling from Chaplain; Motto – "SHINE where you are"

T = TECHNOLOGY; TRACKING of results; TARGETED academic intervention; TERMS and half-terms; THINKING, THOUGHTFUL, THANKFUL.

Reverend Daniel Lindley and his wife Lucy were co-founders of Inanda Seminary in 1869. In one of his letters he expressed his wishes: "Out of this school we expect much to come for this life and the life hereafter. If mothers make the man, this institution must be set above all price." Reverend Lindley would be very proud of Inanda Seminary as it stands today.



Members of the Catering Club at work.



Inanda Seminary's well-equipped computer room.



Gathering in the Chapel.

Inkamana High School

Between Eshowe and Vryheid in the Zululand district of northern KwaZulu-Natal, the Inkamana Abbey comes into view like a beacon within a deep rural expanse. Established in 1923, Inkamana High School is situated on a farm on the banks of the Klipfontein Dam. The land and buildings are owned by the Benedictine Congregation of St Ottilien and the school community has adopted the philosophies of the Benedictine Missionaries.

Learners are expected to view their education as a means for personal advancement as well as a trust and responsibility to work for the good of all humankind. When translated into action, this means to pray with and for one another, to show respect for others and the environment, and to educate the whole person – mind, body and spirit.

It is therefore not difficult to understand why this school has a long history of excellent results. Each year every Grade 12 learner passes matric with a Bachelor's pass and on average each learner achieves at least one distinction. Sport, particularly athletics, is embraced by all learners and the school has excelled in the district. Recently the Umfolozi Canoe Club has engaged the boys in competitive canoeing much to their delight. Music plays an important role in the everyday life at Inkamana. Mornings are started with worship and the singing of hymns in each classroom. The school boasts six different choirs, a marimba band and a drum band.

Principal Mrs Isabel Steenkamp has taught at Inkamana since 1982. She believes that excellent education is crucial in a fast-changing world and facts in themselves are no longer enough to be educated. "Creativity is still essential for growing minds. Students have to develop critical thinking. The growth and development of the whole person to become his or her own best is the key to success. Students should be encouraged to be aware of what they should know, do and value. By putting these things into practice, they will be able to make a positive input wherever they go."



Inkamana's Head Prefects 2012.



Shrine to Mary in the Abbey grounds.



The main building on the Inkamana campus.

Lemana High School

Tucked away on the fringe of the Vhembe Biosphere Reserve near Elim in Limpopo is Lemana High School. Originally established as a teacher training facility on the Rossbach Farm by the Swiss Mission Church in 1906, the name of the school was an adaptation of Lac Lèman, a lake in the region of Switzerland where the missionaries came from. The high school was relocated to neighbouring premises in 1991 and the teacher training college was phased out in 1998 when the old campus was declared a national monument.

Since then there have been many attempts to return the school to its original community, but first much restorative work will need to be done to the neglected infrastructure. The intention is also to reintroduce hostels, thereby providing accommodation and attracting learners from further afield.

Kathleen Mahange was a student at the old campus in 1976. She remembers: "We were taught the whole year in Afrikaans, we rebelled, and then we wrote our final exams in English. That taught us perseverance, that under any circumstances you can come out a victor!" Ms Mahange went on to study for a BCom at the University of Natal and later returned to Lemana where she teaches Accounting.

At a public event where government officials committed to return Lemana to its original campus, a young learner, Vukosi Maluleke, delivered a speech entitled 'Lemana High School: A remarkable monument' that received thunderous applause and a standing ovation. Vukosi is no stranger to public speaking. At a recent inter-schools debate his topic was 'Education can change the future'. "Even though education begins at home with parental guidance, teachers are the pillars of education, as they use the best of their knowledge to educate and nurture learners. Teachers are people who feed minds with an essence to enrich lives, they form the most essential part of education and therefore, they should be one of the highest paid professionals, because they form the basic foundation of every career."



School trophies.



A building on the original school campus.



Lemana debating champion Vukosi Maluleke.

Ohlange High School

Inanda (isiZulu for 'pleasant place'), in eastern KwaZulu-Natal, forms part of the Greater Durban Municipality and is the home of John Langalibalele Dube (nicknamed Mafukuzela), first president of the African National Congress and founder of the Zulu Christian Industrial School, now known as Ohlange High School.

