



kst

Partnering for Excellence
in Education

Stakeholder Report

Five years of partnering
for excellence in education



education

Department of
Education
FREE STATE PROVINCE



KST VALUES



INTEGRITY



ACCOUNTABILITY



HOLISTIC VIEW



LONG-TERM
THINKING



PARTNERSHIP

Contents

Overview	2
Impact in Numbers	3
Chairperson's Review	4
KST Timeline	8
Partnerships	10
Footprint	11
District Whole School Development Model	12
KST Theory of Change	13
Programme Reviews	18
Empowerment and Transformation Workshops	20
Curriculum and Leadership	22
Infrastructure	26
Social Development	28
Highlights from the Field	32
Longitudinal Study	38
Fundraising and Partnerships	39
Communication Highlights	42
School Profiles	46

Overview



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

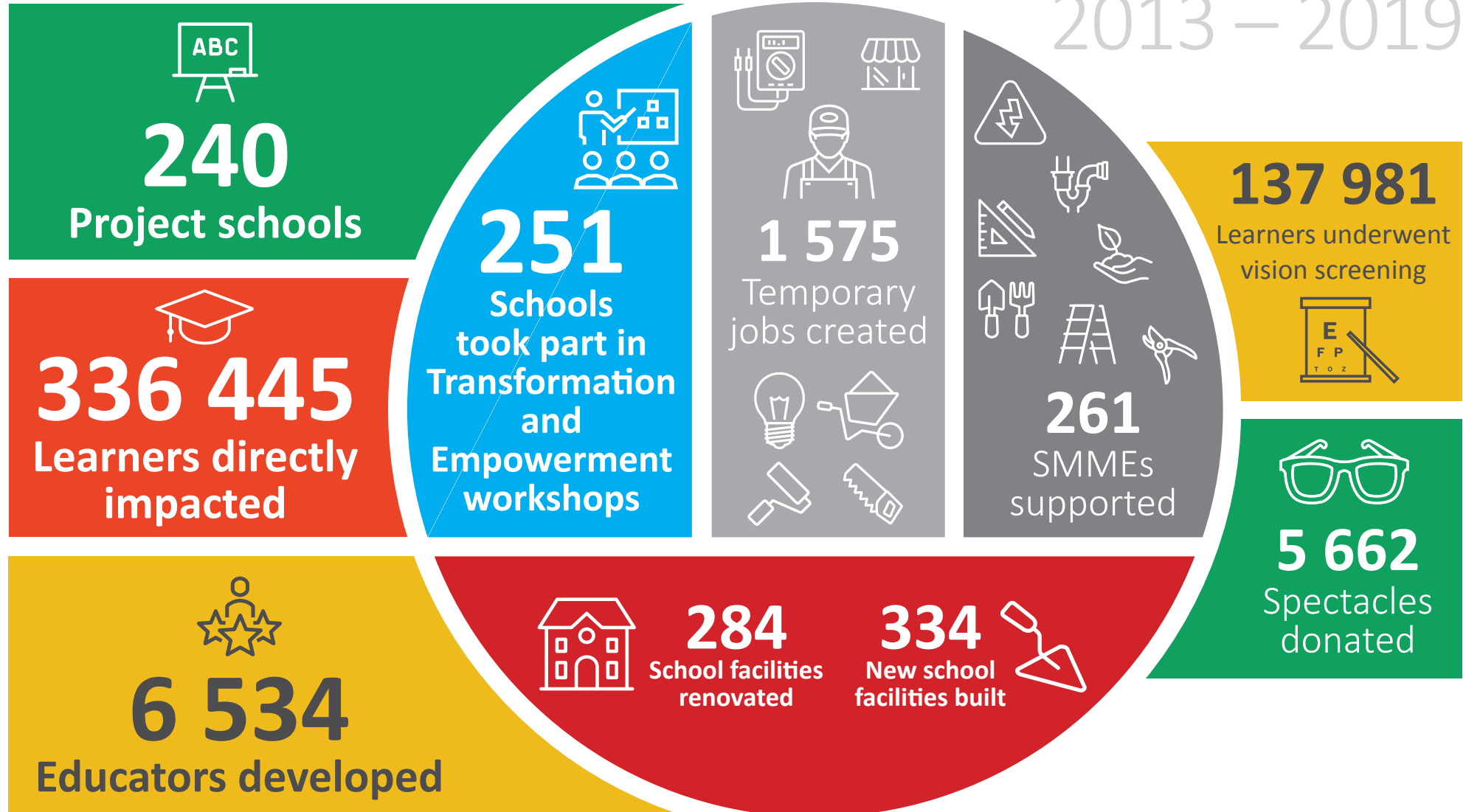
Partnering for impact in education through a Whole School Development Model that transforms schools to reach levels of optimal functionality.

OBJECTIVE

KST aims to collaborate with public and private institutions to make education an empowering experience that equips learners with the skills and knowledge to thrive and contribute to the development of our society.

Impact in Numbers

2013 – 2019



Chairperson's Review



Mankodi Moitse
Co-Chairperson
KST

2018 marks the fifth year of our partnership with the Free State Department of Education (FSDoE). In our journey of contributing towards improving the education system, it has been evident that working as a collective is far more effective than our individual entities. With our partners, board members, donors, staff members and indeed school teams as committed to the future of the black child in South Africa as those of KST, there is no losing the battle of poverty and inequality.

In this report we celebrate the progress we have made in the past five years and the strides we have made in meeting the education-focused goals of the National Development Plan.

Our investment in the diligent implementation of the District Whole School Development model has yielded positive results. This is evident in the sustained pass rate demonstrated by the Matric classes of both 2016, 2017 and 2018; and the improved confidence levels of the educators as they apply their newly enhanced skills; amongst other highlights. In response to the limited reading and numeracy skills in the Foundation Phase, we also successfully implemented literacy and numeracy programmes in primary schools.

The National Development Plan strongly advocates for the building of a properly qualified, professional, competent and committed teaching, academic, research and public service core. It is this national goal that places the capacitation of educators at the heart of KST's District Whole School Development model. We are proud to share that over 6 500 passed through our educator development programmes, directly benefiting over 336 445 learners in 240 schools across the districts of Fezile Dabi and Motheo.

KST, drawing from its collective 45 years of development experience, understands that the psychosocial wellbeing of learners from early childhood onwards is a critical influencer of their ability to succeed in their lives. One of the primary elements of our social development interventions involves addressing visual challenges facing many young learners. Our visual support programme seeks to ensure that all primary school learners have access to basic eyesight care. This has directly translated to the improved self-confidence and academic performance of 2 831 primary school learners who have been provided with spectacles. In total, KST has screened and tested the eyesight of 69 705 learners.

Between 2013 and 2018 we delivered 618 infrastructure projects including new facilities and renovated structures.

In April 2017 we welcomed First Rand Empowerment Foundation (FREF) to the KST family. FREF have committed an investment of R100 million over the next three years, which is a momentous commitment to ensuring the lasting impact

“In our journey of contributing towards improving the education system, it has been evident that working as a collective is far more effective than our individual entities.”

of the progress made thus far.

In addition to the core funding provided by the partner entities, KST is grateful for project grants from the Embassy of Japan and De Beers Mining. For this, we extend our bottomless gratitude.

We have recently taken on an external evaluation process, a journey that I believe will provide the critical objective and scientific data needed to guide our sustainability roadmap, which underpins the next three years of programme implementation. The objective of the sustainability roadmap is to ensure the institutionalisation of the District Whole School Development model elements in both Fezile Dabi and Motheo districts. We look forward to reporting on this progress in our next annual report.

I trust you will enjoy our Stakeholder Report, marking six years of partnering for excellence in education.


Mankodi Moitse
 Chairperson, Kagiso Shanduka Trust

KST GOVERNANCE STRUCTURE

Role	Description
EXTERNAL ADVISORY BOARD	Provide strategic guidance.
INTERNAL ADVISORY BOARD	Provide strategic guidance. Discuss progress and challenges of the collaborations projects, provides support in the implementation of the programme and assist in unblocking deadlocks and unresolved matters.
BOARD OF TRUSTEES	Assume fiduciary responsibility for the Trust. Ultimately accountable and responsible for the performance of the joint venture and ensure that the work is executed efficiently and cost-effectively.
EXECUTIVE COMMITTEE	Responsible for the implementation and performance of the programme, providing organisational direction on behalf of the Board. Also, advise the Board on decisions and business matters relating to strategy, governance, finance and risk.
MANAGEMENT STEERING COMMITTEE	Responsible for quality controls and assurance evaluation during project implementation, monitoring of costs and monitoring and evaluation of projects.
AUDIT AND RISK COMMITTEE	Responsible for the monitoring and evaluation of the financial aspects of the programme and develop and implement the risk management policy.

EXTERNAL ADVISORY BOARD



Tate Makgoe
MEC, Free State Department of Education



Cyril Ramaphosa
President of the Republic of South Africa and Chairperson, Cyril Ramaphosa Foundation



Rev Frank Chikane
Chairperson, Kagiso Trust



Adv Tsoarelo Molokoane
HOD, Free State Department of Education



Dr Joseph Sekolanyane
CFO, Free State Department of Education



James Motlatsi
Trustee, Cyril Ramaphosa Foundation



Mankodi Moitse
CEO, Kagiso Trust



Donn  Nicol
CEO, Cyril Ramaphosa Foundation



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



Phuti Mahanyele
Trustee, Cyril Ramaphosa Foundation



Mankone Ntsaba
Deputy Chairperson, Kagiso Trust



Bongiwe Njobe
Trustee, Kagiso Trust



Dean Zwo Nevhutalu
Trustee, Kagiso Trust



Yvonne Themba
Trustee, Cyril Ramaphosa Foundation



Steyn Speed
Special Advisor, Presidency of South Africa



Steven Lebere
Executive Director, Adopt-a-School Foundation



Themba Mola
COO, Kagiso Trust

INTERNAL ADVISORY BOARD



Cyril Ramaphosa
President of the Republic of South Africa and 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
Chairperson, 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, Presidency of South Africa



Julian Mixon
Director, Sigma Capital

Timeline

2012-2013



DISCUSSIONS BEGIN

- In 2012, Kagiso Trust and Cyril Ramaphosa Foundation (previously known as Shanduka Foundation) begin discussions around how they can combine their experience and intellectual property to have a greater impact on education transformation.
- In March 2013, a Memorandum of Understanding (MOU) between Kagiso Trust and Cyril Ramaphosa Foundation is signed and Kagiso Shanduka Trust (KST) is officially established.
- KST signs a Service Level Agreement (SLA) with the Free State Department of Education to implement a District Whole School Development programme in the Free State's Fezile Dabi and Motheo districts.
- KST conducts a needs analysis in all schools earmarked to participate in the programme.
- KST introduces its programme and implementation model to the district officials and facilitates Empowerment and Transformation Workshops (otherwise known as Retreats) with 40 secondary schools and their officials.

