LEAP Science & Maths Schools is a leading education organisation which aims to give young South Africans the academic and life skills they need to become future leaders.

Six **schools** from Cape Town to Limpopo provide free education to students from high-need communities with a strong focus on mathematics, physical science and English. With an extended school day, Saturday classes and formal holiday programmes, LEAP students consistently outperform national and provincial averages as well as cohorts from their home communities.

**LEAP Future Leaders Programme** works to make a career in teaching aspirational and accessible. Aiming for 10% of each LEAP graduating class, Future Leaders are supported to study at a tertiary institution or participate in LEAP’s Leaders in Education internship.

Every LEAP school is partnered with a more privileged school as well as township schools in the community it serves.

The **LEAP Learning Centre** provides free, quality tutoring to students in the Cape Town partner communities.

All students and teachers work with a social development organisation in one of the partner communities and LEAP staff work with **community organisations**, providing mentoring and management and operational support.

The **LEAP Movement** promotes sharing of lessons, good practice and advocacy. Aimed at bringing together education stakeholders, the movement promotes equal access to quality education in South Africa.

[Leapschool.org.za](http://Leapschool.org.za)
Executive Director, John Gilmour, chatted with long-serving board member and Chair, James McGregor, about LEAP’s first decade and what he learned as an integral part of the LEAP family from the beginning.

**John Gilmour:** What do you recall about the early days of your involvement with LEAP?

**James McGregor:** I remember our meeting at Bishops when you first proposed LEAP 1. We bought into the idea straight away. We thought it was a brilliant opportunity. We liked the ethos and said right away that we were on board. To see it develop since then is wonderful.

So what was the major selling point for you when we didn’t even have financial support yet?

I think that there were two things, one was giving young people the opportunity that you wanted to give them. And the other was asking Bishops to be involved as a partner school to LEAP 1. We could see from Bishops’ point of view that it would be a two way street.

What would you say is your main learning from LEAP’s first decade?

I think the primary thing is that there is no shortage of ability, there is just a shortage of opportunity. When opportunities are created it’s amazing to see young people grasp them and that’s what we’ve done at LEAP.

What do you think has been LEAP’s contribution to their lives?

Most of them wouldn’t have had tertiary education prospects if they’d stayed at township schools. But many have gone on to university. It was very exciting to honour them at our 10 year celebration dinner.

**We’ve achieved a lot over the past ten years and have recorded many firsts. Which do you think we should celebrate the most?**

Our first tertiary graduates. They are our key role models for future students. It’s going to be very exciting as they progress with their careers to see them rise to the top, which I’m pretty sure they’ll do. It will also be great to have them come back and speak to the students about how they grasp their opportunities.

We’re now entering our second decade. What do you think the focus of this new chapter should be?

We’ve got to move the university entrance qualifications up. We’ve got to look at quality and be more concerned about what we think is a decent pass rate and not what the national education department thinks is an acceptable standard.

What do you think we should definitely continue doing in the future?

The Future Leaders Programme. It’s brilliant to encourage 10% of our matrics to become teachers, particularly in maths and science. It’s a huge breakthrough and we must not give up because there are just not enough science and maths teachers in our country.

“There is no shortage of ability; there is just a shortage of opportunity.”
1. 100% of LEAP students live in township communities.
2. 93% LEAP pass rate average 2008 - 2013.
3. 78 distinctions achieved in 2013.
4. 100% of LEAP students wrote maths and science.
   - 43% students wrote maths nationally.
   - 33% students wrote science nationally.
5. 88% of LEAP students passed maths.
   - 59% students passed maths nationally.
   - 49% students passed maths in the communities LEAP serves.
6. Passed physical science.
   - 75% of LEAP students.
   - 67% students nationally.
   - 58% students in the communities LEAP serves.
7. 72% of LEAP matriculants are pursuing tertiary studies.
8. 12% of past LEAP students are working.
9. 50+ tertiary graduates.
10. Past students studying education and working in LEAP schools.
Qondisa Ngxanga is the first LEAP graduate to get a Master’s degree. In 2013, she completed a Master’s in Mathematical Science at the African Institute for Mathematical Sciences (AIMS).

I was born in the Eastern Cape and moved to Cape Town after my grandmother, who was raising me, passed away. I joined LEAP in Grade 10 and matriculated in 2005. I enjoyed maths and was good at it, but at first I thought of studying either fashion or physiotherapy at university.

