



Kagiso Shanduka Trust **Annual Report** 2016 - 2017



education

Department of
Education
FREE STATE PROVINCE



kst

Partnering for Excellence
in Education

**Education is important for
all of us. The more you have
knowledge the more you grow.
Education is the one thing that
gives you a constructive future.**

*– Thabang Masisi
(Phehellang Secondary School)*

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Overview of Kagiso Shanduka Trust



“The project intends to leave a legacy of well-resourced schools that are functional in delivering high quality education for learners”

The Kagiso Shanduka Trust (KST) is a collaboration between Kagiso Trust and the Cyril Ramaphosa Foundation (previously known as Shanduka Foundation). The collaboration emerged from the experience of both entities in the implementation of their respective whole school development programmes. The aim was to develop a project that leverages the methodologies and best practices of each organisation. The result was an integrated whole school development model – addressing infrastructure development, curriculum support, social welfare and leadership in schools – which could be implemented at a district level.

On 12 March 2013, KST and the Free State Department of Education (FSDoE) entered into a Memorandum of Understanding (MoU) to improve education in the Free State province. The MoU served as a vital component in the transformation of basic education in South Africa. The nature of the KST partnership with the FSDoE has immensely contributed towards getting the programme off the ground. The combined financial leveraging has been accompanied by strategic and technical leveraging to ensure that the vision of KST is realised.

Through this integration, the KST District Whole School Development Programme (DWSDP) is poised to influence a broader systemic change in the education sector by transforming public school education on a district by district approach. The implementation of the programme commenced in 2014, in two Free State province districts, Motheo and Fezile Dabi.

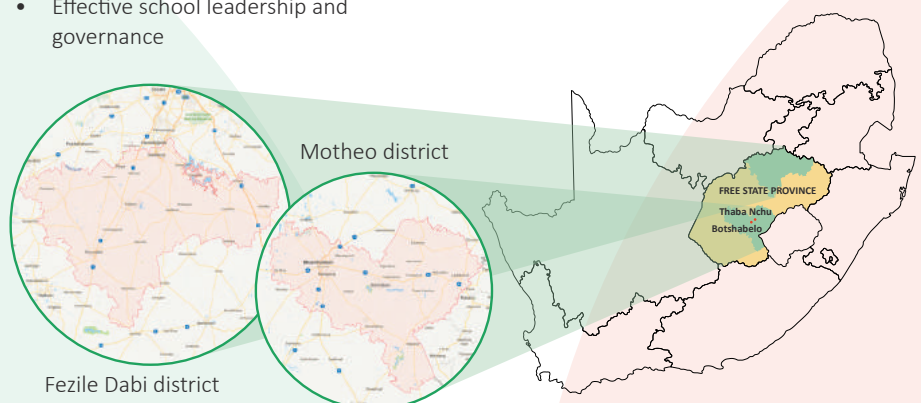
The Whole School Development Model seeks to see a large number of schools undergo systematic transformation through its four-prong approach as follows:

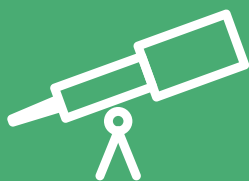
- Transformation and Empowerment workshops.
- Professional development and training of educators
- Infrastructure development
- Effective school leadership and governance

The project intends to leave a legacy of well-resourced schools that are functional in delivering high quality education for learners, and to then use the learning experience to develop a model that can be rolled out nationally based on a district by district approach. Three years into the programme, KST remains committed to improving the educational landscape in South Africa.

WHERE WE WORK

The project is being implemented in all public schools in the Fezile Dabi District and selected public schools in the Botshabelo and Thaba N'chu municipalities of Motheo District. These schools include primary, secondary, combined, intermediate, high schools and farm schools.





OUR VISION

An effective and functional school with creative spaces for children to experience the joy of learning and fulfil their educational potential.



OUR MISSION

Partnering for impact in education through a Whole School Development Model that transforms schools to reach levels of optimal functionality.



KST VALUES

INTEGRITY
ACCOUNTABILITY
WHOLISTIC VIEW
LONG TERM THINKING
PARTNERSHIP

Theory of Change

THE KST THEORY OF CHANGE STATES THAT:

- If the educator is capacitated through professional development and training AND
- The school environment is improved through investing in infrastructure, curriculum development and leadership support AND
- The district office is strengthened to better support the schooling system THEN we expect to see a significant improvement in learner performance that is sustainable.

THE PARTNERSHIP

KST and the Free State Department of Education

The change we want to see:

A partnership that is able to positively influence the delivery of education in public schools and leverage the comparative advantages and resources of each for greater impact.



THE

DISTRICT OFFICE

The change we want to see: School that is well- managed and resourced, with effective leadership, the requisite systems, infrastructure and support that ensure a quality teaching and learning environment District office that has efficient and effective systems in place that allow for good resource governance, professional and developmental support to educators and schools; and recognises and incentivises best practices, performance and excellence.



THE SCHOOL

The change we want to see:

School that is well-managed and resourced, with effective leadership, the requisite systems, infrastructure and support that ensure a quality teaching and learning environment.



Parents / guardians / family / community that impact the learner

LEARNING ENVIRONMENT

RESOURCES



THE EDUCATOR

The change we want to see: Educators with the required skills, knowledge, resources and motivation dedicated to learner success.



THE LEARNER

The change we want to see: Learners able to demonstrate age-appropriate cognitive capabilities, confidence, positive attitudes and life skills that allow them to realise their full potential.

SYSTEMS • LEADERSHIP

Project impact figures since inception



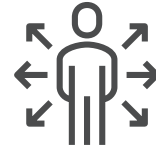
238

SCHOOLS HAVE ATTENDED
EMPOWERMENT AND
TRANSFORMATION
WORKSHOPS



1 194

NUMBER OF
JOBS CREATED



2 451

EDUCATORS DEVELOPED



304 953

NUMBER OF LEARNERS
THAT BENEFITTED



201

NUMBER OF SMMEs
THAT BENEFITTED

“118

New facilities have been built, including classrooms, ablution blocks, science laboratories, libraries, computer centres, maths centres, multi-media centres and sports facilities.

We have also provided desks and chairs and perimeter fencing at schools.

”



795

NUMBER OF LEARNERS
WHO RECEIVED
SPECTACLES



31 981

NUMBER OF LEARNERS'
EYESIGHT TESTS
CONDUCTED



Foreword:

Tate Makgoe

MEC, Free State Department of Education



education
Department of
Education
FREE STATE PROVINCE

There is no doubt that the education system has seen major developments since 1994. We are proud of the numerous developments that were ushered in since the dawn of democracy in South Africa.

The significance of an effective education system cannot be over emphasised. Basic education remains the primary priority of this administration because of the positive influence it has on society's fortunes. Research demonstrates that basic education is a precondition for embarking on a fight against poverty and encouraging short and long-term economic growth.

The goal of the Free State Department of Education (FSDoE) is to ensure that quality learning and teaching takes place in every classroom, every day. Our partnership with KST has played a vital role in our quest of achieving this goal, and we recognise the contribution the project has made in critical focus areas over the past year.

Stability has been achieved in curriculum reform and the FSDoE is working with our provincial counterparts, guaranteeing full curriculum coverage at classroom level, which will be the focus of all programmes through enhanced accountability for learning and collaboration with all stakeholders and partners.

Though we reflect with enthusiasm at being the only province to exceed the 90 percent threshold for the 2016 Grade 12 results, we are the first to concede that the South African education system is still lacking. It

“The goal of the Free State Department of Education (FSDoE) is to ensure that quality learning and teaching takes place in every classroom, every day.”



Tate Makgoe
MEC, Free State Education

must be noted though, that while significant progress has been made in various aspects of education, the inequalities of the past and the fact that the system is emerging from a low base for the vast majority of our people, more needs to be done to move South Africa forward.

Together, we must strive to lay a solid foundation, where our children are encouraged and nurtured to become responsible citizens.

I would like to thank the KST Board and staff for their efforts and achievements as part of the extended FSDoE family. I would also like to recognise the organisations that are making important contributions to education in the Free State, together with KST.

Despite a number of challenges we face as a department, we remain positive that together with our partners, we are making a tangible difference in our schools. 'Raising the bar, closing the gap and supporting learners in all grades.

93.2%

**FREE STATE TOP OF CLASS
FOR 2016 PASSES**



**FREE STATE ACHIEVES TOP
MATRIC 2016 PASS RATE**



**MATRIC 2016: FREE STATE
THE TOP PERFORMING
PROVINCE**



Foreword:

Rev Frank Chikane

Kagiso Trust Chairman



Reverend Frank Chikane
Chairperson, Kagiso Trust

The power of partnerships is immense, particularly in the development space where a number of stakeholders are equally passionate about partnering for impact in education in order to transform schools to reach levels of optimal functionality. Civil society, government and business collaborations, being appreciative of each sector's strengths and weaknesses, are able to use their power over culture, policies and economics to create a better South Africa.

Kagiso Trust's partnership with the Cyril Ramaphosa Foundation (formerly known as the Shanduka Foundation) and the Free State Department of Education in our District Whole School Development Programme (DWSDP) has yielded greater impact in the impoverished communities we work in, through coordinated and strategic involvement and resources. Even though we have experienced some challenges along the way, as Kagiso Shanduka Trust (KST), we have learnt that this is part of the dynamism that exist in partnerships.

