Matriculation results

It is wonderful to report once again on improved matriculation results. To quote our Executive Director, John Gilmour, “the results motivate our driven desire to enable as many children as possible to liberate themselves from the ongoing cycle of poverty that manifests itself in the extreme social inequity that is so visible in the communities in which we serve.”

The results were fantastic, please see page 3 for an overview of the achievements. They were a great credit to the candidates, their teachers and the whole of LEAP. Congratulations!

Strategic planning and sustainability

The 2016 year proved to be one of the most difficult ever for LEAP in terms of funding. The decision to appoint Pieter Steyn as Head of Schools was of great benefit to LEAP in so many ways. Most important was that Pieter’s hands-on approach to school management enabled John Gilmour to devote the necessary attention to the funding challenges.

The operating environment remains uncertain in both South Africa and internationally. Such uncertainty has led to caution in the donor community and placed increased strain on the NGO sector. There is much work to be done and 2017 is expected to prove equally challenging.

One aspect of our funding strategy is to develop alternative sources of income to increase the sustainability of the LEAP organisation. Efforts in this regard are starting to bear fruit and we hope to report in more detail in the months ahead.

Core business

Our core business is teaching and learning in schools. We have placed much emphasis on improved teaching and the results have shown that such efforts are being rewarded. Our teachers are highly commended on their efforts.

Our teaching facilities are improving. The year saw many changes in the six LEAP schools and the moves were carefully thought through. We are looking forward to the development of a new campus for LEAP 4 (Diepsloot) in 2017. This has been made possible by enormous support and funding from Aveng Ltd.

Collaboration and thanks

LEAP has worked hard to strengthen and grow the relationships within the organisation and with our supporting partners. We are involved in an important movement towards social change and the relationships between people are central to this cause. We are immensely grateful to all who work together with us to build our resources for the benefit of our students.

Our Executive Director, John Gilmour, has great vision and energy. He is supported by the growing number of leaders in the various schools and Central Services.

My grateful thanks to all concerned. We have a difficult road ahead, but we stride forward with great determination.

G R B NUPEN
LEAP MATRIC 2016 SUCCESSES

100% pass at 3 LEAP schools
- Western Cape
- Limpopo
- Gauteng

One of only 32 schools in the province

2 years in a row

80%+ for a subject
150 achieved overall
- 1 student achieved 80%+ in all 7 subjects (94% for Mathematics)
- 4 students achieved over 80% in 6 subjects

100% studied a science

Dramatic improvement with 51x80% (or over) achievements in STEM subjects

88% studied pure maths

Same communities, radically different outcomes at LEAP

Results continue in an upward trend

LEAP students
National average

Pass
97% 27.3% higher than the national average
2015: 96% 2014: 94%

Higher education access pass
90% 87.5% higher than the national average
2015: 86% 2014: 81%

University entrance pass
67% 196.3% higher than the national average
2015: 62% 2014: 56%

All LEAP students are from impoverished communities.

Closing the inequality gap
LEAP Science and Maths Schools have developed a holistic self-liberating approach to personal and educational development. Our unique pedagogy views emotional development as critical to cognitive development. Our approach to life orientation at the centre of our work is life-changing for all involved and incorporates the key principles of the Circle of Courage.

The LEAP intent is clear, our school structures are purposefully designed to focus on:

- Developing a real sense of belonging to a value system built around our code of conduct. All of us need to feel part of a community, and that we have an important role to play. The LEAP family is a collaborative starting point for belonging to the social movement that will eliminate the inequity that continues to divide our world. A deeply-held conviction at LEAP Science and Maths Schools is that communities will change through the work of a school as an outwardly engaged, action-based community hub.

- Developing the independence required to become agents of change in our own contexts - developing a strong sense of self, fully conscious and mindful of the ‘power of one’ working within the construct of community and humanity as a whole. We need to feel free to make choices and trusted to make decisions that impact others.

- Unlocking the generosity of spirit to develop collaborative interdependence with other change-makers. Making positive contributions to the lives of others is at the heart of what generosity is about. This need is often the last to be acknowledged in children and youth, but no less important. When we help others feel good, our own sense of well-being is enhanced. Our social development commitment enables us to live out this purpose.