When I got accepted for a BSc in Maths and Statistics at the University of the Western Cape, I never dreamt that I would end up loving maths even more. But I did; so much so that I decided to do my Honours in Computational Finance. Then I got an opportunity to study towards my Master’s at AIMS, and I knew I wanted to study still further. AIMS only takes a small number of students from all over Africa so I felt special to have been selected to do Financial Mathematics there.

“I never expected that I would one day be this educated. When I look at where I come from, it is unbelievable because I am the first person in my family to have obtained a matric certificate.”

I am now doing a Research Master’s and tutoring at the University of the Western Cape. Over the next couple of years, I hope to get a job and either obtain a doctorate or MBA. Whatever career I follow, I’m sure it’ll involve maths. Maths is the mother of all faculties and disciplines. For me, life is about numbers.

QONDISA’S TIPS FOR ACADEMIC SUCCESS

Don’t stay at home. Focus on the next steps you can take. Even if you need to change your tertiary plans, keep moving towards something.

Give up on the dream of perfection. You will want to excel to show your worth, but this may not work out. I failed some modules on the way to getting my Master’s but I understood that I didn’t need to be perfect.

You can’t count on luck, passion or skills. Most of us need to be diligent and consistent to succeed. Cover your bases and work hard.
Azola’s mother is happy. Her daughter was one of LEAP’s top matriculants in 2013, achieving distinctions in English, mathematics, accounting and life orientation. Azola plans to study financial accounting at the University of Cape Town.

“It’s like a dream come true. All these years, I was guiding Azola, I said to her: if you can go to university and come home with a degree or diploma, I will be happy because that’s what I wanted but I didn’t get that chance.”

Azola Fonjana’s mother
LEAP 6 in Ga-Rankuwa near Pretoria introduced the first LEAP Grade 8 class in 2013 to extend LEAP’s journey with students. Zonke Mpotulo, a former LEAP student and school leader at LEAP 6, reflects on how the first ‘Eights’ have fared.

This new class was like an injection of energy into our school. They were excited about everything that LEAP stood for. Their voices where dominant in community meetings and they confronted the senior learners about their behaviour. They kept the whole school on its toes.

Grade 8 is a very important year as it is their year to transition into high school. They also haven’t yet developed the behaviour patterns that can be difficult to shift when they only join LEAP in Grade 9.

The Grade 8s were very energetic and took their academics seriously. I think this is because most of the primary schools are strict and the learners carried that with them. We did, however, have cases where learners were being passed to the next grade all through their primary years and when they got to LEAP they could not understand why they were failing.

This extra year at LEAP will make a huge difference for these learners because we now have five years with them – a huge shift can come about in this time. If a learner does not do well in their first year, we can put together an intervention plan to assist them.

“We can make a deeper impact on their lives because the journey is longer and gives more time for reflection and engaging.”

We are very pleased that based on LEAP 6’s experience and learning in 2013, all LEAP schools will be extended to include a Grade 8 year. I hope that they find these young students to be as inspiring as we do.
I'm the firstborn and I have a half-sister who is seven years old. My mom was recently retrenched and my step-dad works for a swimming pool company. We have had our shares of ups and downs as a family, but at the end of the day we are a family that likes just being in each other's company.

I joined LEAP in 2011 when I was in Grade 10. I wanted to go there because I heard that it's a very good school, with great teachers and that LEAP helped students grow in all aspects, it wasn’t just about academics. I had big dreams in Grade 9 and I felt that if I had stayed at the school I was in they would have gone down the drain.

“I went to LEAP with a mission of becoming an all-round excellent student ready to take on the world. I went to LEAP so as to stay away from all the bad influences around my neighbourhood.”

I feel very proud of myself for being LEAP’s top performing pupil from the 2013 class, I screamed! Especially when I saw my accounting mark of 97%. I feel super happy and I just have my teachers to thank for supporting me throughout.

My mom used to tell me to study whenever she saw that I wasn’t doing anything, she used to encourage me whatever chance she got. At school when exams were approaching, we were given time to study and I used the time wisely. Accounting has always been my favourite subject so whenever they teach me something in accounting, it stays in my head forever. It was all a matter of practising with past papers and asking my teacher for clarification where I didn’t understand.