The rich history of Ohlange contributes to the pride in teaching at the school, even if there are more than fifty learners in a classroom that does not have sufficient furniture and equipment. In the early 1900s Mafukuzela became the voice of the Black African liberation movement. "Now we want to warn our sons and daughters, do not let your hearts rule your heads because it can never be satisfied".

Today the teachers believe that they are moving in the right direction as they concentrate not only on academics but the 'Head, Heart and Hand': The Head – the school has the vision to educate the head to think outside the box, to learn more, to go the extra mile. The Heart – teaches value and respect, Ubuntu. The Hand – God created us with unique talents, each child comes into the world with one hand folded, at Ohlange that hand is opened and skills are developed.

"We don't see ourselves as a high school but as an institute that develops the whole human being" said the Principal, Mr Thami Dladla. To this end Ohlange will create more learning areas in 2013 by including Drama, Geography and Agriculture as further subject choices.



Ohlange choir members performing at a function.



Cheerful Grade 9-12 learners pose for the camera.



Ohlange learner Terri-Lyn Rose is a recipient of a ZK Matthews Educational Trust scholarship for 2012.

Orlando High School

Orlando High School was established in 1939 and was the first high school to have been built in the black township of Orlando, known for some of the most important events in the struggle against the apartheid system, including the 1976 Soweto uprising. During this time the school was vandalised and the school building as it stands today was erected in 1990.

There is an average increase of 21% in the number of enrolments every year. The school has a history of excellent academic achievement, particularly in Mathematics during the tenure of the late Professor TW Kambule, also known as the Kingmaker.

Orlando High also has an excellent reputation for its strengths in netball, soccer and athletics. All sports are played on communal fields and courts as there are no sports facilities on the school campus. Also lacking are a properly equipped science laboratory and library. Architectural plans for a hall have been drawn up by an alumnus and the school is on the lookout for potential sponsors for its construction.



Grade 12 learners hard at their maths study.



Sports trophies and memorabilia at Orlando.



Catering staff prepare up to 1,500 meals a day.

St Matthews High School

On the bend of a dusty rural road just outside Keiskammahoek in the Eastern Cape is St Matthews High School, founded as an Anglican mission school by the Right Reverend John Armstrong in 1854. This once thriving educational centre is now a state school with boarding facilities for girls. While the large parish church is still a local landmark, the ruins of many of the school's buildings are evident everywhere.

Sadly, the Provincial Government has not fulfilled its promises made in 2011 in both the areas of infrastructure and education. There has been limited progress in the renovation of the senior girls' hostel, and teachers who have occupied temporary posts for longer than four years have still not been appointed as permanent staff.

Despite these challenges teachers are committed to improving the academic performances of the learners by providing intervention programmes every afternoon as well as weekends. In addition, regular Maths and Science camps are held in partnership with St Andrews School in Grahamstown.

The ratio of teachers and learners per class is larger than average – “teaching a class is like addressing a rally” confesses one of the teachers. Yet the learners are optimistic and proud of their school heritage. They enjoy the sports facilities and agree that the discipline they receive stands them in good stead for their future as adults.



Learners enjoying some time on the basketball court.



Rudimentary ablution facilities are due for upgrading.



St Matthews' library.

Tiger Kloof Combined School

Vryburg is a large agricultural town situated halfway between Kimberley and Mafikeng on Cecil Rhodes' great northern railroad, which ran from Cape Town through the Kimberley diamond fields and northwards beyond the Victoria Falls. The Tiger Kloof Native Institute was set up near Huhudi township (Tswana for 'running water') by the London Missionary Society in 1904, and the stone church which still stands proudly on the premises is a national monument.

The school management teams have worked hard to enable Tiger Kloof Combined School to become almost completely self-sustainable, as the Solon Foundation, which has supported the school for the past sixteen years, has been forced to reduce its annual donation significantly due to Europe's current economic crisis.

Recently the old Bible College was converted into an impressive school museum by the rector, Mr Peter Habberton, and the librarian, Ms Cara Pieterse, together with the dedicated assistance of many of the learners. There is great excitement amongst the 'Old Tigers' (Tiger Kloof alumni) as they plan to celebrate the 200th anniversary of Dr David Livingstone's birthday in 2013.