2014-2015

- KST breaks ground for its first infrastructure projects.
- District officials in both Fezile Dabi and Motheo are trained on Retreat facilitation.
- 72 schools receive infrastructure projects
- KST runs its first curriculum development programmes in 97 schools
- 174 schools take part in Retreats.



2015-2016

- 48 schools are phased into the curriculum programme and a further 29 schools receive infrastructure projects
- KST produces its first Annual Report.
- KST hosts a fundraising event (Back to School Party) in Bloemfontein and raises R1,7 million.



2016-2017

- KST launches its visual support programme. 20 schools are visited where the eyesight of over 10 064 learners is screened. Spectacles and further medical care are provided where necessary.
- KST commissions a longitudinal study aimed at tracking the progression of selected learners in selected KST project schools.
- KST enters into a partnership with the Free State Department of Health and begins training community caregivers on visual screening.
- KST launches ICT programmes.
- KST runs its first two inclusive education workshops empowering over 70 educators.



2017-2018

- KST partners with De Beers Mining for infrastructure development in three primary schools in Fezile Dabi.
- KST partners with the Japanese Embassy to build three classrooms in one primary school in Motheo.
- First Rand Empowerment Fund (FREF) commits to R100 million investment in KST, making it possible for the District Whole School Development programme for a further three years.



Partnerships

KEY PARTNERS

OTHER PARTNERS



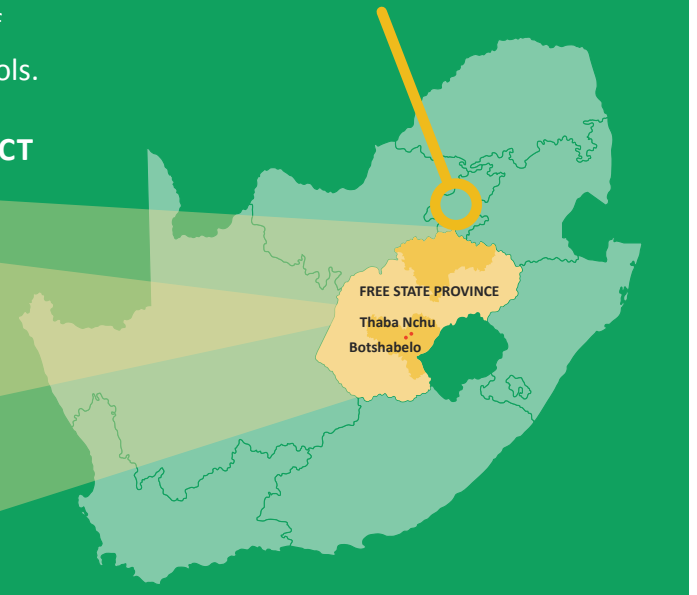
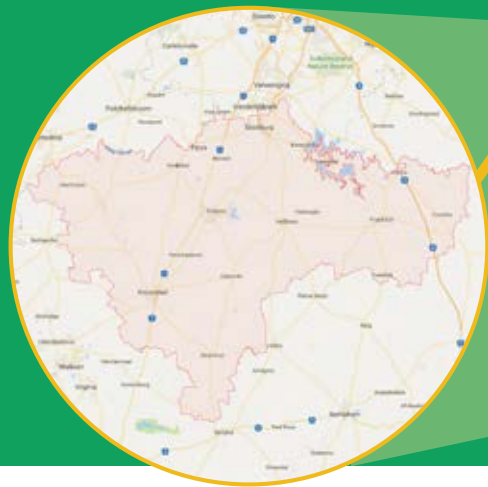
Footprint

The District Whole School Development programme 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 and farm schools.

JOHANNESBURG OFFICE

FEZILE DABI DISTRICT 121 Schools

MOTHEO DISTRICT 119 Schools



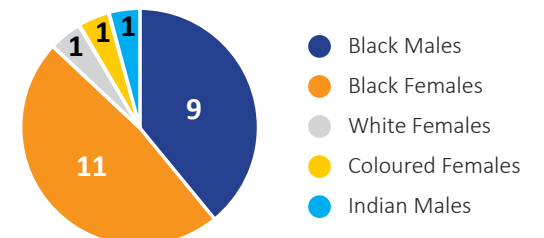
CURRENT STAFF

	Johannesburg, Gauteng	Fezile Dabi, Free State	Motheo, Free State
Senior Management	2		
Communications and Stakeholder Management	2		
District Managers		1	1
Project/Programme Managers		4	4
Quantity Surveyor	1		
Finance team	3		
Administrative Support	2	1	2

CURRENT GEOGRAPHICAL LOCATION OF STAFF

10 Johannesburg, Gauteng **7** Motheo, Free State **6** Fezile Dabi, Free State

CURRENT DEMOGRAPHICS OF STAFF



District Whole School Development Model

The District Whole School Development model is based on a collaboration of the school development programmes of the Kagiso Trust (KT) and the Cyril Ramaphosa Foundation (CRF).

COMBINED LEARNINGS AND BEST PRACTICES = DISTRICT WHOLE SCHOOL DEVELOPMENT



THE CORE ELEMENTS OF THE ORGANISATIONS ARE LARGELY ALIGNED

Cyril Ramaphosa Foundation's WSD model, through Adopt-a-School Foundation, was initially rolled out as an infrastructure programme before recognising the need for integrating strategic planning, curriculum and leadership capacity building.

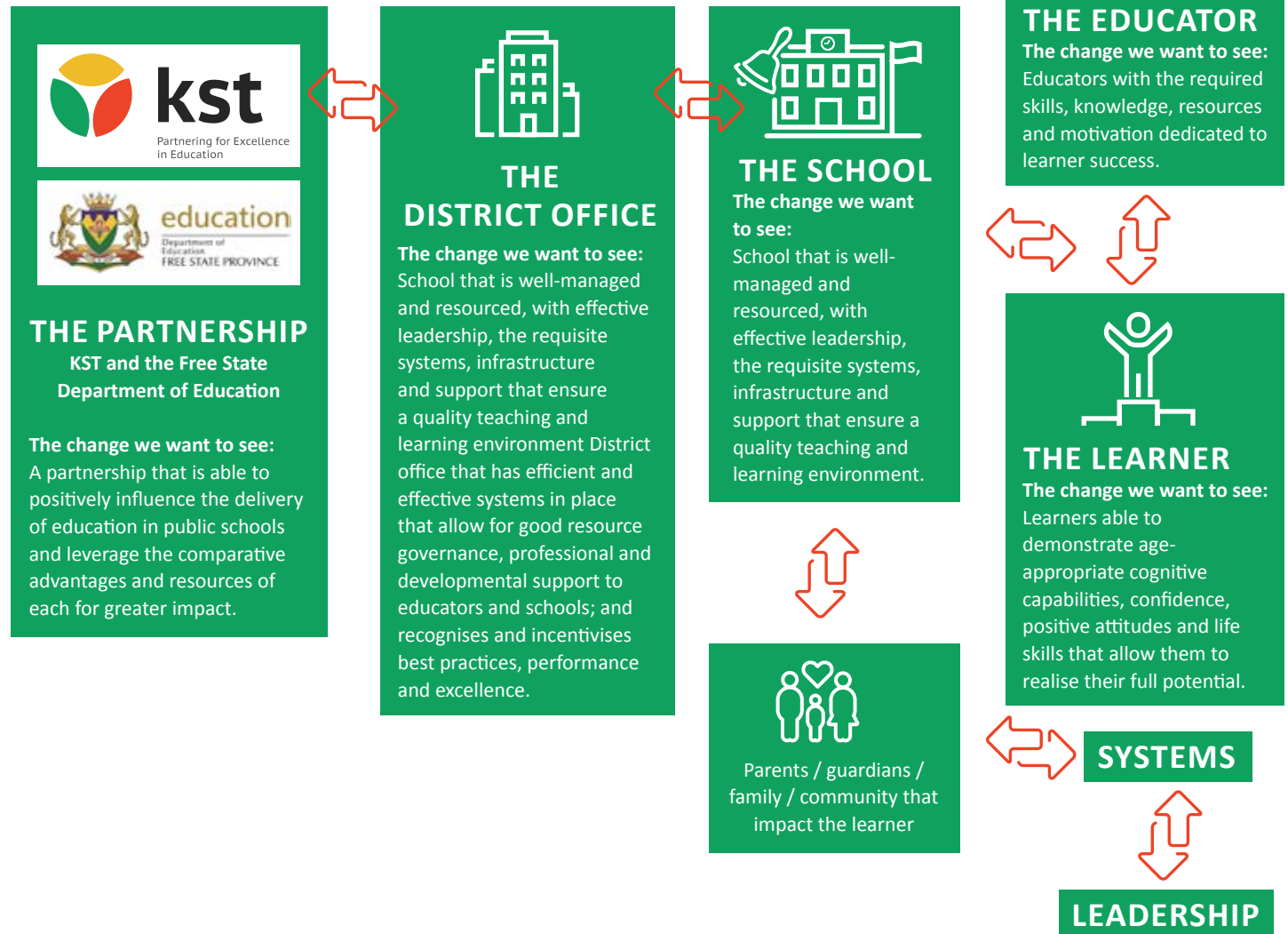
Kagiso Trust's Beyers Naude Schools Development Programme model initially focused primarily on teambuilding, and only later integrated curriculum management and infrastructure development.

The collaboration was a natural progression for both organisations to contribute towards a more significant impact on the education system by integrating the best of their methodologies. Through this integration, the KST DWSD programme is poised to influence a broader systemic change in the education sector.

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.



PROGRAMME SUCCESS INDICATORS



IMPROVED PERFORMANCE



Measure the progression of learners during the intervention of the programme.



Enable learners to reach their full potential.



Capacitate teachers in each phase to manage the rotation of teachers, as well as “master” teachers to ensure improved learner performance.



Address key socio-economic issues affecting schools, as best as possible.



UPGRADED INFRASTRUCTURE



Every school will have the minimum required basic infrastructure.



Incentive-based infrastructure granted to all high performing schools (as per agreed performance targets).



EFFECTIVE LEADERSHIP



Influence the province and the districts on how resources are deployed.



Develop committed and accountable leadership within schools.



Ensure that the School Governing Body members actively participate in enhancing the schools.



INVOLVED PARENTS AND COMMUNITY MEMBERS



Parent involvement and participation.



Investment in the community through job creation and support of local businesses.



Involvement and ownership by communities and schools.

SUSTAINABILITY ROADMAP: OUR STRATEGIES TO DRIVE SYSTEMIC CHANGE

The sustainability roadmap seeks to sustain the impact of the programme beyond KST's involvement in the districts. The roadmap cuts across the system looking at capacity of the District Managers, Circuit Managers, Subject Advisors and the extent to which they provide support to schools. Furthermore, it ensures that this is not only confined to compliance, but that it also addresses support and access to capacity, content knowledge and classroom practices.