The benefits of a successful partnership outweigh the challenges as they directly translate to the improvement of lives. As an organisation, we understand the linkages and how civil society, government and business fit into the puzzle that can make the country take immense strides in ensuring that communities enjoy a better livelihood. Already in its third year of implementation, KST has helped us as Kagiso Trust appreciate leveraging on collaboration for greater impact. Whereas Kagiso Trust's Beyers Naude' Schools Development Programme was implemented

in 166 schools in Thabo Mofutsanyana, through KST an additional 238 schools received holistic support in the Motheo and Fezile Dabi districts of the Free State.

KST appreciates the fact that government has embraced collaborations and partnerships as this allows development organisations such as Kagiso Trust and the Cyril Ramaphosa Foundation to work together with government in attaining the country's goals as set out in the National Development Plan and to further the impact of development programmes.

Lastly, I would like to extend gratitude to the KST Advisory Board and Board of Trustees for their ongoing support and guidance. The executive team's patronage in ensuring we carry out our strategy and achieve the organisation's vision, of creating effective and functional schools with creative spaces for children to experience the joy of learning and fulfil their educational potential. My deepest appreciation to everyone at Kagiso Shanduka Trust for your hard work, commitment and dedication in driving our performance in 2016/17; your efforts and determination are the core of our success.

A big thank you to our partners who share our vision and have entrusted us with the management of their funds. To the rest of our stakeholders, our service providers in development and our beneficiaries, we thank you for continued support and for being ambassadors of KST beyond our programmes.

As we continue to refine our replicable, scalable and sustainable District Whole School Development Model, we call on civil society, government and business who have a shared vision, to partner with us.

The benefits of a successful partnership outweigh the challenges as they directly translate to the improvement of lives.

Foreword:

Cyril Ramaphosa

Chairperson, Cyril Ramaphosa Foundation

Cyril Ramaphosa
FOUNDATION

Since its inception, the partnership between Kagiso Shanduka Trust (KST) and the Free State Department of Education (FSDoE) has focused on achieving greater impact in the transformation of educational outcomes. Our vision for this, is fundamentally to ensure schools are functional and effective, with creative spaces for children to burst with the joy of learning and the fulfilment of their potential.

I am inspired by the contributions made towards this, including in particular the empowerment of educators and community members and the time and resources so valuably dedicated. The highly impressive results we continue to see in the Free State boosts our ambitions to further the cause of our work in the province and, in time, across the country. The partnership aims for durable change and excellence in the performance of our schools.

Government alone cannot be the driver of this change that we want to see in education. Among others, it calls for the private sector to work alongside the State with combined effort and resources. The partnership between KST and the Free State Department of Education is exemplary of this. In its growth and development and effectiveness as an intervention for educational transformation, it is a partnership to be proud of.

We are driven by the hopes and dreams of the learners in the province. We are committed in our support for them to attain these.



Cyril Ramaphosa
Chairperson, Cyril Ramaphosa Foundation

“We are driven by the hopes and dreams of the learners in the province.”

**Get educated and be a winner
because Madiba once said
“A winner is a dreamer
who never gives up.”**

*– By Mathabo Badiroang
(Grade 10, 16 years, Mpatleng Secondary School)*

Chairperson's Review

Mankodi Moitse

Chairperson, KST



KST has completed three years of implementing the District Whole School Development Programme (DWSDP) in partnership with the Free State Department of Education (FSDoE) in high spirits. At the end of 2016, the programme was successfully implemented in 160 primary schools and 59 secondary schools in the Fezile Dabi and Motheo districts. The different interventions of the programme have benefitted more than 300 000 learners and 2 451 educators.

KST has evolved into a formidable strategic partner of the FSDoE, successfully demonstrating the positive impact of the Private Public Partnerships model in the education sector. Thus, the implementation of the programme has ensured more systemic changes being realised throughout the schooling system. Relationships with the provincial and district officials, schools, and service providers have over the years improved their focus towards a shared vision of implementing lasting change in the education system.

KST has given wholistic support to schools in Fezile Dabi and Motheo districts, and strategically assisted the district offices to engage in more sustainable programmes not only in curriculum development but to all other areas of functionality. I am pleased to report on another successful year of KST activities.

With the programme bearing fruit, it is essential that we continue to become more ground-breaking and explorative in our approach to making schools creative spaces to learn and grow. With the Free State province obtaining first position in the 2016 Matric results, the momentum for further success and academic excellence is in place.

“With the programme starting to bear fruit, it is essential that we continue to become more ground-breaking and explorative in our approach to making schools creative spaces to learn and grow.”



Mankodi Moitse
CEO, Kagiso Trust

HIGHLIGHTS FOR 2016:

- The curriculum support programme in the Motheo district benefitted 43 schools, reaching 16 791 learners, 407 educators and 10 561 parents. The direct involvement of parents in the school lives of their children has been a major asset to the KST programme, and is something we strongly encourage.
- The curriculum support programme in the Fezile Dabi district was tasked with conducting workshops for learning facilitators and remedial teachers in the context of inclusive education. Workshops were held, covering a number of remedial concepts, including identification of learners with barriers, formulating remedial programmes and coping skills for learners. Two workshops were held in 2016, reaching over 70 remedial teachers with the focus on identifying learners with learning barriers; formulating remedial programmes based on the scores; and teaching coping skills to learners between 10 and 11 years of age.

Chairperson's Review (Continued)

- KST undertook a vision support project in 20 schools in the Fezile Dabi and Motheo districts - 10 in each district. A total of 6 262 learners were screened; and 256 spectacles were issued.
- KST's communications and brand presence shows ongoing improvement with over 15 000 Facebook likes and 1 650 Twitter followers.
- Through its basic infrastructure programme KST built 21 Grade R classrooms in Fezile Dabi and Motheo Districts, contracted 21 SMMEs and employed 124 volunteers.



CORPORATE GOVERNANCE

KST conducts its work in accordance with sound and acceptable corporate governance principles. We submit that, in all material respects, the Trust has sought to comply with the highest levels of corporate governance, and has developed clear governance and management structures.

CONCLUSION

I want to take this opportunity to thank our partners for their support. There are still many challenges ahead. We are, however, confident that we will continue to forge partnerships with organisations that share our goal to make education an empowering experience that equips learners with the skills and knowledge to thrive and contribute to the development of our society.

I would also like to thank my fellow advisory board members and trustees for their continuing dedication and wisdom. To our staff, thank you for your hard work and perseverance.

Mankodi Maitse
Chairperson, Kagiso Shanduka Trust

KST GOVERNANCE STRUCTURE

Role	Descriptors
EXTERNAL ADVISORY BOARD	Assists with strategic guidance.
INTERNAL ADVISORY BOARD	Assists with strategic guidance. Discusses progress and challenges of the collaborations projects, provides support in the implementation of the programme and assists in unblocking deadlocks and unresolved matters.
BOARD OF TRUSTEES	Assumes fiduciary responsibility for the Trust. It is ultimately accountable and responsible for the performance of the joint venture and ensures that the work is executed efficiently and cost effectively.
EXECUTIVE COMMITTEE	Is responsible for the implementation and performance of the programme, providing organisational direction on behalf of the Board. Also, advises the Board on decisions and business matters relating to strategy, governance, finance and risk.
MANAGEMENT STEERING COMMITTEE	Is responsible for quality controls and assurance evaluation during project implementation, monitoring of costs and monitoring and evaluation of projects.
FINANCE AND RISK COMMITTEE	Is responsible for the monitoring and evaluation of the financial aspects of the programme and develops and implements the risk management policy.

Table 1: Governance role and descriptors

District Whole School Development Programme: Free State



CONGRATULATIONS

— Class of —



76.5%

National
pass rate

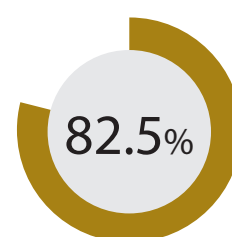
86%

Free State
pass rate

OUR FOOTPRINT AND 2017 PERFORMANCE IN THE FREE STATE



Fezile Dabi



Motheo

OUR IMPACT (2013 – 2017)

247
programme
schools



36
educators received
computer training



2 622
educators received
curriculum development



1 468
people benefited from
short-to-medium term
employment



17
fully resourced
libraries



16
fully resourced physical
science laboratories

6
fully resourced life science
laboratories



16
fully resourced
computer centres



19
grade R
classrooms



22
ablution blocks

E
F P C
T O Z K P

36 454
learners underwent
eye testing



15 011
learners received
spectacles

LEARNER'S PERFORMANCE

learners enrolled for matric

learners passed

bachelor passes

diplomas attained

higher certificates attained

Fezile Dabi

4 013

3 619

1 364

1 621

631

Motheo

8 678

7 161

2 978

2 961

1 221

External Advisory Board



Tate Makgoe
MEC, Free State Education



Cyril Ramaphosa
Chairperson, Cyril Ramaphosa Foundation



Rev Frank Chikane
Chairperson, Kagiso Trust



Mankodi Moitse
CEO, Kagiso Trust



Donné Nicol
CEO, Cyril Ramaphosa Foundation



Busisiwe Tshabalala
Chief Director: Curriculum, Free State Department of Education