LEAP now has a 13-year track record of outstanding academic success, achieved by over 1200 township children living in extreme poverty and largely written off by society as another lost generation. At LEAP we have high expectations and in 2016 90% of our 228 strong cohort of LEAP Grade 12 students qualified to apply for tertiary studies. The national percentage of children able to apply to tertiary level from township and rural communities in South Africa is below 12%.

We believe that we have the blueprint for doing this work that in time we will be able to share into the public school system. We are committed to working towards whole system impact over time. We need to increase our capacity significantly to do this work.

58 young teachers in training were enrolled in our Future Leaders Programme in 2016 - all graduates of our own LEAP schools! These teachers will make a huge difference because they are passionate and are learning their trade in a functional and successful context. We have an ambitious, exponential scaling plan for this work through the Global Teachers Institute [see page 13]. This exciting platform has combined with other entities that we have co-created to generate significant youth-led social movement in South Africa.

We are grateful to all of our friends and supporters who walk and work together with us.

John Gilmour
LEAP Founder & Executive Director
Mandela Day 2016

On the 18th July LEAP held our biggest ever Mandela Day celebration in Cape Town. It was the first time LEAP partnered with Canal Walk Shopping Centre and the Hyprop Foundation. Teachers, students, support staff and volunteers all pulled together to work with Hyprop and their partners to organise a truly memorable day.

The concept, called #MandelaMosaic, was to build a massive image of Nelson Mandela out of donated food cans. 17,016 cans weighing 6,700kg were used to build the mosaic. We invited our corporate partners, donors and members of the public to join our LEAP 1 and 2 students and staff at Canal Walk Shopping Centre to help cover the ends of each can in orange and black paper discs. They then placed them on the pre-designed outline, which created a breath-taking end result. LEAP students and professional entertainers kept everyone motivated with lively music, song and dance. Throughout the day hundreds of volunteers worked together tirelessly, having lots of fun but also reflecting on the significance of the day through this commemorative event.

We collected close to 18,000 food cans, mostly donated by Rhodes Quality Foods, which were later distributed to LEAP 1 and 2 social development partners in their respective communities in September. A number of the corporate partners and celebrity guests who had participated in the #MandelaMosaic build joined LEAP students at the social development sites to distribute the cans.

The LEAP organisation is extremely conscious of its role as a resource hub in the communities our schools serve. It was therefore a great joy that we could extend the impact of Mandela Day to local community organisations. Mandela Day 2016 provided a great opportunity for companies, foundations and funding partners to work together in a very tangible way, meet LEAP students face-to-face and later visit some community projects and organisations that are less visible, but no less important.
Three LEAP graduates Nyameka Mguzulo, Lwazi Pakade and Vika Nikelo went to New York, USA for a youth leadership programme funded by Miracle Corners of the World (MCW), in July. The aim of the programme is to address the most urgent needs of communities from various countries by empowering young leaders and helping develop their capacity.

The programme served two constituencies: mentors who have already attended a MCW leadership programme and mentees who were attending for the first time. Mentors arrived in New York City (NYC) a week ahead of the mentee group, to be trained for their stewardship role. They were based at the New York University (NYU) campus. Nyameka Mguzulo, who currently works as the Alumni Relations Manager for LEAP, had attended the programme for the first time in 2015 and was invited back as a mentor in 2016. Lwazi Pakade and Vika Nikelo, who are both studying at local universities, were first-time attendees.

The Young Leaders Access Program for the mentees is a week-long intensive retreat geared towards preparing young adults from around the world to graduate as “Young Leaders” and commit to at least one year of making positive changes in their communities. When the mentees arrived in New York the whole group travelled to Burlington (approximately 5 hours from NYC) where they stayed and worked at Champlain College for a week.

Mentors were assigned different groups to engage with various socio-economic themes. Nyameka’s mentees came from Kosovo, Israel, Afghanistan and Palestine. They worked on seeking solutions in the education sector, relevant to their contexts. One group member identified the issue of junk food being served in school lunchrooms. Nyameka’s role was to help guide her in coming up with strategies to promote healthy food alternatives, while allowing the mentee to develop her own solution-finding skills.