STRATEGY 1



Capacitate and empower system leaders



STRATEGY 2



Ensure strong mechanisms and systems are in place



STRATEGY 3



Develop Empowerment and Transformation toolkits enabling schools to institutionalise the Retreat practice



STRATEGY 4



Invest in the integration of ICT into school curriculum, administration and learning culture



STRATEGY 5



Ensure sustainability through key partnerships and collaboration

2018 Matric Performance

FREE STATE PERFORMANCE

87,51%
Matric
Pass Rate

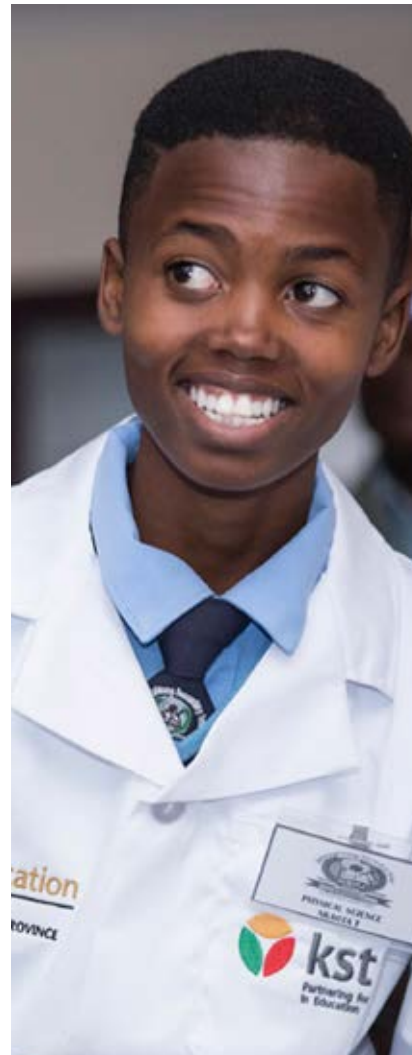
36,38%
Bachelor
Pass Rate

33,58%
Diploma
Pass Rate

92,3%
Fezile Dabi
Pass Rate

85,1%
Motheo
Pass Rate

FREE STATE IS THE TOP PERFORMING PROVINCE IN THE COUNTRY FOR TWO YEARS IN A ROW (2016 AND 2017) AND IS THE SECOND TOP PERFORMING PROVINCE IN THE COUNTRY IN 2018



KST PROJECT SCHOOLS

88,1%
Matric
Pass Rate

42,4%
Diploma
Pass Rate

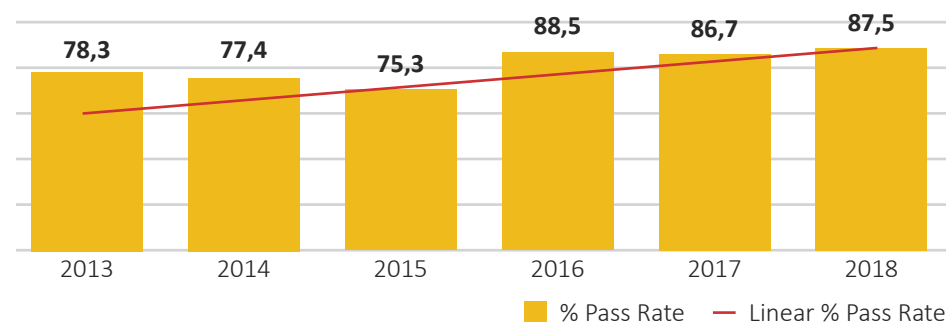
32,3%
Bachelor
Pass Rate

90,7%
Fezile Dabi
Pass Rate

83,9%
Motheo
Pass Rate

FEZILE DABI IS THE TOP PERFORMING DISTRICT IN SOUTH AFRICA FOR TWO YEARS IN A ROW (2017 AND 2018)

2013 – 2018 AVERAGE MATRIC PERFORMANCE IN THE FREE STATE



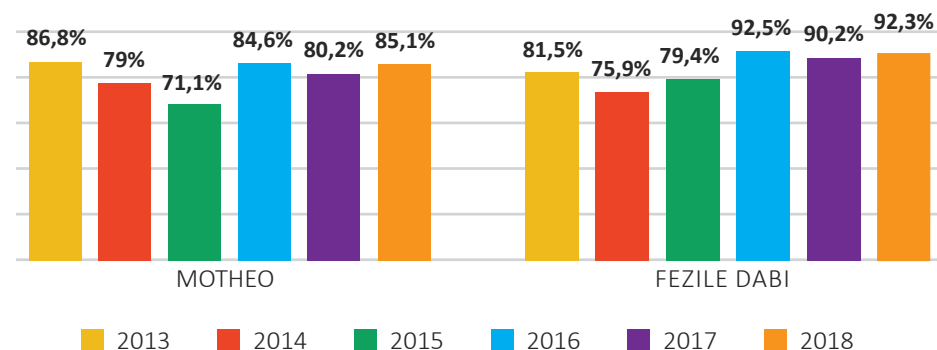
UNDERSTANDING THE TREND

2014: The change in the national curriculum to Curriculum Assessment Policy Statements (CAPS) and the reintroduction of Geometry to the FET Mathematics curriculum, results in a decline in results

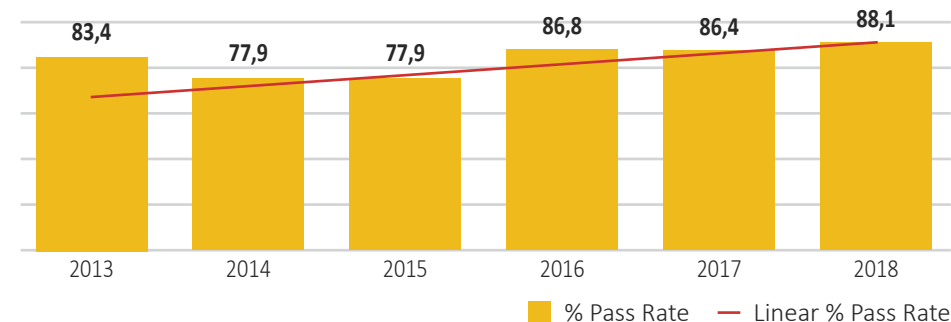
2015: The Motheo and Fezile Dabi districts registered the highest number of progressed learners to sit for the NSC, which resulted in the pass rate remaining static.

2016 and 2017: The Free State recorded the highest matric pass rate nationally. This success is reflected in the pass rates of the Motheo and Fezile Dabi pass rates.

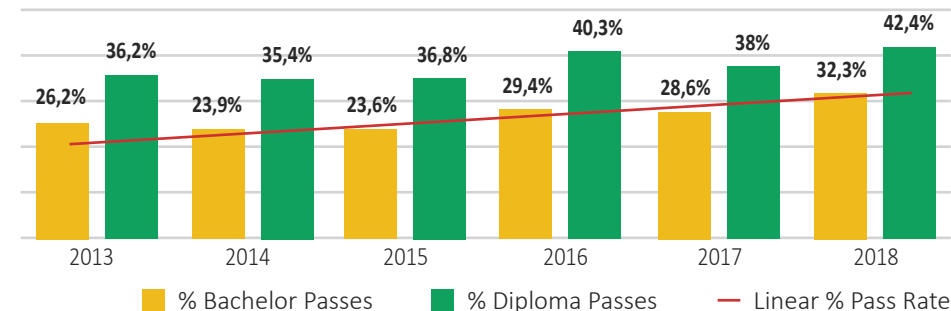
2013 – 2018 DISTRICT PERFORMANCE: MOTHEO AND FEZILE DABI



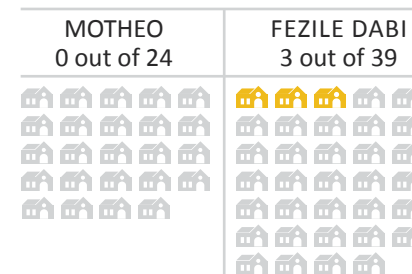
2013 – 2018 AVERAGE MATRIC PERFORMANCE OF KST PROJECT SCHOOLS



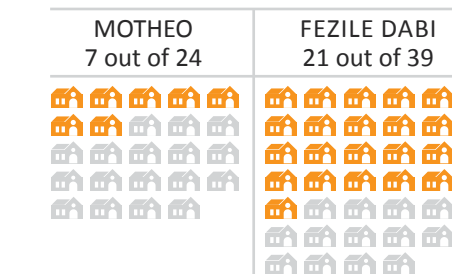
2013 – 2018 AVERAGE QUALITY OF MATRIC PERFORMANCE OF KST PROJECT SCHOOLS



OUR GOLD (100%) SCHOOLS



OUR SILVER (90-99%) SCHOOLS



Programme Review

DISTRICT WHOLE SCHOOL DEVELOPMENT FOCUS AREAS

EMPOWERMENT AND TRANSFORMATION

Empowerment and Transformation Workshops (otherwise known as Retreats) are a fundamental component of the DWSD programme. The workshop is the first encounter between KST and project schools. They play an instrumental role in the sustainability of the interventions that follow.

The purpose of the Retreat is to:

- Build a cohesive and motivated school team
- Develop a strategic plan which will guide the school to improve performance
- Build a school community that is accountable for the effective functionality of the school
- Create an environment that is receptive to external investment and prepare schools for professional development in curriculum, leadership and management.

A window into the Retreat process:



CURRICULUM AND LEADERSHIP

Curriculum development programmes make use of workshops and classroom-based support for all educators. Subject mentors provide additional support by co-teaching subjects that are challenging to educators. Through this method, educators have the opportunity to improve their content knowledge and observe effective teaching methodologies. KST collaborates closely with district officials at every opportunity and dovetails its efforts with those of the Department of Education. Leadership interventions are aimed at School Management Teams and learners.

INFRASTRUCTURE

KST uses a community-based infrastructure model which aims to empower small community businesses and provide temporary empowerment opportunities to school parents and the local community.

Basic Infrastructure refers to the building or renovation of facilities such as ablution blocks, classrooms and perimeter fencing. All KST project schools receive basic infrastructure where it is required and where it is not already being provided by government.

Incentive infrastructure refers to facilities such as science laboratories, libraries, computer centres, maths centres, multi-media centres and sports facilities. Schools that perform above the target set by the Free State Department of Education, qualify for incentive infrastructure facilities.

SOCIAL DEVELOPMENT

KST's primary social development programme addresses vision support for primary school learners.

The visual support programme was introduced in 2014 and KST continues to invest in this critical initiative. In 2017, KST conducted a study to determine the impact of the visual support intervention, outcomes of which are reported on page 32.