Dean Zwo Nevhutalu
Trustee, Kagiso Trust



Yvonne Themba
Trustee, Cyril Ramaphosa Foundation



Steyn Speed
Special Advisor, Deputy Presidency of South Africa



Adv Tsoarelo Molokoane
*HOD, Free State Department
of Education*



Dr Joseph Sekolanyane
*CFO, Free State Department
of Education*



James Motlatsi
*Trustee, Cyril Ramaphosa
Foundation*



Phuti Mahanyele
*Trustee, Cyril Ramaphosa
Foundation*



Mankone Ntsaba
*Deputy Chairperson,
Kagiso Trust*



Bongiwe Njobe
Trustee, Kagiso Trust



Steven Lebere
*Executive Director,
Adopt-a-School*



Themba Mola
COO, Kagiso Trust

Internal Advisory Board



Cyril Ramaphosa
Chairperson, Cyril Ramaphosa Foundation



Rev Frank Chikane
Chairperson, Kagiso Trust



James Motlatsi
Trustee, Cyril Ramaphosa Foundation



Mankodi Moitse
CEO, Kagiso Trust



Donné Nicol
CEO, Cyril Ramaphosa Foundation



Phuti Mahanyele
Trustee, Cyril Ramaphosa Foundation



Mankone Ntsaba
Deputy Chair, Kagiso Trust



Bongiwe Njobe
Trustee, Kagiso Trust



Yvonne Themba
Trustee, Cyril Ramaphosa Foundation



Dean Zwo Nevhutalu
Trustee, Kagiso Trust

Board of Trustees



Mankodi Moitse
CEO, Kagiso Trust



Donné Nicol
CEO, Cyril Ramaphosa Foundation



Mzomhle Nyenjana
CFO, Kagiso Trust



Nontando Mthethwa
Head of Marketing and Communications, Kagiso Trust



Steven Lebere
Executive Director, Adopt-a-School Foundation



Yvonne Themba
Trustee, Cyril Ramaphosa Foundation



Nonhlanhla Baloyi
Operations Manager, Adopt-a-School Foundation



Themba Mola
COO, Kagiso Trust



Steyn Speed
Special Advisor, Deputy Presidency of South Africa

**Education removes darkness
and can give you success
in different fields. A nation
without education is nothing.**

*– By Ntombizodwa Ntoni
(15 years, Matlwangtlwang Secondary School)*

The District Whole School Development Programme

The Kagiso Shanduka Trust's Whole School Development Model is based on a collaboration of the whole school development programme (DWSDP) of the Kagiso Trust and the Cyril Ramaphosa Foundation.

The view of both organisations is that their programmes have matured over time, and that the natural progression for both is to contribute towards a more significant impact on the education system by

integrating the best of their methodologies. Through this integration, the KST DWSDP is poised to influence a broader systemic change in the education sector.

The core elements of the respective organisations are largely aligned:

- The Kagiso Trust model initially focused primarily on team-building retreats and leadership capacity building and only later integrated curriculum management and infrastructure improvement
- Cyril Ramaphosa Foundation's Adopt-a-School model was initially rolled out as an infrastructure programme before recognising the need for Integrating strategic planning, and curriculum and leadership capacity building.



Figure 2: Kagiso Shanduka Trust's Whole School Development Programme Model

Key project success measures

In order to achieve its vision and mission, KST has defined clear objectives:

- To use its own financial and human resources to leverage and unlock both government and private sector partnerships to invest in the transformation of public education and enhance the larger roll-out of tried-and tested delivery models.
- Together with the Department of Basic Education, to use tried-and-tested delivery models to influence stakeholders involved in education on how to address the challenges facing the education system.
- To scale the intervention to a district-wide system change process focusing on the upskilling of educators and improving learner performance on a larger scale.
- To enhance the accountability and responsibilities of all stakeholders in the project for the benefit of education, supported by clear actions to sustain such improvements.
- To enhance the sustainability of the South African schooling system by focusing beyond academic results and including other essential areas that impact on the performance of learners and educators, as well as the role of all stakeholders, to achieve a sustainable and evaluated improvement in education.
- To entrench a culture and mind-set of innovation and improvement among all key stakeholders. The collaboration acknowledges the importance of a strong partnership with the FSDoE.
- All partners will work together to share skills, experiences and all learnings from the project. The collaborative project seeks to complement and support the work that the Department of Basic Education is already doing in the province. The project also seeks to create a model than can be used going forward by the National Department of Basic Education.
- Parent involvement and participation.
- Temporary jobs created for the communities in each of the districts during the provision of infrastructure to schools.
- Involvement and ownership by communities and schools.

These objectives have been refined to outline the desired success factors at the end of a five-year programme intervention. This “window into the future” is shown in the figure below.

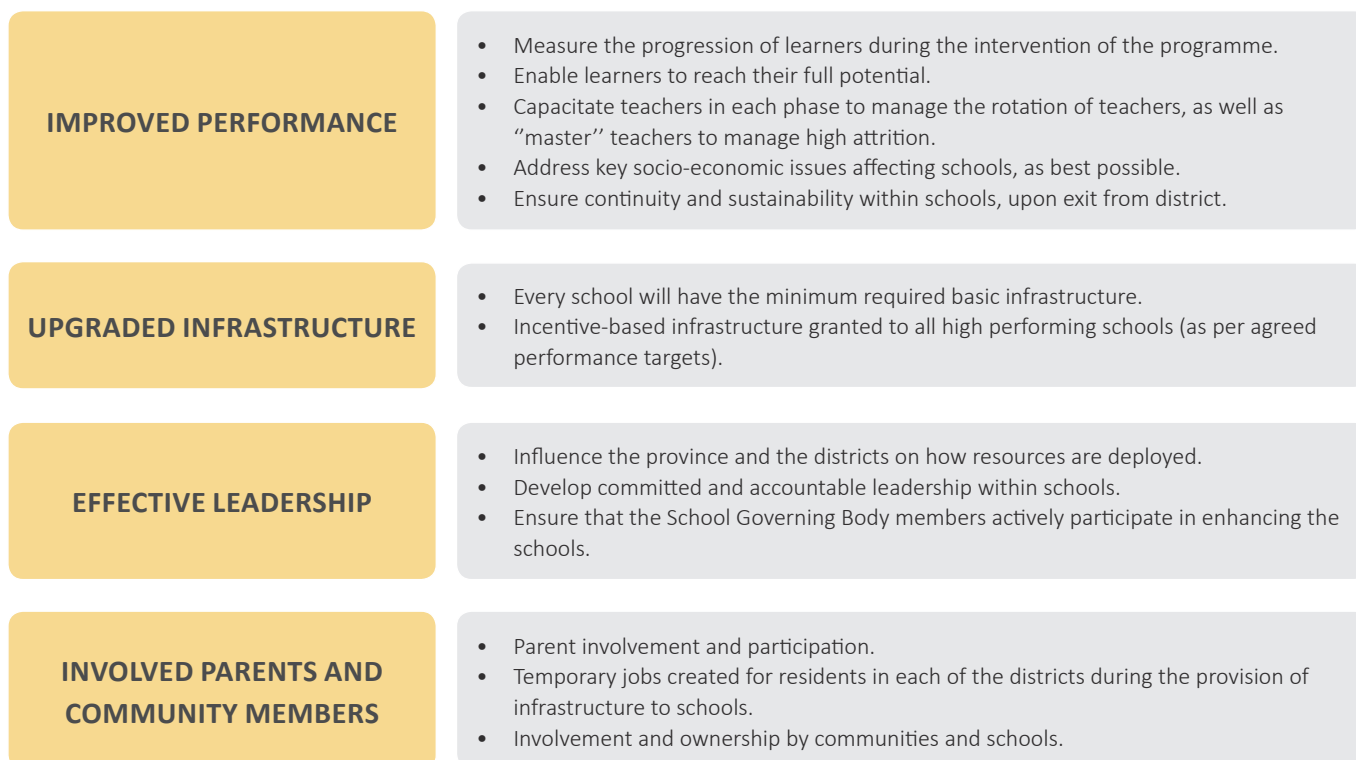


Figure 3: Key project success measures (A window into the future)

School profiles summary

This is a bird's-eye view of our Whole School Development Model in action and aims to show the work we have undertaken in the schools.

KEY:



Infrastructure development









































Transformation and empowerment
workshops and/or
Leadership development workshops



















































Curriculum and
social development












































SCHOOL	INFRASTRUCTURE DEVELOPMENT	TRANSFORMATION AND EMPOWERMENT WORKSHOPS LEADERSHIP DEVELOPMENT WORKSHOPS	CURRICULUM AND SOCIAL DEVELOPMENT
Fezile Dabi District			
A.M. Lembede Primary School			
Adeline Meje Primary School			
Aha Setjhaba Primary School			
Banjaland Primary School			
Barnard Molokoane Combined School			
Bodibeng Secondary School			
Boikemisetso Primary School			
Boiteko Primary School			
Boitlamo Secondary School			
Bokantsho Primary School			
Bongane-Lebohang Secondary School			
Bopa-Setjhaba Primary School			
Botjaba-Tsatsi Primary School			
Brent Park Combined School			
Brentvale Primary School			
Burmah Primary School			















































School Profiles Summary (Continued)

Fezile Dabi District			
Cedar Secondary School			
Deneysville Primary School			
Dibaseholo Primary School			
Doringdraai-Wes Primary School			
Dorrington Matsepe Intermediate School			
Dr Reginald Cingo Secondary School			
Dr Sello Primary School			
Falesizwe Secondary School			
Fontein Primary School			
Gerhardusdam Primary School			
Groenpan Primary School			
Gugulethu Intermediate School			
Hamiltonsrust Primary School			
Iketsetseng Combined School			
Ipatleleng Primary School			
Isaac Mhlambi Primary School			
Jordaan Primary School			
JSM Setiloane Secondary School			
Kahobotja - Sakubusha Secondary School			
Kananelo Secondary School			
Kearabetswe Primary School			
Kgatelopele Primary School			









