Nyameka was the only female mentor from Africa and says, “I didn’t think that I could be a global leader; that I would get the opportunity to travel”. She values the technical skills she acquired, both as a mentee in 2015 and as mentor in 2016. These skills, developed through mentorship, peer-learning, and the experience of travelling to another country and working with diverse nationalities and cultures will be invaluable to further developing LEAP’s social development impacts. Nyameka, Lwazi and Vika have been able to build networks and friendships that will impact their current and future leadership work.

On the final day of the programme mentees presented their concepts in an exposition-style event to the programme developers, funders and supporters at a Wall Street venue. This gave them real-world experience of engaging with high-impact individuals. Like LEAP, MCW encourages creative thinking and problem-solving, seeking to bring together ambitious young people from different backgrounds into spaces that encourage robust discourse and shared learning experiences with opportunities to test their ideas.
The HCI Foundation has been an active funding partner of LEAP schools since 2009. The partnership began with their support of LEAP 2, expanded to support the LEAP 2 satellite campus in Philippi.

In 2016 the Foundation shifted its support to LEAP 5 (serving the rural community of Jane Furse in Limpopo) and LEAP 6 (serving the peri-urban community of Ga-Rankuwa, north of Pretoria). The Foundation's aim is to make a sustainable impact in underdeveloped and underprivileged communities through interactive partnerships with other stakeholders. They are currently focusing on youth education at all levels. A number of LEAP graduates have received bursaries from the Foundation towards their tertiary studies.

In 2012, the Foundation discussed extending their funding resources to Gugulethu primary schools with LEAP. At the time the LEAP Learning Centre (now Ithemba Lethu) was providing extra afternoon tutoring at Litha Primary School where academic results were well below standard. LEAP agreed to work with HCI and Herzlia, one of LEAP's well-resourced partner schools, to help create a well-functioning library for Litha Primary as one step towards improving academic outcomes at the school.

The HCI Foundation also engaged with other NGO partners such as The Bookery, the Shine Foundation and Na’libali to help create a vibrant and functional library space with age-appropriate books, a computer lending system, timetabled library periods and a librarian, funded by HCI. LEAP and Herzlia students were trained by Shine in paired reading techniques enabling weekly reading sessions with younger Litha students, a project now continued by Shine and Na’libali. In addition the HCI Foundation partnered with the Edupeg Literacy and Numeracy Programme to help support Litha teachers. Urban Harvest joined the partnership to start a school vegetable garden to supplement school meals.

Chumani Ndabambi, current full-time librarian at Litha was selected to be trained as a librarian by Equal Education. Opportunities for him to improve his skills are provided annually by The Bookery and Na’libali. He reports that the library has, so far, had a huge impact on the students. “They can come to the library whenever they want to. I think it plays a huge role for them. They enjoy spending time at the library, reading.” He speaks passionately about his commitment to planning and creating fun, reading-related activities that will attract more reluctant students and that support teaching themes.

Carol Van Der Rheede, General Manager at the HCI Foundation confirms a marked improvement in teaching practice at Litha Primary since the start of this partnership project as well as improved results. In 2014 the school received three awards from the Western Cape Department of Education and in 2015 Grade 3 students achieved a 91% systemic test pass rate. The annual overall pass rate at the school improved to 92%.

LEAP is proud to partner with the HCI Foundation as it leads the way in working together through creating constructive partnerships.
LEAP 4 based in Diepsloot, Johannesburg achieved excellent matric pass results for the class of 2016. Ninety-three percent of their Grade 12 matriculants achieved access to university. All this was attained despite difficulty of a school currently situated in a very noisy warehouse shared with a pre-primary school.

During 2016 a diverse project team was put together to conceptualise and plan a new LEAP 4 school building. This was in response to a generous commitment of R8 million by primary LEAP 4 sponsor, Aveng. The intent is to build a school that will benefit the community of Diepsloot for generations to come. LEAP will leverage the balance of funding needed for the new school from corporate partners and Aveng suppliers. The project team includes teachers, school leaders, community members, parents, an architect, an Aveng representative and a town planner.

LEAP students are also represented and initially chose the design, indicating that they would love the community to be involved in the actual building. They are excited at the prospect of a purpose-built school as learning has not been easy at the current premises. The students look forward to a better environment, more conducive to their learning needs: “The school will give us a space for eating and relaxing, aside from providing the ideal learning space.”