EMPOWERMENT AND TRANSFORMATION REVIEW

KEY SUCCESS

MEASURE: EFFECTIVE LEADERSHIP

- Influence the province and the districts as to how resources are deployed.
- Develop committed and accountable leadership within schools.
- Ensure that the School Governing Body members actively participate in enhancing schools.



“ The development of department officials is significant. We have learnt so much from KST and would like to see those capabilities to be harnessed into a powerful outcome for the district for years to come. ”

– Dr Vusi Chuta, District Director, Fezile Dabi

HOW DO WE MEASURE THE IMPACT OF RETREATS:

CULTURE AND CLIMATE:

- SMT and teachers establish and sustain a learning and learner-centred focus among the school community.
- School leadership facilitates the creation of a safe environment for teachers and staff to work as a learning community.
- School leadership and staff demonstrate an understanding of and accept responsibility for the urgent need to improve learner outcomes.

TRUST AND RESPECT:

- The school demonstrates an inclusive culture of mutual trust, respect and positive attitude that supports the personal growth of learners and adults.

STAFF RELATIONS:

- Relationships between members of the staff are collegial, allowing for effective collaboration and teamwork.

GOVERNANCE:

- SGB is focused on providing decision making, planning, conflict management, team building, negotiating and managing school finances.
- SGB ensures full parental involvement / participation in the school governance.

The Empowerment and Transformation Workshops aim to not only improve academic performance, but will positively change the attitudes and ultimately improve the careers of all individuals involved.

In order to ensure that the impact of Empowerment and Transformation Workshops is sustained, KST aims to capacitate all circuit managers so that they are able to conduct interventions using similar methodology when necessary.

“

“It was interesting to hear about the things my colleagues are and aren’t doing, as well as having to state my own two flaws that affect my work as an educator. As an HOD, I never expected to hear some of the things I heard during the sessions. I started seeing a change in us, especially in terms of attitude. I saw that my team was eager to get back and start working. Everyone was aware of their mistakes and their flaws.”

– **Member of SMT**

”

“

“My most memorable moment was being able to speak about certain issues that had been on my mind for a while. It was sad and emotional, but left me feeling relieved. We don’t always get a chance to work with each other, so the activities gave us a chance to interact. The introductions at the start of the workshop gave me a better perspective on my colleagues. It was interesting to hear about other people’s unfulfilled wishes.”

– **Educator, Primary School**

”

IMPACT IN NUMBERS BETWEEN 2013 AND 2019 (LAST UPDATED MARCH 2019)

251

PROJECT SCHOOLS HAVE UNDERGONE EMPOWERMENT AND TRANSFORMATION WORKSHOPS

10

**CIRCUIT MANAGERS
HAVE BEEN TRAINED
TO DATE**

91,5%

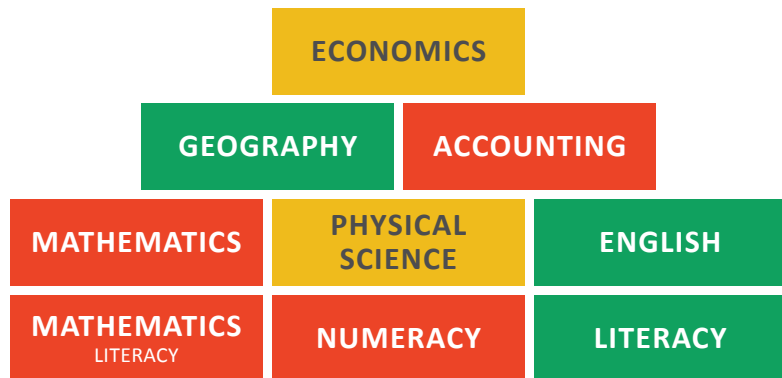
**AVERAGE ATTENDANCE RATE
FOR EMPOWERMENT AND
TRANSFORMATION WORKSHOPS**

CURRICULUM AND LEADERSHIP REVIEW

KEY SUCCESS MEASURE: IMPROVE PERFORMANCE

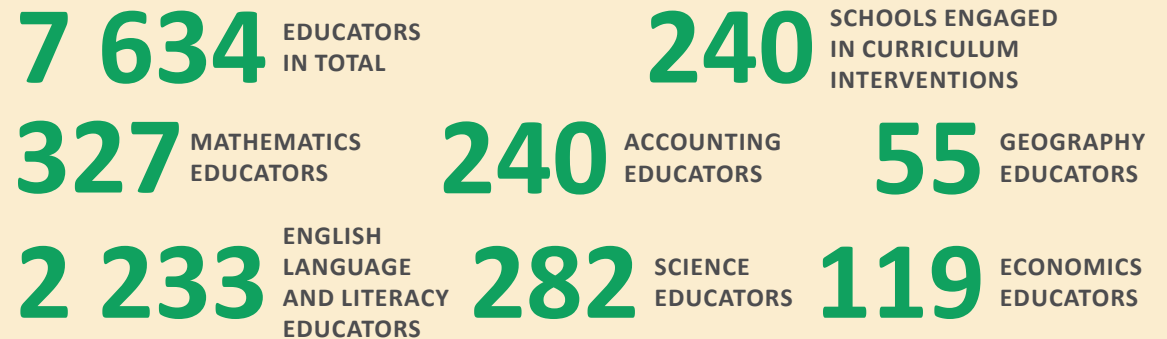
- Measure the progression of learners during the intervention of the programme.
- Enable learners to reach their full potential.
- Capacitate teachers in each phase to manage the rotation of teachers, as well as “master” teachers to manage high attrition.
- Address key socio-economic issues affecting schools, as best possible.
- Ensure continuity and sustainability within schools, upon exit from district.

KST'S FOCUS SUBJECT AREAS:

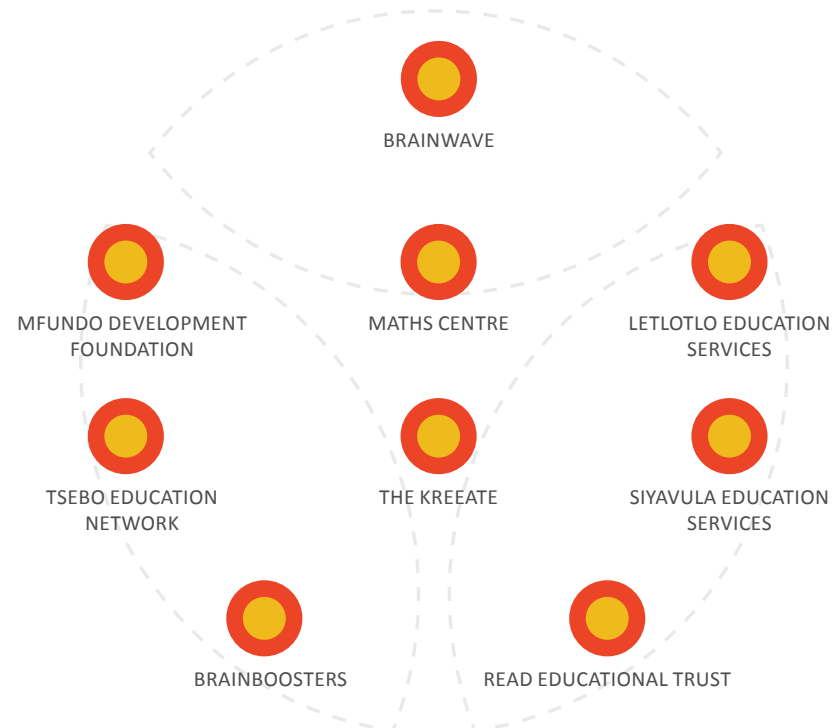


IMPACT IN NUMBERS BETWEEN 2013 AND 2019

(LAST UPDATED MARCH 2019)

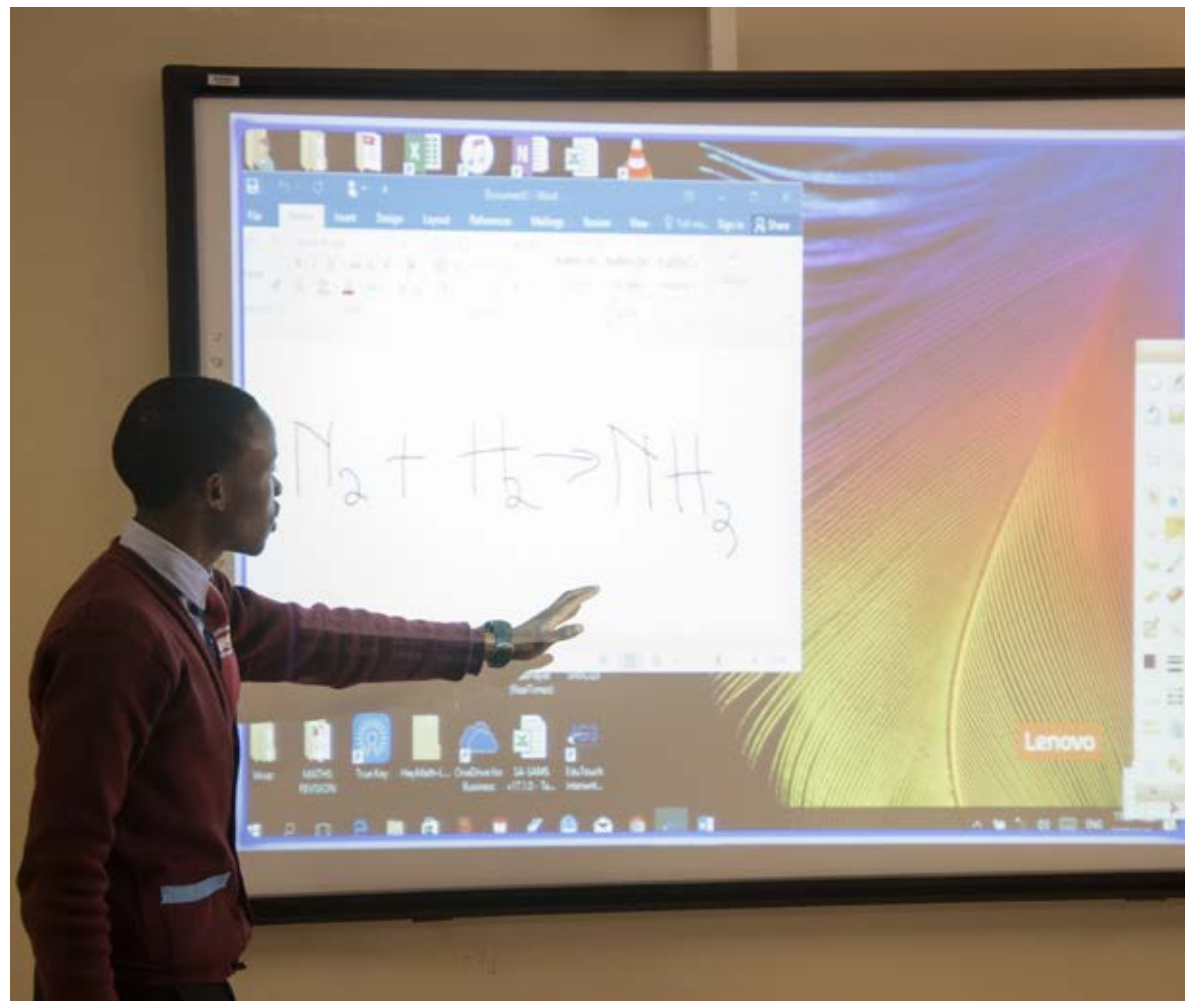


KST'S CURRICULUM – COLLABORATION NETWORK





KST has established Professional Learning Communities (PLCs) and Subject Forums, allowing teachers from all project schools to come together to share best practices, feedback on assessments and new developments and debate solutions to curriculum and social challenges. These have effectively contributed to sustaining the impact made by the subject interventions.