Fezile Dabi District			
Kgologano Secondary School			
Kopanelang Thuto Primary School			
Kraanvloeivakte Primary School			
Kwakwatsi Secondary School			
Le Notsi Secondary School			
Ledibohong Primary School			
Leonie Primary School			
Likubu Primary School			
Lister Skhosana Primary School			
Lovedale Primary School			
Mahlabatheng Primary School			
Malakabeng Intermediate School			
Maokeng Intermediate School			
Matlwangtlwang Secondary School			
Meduwaneng Primary School			
Metsimaholo Primary School			
Metsimatle Secondary School			
Mfundo Thuto Secondary School			
Moeding Primary School			
Moepeng Intermediate School			
Mokwallo Primary School			
Motswela Secondary School			




















































School Profiles Summary (Continued)

Fezile Dabi District			
Nampo Farm School			
Nelson Mandela (Credo) Primary School			
Neo Primary School			
Nkgopoleng Secondary School			
Nomsa Secondary School			
Noordskool Primary School			
Nova Scotia Primary School			
Ntha Intermediate School			
Ntshwephepha Primary School			
Ntsoanatsatsi Primary School			
Pele-Ya-Pele Secondary School			
Phehellang Secondary School			
Phephetso Secondary School			
Phirihadi Primary School			
Phiritona Secondary School			
Phitshana Primary School			
Phomello Primary School			
Phomolong			
Secondary School			
Phuleng Primary School			
Platberg Primary School			
Poelano Primary School			


















































Fezile Dabi District			
Qalabotjha Secondary School			
Reaitumela Intermediate School			
Rebatla Thuto Secondary School			
Refeng Thabo Secondary School			
Refeng Kgotsa Primary School			
Rehauhetswe Secondary School			
Relebohile Intermediate School			
Renyakalletse Primary School			
Retshedisitswe Secondary School			
Rhenosterdraai Primary School			
Rietfontein Primary School			
SHS Mofube Primary School			
Sachsenweimer Primary School			
Samuel Sebegu Peki Secondary School			
Sandersville Combined School			
Schonkenville Primary School			
Sediba-Thuto Secondary School			
Seeisoville Primary School			
Selogilwe Primary School			
Serfontein Primary School			
Sindekile Primary School			
Susanna Primary School			
















































School Profiles Summary (Continued)

Fezile Dabi District			
Tataiso Primary School			
Thabang Secondary School			
Thakameso Combined Secondary School			
Tjhaba Tsohle Primary School			
Tsatsi Primary School			
Tsebo-Ulwazi Secondary School			
Tshediso Xolani Primary School			
Uitzien Intermediate School			
Uplands Primary School			
Wonderkop Primary School			
Wonderkring Primary School			
Yakhisiswe Secondary School			
Zamaleka Primary School			
Motheo District			
Albert Moroka High School			
Amohelang Intermediate School			
Batjha Primary School			
Bolokehang Intermediate School			
Bothobapelo Intermediate School			
Botsime Intermediate School			
Bradford Secondary School			
Christian Liphoko Secondary School			

Motheo District			
Dibeng sa Tsebo Primary School			
Ditholwana Primary School			
Emang Primary School			
Ereskuld Intermediate School			
Fadimehang Primary School			
Gamabetwa Primary School			
Goronyane Secondary School			
Hohle Intermediate School			
Ikaelelo Intermediate School			
Katamelolo Intermediate School			
Kgauho Secondary School			
Kgora Thuto Secondary School			
Khothatso Intermediate School			
Khune Primary School			
Kobue Intermediate School			
Lebelo Intermediate School			
Lefikeng High School			
Lenyora la Thuto Secondary School			
Leratong Secondary School			
Lerole Intermediate School			
Mabatho Intermediate School			
Mabela Intermediate School			






































School Profiles Summary (Continued)

Motheo District			
Mahlohonolo Intermediate School			
Makgulo Intermediate School			
Maserona Intermediate School			
Matsitselele Primary School			
Mmafane Primary School			
Mmalakgoro Intermediate School			
Mmulakgoro Intermediate School			
Mmusapelo Intermediate School			
Moipone Primary School			
Mokae Primary School			
Mokitlane Primary School			
Mokoto Primary School			
Mokwena Primary School			
Monokotswai Intermediate School			
Morago Primary School			
Moroka Secondary School			
Motlatla Intermediate School			
Moutloatsi Intermediate School			
Mpatleng Secondary School			
Mpolokeng Primary School			
Namanyane Primary School			
Nkgothatseng Intermediate School			

Motheo District			
Nkhabele Primary School			
Nkhothatseng Intermediate School			
Ntateleng Intermediate School			
Ntebaleng Intermediate School			
Nteboheng Primary School			
Ntediseng Intermediate School			
Ntemoseng Secondary School			
Ntenaleng Intermediate School			
Nthabeleng Primary School			
Nthapelleng Intermediate School			
Ntumediseng Secondary School			
Phallang Intermediate School			
Phano Intermediate School			
Phetogane Secondary School			
Pontsheng Primary School			
Poonyane Primary School			
Popano Secondary School			
Qelo Intermediate School			
RT Mokgopa Secondary School			
Ramahutshe Primary School			
Rankwe Intermediate School			
Raohang Intermediate School			

School Profiles Summary (Continued)

Motheo District			
Ratau Primary School			
Reamohetse Secondary School			
Reentseng Primary School			
Refentse Primary School			
Refihlile Intermediate School			
Retsamaile Primary School			
Sankatana Intermediate School			
Sebabatso Primary School			
Sediti Secondary School			
Seemahale Secondary School			
Seiphemo Primary School			
Seithati Intermediate School			
Selokisa Intermediate School			
Selosesha Primary School			
Semomotela Intermediate School			
Senakangwedi Secondary School			
Seroki Primary School			
Serope Primary School			
Setjhaba Semaketse Combined School			

Motheo District			
St Augustine Primary School			
St Paul Primary School			
Strydom High School			
Tala Primary School			
Tawana Primary School			
Thabo Primary School			
Thari Ya Tshepe Intermediate School			
Thato Intermediate School			
Thatohatsi Intermediate School			
Thubisi Primary School			
Thuto Ke Tsela Primary School			
Tlhabaki Intermediate School			
Tlholo Primary School			
Tlotlanang Combined School			
Tlotlisang Intermediate School			
TM Seitloane Intermediate School			
Tshipinare Primary School			
Tsimatsima Primary School			
W Thejane Intermediate School			

**Education opens doors to
unlimited possibilities. It helps
us to change mind sets. To dream
and to bridge the gap between
the reality we have and the
future we choose to create.**

*– By Palesa Ntsane
(Grade 9)*

Curriculum Development Review

The curriculum development programme has concluded its second year of implementation. The programme is guided by the Theory of Change that postulates that capacitating educators on content knowledge and teaching skills will eventually result in more favourable learner outcomes, in particular, improved academic performance.

The reporting period was indeed an exciting year, ending with the Free State achieving the highest pass rate for the Class of 2016 nationally. The pass rate of 93.2%

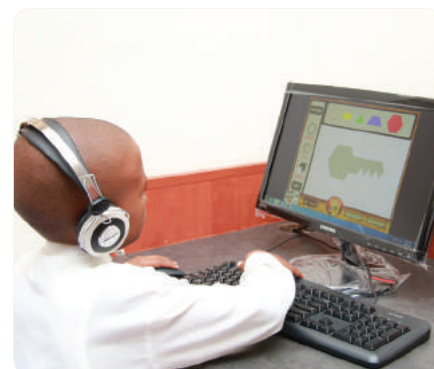
represented an improvement of 6.6% in comparison to 2015. Other achievements include the province recording the highest reduction in the number of progressed learners sitting for the National Senior Certificate examinations in comparison to the other eight provinces. The province also took top honours for Accounting, Physical Science, Geography and Maths Literacy, three of which are KST project subjects.

The Fezile Dabi and Motheo districts performed equally well. Fezile Dabi improved from 86,2% in 2015 to 91,8%

in 2016, achieving second position in the province.

Motheo achieved an 85,5% pass rate, registering a margin of 11% improvement over 2015 results. These results are indicative of the impact that the efforts and interventions of KST are achieving in the province.