The architectural plan is inspired by Great Zimbabwe, with many circular walls, views to the outside and the use of stone to create a natural aesthetic. The idea is to use a technique called rammed earth to create some of the building materials. It is a technology where raw materials such as soil, lime and stones or gravel are used to build foundations, walls and floors.

Environmental principles and social enterprise are key to the planning process. Spaces have been designed so that classrooms and other indoor areas will be kept cool in summer and warm in winter. By using eco smart design principles for temperature control, less electricity will be required for heating and cooling. The vision is to involve the Diepsloot community in the building project as much as possible, by training people in rammed earth technology and then employing them as builders. Another idea is that students and the community will collect empty bottles that will be re-used to make stained-glass windows.

The new school building will open up opportunities for LEAP 4 to start permanent community projects, such as a food garden. The money saved on rent can be used on tutors and other intervention programmes for LEAP students and students from other schools in Diepsloot. Central to the plans are ways that LEAP 4 can share their resources with their community, such as the proposed technology centre that will offer computer lessons to community members and their science lab that will be available to students from other Diepsloot schools.
The South African Extraordinary Schools Coalition (SAESC) is, as John Gilmour puts it: “a national community of practice, exploring extraordinary possibilities through the collaboration of extraordinary people teaching and learning in extraordinary schools.” Worldwide trends in professional development strategies and programmes indicate that the most effective levers for teacher development and teaching practice transformation happen in a professional learning community or community of practice. LEAP is a founding partner within the SAESC and an actively engaged member. We’ve participated in its peer review processes as reviewers and had all of our schools reviewed. This provides a helpful professional snapshot of each school, with specific feedback for possible action.

School leaders and teachers from 22 South African ‘impact’ schools form the SAESC, which is run by BRIDGE. These schools specifically work with or in marginalised communities to deliver high-quality and achievement-oriented education to students who would otherwise only have access to socio-economically disadvantaged schools. SAESC members offer low- or no-fee schooling, to make quality education accessible. They place a strong emphasis on preparing students for success in tertiary education institutions and the job market.

The SAESC meets four times a year at member school campuses. Meetings are action-based with multiple inputs from members of the community. In October, the final meeting for 2016 was hosted at LEAP 1 in Langa, Cape Town. The excited buzz on the LEAP 1 campus was infectious as the SAESC meeting got underway, with performances by the choir and a special announcement that Lindelwa Mini, a LEAP alumna who has been in the leadership team at LEAP 1, would be taking the reigns as LEAP 1 School Leader.

The day was filled with interactive, action-oriented group sessions. One very interesting presentation was on the Kagan Structures model by a panel of teachers from LEAP 2. They demonstrated how to structure lessons and class seating to get learners to mix with one another and work together. This encourages peer learning and breaks down damaging social norms such as racism. One benefit of using the Kagan software is the randomised selection of who in the group has to share, which helps to get all the learners participate in sharing their learning due to the randomised selection process. It is an unbiased system and therefore helps build team and class spirit. Using these resources benefits learners as they work with each other through the year, learn from one another and are encouraged to give more feedback.

These are some of the lessons learnt by members at the October meeting, as shared on the BRIDGE website:

“Being in the coalition opens up our thinking and develops our ability to be creative problem solvers.”

“One learns to deal with power struggles.”

“Participants are encouraged to share what is learnt with colleagues and put new methodologies into practice.”

“Our growth is both personal and professional.”

“The Peer Review Process helped with the identification of issues/problems and helped us come up with solutions.”
Team4Tech comprises a group of volunteers from different parts of the world who come to LEAP schools to help enhance ICT competencies amongst teachers and students. One of their focuses for 2016 was to inspire greater use of technology in the classroom. The visiting team organised into two core competency groups: Technology and Teacher Training. The Technology group worked towards improving LEAP hardware and software resources while the Teacher Training group worked towards enhancing teachers’ skills in order to implement technology as a tool in the classroom. Team4Tech has been instrumental in upgrading ICT resources at LEAP schools through donations of hardware and software, developing and enhancing student, teacher and staff skills and installing systems where applicable, such as the new library system at LEAP 1 this year.