IMPACT IN NUMBERS BETWEEN 2013 AND 2019

(LAST UPDATED MARCH 2019)

312

SCHOOLS ENGAGED IN
CURRICULUM DEVELOPMENT,
DIRECTLY IMPACTING

8 392

EDUCATORS

“

“Key highlights of the KST interventions are the transfer of effective teaching skills and an improvement in curriculum delivery methodologies as well as fully resourced specialised classrooms which have directly resulted in improved learner performance.”

– Adv. Tsoarelo Malakoane, HOD, FSDoE

”

LEARNER LEADERSHIP PROGRAMMES



KST's learner leadership programmes are designed to uplift and inspire young people, helping them to make responsible choices in the face of multiple social ills. The impact of these interventions has been noted in positive attitude changes, group behavioural changes, learner-initiated projects and the creation or enhancement of positive learning cultures.

The findings of these programmes reaffirm the importance of providing psycho-social support to young people and that schools are an effective place to provide such support. KST works closely with the FSDoE to empower educators with the knowledge and skills to assist learners facing abusive situations. Advocacy campaigns are another priority for KST, to ensure that learners understand their options and how to report on their situations.

Messages from the learners who have taken part in these programmes, reaffirm the dire need to educate, empower and counsel school children.

The sessions on sexuality and substance abuse meant a lot to me. I did not know that having a blesser is stupid. I learned that I do not need boys to make me feel better.

I came to the realisation that we should not have sex at our age and that we need to wait. I also realised it is wrong to force our girlfriends to have sex. It is unacceptable and cannot be permitted.

I was bullied by five boys. After talking about bullying at the programme, I was able to stand up for myself. I am no longer being bullied. I also learned how to forgive.

I have learnt to forgive people and not to judge so quickly. I have become more respectful and forgiving. Now I treat other people like I want to be treated.

Before the programme I had a bad attitude and I was beating other children and I shouted at them. But since I took part in the programme, I do not bully others any more. I am now happy to love and be loved by other children.

MANAGEMENT AND LEADERSHIP

Central to the sustainability of the District Whole School Development programme is capacitating leadership to ensure the ongoing improvement of teaching and learning conditions. Extensive research on sustainable leadership and management interventions led KST to the Instructional Leadership Programme offered by the Programme to Improve Learning Outcomes (PILO).

PILO designs for full-system-scale replicability in three key ways: by costing the intervention for replication at scale; by embedding the new routines into the procedures of the school and of the district (with the support of the province as it assumes long-term responsibility for sustaining the changes); and by documenting and reflecting on evidence during the project so that learning can be shared.

KST is committed to improving learner performance by improving instructional leadership in schools; and believes that poor learner performance has been linked to poor-quality teaching, which, in turn, can be attributed, in part, to a lack of instructional leadership at schools. Heads of Department (HoDs) are best placed to offer such leadership and are strategically positioned as instructional leaders to capacitate and support teachers in their tasks of planning and delivering teaching so that the curriculum is appropriately implemented in the classroom and learners learn. However, in many schools this is not happening. KST believes that to achieve and sustain the changes in the practices of the Heads of Department, these practices need to be supported and reinforced systemically by the Subject Advisers and the Principals (and Deputy Principals) to whom the HoD reports. Circuit Managers, in turn, need to reinforce the leadership role of the Principals to support their HoDs.

The work of PILO in Motheo and Fezile Dabi will focus on change at both school and district levels. It will establish institutional routines of professional, rigorous and supportive conversations that seek to identify and solve problems of curriculum coverage. Greater curriculum coverage represents greater opportunities to learn, and the possibility



of improved learner outcomes. These conversations focus the attention district officials and the School Management Team on teachers, teaching and learning, and the instructional core – where improvements in learning outcome must take place. The disciplined conversations happen both within the school between teachers and the school management team, and between the school and the district officials who wish to support them. Tools to support pedagogical and management practices focused on curriculum coverage are introduced in training and coaching, and reinforced and made routine in line-management conversations. The project is run as a campaign to nurture the will to succeed, and prioritises professional agency with dashboard designs enabling teachers, SMTs and District officials to see their own progress.

The work of KST and PILO in Motheo and Fezile Dabi will be co-designed with the FSDoE. The tools and training will be made available to the province for use in all schools across the province. This will also help to ensure that the work done in the schools and with district officials in Motheo and Fezile Dabi is institutionalised within the expected routines of the teachers, school management teams, and district officials.

KST'S LEADERSHIP COLLABORATION NETWORK

- FairExchange
- Landelanhi
- Lusa
- Columba



IMPACT IN NUMBERS BETWEEN 2013 AND 2019 (LAST UPDATED MARCH 2019)

422 PRINCIPALS **733** LEARNERS

INFRASTRUCTURE REVIEW

KEY SUCCESS MEASURE: UPGRADED INFRASTRUCTURE

- Every school will have the minimum required basic infrastructure.
- Incentive-based infrastructure awarded to all high performing schools (as per agreed performance targets).

“ I express my deep gratitude to KST for the opportunity to deliver a service for their infrastructure programme. As a team leader, I have gained much experience in bookkeeping and procurement and have developed skills in multi-tasking and working with deadlines and budgets. Thank you for entrusting me with this important work.”
– **Samuel Mokoena,**
KST Infrastructure Team Leader



IMPACT IN NUMBERS BETWEEN 2013 AND 2019

(LAST UPDATED MARCH 2019)

284	SCHOOL FACILITIES RENOVATED	1 575	JOBS CREATED	334	NEW SCHOOL FACILITIES BUILT	261	SMMES SUPPORTED
------------	-----------------------------------	--------------	-----------------	------------	--------------------------------	------------	--------------------



SOCIAL DEVELOPMENT REVIEW

KEY SUCCESS MEASURE: INVOLVED PARENTS AND COMMUNITY MEMBERS

- Involvement and participation of parents.
- Temporary jobs created for residents in each of the districts during the provision of infrastructure to schools.
- Involvement and ownership by communities and schools.



KST HAS A STRATEGIC PARTNERSHIP WITH THE FREE STATE DEPARTMENT OF HEALTH TO:

- Train Community Caregivers in basic visual screening and ensuring local capacity to provide necessary after care support.
- Ensure that learners diagnosed with more complex eye conditions receive the required medical treatment.



FINDINGS OF THE 2017 IMPACT STUDY:

- Community Caregivers who are trained in basic visual screening are an important asset to the effectiveness of the programme. Their role can be extended to assess common challenges post diagnosis, such as spectacle fit and/or comfort, tracking usage of spectacles and addressing broken or damaged spectacles.
- Regular testing (every two years) is essential to make a sustainable impact on learners' ability to learn effectively.
- This intervention has generated awareness in the community and many schools (outside of the KST project scope) have highlighted the prevalence of vision challenges amongst their learners, indicating a great need for this intervention.
- The earlier vision challenges are identified, the more likely (and affordable) it will be to find a permanent solution or even a cure. Vision screening should focus on Grade R.

“

It is very challenging when you know your child has a problem, yet as a parent, you do not have the means to assist them. We deeply appreciate this intervention.

– Parent

”

“

There is a notable improvement in social behaviours – learners are more confident amongst their peers, more sociable and they engage more in the classroom.

– Teacher

”

IMPACT IN NUMBERS BETWEEN 2013 AND 2019 (LAST UPDATED MARCH 2019)

137 981

LEARNERS UNDERWENT
VISION SCREENING

5 662

SPECTACLES HAVE
BEEN DISPENSED

160

COMMUNITY CAREGIVERS
HAVE BEEN TRAINED



DIGNITY DAYS

KST is committed to ensuring that young people understand the five principles of dignity:

1. Every human being has a right to lead a dignified life
2. A dignified life means an opportunity to fulfil one's potential, which is based on having a human level of health care, education, income and security
3. Dignity means having the freedom to make decisions on one's life and to be met with respect for this right
4. Dignity should be the basic guiding principle for all actions
5. Ultimately, our own dignity is interdependent with the dignity of others.

To this end, and as part of our co-curriculum interventions; we partnered with the FSDoE in hosting two Dignity Day events (one in each district). Targeting both boy and girl learners in Grades 5 – 7, this initiative provided learners with sanitary pads, deodorants and soaps. In addition, KST collaborated with local primary healthcare nurses and youth who facilitated talks on topical subjects such as dignity, self-respect, ambition and self-love.



BENEFICIARIES

6 SCHOOLS

694 GIRL LEARNERS

737 BOY LEARNERS

SUPPORTING WOMEN AND CHILDREN

KST welcomed the launch of the Thari Programme, an initiative of the Cyril Ramaphosa Foundation, in eight of its project primary schools in Botshabelo.

Thari is a multi-sectoral model that is inclusive, free from violence, academically effective, gender sensitive and promotes health and well-being which provides for vulnerable children, youth and women. The first safe park, which was launched at Reetenseng Primary School, provides a range of structured recreational and developmental activities that keep children occupied and safe before and after school, and during breaks. They are also open during school holidays, weekends and public holidays. Activities on offer include homework supervision, remedial, academic and reading programmes, screening for abuse, structured recreation and play activities.

Botshabelo is the ideal environment for the launch of such a safe park. With an unemployment rate of nearly 40%, the township is plagued by crime and violence which disproportionately affects vulnerable women and children. Substance abuse and teenage pregnancy are rife and many learners come from child-headed households. KST believes that Thari's collaborative approach to ensuring the safety of women and children will significantly improve child protection in this community.



A PROJECT OF

Cyril Ramaphosa
FOUNDATION



Highlights from the field

LEARNER PROFILE: EMMANUEL MOFAMMERE



"I want to reach a position where I am competing in the field of astrophysics on a global scale."

These are the determined words of Emmanuel Mofammere, a 2017 matriculant from KST Project school, Lenyora La Thuto Secondary School, in Botshabelo.

Mofammere matriculated as one of the top performing learners in the Free State and was the first recipient of the Siyandisa Foundation Scholarship. He is currently an Astrophysics student at the University of Cape Town, achieving an average of 90%.