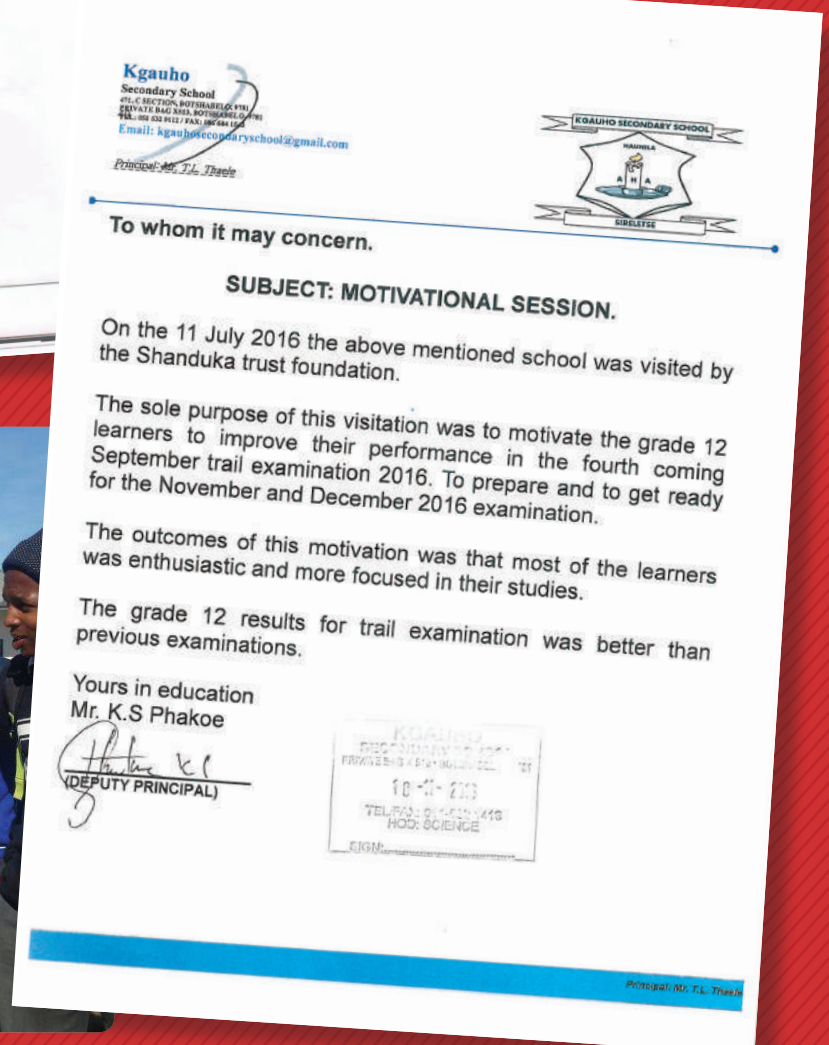
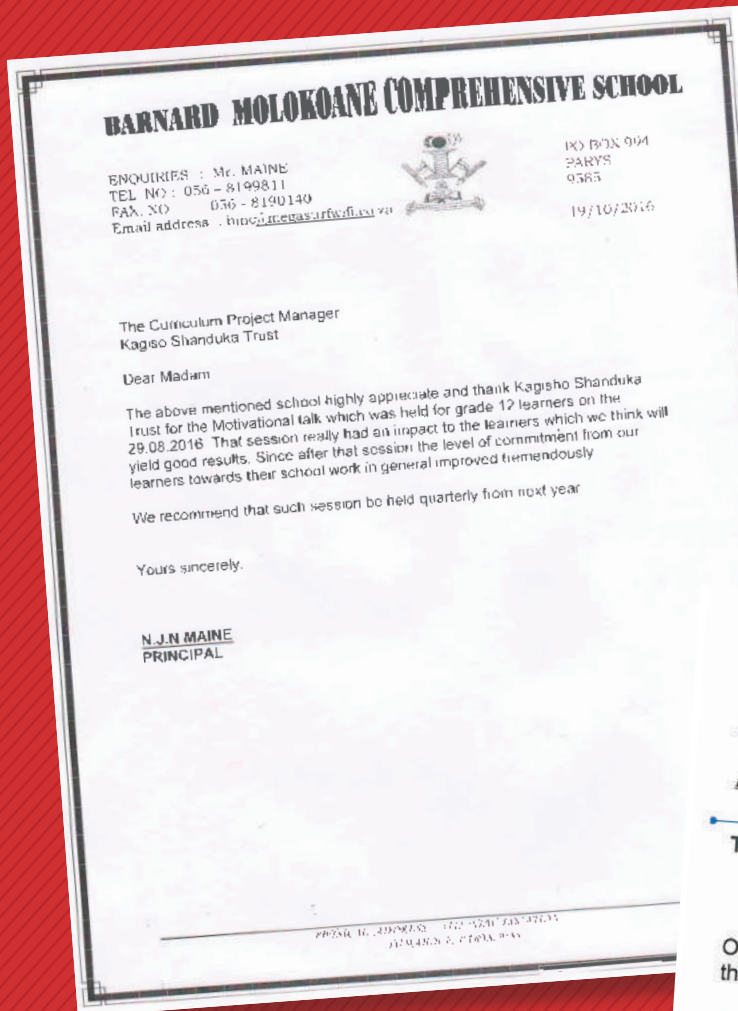
In 2016, five KST schools attained a 100% pass rate. A further six KST schools improved their pass rate by more than 20%.



CURRICULUM HIGHLIGHTS FOR THE REPORTING PERIOD:

- For a second year running, KST lead teachers facilitated training at the Flemish Association for Development Cooperation and Technical Assistance (VVOB)/Fezile Dabi District Maths Summit. This event was held on 4 - 5 August 2016 in Sasolburg and Kroonstad respectively. The facilitation of workshops by lead teachers demonstrates a positive and encouraging impact for the sustainability of the curriculum development programme. Based on the performance of the lead teachers at the Maths Summit, two were selected by the province to replicate the workshop in Welkom in October 2016. This is a further affirmation of the positive working relationship between KST and FSDoE.
- The KST curriculum programme in Fezile Dabi produced 11 FET master teachers from Phase 1 schools (2014 entry into the programme) and Maths Centre, produced nine FET master teachers. Master teachers, sometimes referred to as lead teachers, are well-performing educators that are capacitated to assist new educators. They have also been trained to lead professional learning communities that facilitate learning and sharing of experiences among educators across different schools. They are a key aspect of the sustainability component of the curriculum development programme.
- KST supported a number of schools during the 2016 Grade 12 examinations. The Fezile Dabi district office identified 12 schools at risk of failing Mathematics and seven schools for Physical Science. Principals at these schools have expressed enthusiasm at the intervention. In Motheo, the programme worked with all of the schools in the curriculum programme to complete the teaching of examinable subjects for the trial and final examinations.
- Prior to the commencement of the trial examinations in September 2016, the KST communications team delivered motivational talks to 677 Grade 12 learners. The talks aimed to assist the learners to better understand the challenges and opportunities facing them in their immediate future, as they prepare for the tertiary stage of their education.

Curriculum Development Review (Continued)



Enquiries: VH Chuta
Reference: External Memorandum

TO : KAGISO SHANDUKA TRUST

DATE : 07 January 2016

PRIORITY : HIGH

Dear Sir/Madam

THANK YOU FOR YOUR SUPPORT IN 2015

The above cited matter has reference.

We as Fezile Dabi Education District wish to thank you for the support and help you provided, for your dedication, attention and open minded thinking and your readiness to help with very prompt response to requests.

Our 2015 matric results went up by 3%; this could have not been possible without your cooperation and valued support.

Looking forward to a long and lasting relationship;

Sincere regards,

As signed
VH CHUTA
DISTRICT DIRECTOR
DATE: 7/01/2015

Free State Department of Education - P.O. Box 20007, Fezile Dabi Education District, 23 Totius Street, Old Cedar Bk.
016 973 9116/9151/9150, vh.chuta@edu.fs.gov.za



LABOR OMNIA VINCIT

Free State Department of Education
Fezile Dabi District

PHEHELLANG SECONDARY SCHOOL

1058 Koloane Street, Parys, 9585. Tel: (056) 819-8069
P.O. Box 380, Parys, 9585. Fax: (056) 819-8069
Emis: 43011028 e-Mail: phehellang@yahoo.com

LABOUR CONQUERS ALL

Ho sebetisa ka thata ho tliša katleho ho ntho tsohle... • Labour conquers all... • Labor omnia Vinci

25 October 2016

TO WHOM IT MAY CONCERN

The above-mentioned school hereby thank KST for the motivational session that was held with the Grade 12 learners. Both learners and educators where impressed by Kia, who is almost their own age. She was able to talk their language. Her achievements at that age was very inspiring.

Thank you.

Mr Mochela
PRINCIPAL

PHEHELLANG SENIOR
SECONDARY
25 OCT 2016
PRINCIPAL

Leadership Development Review



The KST and FSDoE leadership development programme incorporates both the empowerment and transformation workshops (previously termed “retreats”), and a dedicated leadership development component aimed at members of School Management Teams (SMTs) and learner leadership. The SMT leadership development programme began in late 2015. The programme made use of individual coaching and training workshops. SMT members have attested to an increase in self-confidence and commitment to their responsibilities, with some delegating authority in new and more effective ways.

Additionally, a learner leadership development programme was introduced

which has made significant progress in the youth development space. A number of schools have reported positive transformation in learners’ behaviour and an improved school culture.

Some examples:

- Yakhisizwe Secondary School, where 45 learners and five educators are participating in the programme. Since implementation of the programme, the school has noted, amongst other things, a higher adherence to the no-cellphone policy at the school, learners now wear correct school uniforms, a significant reduction in incidents of smoking on school premises, and a decrease in late coming and bunking of classes.
- Phephetso Secondary School, where 22 learners and two educators are participating in the programme can attest to learners offering to take charge of cleaning the library and packing books, learners taking full responsibility of the school gardening project and for the cleaning of ablution facilities, and a commitment to hosting motivational talks for Grade 7 learners in the school.
- Rehauhetswe Secondary School, together with selected educators has grown the team to a total of 35 learners. The group has achieved a reduction in late coming, set up a successful school clean-up campaign and collected school uniforms for indigent learners through sponsorships.

Infrastructure Development Review

In its efforts to ensure that all learners in project schools have the best learning environment in which to develop their cognitive learning skills, KST and FSDoE built a total of 21 Grade R classrooms across the two districts in which it works. This is also in line with the growing emphasis on early childhood education nationally. In 2016, the programme also built further classrooms, undertook essential renovations of specialised infrastructure, such as science labs, and erected fencing. In the third and fourth quarter, walk about infrastructure launches were successfully hosted in both Fezile Dabi and Motheo districts respectively.

The table below outlines the types of infrastructure schools have been provided with since the programme began in 2014.