A Grade 9 class at work.



Grade 12 learners writing their exams in Tiger Kloof's beautiful stone church, a national monument.



The newly-created school museum, housed in the old Bible College building.

Vryheid Comprehensive Secondary School

Vryheid Comprehensive Secondary School is located in Vryheid, a coal mining town near the Mfolozi River in northern KwaZulu-Natal. It was started as an Evangelical Teachers Training College by a group of Swedish missionaries in the 1940s.

The original buildings are in a fair condition and in close proximity to the new school established in 1992. Since the school is struggling for extra classroom space, it would be appropriate to extend the school into the unused buildings. Instead the Grades 10 and 11 classrooms are accommodated at the hostel where approximately one third of the learners are boarders.

The hostel buildings are a distance away from the main school which leaves both teachers and learners separated from the daily general school activities. Mr Harry Maseko, Principal of Vryheid, completed his high school career on the old campus and returned as a teacher to the new campus. He longs to incorporate the original building which currently serves as a teacher training centre. He would like to re-introduce subjects such as woodwork, metalwork and technology into the curriculum.



A game of chess in the school library.



At work in a motor mechanics class.



Vryheid teachers doing internet research in the library.

Wilberforce College

Wilberforce College in Evaton, south of Johannesburg, was founded by ANC veteran Charlotte Maxeke in 1908 under the auspices of the African Methodist Episcopal Church. The Wilberforce Institute as it was then known, was famous for teacher training and providing basic trades such as printing, tailoring, shoemaking and agriculture to men and women in South Africa and beyond.

In 1953, under the apartheid regime, the AME Church leased the school to the South African government and in 1995 the AME Church reclaimed its land and buildings. With assistance from the United States Agency for International Development (USAID), several new buildings were constructed and equipped that are now the Wilberforce Community College, a multipurpose educational facility, a Distance Learning Centre, faculty housing, student dormitories and a dining hall.

In years gone by, many of the students came from afar to study at Wilberforce. These included Joshua Nkomo, leader and founder of the Zimbabwe African Peoples' Union, and Kamuzu Banda, former President of Malawi. Today more than 80% of the students are from the surrounding areas. They are mostly bridging students with subjects that include Business, Office Practice and Entrepreneurship. If the old buildings were to be restored subjects such as bricklaying and woodworking would be reintroduced.



Buildings on the old campus.



Mr Mduduzi Bhebhe, HOD (Business Studies), stands in a newly-built classroom in the Wilberforce Community College.



Some of the lecturers and administrative staff of the College.

2012 AND BEYOND

The signing of the contract with the Department of Basic Education to provide operational funding for the next three years will enable implementation of much of the planning that was scheduled to have been undertaken in the 2011/2012 financial year.

An urgent requirement is the appointment of an Education Officer who will be able to build on the work that has been done through the University of Fort Hare and the FOSST Discovery Centre in connection with the STERC project at Healdtown. Depending on the success of this project, the STERC model may well be an intervention that can be replicated elsewhere in the country. In order for this to happen we need to establish the outcomes and refine the Project content.

It is also hoped that winter schools or additional classes could be organised at historic schools using retired educators; however, for all of this to happen the services of an experienced educationalist will need to be secured. It is hoped that this appointment can be secured in August/September of this year.

Due largely to budget constraints, our cultural colloquium did not take place in 2011. Energy will be put into ensuring

that this becomes an annual event, with a gathering during the latter part of 2012 being organised.

We will continue to try and engage with the Provincial governments in Limpopo and KwaZulu-Natal. A good deal of work was undertaken by the HSRP on the schools in these two Provinces and there are challenges at some of these schools that can only be resolved through interventions by the MEC's for Education.

Partnerships remain important to the HSRP and efforts will be made to build on the partnerships that are already in place. We will be looking for not only funding partners, but also organisations that can assist in the fields of education, construction, training, governance and finance. As we complete infrastructure projects at the schools, the need to establish relationships with companies dealing with computer equipment, networking, furnishings, etc will become equally important.

We are looking forward to the next three years when practical steps can start to be taken at the schools, and the significant amount of groundwork that has been undertaken over the last couple of years can be translated into direct beneficial interventions at the schools.