Publication: Bloemfontein Courant Voice
Date: Wednesday, February 14, 2018
Page: 3

FS learner destined for success

JERETHA OOSTHUIZEN

The pressure of moving on to the next phase of young adulthood often leads to anxiety and stress for most learners. This ultimately affects academic performance. One such learner whose social circumstances were almost a setback, is 19-year-old Emmanuel Mofammere who recently passed Grade 12 at Lenyora La Thuto Comprehensive School with five distinctions and his other marks bordering on the 80s. His marks made him eligible for a bursary from the Free State Department of Education to study Astrophysics at the University of Cape Town.

While growing up, he attended different astronomy competitions and quizzes, which sparked his interest in the field. However, life has not been easy for Mofammere. Like many other learners from rural areas who face many socio-economic challenges, he was raised by his foster mother, who played a supportive role during his schooling years. Education is the one tool that empowers children with the knowledge and skills necessary to advance themselves and their communities economically. One may easily neglect to consider the effects socio-economic factors have on early childhood development, right through to teenage years. Factors such as poverty, family income level and the parents' level of education have an impact on the quality and availability of education within communities at large,

causing inequality within schooling systems. Although raised in such conditions, Mofammere, through Kagiso Shanduka Trust (KST) District Whole Schools Development Programme, was destined for success. Mofammere initiated an after-school camping programme where learners could stay after school to form study groups and peer-to-peer tutoring groups among Grade 12 learners leading up to the National Senior Certificate examinations. He is now an inspiration to his peers and is one bright young mind to look out for. "It wasn't an easy journey," says Mofammere. "Our parents, educators and the principal played an important part in ensuring that we were all fed and safe while studying at our school's premises."

jeretha@mofammere.co.za



Emmanuel Mofammere

This material is not for sale or reproduction due to copyright.

DEVELOPING COMMUNITY BUSINESS: QUALITY TRANSPORT

Central to KST's District Whole School Development programme is the involvement of the school community. As such, all investment into school infrastructure seeks to benefit local businesses. Quality Transport is a 100% black-owned enterprise based in Botshabelo, that has been working with KST since 2014, supplying gravel and general transportation services.

Since the business was identified as a service provider for KST projects, it has grown from a two-man logistics business to a small enterprise with a permanent team of eight staff members and seven temporary employees. The business has expanded and added passenger transport to its service offerings.

QUALITY TRANSPORT

1784 E section
Botshabelo
9781

Phone: 073 880 0011
E-mail: molefigsh@gmail.com

WE DELIVER SAFE AND FAST

Kagiso Shanduka Trust
18 Acacia road
Sandton
2146

RE: The Kagiso Shanduka Trust beneficiary report for QUALITY TRANSPORT from 2014 TO 2018

It is with great gratitude and appreciation that I write about our four (4) years mutual beneficent report. Throughout our business relationship we have achieved a lot as QUALITY TRANSPORT, we have seen our company grow from strength to strength. The company now has 8 permanent staff members and 7 more part time employees having had started with only two (2) employees before introduction of KST.

The partnership has since helped fight both inequality and poverty in our community, that's all thanks to the KST. We now have also expanded our transport mode from being logistic orient only to public passenger transport (TAXI).

Kind regards

Molefi Maleke

Managing Director (QUALITY TRANSPORT)

REAP BURSARIES

The Rural Education Access Programme has offered bursaries to nine 2017 matriculants from KST project schools in Motheo. These learners are currently studying at the University of the Free State and Central University of Technology.



MEET TLOTLISO MOLOI

“I am proud to be among the top 10 best learners in Grade 12, to have represented Free State in the National Debating Competition in 2014, to have excelled in Matric and to be studying law at UFS.”



MEET LEBOHANG SALOMANE

“As a boy from a place with few opportunities I believe I have to live a life of purpose. I am proud to be studying a Bachelor of Construction in Quantity Surveying at CUT.”



MEET TREVOR MOLETSANE

“I am proud that I am the first child in my family to go to university. I am proud to be studying a Bachelor of Science in Environmental Health at CUT.”

“YOUR FOOTSTEPS ARE FELT – THANK YOU!”

A letter of gratitude from Mabbla Intermediate School:



REWARDING CREATIVITY IN WRITING



Lehlohonolo Coangae from Emang Primary School's essay, entitled "My favourite pet" won first place in Adopt-a-School Foundation's 2017 National Essay Competition.



Motshidisi Leshel from Semomotela Primary School's essay, entitled "My favourite season" won first place in Adopt-a-School Foundation's 2017 National Essay Competition.

JAPANESE EMBASSY SUPPORTS KST SCHOOLS

On 13 March 2018, KST and the Embassy of Japan handed over four classrooms built at Mpolokeng Primary School in Botshabelo.

“We are delighted to have contributed to address the challenge of classroom capacity in the school and wish educators and learners well in the 2018 academic year. We look forward to more collaborations with KST.”
– The Ambassador of Japan in South Africa, H.E Mr. Shigeyuki Hiroki

1:55
LEARNER TO
CLASSROOM RATIO
BEFORE

1:43
LEARNER TO
CLASSROOM RATIO
AFTER



Four extra classrooms were built to make the learning environment easier for both learners and teachers.

Japanese Embassy invests in Free State school

The Japanese Embassy in South Africa has invested in the Mpolokeng Primary School in Botshabelo.

The overcrowding of classrooms in South Africa's public schools creates a disadvantage for both teaching and learning.

In private schools the educator learner ratio is between one educator for every 15 or 25 learners. Private schools still only make up less than 5% of all schools in South Africa, with just over 500 000 learners enrolled out of a total learner population of 12.4 million.

According to the Education Statistics 2013 report, the learner ratio should ideally be 30 learners per teacher, 480 learners per school, and 16 teachers per school.

Data from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute of Statistics on Pupil

Teacher Ratio (PTR) in primary schools shows an average of PTR in 2015 was 23.4:1 globally and made a comparison with BRICS countries which showed that in China it was at 16.3:1, 20.9:1 in Brazil, 19.8:1 in Russia and 33.6:1 in South Africa.

Limited classroom infrastructure was addressed to improve teaching and learning in the school. This prompted a partnership between Kagiso Shanduka Trust and the Embassy of Japan in South Africa to collaborate and build four classrooms at R1.2 million, which were unveiled recently. The educator learner ratio before the four classrooms were built was 1:53 and it now sits at 1:44 and this has brought much needed alleviation for a conducive learning environment.

The Ambassador of Japan in South Africa, Shigeyuki Hiroki, said “We are delighted to have contributed

to address the challenge of classroom capacity in the school and wish educators and learners well in the 2018 academic year. We are looking forward to more collaborations with KST,”

MEC for the Free State Department of Education, Tate Makgoe, said, “Educators and principals play a vital role in our education system. The success of the Free State province in the 2016 and 2017 National Senior Certificate results is a true testament to this. We also need to start grooming our learners at foundation phase on the importance of maths and science and would like to see the Motheo district being the best performing district in the Free State or nationally, like Fezile Dabi. “I would like to thank the Japanese Embassy for their contribution which will go a long way towards improved results.”

info@bloemfonteinccurant.co.za

This material is not for sale or retransmission due to copyright.

DE BEERS INVESTS IN KST SCHOOLS

In October 2017, KST and funding partner, De Beers, handed over a brand new, fully resourced library to Ntsoanatsatsi Primary School, and completed renovations to Mhlathatheng Primary School.



“The programme's infrastructure belongs to all of you not only the school, and community members have the responsibility to look after and protect it from vandalism and theft so that many more learners from Botshabelo can benefit from it for many years to come.”
– Themba Mola, KST Trustee

LAUNCH OF NEW SCHOOL FACILITIES IN MOTHEO

On 10 October 2017, KST officially launched eight new infrastructure facilities at five schools in Motheo. The event included a walkabout of the schools with local media, showcasing the physical development in KST project schools.



REWARDING EXCELLENCE IN TEACHING

KST, in partnership with the FSDoE in Motheo, sponsored the awards for five outstanding educators who have demonstrated passion, courage and commitment in delivering excellent education in Mathematics and Accounting.

FOR MATHEMATICS

Mr. TI Mafafoke	Senakangwedi Secondary School, Botshabelo	100%
Mrs. M Bless	Setjhaba Se Maketse Combined School, Botshabelo	96.6%
Mrs. TJ Sego	Albert Moroka Secondary School, Thaba Nchu	98.2%

FOR ACCOUNTING

Mr. TP Malebo	Ntumediseng Secondary School, Botshabelo	100%
Mr. MZ Masetla	Ntemoseng Secondary School, Botshabelo	95%

The **Well Done Awards** in Fezile Dabi, is a provincial awards ceremony, celebrating those educators who excelled and met or exceeded the performance targets set by the FSDoE.

FOR ACCOUNTING (WITH A PROVINCIAL TARGET OF 90%)

Ms NR Mokemane	Barnard Molokoane Secondary School, Parys <i>Improvement of 5% from 2016</i>	95%
Ms SRN Monare	JSM Setiloane Secondary School, Kroonstad	100
Ms LE Noge	Kananelo Secondary School, Kroonstad	96
Ms IZ Ndlovu	Kwakwatsi Secondary School, Koppies	100
MJ Mokhele	Matlwangtlwang Secondary School, Steynsrus <i>Improvement of 17% from 2016</i>	100

FOR ECONOMICS (WITH A PROVINCIAL TARGET OF 75%)

Ms SRN Monare	JSM Setiloane Secondary School, Kroonstad <i>Improvement of 50% from 2016</i>	100%
Ms ME Mokoena	Pele-Ya -Pele Secondary School, Viljoensdrift <i>Improvement of 17% from 2016</i>	100%

FOR GEOGRAPHY (WITH A PROVINCIAL TARGET OF 90%)

Mr LJ Leqoalane	Bodibeng Secondary School, Kroonstad <i>Improvement of 8% from 2016</i>	100%
Mr M Mandla	Phehellang Secondary School, Parys	96%
Mr VT Mahluku	Rehauhetswe Secondary School, Viljoenskroon <i>Improvement of 23% from 2016</i>	96%
Ms CM Moloi	Retshidisitswe Secondary School, Villiers	95%