INFRASTRUCTURE	NO. OF UNITS	INFRASTRUCTURE	NO. OF UNITS
Grade R classrooms built	41	Kitchens built	9
Other classrooms built	32	Eating areas provided	9
Science Labs built	3	Electrification provided	2
Life Science Lab built	1	Admin Blocks built	1
Media Centres built	7	Staff rooms built	1
Computer Labs built	3	Fencing erected	2
Libraries built	8	Combination Court provided	1
Ablution Blocks built	6	Renovations	29

LABOUR STATISTICS

Since the start of the infrastructure projects, the KST and FSDoE collaboration has created short-term jobs for 1 194 members of the community and supported 201 SMMEs.



Infrastructure Development Review (Continued)

Fezile Dabi Infrastructure Launch 2016



Motheo Infrastructure Launch 2016



Social Development Review

KST and FSDoE have prioritised the importance of eye care for learners, recognising that learners, who receive assistance to address relatively common and minor eye problems, are more easily able to engage with educational content. As a result, KST partnered with the Free State Department of Health (FSDoH) to expand its vision screening and testing programme. Within this programme primary school learners are screened and where necessary, tested for vision problems. Learners receive spectacles where required and a letter of referral to designated FSDoH officials in cases of more severe vision problems. The partnership with the FSDoH comes with the benefit of fast-tracking the treatment of learners who have been diagnosed with more complex conditions.

In 2016, 20 primary schools were visited for eye screening. A total of 6 262 learners were screened with a total of 256 receiving spectacles.

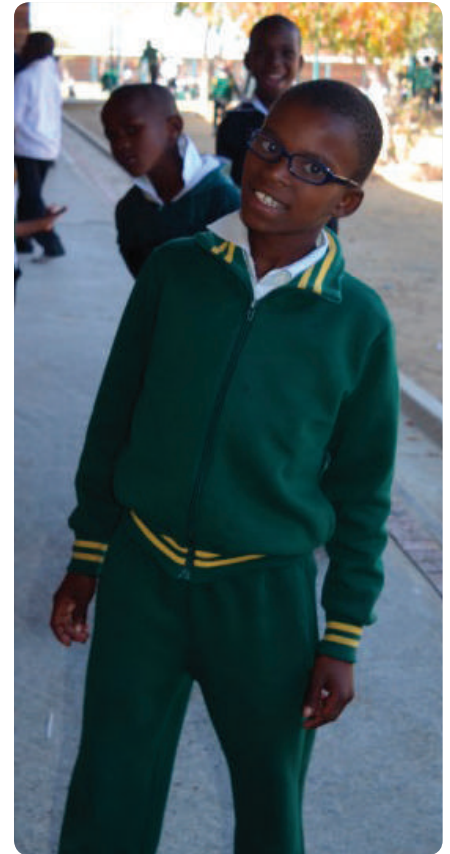
Partnering with the FSDoH further underlines the importance of multi-sectoral partnerships in a holistic approach to development. In 2016, 30 Community Care Givers (CCGs) - 15 from each district - were trained to administer the vision screening process at primary schools. The CCGs are employees of the FSDoH who have received prior training in other areas of community care, including TB and HIV management and care. Vision screening was highlighted as a skill they lacked in their care giving experience. This training augmented their skills base and the experience was well received, with the CCGs receiving certificates of recognition from KST and FSDoH officials.

The training is intended to have far-reaching and positive implications for these community members with regards to further skills development and employment opportunities.

KST SPECTACLE PROGRAMME MAKES A DIFFERENCE

Tokollo David Chakela, a Grade 4 learner at SHS Mofube Primary, in Edenville in the Free State, is a recipient of spectacles from the KST District Whole School Development Programme. Although his academic performance has been good prior the intervention, he does indicate that wearing glasses has helped him achieve more level 7's (80%-100%) passes in his report and has improved his handwriting.

After receiving spectacles, his behaviour started to change for the better in class with his teachers and outside with his peers. They also noted that because of the changed behaviour, his marks also started to improve. Tokollo now has an aura of confidence and a different attitude towards his time at school. Tokollo told the team he would like to be a doctor when he grows up because he likes helping people.



Tokollo David Chakela.





What is most important, more powerful than education? Economy, the army, politics or religion? Actually nothing because everything begins with education. Indeed I cannot be influential without education. Our society depends on it.

*– By Mpho Malimabe
(Grade 10, 17 years, Mpatleng Secondary School)*

Communications

In this financial year, KST received in excess of R2, 6 million worth of public relations (PR) value, helping to build the profile and value of the brand. In 2016 KST reached an established target audience including government, teachers, learners and CSI stakeholders through different media platforms. Simultaneously, communication objectives are realised through advocacy, media relations and fundraising. The brand has successfully positioned itself among its main target audience, which is evidenced by media platform coverage. This illustrates that the programme was able to reach and engage with people across the country on how we can improve public education.

SOCIAL MEDIA



Kagiso Shanduka Trust

17 807
LIKES



@KagisoShandukaT

1 806
FOLLOWERS

MEDIA COVERAGE



**To me education is the
gateway to success.
Success can be achieved
when people have
knowledge, skills and a
good attitude.**

*– By Thabang Masisi
(Phehellang Secondary School)*

Audited financial statements

KAGISO SHANDUKA FOUNDATION TRUST
 TRUST REGISTRATION NUMBER: IT1456/2013
 PBO NUMBER: 930 043 309

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2017

TRUST INFORMATION

Registered and Business address:	18 Acasia Road, Chislehurst, Sandton, 2146
Postal address:	Postnet Suite 167 Private Bag X9924 Sandton 2146
Auditors:	PricewaterhouseCoopers Inc Johannesburg
Attorneys:	Cliffe Dekker Hofmeyer Inc and PS Geddes Attorneys
Bankers:	First National Bank

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Statement of trustees responsibilities	44
Trustees' Report	45
Independent auditor's report	46-47
Statement of financial position	48
Statement of comprehensive income	49
Statement of changes in equity	50
Statement of cash flows	51
Notes to the financial statements	52-61

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017

STATEMENT OF TRUSTEES RESPONSIBILITIES

The trustees are responsible for the maintenance of adequate accounting records and the preparation and integrity of the financial statements and related information. The auditors are responsible to report on the fair presentation of the financial statements. The financial statements have been prepared in accordance with International Financial Reporting Standards.

The trustees are also responsible for the trust's system of internal financial controls. These are designed and implemented by management to provide reasonable, but not absolute, assurance as to the integrity and reliability of the financial statements, and to adequately safeguard, verify and maintain accountability of assets, and to prevent and detect misstatement and loss. Nothing has come to the attention of the trustees to indicate that any material breakdown in the functioning of these controls, procedures and systems has occurred during the period under review.

The preparation and presentation of financial statements in conformity with International Financial Reporting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported expenses during the reporting period. Actual results may differ from those estimates.

The trustees have a reasonable expectation that the trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements.


The financial statements have been audited by independent auditors, PricewaterhouseCoopers Incorporated, which was given unrestricted access to all financial controls and related data, including minutes of all meetings of trustees, the board of trustees and committees of the board. The trustees believe that all representations made to the independent auditors during the audit are valid and appropriate.

APPROVAL OF THE ANNUAL FINANCIAL STATEMENTS

The financial statements of the trust for the year ended 31 March 2017, prepared in accordance with IFRS, which are set out on pages 48 to 61 were approved by the board of trustees on 14 September 2017 and are signed on its behalf by:



.....
TRUSTEE



.....
TRUSTEE

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017

TRUSTEES REPORT

The trustees present their annual report of the trust for the year ended 31 March 2017.

Country of incorporation and domicile

South Africa

Nature of business

The principal activity of the trust is to assist schools in need by mobilising resources from individuals and companies willing to invest in the development of South Africa's future human capital.

Trustees:

The following trustees were in office during the year:

Mankodi Magdeline Moitse
Donne Nicol
Yvonne Nokukhanya Themba
Steyn Erik Speed
Steven Lebere
Nonhlanhla Baloyi
Jonas Themba Mola
Mzomhle Patrick Nyenjana
Nontando Favourite Mthethwa

Subsequent events

The trustees are not aware of any matter or circumstance arising since the end of the financial year.

Going concern

The financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

Operating results

The financial position and operating results of the trust are fully set out on pages 48 to 61 of the financial statements and do not, in the opinion of the trustees, require any further comment.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017



INDEPENDENT AUDITOR'S REPORT TO THE TRUSTEES OF KAGISO SHANDUKA FOUNDATION TRUST

Our opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Kagiso Shanduka Foundation Trust (the Trust) as at 31 March 2017, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards.

What we have audited

Kagiso Shanduka Foundation Trust's financial statements set out on pages 8 to 23 comprise:

- the statement of financial position as at 31 March 2017;
- the statement of comprehensive income for the year then ended;
- the statement of changes in equity for the year then ended;
- the statement of cash flows for the year then ended; and
- the notes to the financial statements, which include a summary of significant accounting policies.

Basis for opinion

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

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

Independence

We are independent of the Trust in accordance with the Independent Regulatory Board for Auditors Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the International Ethics Standards Board for Accountants Code of Ethics for Professional Accountants (Parts A and B).

Other information

The trustees are responsible for the other information. The other information obtained at the date of this auditor's report is the Statement of trustees responsibilities and The trustees' report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

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

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

Responsibilities of the trustees for the financial statements

The trustees are responsible for the preparation and fair presentation of the financial statements in accordance with International Financial Reporting Standards and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017

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

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

PricewaterhouseCoopers Inc.