The Inanda girls' percussion band enjoys a light moment.

CONCLUSION

As we approach twenty years of our democracy, we are still a nation in transition from 'what was to what can be'. Unemployment remains unacceptably high and, although the level of unemployment has many root causes, the legacy of a poor education system for many of our people remains a primary reason for this situation. We do, however, remain confident that education can be turned around, but in order for this to happen we need make sure that each Rand committed to education is spent optimally. Within the context of Africa, South Africa has one of the highest budget lines dedicated to education but the results achieved do not reflect the amount spent on education.

As mentioned earlier in this report, the National Assessment testing being undertaken will provide a baseline against which improvement or failure can be measured, and it is hoped that where things are not working remedial action will be swift and decisive.

Our interactions with corporate and individuals show that there is a desire to 'get education right' and that funding from these sources will flow if they can see that their contributions are being used well and that the quality of education outputs is constantly improving. The HSRP is committed to being part of solution to education in South Africa and believes that we can make a difference in ensuring a brighter future for our children.

William Butler Yeats wrote: "Education is not the filling of a pail, but the lighting of a fire." We, as a nation, need to light that fire, not only in our children, but in our educators too. Parents need to be actively involved and the unions need to use their influence wisely and be part of the solution. Collectively we can make a difference in ensuring that our children will find a place in our nation, where they can contribute in a positive way in building this country and ensuring a bright future not only for themselves but also for their children.



Ruins of an old staff house at Healdtown.

THE HSRP BOARD

Board members Mr Nathan Johnstone, Ms Dinao Lerutla, Ms Maud Motanyane, Bishop Malusi Mpumlwana and Advocate Vuyani Ngalwana resigned their positions at the end of 2011. Our new nominees are Ms Tessa Fairbairn, Advocate Ncumisa Mayosi, Mr Mavuso Msimang and Ms Sbusisiwe Myeni.



Executive Director Njongonkulu Ndungane was the Anglican Archbishop of Cape Town until 2007. He is a Lovedale alumnus.



Chairperson Thembile Skweyiya is a Justice of the Constitutional Court and a Healdtown alumnus.



Director Regina Essack has taught the entire spectrum of Mathematics at senior level at various schools for the past 18 years.



Company Secretary Rob Rogerson is the Provincial Treasurer for the Anglican Church of Southern Africa and acts as Financial Consultant for the Project.



Nathan Johnstone is Director of Education Services at the Catholic Institute of Education.



Maud Motanyane is a former journalist and is now a businesswoman, and is on the boards of a number of companies.



Dinao Lerutla is the Executive Director of a development finance and business advisory, and founder of PEARL Edu Vision.



Sheila Sisulu was SA's Ambassador to the USA prior to becoming Deputy Executive Director for Hunger Solutions at the World Food Programme.



Oripa Pule is a Healdtown alumna and has worked and lectured in the nursing field. She is currently the Marketing and Development Officer for a publishing company.



Vuyani Ngalwana is a member of the Johannesburg Bar. He was formerly Deputy Director of the Asset Forfeiture Unit and Pension Funds Adjudicator.



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



Nana Makaula has an MA in Counselling with special focus on School Guidance and Counselling and a PhD in Educational Administration, and works as a consultant.



Sibusiso Xaba is Director-General of the National Department of Arts and Culture. He is represented by Mr Irwin Langeveld, Director: Institutional Development in the National Department of Arts and Culture



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



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

HSRP STAFF MEMBERS



Marlene Whitehead
Research and Development Officer



Carmel Fielies
Executive Assistant



Yolande Barry
Secretary



Thabisa Sityebi
Receptionist



Nozipho Kamana
Accounts Officer



Busisiwe Gazi
General Assistant

FINANCIAL STATEMENTS

Report of the Independent Auditors

We have audited the annual financial statements of Restoration of Historical Schools (NPC), which comprise the statement of financial position as at 31 March 2012, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory notes, and the directors' report, as set out on pages 5 to 17 of the full statement.

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 the International Financial Reporting Standard for Small and Medium-sized Entities, and in the manner required by the Companies Act of 2008. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of annual financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these 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 auditors 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 qualified 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 2012, and its financial performance and cash flows for the year then ended in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities, and in the manner required by the Companies Act of 2008.