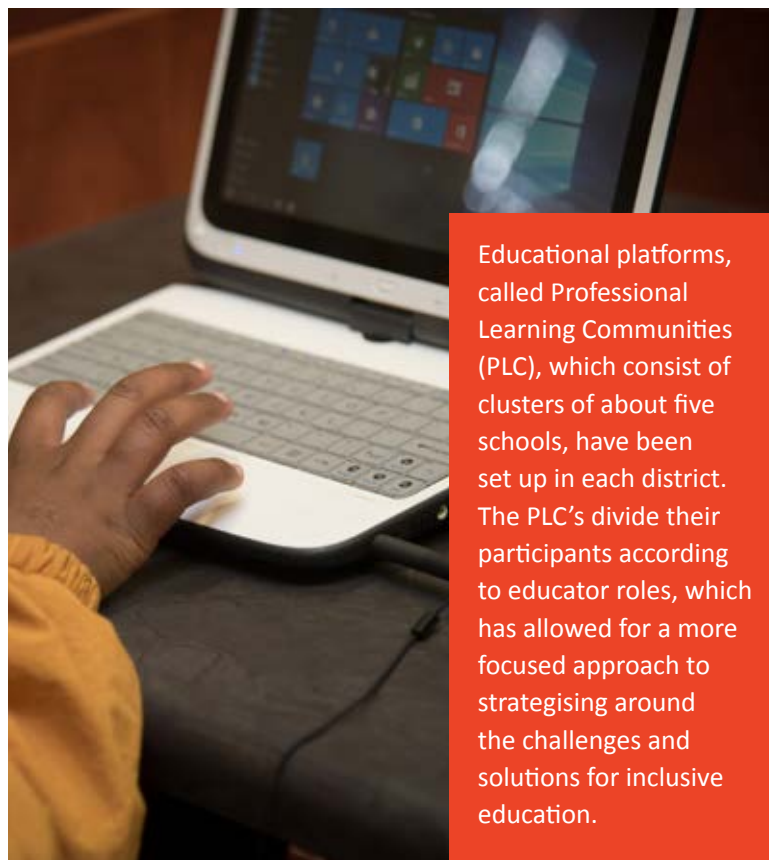
FOR PHYSICAL SCIENCE (WITH A PROVINCIAL TARGET OF 80%)

Mr SM Khoarai	Kananelo Secondary School, Kroonstad <i>Improvement of 14% from 2016</i>	100%
Mr TP Motaung	Qalabotjha Secondary School, Villiers <i>Improvement of 43% from 2016</i>	100%

KST LAUNCHES ICT INTERVENTIONS

KST is committed to changing the nature of teaching and learning in project schools and to improve the academic performance of learners, whilst responding to the changing educational learning trends. In 2017, KST piloted an ICT programme in 61 schools that supported the learning of Mathematics in grades 8 to 12, Physical Science in grades 10-12, Economic Management Science in grades 8 and 9 and Business Studies in grades 10-12.

The aim of this intervention is to create opportunities for learners to learn independently and engage with ICT as a learning platform instead of just a social platform; and to improve their understanding of curriculum content using accessible digital education tools such as mobile phones with zero-data capabilities. The online tutorial platforms encourage learning through quizzes and educational games and create opportunities for independent and parallel learning which is informal, fun and engaging. The digital platforms enabled learners to grow their content knowledge and provided teachers with an ICT tool to diversify teaching and learning in the classroom.



Educational platforms, called Professional Learning Communities (PLC), which consist of clusters of about five schools, have been set up in each district. The PLC's divide their participants according to educator roles, which has allowed for a more focused approach to strategising around the challenges and solutions for inclusive education.

REVIVING THE CULTURE OF MATHS

Inspired by the investment into their schools and professional development, Lead Teachers in Circuit 7 in Botshabelo initiated a Maths Competition with the theme of "Reviving the Culture of Maths." Over 674 learners from both KST project and non-project schools participated. This initiative is an example of how KST is empowering educators to take ownership of learner performance and has significantly strengthened relationships between mathematics educators in the cluster.

61
**BENEFICIARY
SCHOOLS**

BUILDING INCLUSIVE SCHOOLS

While the Department of Basic Education has a clear inclusive education policy which has been a strategic priority for the past 12 years, there are still significant challenges which hamper the effective implementation of this policy.

One of these challenges is the lack of educator skills to identify and teach learners with barriers and the lack of capacity and training. Research shows that children are better able to overcome learning barriers before the age of nine. In 2017, KST introduced an inclusive education support program in 36 primary schools in Motheo.

The program focused on teachers in the Foundation Phase, School Based Support Team (SBST) and School Management Teams (SMT). Through Inclusive Education South Africa teachers were empowered to understand inclusive education, the different learning barriers, given tools to support learners and encouraged develop remedial programs to assist learners overcome their barriers to learning.

“I have come to the realisation that I need to come to the level of learners, especially those with barriers to learning. As much as I focus on those who grasp quickly, I need to be patient with those with barriers to learning.”
– Educator attendee at the IESA Workshop



479
**PRIMARY SCHOOL EDUCATORS
ARE CURRENTLY RECEIVING
SUCH SUPPORT**

LEARNERS TAKE ACTION

Part of the learner leadership programme includes learner-initiated projects that address challenges that learners themselves identify in their schools and communities.

Phomello Primary School learners raised R10 000 to buy new school uniforms for needy learners and to refurbish their classrooms with a fresh coat of paint.



Refengkgotso Primary School raised the necessary funds to fix all the broken windows and doors in their school, which would keep their classrooms warmer during the winter months.



Gugulethu Primary School raised enough money to buy 30 dictionaries and much needed stationery for the Grade 5, 6 and 7 learners.



Lovedale Primary School's biggest challenge was access to clean water. Learners raised R1000 and purchased 10 water tanks – one for each classroom in their school.

NEW VISION FOR YOUNG PEOPLE



Tokollo David Chakela is a Grade 4 learner at SHS Mofube Primary and is one of the beneficiaries of KST's vision programme. According to his teachers, he was a troublesome child who misbehaved inside and outside the classroom. After receiving spectacles to correct his poor vision, his academic performance got significantly better, his handwriting and his confidence improved and his attitude towards his work, teachers and friends changed for the better.

In order to make sure that he does not lose his new pair of spectacles, he keeps them hidden in his grandfather's wardrobe when he is not using them at home. During break times, he keeps his spectacles in his case in his bag, so he doesn't break them when he plays with his friends.

Tokollo wants to be a doctor when he grows up because he likes helping people.

Longitudinal Study Highlights

The KST longitudinal study, now in its fourth year, tracks 12 learners in 8 KST schools in the Fezile Dabi and Motheo districts.

At its inception, the longitudinal study was primarily aimed to establish the extent to which the KST DWSD programme impacted the academic performance of the learners. It also sought to investigate the effectiveness of the direct support given to the teachers. The study has since evolved to unearth the dynamic interplay of contextual factors that take place in learners' lives that directly and indirectly contribute to learning in school and by extension, how these contribute to the learner's ability to perform academically.

The longitudinal study has been a great instrument which has helped KST to understand the poignant realities within the education system, and how teachers and learners learn to cope in, often, uncertain circumstances. To an extent, KST's DWSD programme has been successful in alleviating some of the distress experienced in schools. However, the complexity of some of these issues warrant a far more extensive and deliberate approach. In addition to contextual factors, what has become largely evident is that our education system has rendered schools hopeless, and it will take interventions that exceed curriculum and infrastructure support to bring them out of hopelessness.

The study has also been valuable in understanding the personal and environmental factors that affect the learners. Often, the tendency has been a system of thinking that is greatly inclined to a falsehood that the lives of children of school-going age are altogether immersed in only learning. Learners' lives are comprised of other matters outside of school. And the truth is that a negative interaction of personal and environmental factors in the life of a learner is very likely to negatively affect their ability to learn. Although there are contextual variations from learner-to-learner, generally, personal and environmental factors greatly contribute to a learner's success or failure at school.

The educators, involved in the study, have reflected positively on the impact of the KST DWSD programme which has brought positive and sustainable changes to their teaching practices. This manner of improvement has led to some schools drastically improving their overall academic performance levels, largely evident in secondary schools. Schools reported that KST brought

some relief to some of the stresses they experience and provided resources that learners would not ordinarily have been able to access. Although some of the learners have been unable to articulate or recognise the presence of KST in their schools, learners have enjoyed and continue to enjoy the benefits of KST support in their schools.



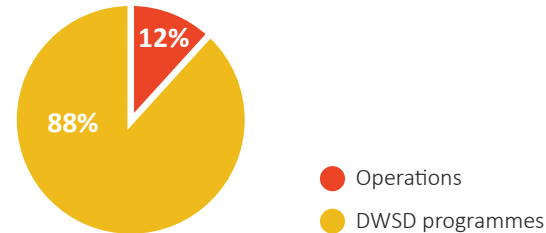
Fundraising and Partnerships

FUNDS INVESTED SINCE 2013:

R267 209 092

**DWSD programme expenditure includes all direct programme expenses, while operational expenditure includes administrative and office-based expenses.*

SPENDING BREAKDOWN



THANK YOU TO OUR 2017/2018 FUNDING PARTNERS:



EMBASSY OF JAPAN

Building of four new classrooms at Mpolokeng Primary School in Motheo.



CLIFFE DECKER HOFMEYER

Pro-bono legal support services.

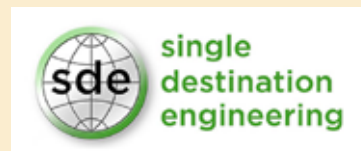
DE BEERS
GROUP OF COMPANIES

DE BEERS

The building of a library and provision of solar panels at Ntsoanatsatsi Primary School.

School renovations and new ablution facilities at Mahlabetheng Primary School.

The **Phuleng Primary School Legacy Project**, a R17 million project between KST, De Beers and FSDoE to demolish old structures and rebuild the primary school. All these projects are in the Fezile Dabi district.



SINGLE DESTINATION ENGINEERING

Donation of reading kits and Grade R resources to Katamel Intermediate School.

Provision of Pro-Bono Engineering Services.

Monthly financial contributions.

PARTNER WITH US FOR EXCELLENCE IN EDUCATION

INTERVENTION	COST
School Leadership and Governance	
School Retreat (Transformation and Empowerment Workshop) A three-day leadership development workshop for the school management team and educators, including the development and monitoring of the implementation of a strategic action plan for the schools	R137 807
Instructional Leadership Programme A workshop designed based on the specific needs of each school, that includes district managers, circuit managers and school management teams. It includes one-on-one coaching.	R70 769
Basic Infrastructure	
Classroom	R306 468
Ablution facility	R675 558
Dining nutrition centre	R1 437 500
Early Childhood Development	
Grade R facility Includes: kitchen, sickbay, storerooms, toilets, three classrooms, Grade R jungle gym, all recommended educational resources and educator training	R1 596 326
Incentive Infrastructure	
School library Includes: All furniture, books, library resources, ICT equipment and librarian training	R1 295 550
Computer laboratory Includes: Furniture, 40 computers, an interactive whiteboard with all necessary resources and ICT training for educators	R1 411 100
Science laboratory Includes: Work benches, basins, shelving, storage, all required science equipment and science educator training on equipment usage.	R1 269 103
Curriculum Development	
Curriculum programmes include: Baseline assessment, 10 classroom-based support visits, four workshops and all resources material based on the need of the educators and schools.	
Estimated costs: R170 per subject per school R37 000 per educator per school R265 per educator per hour per school	
Curriculum Areas:	
Primary School: English and Mathematics	
High School: Mathematics, Physical Science, English, Economics and Geography	
*Training programmes may vary in both degree and length, depending on the number of educators and learners.	