PricewaterhouseCoopers Inc.
 Director: KJ Dikana
 Registered Auditor
 Sunninghill
 14 September 2017

PricewaterhouseCoopers Inc., 2 Eglin Road, Sunninghill 2157, Private Bag X36, Sunninghill 2157, South Africa
 T: +27 (0) 11 797 4000, F: +27 (0) 11 797 5800, www.pwc.co.za

Chief Executive Officer: T O Shango
 Management Committee: S N Madikane, J S Masondo, P J Mothibe, C Richardson, F Tonelli, C Volschenk
 The Company's principal place of business is at 2 Eglin Road, Sunninghill where a list of directors' names is available for inspection.
 Reg. no. 1998/ 01 2 055/21, VAT reg.no. 49501 74682

KAGISO SHANDUKA FOUNDATION TRUST
 FINANCIAL STATEMENTS
 For the year ended 31 March 2017

STATEMENT OF FINANCIAL POSITION
 AS AT 31 MARCH 2017

	Notes	2017	Restated 2016
TOTAL ASSETS			
Non-current assets		1 485 716	134 376
Property, plant and equipment	2	1 463 391	134 37
Intangible assets	3	22 325	-
Current assets		15 579 352	18 596 438
Trade and other receivables	4	11 413 541	7 545 963
Cash and cash equivalents	5	4 165 811	11 050 475
Total assets		17 065 068	18 730 814
TOTAL EQUITY AND LIABILITIES			
Equity		-	-
Members interest		-	-
Retained earnings		-	-
Current liabilities		17 065 068	18 730 814
Trade and other payables	6	4 568 859	7 482 504
Project liability	12	12 496 209	11 248 310
Total equity and liabilities		17 065 068	18 730 814

The notes on pages 52-61 form an integral part of these financial statements. Refer to note 15 for further information on the prior year restatement.

KAGISO SHANDUKA FOUNDATION TRUST
 FINANCIAL STATEMENTS
 For the year ended 31 March 2017

STATEMENT OF COMPREHENSIVE INCOME
 FOR THE YEAR ENDED 31 MARCH 2017

	Notes	2017	Restated 2016
Donations received	7	27 366 990	56 900 772
Government grant	7	20 000 000	30 000 000
Interest income	8	1 053 510	1 484 086
Operating expenses			
Program Expenses	9	(41 488 095)	(77 781 207)
Administration Expenses	9	(6 613 172)	(10 513 760)
Depreciation	9	(319 233)	(89 891)
Profit before tax			
Taxation	11	-	-
Profit for the year		-	-
Other comprehensive income		-	-
Total comprehensive surplus for the year		-	-

The notes on pages 52-61 form an integral part of these financial statements.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 MARCH 2017

	Retained Earnings	Total Equity
Balance at 01 April 2015	-	-
Total Comprehensive income for the year	-	-
Balance at 31 March 2016 as restated	-	-
Balance at 01 April 2016	-	-
Total Comprehensive income for the year	-	-
Balance at 31 March 2017	-	-

The notes on pages 52-61 form an integral part of these financial statements.

KAGISO SHANDUKA FOUNDATION TRUST
 FINANCIAL STATEMENTS
 For the year ended 31 March 2017

STATEMENT OF CASH FLOWS
 FOR THE YEAR ENDED 31 MARCH 2017

	Notes	2017	Restated 2016
Cash flows from operating activities		(5 214 091)	(13 770 734)
Cash utilised from operating activities	10	(6 267 601)	(15 254 820)
Interest received	8	1 053 510	1 484 086
Cash flows from/to investing activities		(1 670 573)	28 352
Disposals I (Acquisitions) of property, plant and equipment	2	(1 670 573)	28 352
(Decrease) in cash and cash equivalents		(6 884 664)	(13 742 382)
Cash and cash equivalents at the beginning of the year		11050475	24 792 857
Cash and cash equivalents at the end of the year	5	4165 811	11 050 475

The notes on pages 52-61 form an integral part of these financial statements.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2017

1. ACCOUNTING POLICIES

The principal accounting policies which have been applied in preparing the Trust's annual financial statements are set out below.

1.1 Basis of preparation

The financial statements are prepared in accordance with the International Financial Reporting Standards ("IFRS") as issued by the International Accounting Standard Board. ("IASB").

The financial statements have been prepared in accordance with the going concern principle, and under the historical cost convention.

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

The trust financial statements are presented in South African Rands, unless otherwise stated which is the trust presentation and functional currency.

1.2 Donations received

Donations are recognised when the risks and rewards transfer to the Trust.

Donations are allocated to project liability accounts and utilised as and when expenditure is incurred. Donations received and allocated specifically by donors to cover administrative costs are retained in a project liability account until such time as the administration costs are incurred.

Donations received "in kind" or pro-bono services are received, these donations are recognised at the cost given up.

1.3 Cash and cash equivalents

Cash and cash equivalents comprise cash on hand, deposits held at call with banks and other shortterm highly liquid investments with original maturities of three months or less. Bank overdrafts are shown within borrowings in current liabilities in the statement of financial position. For cash flow purposes, cash and cash equivalents are presented net of bank overdrafts.

1.4 Trade and other payables

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

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

1.5 Property, plant and equipment

Plant and equipment are stated at historical cost, being the purchase cost plus any cost directly attributable to the preparation of the assets for their intended use, less accumulated depreciation and any accumulated impairment losses.

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the trust and the cost of the item can be measured reliably. The carrying amount of the replaced part is de-recognised. All other repairs and maintenance costs are charged to profit or loss during the financial period in which they are incurred.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
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1.5 Property, plant and equipment (continued)

Depreciation on assets is calculated using the straight-line method to allocate their cost to their residual values over their estimated useful lives. Depreciation rates are subject to the following maximum limits:

IT equipment	33.33%
Office equipment	33.33%
Motor vehicles	20%
Furniture and fittings	16.67%

The asset's residual values and useful lives are reviewed, and adjusted if appropriate, at the end of each reporting period.

1.6 Intangible assets

Intangible assets acquired are capitalised at cost. Intangible assets with finite useful lives are amortised using the straight-line method over their estimated useful lives. The useful lives and residual values of intangible assets are reassessed on an annual basis.

Amortisation periods for intangible assets with finite useful lives vary in accordance with the conditions in the relevant industries, but are subject to the following maximum limits:

Software	33.33%
----------	--------

Directly attributable costs that are capitalised as part of the software product include software development employee costs and an appropriate portion of the relevant overheads.

All other costs associated with developing or maintaining software programmes are expensed as incurred.

Other development expenditures that do not meet these criteria are expensed as incurred. Development costs previously recognised as an expense are not recognised as an asset in a subsequent period.

Acquired computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. These costs are amortised over their estimated useful lives. Research expenditure is expensed as incurred.

1.7 Trade and other receivables

Receivables are recognised initially at fair value and subsequently at amortised cost using the effective interest rate method, less provision for impairment.

1.8 Project Liability

Project funds are allocated to the project liability account. These funds are recognised in profit or loss on a systematic basis over the periods in which the trust recognises expenses for related costs for which the project funds are intended to compensate.

1.9 Grants/Income from Government

Grants from the government are recognised at their fair value where there is reasonable assurance that the grant will be received and the trust will comply with all attached conditions.

Government grants relating to costs are deferred and recognised in the income statement over the period necessary to match them with the costs that they are intended to compensate.

1.10 Finance Income

Finance income is recognised on a time-proportion basis using the effective interest rate method. Where a loan or receivable is impaired, the trust reduces the carrying amount to its recoverable amount, being the estimated future cash flow discounted at the original effective interest rate of the instrument, and continues unwinding the discount as finance income.

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1.11 Employee Benefits

Short Term Employee benefits

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

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or in the case of non-accumulating absences, when the absence occurs.

The expected cost of bonus payments is recognised as an expense when there is a legal or constructive obligation to make such payments as a result of past performance.

Bonus plans

The trust recognises a liability and an expense for bonuses based on a formula that takes into consideration various other performance related considerations. The trust recognises a provision where contractually obliged or where past practice has created a constructive obligation.

1.12 Recently issued accounting standards

Standards, amendments and interpretations issued that are not yet effective as at 31 March 2017, which have not been early adopted by the trust.

The following are the standards and interpretations that are considered to be applicable to the trust:

Number	Effective date	Executive summary
IFRS 9 - Financial Instruments (2009 & 2010) <ul style="list-style-type: none"> Financial liabilities Derecognition of financial instruments Financial assets General hedge accounting 	Annual periods beginning on or after 1 January 2018 (published July 2014)	This standard replaces the guidance in IAS 39. It includes requirements on the classification and measurement of financial assets and liabilities; it also includes an expected credit losses model that replaces the current incurred loss impairment model.

The Kagiso Shanduka Foundation Trust does not expect the application of IFRS 9 to have significant on the financial statements.

1.13 Impairment of assets

The trust assesses at each reporting date whether there is any indication that an asset may be impaired. If there is any indication that an asset may be impaired, the recoverable amount is estimated for the individual asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash-generating unit to which the asset belongs is estimated. If an impairment loss subsequently reverses, the carrying amount of the asset (or group of related assets) is increased to the revised estimate of its recoverable amount, but not in excess of the amount that would have been determined had no impairment loss been recognised for the asset (or group of asset) in the prior years. A reversal of impairment is recognised immediately in profit or loss.

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1.14 Financial risk management

The trust's activities expose it to a variety of financial risks, including market risk, interest rate risk and liquidity risk. The following sets out the procedures followed by the trust's management in managing the risks.

(a) Market risk

(i) *Foreign exchange risk*

The trust is not exposed to any foreign exchange risk.

(ii) *Price risk*

The trust is exposed to price risk as the results of price changes in the market but is however not considered to have a material impact.

(iii) *Cash flow and fair value interest rate risk*

As the trust has significant interest-bearing assets, the trust's income and operating cash flows are dependent on changes on market interest rates.