The teachers at LEAP prepared me well for matric. They kept a close eye on me, they saw the best in me and they could see when something was wrong. When my marks were not what they know I’m capable of, they would come to me and ask how they can help. They became my parents at school and made sure that I did my best.

The teachers really make LEAP an outstanding school! They are the best part. They are forever there for us as students and they help build relationships between students.

I want to get a degree in accounting, do my articles and become a Chartered Accountant. I want to be the provider for my whole family and also give back.
When LEAP 5 opened in the small rural town of Jane Furse in Limpopo, school leader Raphael Mukachi found an irrigation system and land lying idle on school grounds and remembers thinking, “Maybe we can just have a small garden for the kids.” He didn’t think it would grow into what it is today.

The school veggie patch has turned into a thriving community farm providing fresh food for the school’s 122 students, an invaluable experiential learning tool and livelihoods for parents and members of the local community. “We identified five women in the community and whatever they produce, they can sell to raise money,” says Raphael. “We also employed three local women and two grounds men to assist.”

In 2013, the LEAP 5 farm put in a borehole, funded by *A Spring of Hope*: “Now we have clean drinking water and enough water for irrigating the land.”

The vegetables, maize and ground nuts produced on the farm help to feed the students at school and they can also take vegetables home to their families every Friday. Surplus produce is sold at the local Pick n Pay: “We have a very good relationship with the store manager. So far we have supplied spinach and butternut – the money we make comes back to the school.”

Perhaps most importantly, the farm gives students hands-on experience of topics ranging from small business and land management to scientific experiments and research, making learning much more relevant.

The farm’s success has led to others wanting to get involved. An NGO funded by the Department of Agriculture called Makhudutamang will be paying for 11 of our parents to work on the farm for 14 days a month for the next nine months. We’re hoping this will help boost our production.”
LEAP 4 – Diepsloot was LEAP’s first school based within a high-need community. In a converted warehouse in the heart of the now-notorious informal settlement just outside of Johannesburg, the school faces a distinct set of challenges for teachers and students.

In the news for all the wrong reasons – xenophobic violence, service delivery protests, brutal crimes against children and mob justice – Diepsloot provides a backdrop of dire need right next door to the luxury of the exclusive Dainfern Estate. LEAP students must navigate this challenging environment and move ahead in life, supported and encouraged by a very special group of teachers and LEAP 4’s founding funder, the Aveng Group.

LEAP 4’s leader, Paul Mumba, joined LEAP as a volunteer tutoring Maths in Langa in 2006 and is all-too aware of the complexities in a community like Diepsloot: “Everyone has a perception that nothing good can come out of Diepsloot but the everyday smiles on the faces of the 186 LEAP 4 learners, despite the terrible conditions which they are living in, makes me proud.”

“The social issues of the community negatively affect academic performance – most learners lack a space to study or complete homework. We have also experienced cases of rape, domestic violence and family members living with HIV which also impacts on our learners’ academic performance.”

“My biggest challenge as a leader is to get my staff, parents and learners to understand the reason why LEAP
Life Orientation lessons are a central part of LEAP’s whole-child approach to education, but they are even more important in a community like Diepsloot: “These lessons are indispensable to our learners as they offer psychosocial support.”

Nonkuleleko Mnguni, head of Life Orientation at LEAP 4, explains: “Most LEAP 4 learners do not feel safe in their own community, they fear for their families. Violence is one of the topics that seems to be popular, to a point that some of our learners have normalised it. Although they voice their opinions through community forums, they feel like they are not heard and feel helpless.”

“Learners start to take small risks by speaking or sharing in class. Then they learn to trust the space and feel that it is a safe place for them to be vulnerable. “This is the moment when they find their voices and take ownership, they see themselves as part of the LEAP family.”

“Life Orientation gives them a safe space to share what they are feeling and help each other move forward. It gives them the chance to see that, as much as they feel angry about what is happening, their peers have similar feelings as well. It helps them identify what they are feeling and how they can channel those feelings.”

“They have to realise that if they want change in their community, they have to be the change and not wait for someone to bring about change in their own lives. They also need to see that they are not their community, so being part of Diepsloot does not make them the same as all who live in it. They need to stop normalising the problems in their community.”
All throughout university I was a tutor and really enjoyed it. Tutoring sparked the interest in teaching, and led me to a training workshop with the organisation Teach South Africa, which subsequently deployed me for a teaching position in Cape Town at LEAP.