CELEBRATING FIVE YEARS OF A SUCCESSFUL PUBLIC-PRIVATE PARTNERSHIP WITH THE FREE STATE DEPARTMENT OF EDUCATION

TOGETHER WE CONTINUE TO PARTNER FOR EXCELLENCE IN EDUCATION



“ The fundamental principle in this working partnership is a mutual understanding of the education system and sharing a common vision of creating an environment which is favourable to unleashing teacher and learner potential required to grow the economy, create jobs, reduce unemployment and break the cycle of poverty.

– **Advocate Tsoarelo Malakoane,**
HOD, FSDoE ”

“ The values of FSDoE and KST are intrinsically aligned, and I am proud of the significant strides we have made to transform and improve education in this province.

– **Tate Makgoe,**
MEC for Education,
FSDoE ”

“ The unwavering commitment from the Free State Department of Education and the districts in which we work, has been exemplary. Our relationship is key to sustaining the impact of the District Whole School Development model.

– **Reverend Frank Chikane,**
KST Advisory Board
Co-Chairperson ”

Communication Highlights

OUR COMMUNICATION PRIORITIES



 **23 731** FACEBOOK LIKES
KST

 **3 317** TWITTER FOLLOWERS
@KST_DWSD

KST REBRANDING

The old KST logo was a combination of the Kagiso Trust and Shanduka Foundation logos



KAGISO SHANDUKA TRUST
Partnering for excellence in education

The new KST logo is a symbol of effective partnership between the public sector, the private sector and civil society.



kst

Partnering for Excellence
in Education

Contact Us



Themba Mola
Chief Executive Officer
tmola@kst.org.za



Angie Mdakane
Acting General Manager
amdakane@kst.org.za



Kaya Nyati
Stakeholder Relations and
Communications Manager
kaya.nyati@kst.org.za

**FOR MORE INFORMATION
ABOUT OUR WORK:**



www.kst.org.za



Facebook: KST



Twitter: @KST_DWSD





School Profiles

This is a bird's-eye view of the District Whole School Development programme in action and shows the work we have undertaken in the project schools.

KEY:



Empowerment and
Transformation
Retreats



Infrastructure
Development



Leadership
Development































































































Curriculum
Development























































































































Social
Development























































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Adeline Meje Primary School					
A.H.A. Setjhaba Primary School					
A.M. Lembede Primary School					
Barnard Molokoane Secondary School					
Bekezela Primary School					
Bhekilanga Primary School					
Bodibeng Secondary School					
Bofula Tshepe Primary School					
Boikemisetso Primary School					
Boiphihlelo Secondary School					
Boiteko Primary School					








































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Boitlamo Secondary School					
Boitumelong Primary School					
Bokantsho Primary School					
Bongane-Lebohang Secondary School					
Botjhaba-Tsatsi Primary School					
Brentpark Secondary School					
Brentvale Primary School					
Burmah Primary School					
Cedar Secondary School					
Deneysville Primary School					
Dibaseholo Primary School					
Dorrington Matsepe Primary School					
Dr Reginald Cingo Secondary School					
Dr Sello Primary School					
Falesizwe Secondary School					
Fontein Primary School					
Gerhardusdam Primary School					
Gugulethu Intermediate School					
Hamiltonsrust Primary School					
Iketsetseng Secondary School					























































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Ipatleleng Primary School					
Isaac Mhlambi Primary School					
J.J. Kubheka Primary School					
Johannes Mb Marokane Primary School					
Jordaan Primary School					
J.S.M. Setiloane Secondary School					
Kahobotjha-Sakubusha Secondary School					
Kananelo Secondary School					
Katleho Mpumelelo Secondary School					
Kearabetswe Primary School					
Kgatelopele Primary School					
Kgolagano Secondary School					
Kopanelang Thuto Primary School					
Kraanvoëlvakle Primary School					
Kwakwatsi Secondary School					
Le Notsi Secondary School					
Ledibohong Primary School					
Lehutso Primary School					
Leonie Primary School					
Likubu Primary School					



























































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Lister Skosana Primary School					
Lovedale Primary School					
Mahlabatheng Primary School					
Malakabeng Primary School					
Maokeng Primary School					
Matlwangtlwang Secondary School					
Meduwaneng Primary School					
Metsimaholo Primary School					
Metsimatle Secondary School					
Mfundo Thuto Secondary School					
Moepeng Primary School					
Mohlakeng Primary School					
Mokwallo Primary School					
Motswela Secondary School					
Nampo Asecondary School					
Nelson Mandela Primary School					
Nkgopoleng Secondary School					
Nomsa Secondary School					
Noordskool Primary School					
Nova Scotia Primary School					

























































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Ntha Primary School					
Ntjhafaditswe Intermediate School					
Ntshwephepa Primary School					
Ntsoanatsatsi Primary School					
Ntswanatsatsi 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 Primary School					
Phuleng Primary School					
Platberg Primary School					
Poelano Primary School					
Qalabotjha Secondary School					
Reaitumela Primary School					
Rebatla Thuto Secondary School					
Refeng Thabo Secondary School					



























































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Refengkgotso Primary School					
Rehauhetswe Secondary School					
Relebohile Primary School					
Renyakalletse Primary School					
Retshedisitswe Secondary School					
Rietfontein Primary School					
Samuel Sebegu Paki Secondary School					
Sandersville Combined School					
Schonkenville Intermediate School					
Sediba-Thuto Secondary School					
Seeisoville Primary School					
Selogilwe Primary School					
Serfontein Primary School					
SHS Mofube Primary School					
Sindekile Primary School					
Susanna Primary School					
Tataiso Primary School					
Thabang Secondary School					
Thakameso Csecondary School					
Tharollo Primary School					























































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Fezile Dabi District					
Theha Setjhaba Primary School					
Thuto-Ke-Tsela Primary School					
Tjhaba Tsohle Primary School					
Tsatsi Primary School					
Tsebo-Ulwazi Secondary School					
Tshediso Xolani Primary School					
Uitzien Intermediate School					
Uplands Primary School					
Vredefort Primary School					
Wonderkop Primary School					
Wonderkring Primary School					
Yakhisiswe Secondary School					
Zamaleka Primary School					
Motheo District					
Albert Moroka Secondary School					
Amohelang Primary School					
Batjha Primary School					
Bolokehang Primary School					
Bothobapelo Primary School					
Botsime Intermediate School					






































SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Motheo District					
Bradford Primary School					
Christian Liphoko Secondary School					
Dibeng Sa Tsebo Primary School					
Ditholwana Primary School					
Emang Primary School					
Ereskuld Primary School					
Fadimehang Primary School					
Fenyang Primary School					
Gamabetwa Primary School					
Goronyane Secondary School					
Hohle Primary School					
Ikaelelo Primary School					
Katamelo Primary School					
Keikelame Primary School					
Kgauho Secondary School					
Kgorathuto Secondary School					
Khotatso Primary School					
Khune Primary School					
Kobue Intermediate School					
Lebelo Primary School					

SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Motheo District					
Lefikeng Secondary School					
Lenyora La Thuto Secondary School					
Leratong Secondary School					
Lerole Primary School					
Mabela Primary School					
Mahlohonolo Primary School					
Makgulo Intermediate School					
Maserona Primary School					
Matelene Primary School					
Matsitselele Primary School					
Mmafane Primary School					
Mmulakgoro Primary School					
Mmusapelo Primary School					
Modisaotsile Primary School					
Modutung Primary School					
Moipolai Primary School					
Moipone Primary School					
Mokae Primary School					
Mokgothu Primary School					
Mokitlane Primary School					

SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Motheo District					
Mokoto Primary School					
Mokwena Primary School					
Molacoeneng Primary School					
Monokotswai Primary School					
Morago Primary School					
Moroko Secondary School					
Motiyane Primary School					
Motlatla Primary School					
Motshumi Primary School					
Moutloatsi Intermediate School					
Mpatleng Secondary School					
Mpolokeng Primary School					
Phetogane Secondary School					
Namanyane Primary School					
Ngakantsispoort Primary School					
Nkhabele Primary School					
Nkhothatseng Primary School					
Ntateleng Intermediate School					
Ntebaleng Primary School					
Nteboheng Primary School					

SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Motheo District					
Ntediseng Secondary School					
Ntemoseng Secondary School					
Nthabelleng Primary School					
Nthapelleng Primary School					
Ntumediseng Secondary School					
Phallang Intermediate School					
Phano Primary School					
Pontsheng Primary School					
Pooyane Primary School					
Popano Secondary School					
Qelo Primary School					
Ramahutse Primary School					
Ramoshoane Primary School					
Rankwe Primary School					
Raohang Primary School					
Ratau Primary School					
Reamohetse Secondary School					
Reentseng Primary School					
Refentse Primary School					
Refihille Primary School					

SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Motheo District					
Retsamaile Primary School					
Rooibult Primary School					
R.T. Mokgopa Secondary School					
Sankatana Primary School					
Sebatatso Primary School					
Sediti Secondary School					
Seemahale Secondary School					
Seiphemo Primary School					
Seithati Intermediate School					
Selokisa Intermediate School					
Selosesha Primary School					
Semomotela Primary School					
Senakangwedi Secondary School					
Seroki Primary School					
Serope Primary School					
Setjhaba Semaketse Combined School					
Setlogelo Primary School					
St Augustine's Primary School					
St Paul's Primary School					
Strydom Secondary School					

SCHOOL	EMPOWERMENT AND TRANSFORMATION RETREATS	INFRASTRUCTURE DEVELOPMENT	LEADERSHIP DEVELOPMENT	CURRICULUM DEVELOPMENT	SOCIAL DEVELOPMENT
Motheo District					
T.M. Setiloane Secondary School					
Tala Primary School					
Tawana Primary School					
Thabo Primary School					
Thari Ya Tshepe Primary School					
Thato Secondary School					
Thatohatsi Intermediate School					
Thlabaki Intermediate School					
Thubisa Primary School					
Tiholo Primary School					
Tlotlanang Combined School					
Tlotlisang Intermediate School					
Toba Primary School					
Tonya Primary School					
Tshnipinare Primary School					
Tsimatsima Primary School					
W. Thejane Primary School					





kst

Partnering for Excellence
in Education

Contact details:

KST Head Office

27 Scott Street
Waverley
Johannesburg
2090
Tel: 011 566 1900

KST Motheo

NARYSEC College
Plot 42
Zone 1
Thaba Nchu
9780
Tel: 051 876 1010

KST Fezile Dabi

23 Totius Street
Sasolburg
Free State
1974
Tel: 016 973 1266

www.kst.org.za