LDP Incorporated

Registered Auditor

27 July 2012

Directors' Responsibilities and Approval

The directors are required by the Companies Act of 2008 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 the 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 the 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

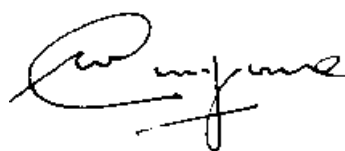
an acceptable level of risk. These controls are monitored throughout the company and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in 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.

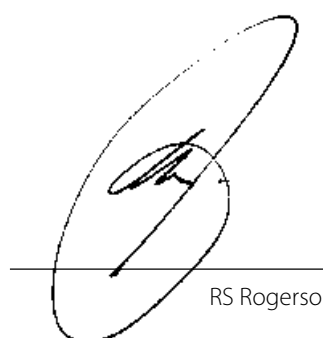
The directors have reviewed the company's cash flow forecast for the year to 31 March 2013 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

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

The annual financial statement set out on pages 30 and 31, which have been prepared on the going concern basis, were approved by the board on 27 July 2012 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 2012

BALANCE SHEET

Figures in Rand	12 months ended 2012	12 months ended 2011
Assets		
Non-Current Assets		
Property, plant and equipment	88,701	108,491
Current Assets		
Other financial assets	500	5,800
Cash and cash equivalents	14,049,233	16,575,985
	14,049,733	16,581,785
Total Assets	14,138,434	16,690,276
Equity and Liabilities		
Equity		
Retained income	1,682,424	895,192
Liabilities		
Non-Current Liabilities		
Deferred income	3,487,492	8,071,667
Current Liabilities		
Trade and other payables	445,636	538,196
Deferred income	8,383,071	7,000,000
Provisions	139,811	185,211
	8,968,518	7,723,407
Total Liabilities	12,456,010	15,795,084
Total Equity and Liabilities	14,138,434	16,690,276

INCOME STATEMENT

Figures in Rand	12 months ended 2012	12 months ended 2011
Revenue	7,417,204	6,606,658
Operating expenses	(7,278,619)	(7,316,285)
Operating profit (loss)	138,585	(709,627)
Investment revenue	648,647	937,271
Profit for the year	787,232	227,644
Total comprehensive income	787,232	227,644

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

Financial Statements for the 12 months ended 31 March 2012

DETAILED INCOME STATEMENT		
Figures in Rand	12 months ended 2012	12 months ended 2011
Revenue		
Grant income	7,417,204	6,606,658
Other income		
Interest received	648,647	937, 271
	8,065,801	7,543,929
Operating expenses	(7,278,619)	(7,316,285)
Accommodation	(99,052)	(18,483)
Advertising	(30,311)	(42,411)
Auditors' remuneration	(52,313)	(50,901)
Bank charges	(13,594)	(15,723)
Computer expenses	(7,893)	–
Consulting and professional fees	(278,707)	(1,252,776)
Depreciation, amortisation and impairments	(29,081)	(35,259)
Donations	–	(114,572)
Employee costs	(2,917,403)	(2,898,203)
Entertainment	(30,197)	(18,641)
Flowers	(7,834)	(3,910)
General expenses	(25,291)	(28,147)
Honorarium	–	(28,000)
Insurance	(18,107)	(20,648)
IT expenses	(96,496)	(96,496)
Lease rentals on operating lease	(333,796)	(313,367)
Loss on disposal of assets	–	(4,566)
Meeting expenses	(39,220)	(3,569)
Postage	(26,887)	(36,774)
Printing and stationery	(180,109)	(166,651)
Security	(6,574)	(5,599)
Special projects	(2,205,199)	(1,435,434)
St Matthew Event	(161,476)	–
Telephone and fax	(129,667)	(104,725)
Training	–	(300)
Travel – local	(584,730)	(621,130)
Profit for the year	787,232	227,644

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 Fund

ACSA – Diocesan Trusts’ Board – Diocese of Grahamstown

Dr MJ Silk

National Lotteries Board

The Department of Arts & Culture

V Njongwe

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



Adams College girls were delighted at being paid a visit by SAWIA (South African Women in Aviation & Aerospace Industry), who promote the empowerment of women in this field.