When I learnt that LEAP serves disadvantaged communities through both social and academic intervention with an emphasis on maths and science, I knew that joining LEAP will be a wonderful opportunity for me to expand my participation in community and youth development.

I joined as a maths teacher and towards the end of 2013, I received an invitation to serve on the management team as a Relationship Leader. I was told that it is my attention to detail, connection with learners and eloquence that is linked with the ability to influence and motivate others. I was surprised that I had been chosen for a management position, but because I had come to know and understand the LEAP culture, I knew that the expectation was not for me to be an already-perfect leader.

“I celebrate every successfully run day at school, as well as the progress and small daily achievements that each one of our learners and teachers acquire.”

As a leader, my hope is to motivate learners to always try to perform at their best, so that when they see their results or when they achieve their goals in life they don’t look back and say “I’m better than this”. But, rather, for them to rest assured that they gave it their all, because by doing so they are giving themselves the best chance of grabbing any opportunity that may come their way.

LEAP believes in creating opportunities for gifted leaders to emerge and inspire the next generation. The LEAP Future Leaders Programme encourages LEAP’s own graduates to become teachers but there are many other ways that people are inspired to join the LEAP Community. Charles (Muzi) Manzini’s journey to a management position at LEAP 1 – Langa started with his involvement in the Teach South Africa programme.

FUTURE LEADERS

LEAP is proud of these former LEAP teachers and leaders who have gone on to leadership roles in education.

Murray Gibbon – LEAP 1 maths teacher and school management team went on to be founder principal of Claremont High School in Cape Town.

Ross Hill – LEAP 2 management team and principal at LEAP 4 went on to become deputy principal of SPARK Cresta in its founding year and Principal of SPARK Ferndale in Johannesburg.

Angus Duffett – LEAP 2 principal went on to become principal at Silikamva School – a government school which opened in Hout Bay in 2013.

Bonisile Ntlemeza – Leader at LEAP 1 went on to work at a KIPP Houston Public School in the United States.

Mona Ewees – LEAP 2 maths teacher went on to become assistant principal of SPARK Cresta in Johannesburg.
Having started its life as an after-school programme, LEAP continued to hold extracurricular intervention in high regard even after it opened its first fully-fledged school. The Duncan Village Learning Centre opened in April 2013 and builds on LEAP’s history, taking a thoroughly modern approach.

Recognising the multi-faceted nature of education in high-need communities, The Duncan Village Learning Centre in the Eastern Cape is an innovative collaboration between LEAP, Edunova (which offers IT support and teacher training), Letsema Circle (social and health services) and funding partners, including the Ilima Trust, the DG Murray Trust and two private funders. The Learning Centre offers services that go beyond education and are not limited by LEAP’s budgetary constraints; operating as a separately funded project.

By focusing on multiple aspects, the Learning Centre addresses a number of the most serious challenges facing learners in depressed communities like Duncan Village. For example, Letsema Circle helps teachers and administrators learn how to deal with student-family issues like drug abuse and HIV, Edunova trains the same teachers and administrators in the effective use of technology in the school, while LEAP weaves these different themes together. Another Learning Centre is being launched in Jane Furse in May 2014.
It was another tough year for LEAP in a very difficult fundraising environment. We fell short of our fundraising target and built the shortfall into our 2014 budget. But the fundraising team did a fantastic job under the circumstances and they continued to persevere, living the LEAP Code of Conduct: working hard and never giving up.

We remain committed to creating a cost-effective, quality education model and our efficient and stringent finance team is the foundation for this. As we try to break through to new donors in the coming year, this will support the development of solid, sustainable donor relationships.

The ELMA Foundation challenge grant – which matches grants of at least R500,000 from South African donors who have not supported us before – has been hugely helpful. It has already generated R4 million and if we can access the full amount of the challenge grant, we will be in a good position moving forward.

James McGregor
Chairperson

"We are proud to be the first members of LEAP Science and Maths School’s Fortunate 500 Club, kick-starting their initiative to raise R10 million for education with the help of the ELMA Challenge Grant. We wish LEAP the best of luck in achieving their goal."