On the final workshop day that volunteers were at each school site they had a round-table session with teachers, students and management staff where everyone shared reflections about their experience. These sessions were immensely important in showing how everyone contributed, benefitted and learnt from the whole 2016 project.

One of the exciting outcomes of the 2016 Team4Tech collaboration was the implementation of a new system in the LEAP 1 library. Team4Tech worked with LEAP 1 librarian Françoise Ndayizigiye to load Book Source Classroom Organizer, a free web-based application. This system allows Françoise, to store the library inventory on an online database using a smartphone and computer. Previously, LEAP 1 had been using a manual tracking system with a check-out book and catalogue cards. This was less efficient and easy to use than the current online system. Book Source Classroom Organizer is a small-scale version of systems used in public and university libraries and thus provides LEAP students with experience in how these libraries work.

EdTech Summit Africa

The EdTech Summit is an annual event geared at developing skills in teachers to use ICT resources in the classroom to augment learning and engage with students using 21st century technologies.

The Edtech team is made up of a number of international and local ICT specialists, including LEAP staff. The 2016 programme had three core focus areas: training teachers on Microsoft Suite and Google for improved digital resources for the classroom; training school IT administration teams on the use of different server software and one-on-one training with LEAP staff to improve individual ICT understanding.

Kevin Baloyi, a Future Leader at LEAP 3, was part of the Edtech Summit Africa 2016 team and was later invited as a keynote speaker at the Global Education Conference to talk about the Summit. Through this opportunity he connected with the CEO of Belouga, an online platform for students and teachers from different schools around the world to interact with one another. LEAP schools will be part of this global online community using technology to share their learning and cultural experiences across borders and continents in 2017.
LEAP 3, based in Linbro Park and serving the community of Alexandra in Johannesburg, has a very active news club. The LEAP 3 Press Team was formed in 2011 by a group of Grade 10 students and a teacher. Initially they started the club to create videos and enter competitions such as iSchool Africa.

Over time interest in and the activities of the Press Team waned due to loss of equipment and the original members graduating from the school. Fortunately in August 2016 a new generation of LEAP 3 students reinvigorated the idea and re-started the Press Team. They asked Kevin Baloyi, a Future Leader based at LEAP 3, to assist them in managing the club as he has excellent technical skills. The Press Team started undertaking small projects such as creating short talk show videos and photographing and filming school events. As they have limited resources they decided to use social media, particularly Facebook, as their main platform for communication with their audience. They created the LEAP 3 PRESS TEAM Facebook page to post videos and photographs as a means to create lasting memories that students can access now and in the future.

Emphasis has shifted from making short films and entering competitions to being more news orientated. The team now keeps students informed about school activities and gives surrounding communities information about LEAP. Team members have different functions such as camera crew, graphic designers and journalists. The camera crew attend all LEAP 3 events. They are responsible for taking pictures and filming and editing videos. Even though they only started late in the year, they managed to cover a number of events in 2016: video footage and photographs of the Grade 7 recruitment camp from which they designed and created a slideshow; photographs of the LEAP sports tournament between the northern based schools; photographs of the LEAP 3 social development tea and one newsletter for the final quarter of 2016. They hope to produce a newsletter every term.

The Press Team have operated with very few assets, using Kevin Baloyi's personal smartphone and laptop to take photographs, film and edit videos. Despite these limitations they have produced a number of excellent resources. Team members have gained valuable skills in media production. The camera crew know how to use the exposure essentials and use stylistic effects. They are able to take aerial, close up and full body shots. The graphic designers are now able to design posters and invitations. The journalists have learned communication skills and the editors responsible for compiling the newsletter have gained writing and editing skills. Team work, professionalism and the LEAP Code of Conduct are the values that keep the team going. These shared values have made it possible for them to work well together and produce excellent results.

Stop Press: This team recently acquired a second-hand Canon digital camera from a private donor.
Zonke Mpotulo, LEAP graduate and Global Teachers Institute (GTI) Programme Manager, was featured on the Mail & Guardian’s (M&G) 200 Young South Africans (YSA) 2016 edition. This annual list showcases young South Africans under 35 who are doing interesting things and distinguished themselves as leaders in their fields.