Surplus cash is invested from time to time with reputable financial institutions. Management monitors and negotiates available interest rates on an ongoing basis.

The trust operating cash flows are somewhat dependent on changes in market interest rates. A change in 1% in the interest rate could have a R41 613 positive or negative impact on financial results.

The trust interest rate risk arises mainly from cash and cash equivalents.

(b) Credit risk

Credit risk arises from cash and cash equivalents and deposits with banks and financial institutions. For banks and financial institutions, only independently rated parties with a minimum rating of 'B' are accepted. The maximum exposure to credit risk is represented by the carrying amount of each financial asset in the statement of financial position. The trust does not hold any collateral in respect of its financial assets subject to credit risk.

The table below shows the credit ratings as per Moody's and balance of the major counterparties at statement of financial position date.

	Rating	2017
First National Bank	BAA3	4161 303

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2. PROPERTY, PLANT AND EQUIPMENT

Cost (R)	IT equipment	Office equipment	Furniture and fittings	Motor vehicles	Total
at 01 April 2015	118 943	160 324	-	-	279 267
- Additions	14 236	-	22 158	-	36 394
- Disposals	-	(64 746)	-	-	(64 746)
at 31 March 2016	133 179	95 578	22158	-	250 915
- Additions	9 427	-	-	1 661 146	1 670 573
- Disposals	-	-	-	-	-
- Transfer to intangibles	(78 945)	-	-	-	(78 945)
at 31 March 2017	63 661	95 578	22158	1 661146	1 842 543

Accumulated depreciation (R)					
at 31 March 2015	(3 185)	(23 463)	-	-	(26 648)
- Depreciation	(47 776)	(38 943)	(3 172)	-	(89 891)
- Disposals	-	-	-	-	-
at 31 March 2016	(50 961)	(62 406)	(3 172)	-	(116 539)
- Depreciation	(43 784)	(29 454)	(3 694)	(242 301)	(319 233)
- Disposals	-	-	-	-	-
-Transfer to intangibles	56 620	-	-	-	56 620
at 31 March 2017	(38 125)	(91 860)	(6 866)	(242 301)	(379 152)

Carrying Amount as at 31 March 2015	115 758	136 861	-	-	252 619
Carrying Amount as at 31 March 2016	82 218	33 172	18 986	-	134 376
Carrying Amount as at 31 March 2017	25 536	3 718	15 292	1 418 845	1 463 391

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
For the year ended 31 March 2017

3. INTANGIBLE ASSETS

Cost (R)	Computer software	Total
at 01 April 2016		
- Transfer from PPE	78 945	78 945
at 31 March 2017	78 945	78 945
Accumulated depreciation (R)		
at 01 April 2016		
- Transfer from PPE	(56 620)	(56 620)
at 31 March 2017	(56 620)	(56 620)
Carrying Amount as at 31 March 2016		
Carrying Amount as at 31 March 2017	22 325	22 325

4. TRADE AND OTHER RECEIVABLES

	2017	Restated 2016
VAT receivable	11 413 541	7 545 963
Provision for doubtful receivables	-	-
	11 413 541	7 545 963

The carrying value of the trade and other receivables approximates their fair value as at 31 March 2017.

5. CASH AND CASH EQUIVALENTS

Cash and cash equivalents consist of cash that will be used to fund further projects.

Notice account - 7 day	395 969	6 089 085
Notice account - 45 day	314 724	61 399
Current account	535 531	304 372
Money market account	2 915 079	4 592 821
Petty Cash	4 508	2 798
	4 165 811	11 050 475

As at 31 March 2017, all cash and cash equivalents carrying values approximate their fair values.

6. TRADE AND OTHER PAYABLES

Accruals	3 794 569	6 887 117
Bonus provision	211 053	211 053
Accounts payable	7 262	-
Staff leave pay accrual	409 725	263 262
PAYE	134 477	110 938
UIF	6 294	5 276
SOL	5 479	4 858
	4 568 859	7 482 504

As at 31 March 2017, all trade and other payables carrying values approximate their fair value.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
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2017

Restated 2016

7. INCOME RECEIVED**Donations received**

Cyril Ramaphosa Foundation (Formerly Shanduka Foundation)	13 000 000	17 000 000
Kagiso Charitable Trust	13 000 000	17 000 000
Fundraising activities - Back to School party	26 200	2 358 895
Other donations*	2 588 689	20 541 877
Transferred to / (from) Project liability	(1 247 899)	

Government grant

Department of Education - Free State	20 000 000	30 000 000
	47 366 990	86 900 772

* Other donations relates to donations received based on contracts from De-Beers and the Japanese Embassy to the value of R1 507 259 and R1 081 431 respectively.

8. INTEREST INCOME

Interest Income - Notice account - 7 day	306 884	480 572
Interest Income - Notice account - 45 day	253 325	711 182
Interest Income - Current account	58 482	1 511
Interest Income - Money market account	434 819	290 821
	1 053 510	1 484 086

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
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	2017	Restated 2016
9. EXPENSES		
Program Expenses		
Infrastructure	20 035 305	24 908 947
Other expenses	-	1 641 573
Programme human resources	4 811 589	-
Research, monitoring and evaluation	1 250 625	1 325 698
Retreats	381 433	588 947
Retreats - facilitation fees	-	105 063
Social and skills	13 994 810	48 093 857
Travel and accommodation	1 014 333	1 117 122
	41 488 095	77 781 207
Administration Expenses		
Audit fees	219 148	-
Bank charges	18 838	26 129
Computer expenses	33 957	157 122
Consultancy and professional fees	937 519	1 158 967
Cleaning	8 850	11 900
Fund raising	22 025	631 373
Insurance	154 376	22 772
Legal fees	24 023	12 733
Marketing	780 261	998 320
Printing and stationery	94 879	104 748
Provision expense	-	102 191
Refreshments & Meetings	219 562	117 529
Repairs and Maintenance	19 609	22 034
Staff training	60 000	-
Staff bonus	463 957	127 587
Leave pay	146 463	6 382
Administrative human resources	3 258 380	6 823 225
Telephone and fax	151 325	190 748
	6 613 172	10 513 760
Depreciation	319 233	89 891
Total Expenses	48 420 500	80 384 858

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
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	2017	Restated 2016
10. CASH UTILISED FROM OPERATING ACTIVITIES		
Profit for the year	-	-
Adjustments for:		
Depreciation	319 233	89 891
Interest received	(1 053 510)	(1 484 086)
Increase in trade and other receivables	(3 867 578)	(29 517)
(Decrease) Increase in trade and other payables	(2 913 645)	6 710 769
Increase (Decrease) in project liabilities	1 247 899	(20 541 877)
	(6 267 601)	(15 254 820)

11. TAXATION

The Trust is an approved S18A Public Benefit Organisation in terms of the Income Tax, therefore exempt from taxation.

12. PROJECT LIABILITY

Balance at beginning of year	11 248 310	31 790 187
Received from donors during the year	48 614 889	66 358 895
Utilised during the year	(47 366 990)	(86 900 772)
Balance at end of year	12 496 209	112 483 10

The above liability relates to donations received refer to note 7 above.

13. RELATED PARTIES

Identity of related parties

The following are defined as related parties of the Trust:

- The trustees
- Key management personnel

IAS 24 – related parties, requires the identification of “key management personnel” who are individuals responsible for planning, directing and controlling activities of the entity including directors. The Trust has accordingly defined key management personnel to include the Trustees as disclosed on page 45.

Kagiso Shanduka Foundation Trust was formed through a mutual agreement between the Kagiso Charitable Trust, Shanduka Foundation and the Department of Education - Free State.

Related Party transactions

Donations received - refer to note 7 for details.

KAGISO SHANDUKA FOUNDATION TRUST
FINANCIAL STATEMENTS
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2017 Restated 2016

14. SUBSEQUENT EVENTS

There are no subsequent events identified that relate to the 31 March 2017 year end.

15. RESTATEMENT

15.1. Program expenditure

During the current financial year Kagiso Shanduka Foundation Trust undertook a review of the activities undertaken by its service provider. Through this review it was discovered that expenses for the 2016 financial year were understated due to curriculum program expenditure not being accrued for in terms of the signed contracts.

15.2. Value added taxation

During the current financial year, the trust was subject to an audit by SARS. SARS disallowed a VAT input of R5 162 314 relating to the prior years. This means that the expenses for the prior year were understated by R5 162 314 and the VAT receivable overstated by R5 162 314.

The effects of these adjustments is as follows:

Statement of financial position

	2017	2016
Current assets		
Decrease in trade and other receivables	-	5 162 314
Current liabilities		
Decrease in project liability	-	(8 716 971)
Increase in trade and other payables	-	3 554 657
	<u>-</u>	<u>-</u>

Statement of comprehensive income

Increase (decrease) donations received	-	8 716 971
Operating expenses		
(Increase) in administration expenses	-	(5 162 314)*
(Increase) in program expenses	-	(3 554 657)
Balance at end of year	<u>-</u>	<u>-</u>

*This relates to VAT receivables which has been disallowed by South African Revenue Services upon completion of the VAT audit. This could not be directly traced to invoices in order to identify the nature of the corresponding expenses and therefore is disclosed as operating expenses.

There is no impact on the financial statements for the year ended 31 March 2015. A third column on the statement of financial position has not been presented as the restatement does not have an impact on the opening 2016 reserves.

**Education is a game changer and
can close our biggest developing
gaps. It improves lives and the
benefits carry throughout life
and across generations.**

*– By Palesa Ntsane
(Grade 9)*

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