Wendy Ackerman, Trustee of the Ackerman Family Educational Trust Fund and first member of LEAP’s Fortunate 500 Club
## STATEMENT OF FINANCIAL POSITION

**LEAP SCIENCE & MATHS SCHOOL (Registration number 930005342)**  
Annual Financial Statements for the year ended 31 December 2013

### Assets

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<th>2013</th>
<th>2012</th>
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<td><strong>Total</strong></td>
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**Total Assets**  
17 857 448 13 942 773

### Equity and Liabilities

#### Equity

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#### Liabilities

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<td><strong>Total</strong></td>
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<td><strong>8 976 193</strong></td>
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**Total Equity and Liabilities**  
17 857 448 13 942 773

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**SPEND BY PROGRAMME**

- LEAP SCHOOLS: 70%
- GROWTH, DEVELOPMENT & FUNDRAISING: 13%
- ADMINISTRATION: 5%
- ON-GOING SCHOOL SUPPORT SERVICES: 3%
- LEAP LEARNING CENTRE: 3%
- LEAP FUTURE LEADERS PROGRAMME: 2%
- COMMUNITY SUPPORT & DEVELOPMENT: 2%
Core sponsorship income comprises donations from the following sources:

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<th>Source</th>
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Sundry donations received comprise donations from various sources, where the value of each donation is less than R 300,000 (2012: R 250,000).
James McGregor, Chairperson
James is the past chair of the Bishops Council, a retired businessman and chartered accountant and is now involved with several non-profit organisations, mainly in the educational field. James has served on the board since 2006.

Grant Clark, Dawson, Edwards & Associates
Grant is a qualified and practising attorney. He is an outstanding sportsman and plays for the Langa Hockey Club. Grant has two years of teaching experience in Japan. Grant has served on the board since 2006.

Leon Glanvill, Bishops Diocesan College
Leon is a teacher at Bishops, with which LEAP is partnered, and he acts as the link between the two schools. Leon has served on the board since 2004.

John Gilmour, LEAP Science and Maths Schools
John is the founder and Executive Director of LEAP Science and Maths Schools. He taught for five years at Abbott’s College (Principal), ten years at Pinelands High School (Deputy Principal), and eight years at Bervylit High School. John has served on the board since 2004.

Joe Kainja, Mvunonala Asset Managers
Joe works for Mvunonala Asset Managers as a Senior Portfolio Manager. He has an MSc (Statistics) from University of Sheffield and is married with two children. For leisure he is a soccer player and is a keen follower of the game. Joe has served on the board since 2007 and is Chairman of the LEAP Education Trust.

Mackie Kleinchmidt
Mackie is recently retired and worked for many years as a Senior Advisor in the Western Cape Education Department. Mackie is a Senior Advisor in the Education Department. He has many years of education management and supervision experience, with a specific interest and experience in science education. Mackie has served on the board since 2004.

Grant Nupen, Bishops Diocesan College
Grant is a board member and former principal at Bishops Diocesan College, LEAP 1’s Partner School since 2004.

Ben Rabinowitz
Ben studied Law at Oxford as a Rhodes Scholar and practised as an attorney in Cape Town. He is now semi-retired and serves as Chairman of the Finance Committee of the Cape Philharmonic Orchestra. Ben has served on the board since 2006.

Heidi Raubenheimer, University of Cape Town
Heidi is a Council member of the University of Cape Town and a faculty member of the University of Stellenbosch Business School. Heidi has been involved in tertiary education at either UCT or Stellenbosch University for more than 10 years. She has also been an active researcher in the professional investment arena since 2000 and is a CFA charterholder.

Crispin Sonn, Old Mutual South Africa
Crispin is Managing Director of the Retail Mass Cluster of Businesses at Old Mutual. He is also Non-Executive Chairman of Feedback Food Re-distribution and a member of the Board of Advisors of the UCT’s Graduate School of Business. He is a non-executive director of the Old Mutual Foundation. Crispin has served on the board since 2008.
SUPERNOVA
More than R2m in 2013
Aveng
HCI Foundation
Michael & Susan Dell Foundation
Old Mutual Foundation
The Maitri Trust
Western Cape Education Department

NOVA
More than R1m in 2013
ISASA M&E Zenex Programme
Nedbank Private Wealth Education Foundation
The Ilima Trust
The May and Stanley Smith Charitable Trust

COMET
Over R500k in 2013
AC Louw Trust
Anglo American Chairmans Fund
Barloworld Education Trust
Boeing
ELMA Foundation
Epoch & Optima Trusts
Gauteng Education Department
Harry Crossley Foundation
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