Zonke notes that the process of being nominated and finally selected was a team effort. Initially she was shocked when GTI Business Development Manager, David Jacobs, saw the nominations announcement and asked her if she’d like to be part of it. She didn’t think she was doing anything extraordinary. She was even more surprised when she got a call from the selection committee informing her that she had been short-listed for the final selection phase. Once the process was underway and Zonke needed to submit responses to interview questions from the YSA, the GTI team got behind her. They helped get everything ready in time and checked that all the requirements were met.

Since being featured a number of people have reached out to Zonke and asked her to get involved with community programmes and projects and to give motivational talks to young people. She was invited to present life skills workshops at a school in Soweto, organised by a young professional woman and some of her friends, giving career guidance and life skills support to Grade 10, 11 and 12 students. Zonke took some LEAP 6 students with her and she was glad to include them as it allowed them to step out of the community they know and connect with other young people and be of service to them. “Seeing students from another school that are even more disadvantaged than them [LEAP students] made them realise that they do have something to give to others that will lift them up. It gave them concrete experience of living out their values.”

It is very important to Zonke to share her experiences with young, black women in South Africa. “I’ve always believed that who I am right now, is the result of the efforts of many people. So when I look at young people I often ask ‘who is building them?’ I want to be a positive contributor to the lives of young people that I come into contact with.” Zonke believes networking and teaching young people the skill of networking is very important in building success. It gives one exposure and opens one to opportunities. She says, “Growing up in a township is like growing up in a matchbox. You are only exposed to what is immediately in front of you.” Seemingly simple things, like exposure to ideas, people and activities that children would not normally encounter in their township environment has huge impacts on their capacity to imagine their futures.
Global Teachers Institute (GTI)

LEAP has, since its inception, been active with partners in a number of programmes to change the way teachers are trained and developed in South Africa and the world. In 2015, the Global Teachers Institute (GTI) was formally constituted as an independent operation within LEAP to develop these initiatives. In its second year of operation in 2016, GTI has consolidated a series of focused programmes that could be funded as a stand-alone organisation in 2017.

Our flagship teacher training programme at LEAP Schools, the Future Leaders Programme, has continued to grow to 58 active participants (up from 42 in 2015). In this year we focused on the work to convert the programme into a social franchise which could be rolled out to schools beyond LEAP. We plan to have at least ten sites operating in 2017 with an enrolment of 70 Future Leaders. For this and other work, Future Leader Programme manager, Zonke Mpotulo, (who is also one of our first LEAP graduates) was recognised by the Mail & Guardian’s annual list of 200 notable South Africans under the age of 35 (see story on page 12 of this report).

We continued our partnership with Edunova in delivering our Champion Teachers Programme to 48 rural in-service teachers in Duncan Village (Eastern Cape) and Jane Furse (Limpopo). A promising development with the Champion Teachers has been their willingness to take more ownership of their work by establishing and independently running their own communities of practice.

2016 also saw GTI host our second annual AXIS Education Summit. Inaugurated in 2015, the Summit is a five-day convergence of students, teachers and education leaders from throughout South Africa and around the world. The Summit attracted over 600 delegates across the various tracks, of which over 200 are aspiring teachers. The Summit saw the introduction of two new tracks: The Champion Teachers Imbizo (which included all teachers in our Champion Teachers programme) and the EdTech Summit Africa.

Lastly, GTI has continued its partnership with Teach with Africa to run a USA Internship and Fellowship programme to facilitate global exchange of our work. We hosted five fellows from the US in July/August, with all of them presenting at the AXIS Education Summit and spending time at one of our LEAP Schools. We sent a further 16 South African student teachers to participate in a global teaching internship at schools in Chicago and San Francisco.
The AXIS Education Summit 2016 was a five-day convergence of students, teachers and leaders from throughout South Africa and around the world. It was held at the University of the Witwatersrand from 10 – 15 July 2016.

The theme of the summit was ‘Realising a New Story for Education’, where attendees were challenged to identify what they will do to actualise a new vision for the future of education. This year’s Summit saw attendance more than double from last year to 600 delegates.

The event was co-hosted with BRIDGE and City Press, a leading South African newspaper, and several officials from the Department of Basic Education were in attendance.

“The Summit had participants engaging in a continuum of teaching and learning, along with unlearning. As someone passionate about teaching, it was great to see aspiring and in-service teachers get together and feed off each other’s energies and experiences.”

_ Jamie-Lee Mnisi_, Chairperson, Wits Educational Student Council

“I’m glad that the Summit offered students the opportunity to say what they would like to say in whichever manner they wanted to without fear. The students raised quite a few unnerving issues but the discussion that flowed was a privilege for me to be part of.”

_ Xolani Majola_, Advocacy & Partnership Manager, GTI

“What was very encouraging today was the use of the word “we”. We were not outsourcing the responsibility to realise a new story for education. By us taking ownership of the problems in education, we will also take ownership of the solution.”

_ Mondli Makhanya_, Editor-in-Chief, City Press
## Statement Of Financial Position

**LEAP SCIENCE & MATHS SCHOOL** (Registration number 930005342)  
Annual Financial Statements for the year ended 31 December 2015

### Assets

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<tr>
<th>Category</th>
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<td><strong>Total Assets</strong></td>
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### Equity and Liabilities

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<tr>
<td><strong>Total Equity and Liabilities</strong></td>
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<td>29 548 228</td>
</tr>
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**Spend by Programme**

- **LEAP Schools**: 65%
- **Growth, Development & Fundraising**: 1%
- **Central Administration**: 2%
- **Central School Support Services**: 4%
- **Ithemba Lethu (LEAP Learning Centre)**: 14%
- **Global Teachers Institute**: 6%
- **Conduit Projects**: 8%
### Core donations income comprises income from the following sources:

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<tr>
<th>Source</th>
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<th>2015 R</th>
</tr>
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**Sundry donations received comprise donations from various sources, where the value of each donation is less than R 300,000.**
Mr Mackie Kleinschmidt

Mackie lost an eye when he was two years old. This made him hyper-sensitive to any sort of discrimination. At university he was Vice-President of the SRC and President of the SA Students Organisation, which resulted in constant harassment by the security branch, whom he now credits partially with his talent for long-distance running.

Mackie graduated with a major in science and became a teacher, ultimately heading Heathfield High School during the difficult 1970s and 80s. He then moved through a series of posts at the WCED, ending up Chief Curriculum Manager for the Central District before his slightly early retirement.

Mackie joined the LEAP Board in 2004. In March 2015 he offered to step in temporarily to teach life science. His students begged him to see them through matric and he remains teaching in 2017.

“I thought: let’s see if I can walk the talk” says Mackie, “and it is absolutely satisfying. With teaching you can touch the lives of children ... And teaching is a craft! The whole secret of being a good teacher is to realise you are not just teaching that subject, you are teaching that child.”

“I’ve got certain advantages,” he admits, referring to his false eye, which he occasionally removes in class. “The students are waiting for it, they don’t know when I’m going to do it. It’s a question of timing, you see. But they know what the moral of the story is: you’ve got gifts, use those gifts. And the most important gift is the gift of life.”

Dr Heidi Raubenheimer

Heidi’s involvement in education had, until 2012, always been at the strictly tertiary level when Joe Kainja introduced her to LEAP as a potential Board member.

In addition to teaching, research and management and administration duties, Stellenbosch University academic staff are expected to use their skills for social engagement to benefit the community. As a single parent of a young teenager and a four-year-old, and with limited time at her disposal Heidi chose to join the LEAP Board instead of involving herself in the governing body of her older daughter’s school. She says: “I explained what LEAP was about and how awesome I thought the work was that they were doing and how important it was for the country that somebody be doing this and that this is a tiny service that I do which is just participating in governance. I said to her ‘if all things were equal I would probably be on your school board but I have decided to be on LEAP School Board’ and she totally got it and I was very pleased with that.”

What really excites Heidi about LEAP is that they are engaging with the whole person: “At universities we’re so serious about our notion of education: that it’s all in their head, innate in their talent and all of that, and what we all see over and over is that it’s all about the person.”
Thank you

LEAP students receive at least one good meal a day provided by Lunchbox Fund

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“I can do things you cannot, you can do things I cannot; together we can do great things.”

– MOTHER THERESA