I am a citizen
The LEAP Code of Conduct is a way of behaving to which all members of the LEAP learning community commit. Created in collaboration with the very first group of LEAP students, it is central to the LEAP philosophy of personal and collective responsibility.

Be kind
Be honest
Be healthy
Learn from mistakes
Care for our world
Admit mistakes
Share as much as possible
Work together
Worl hard
Be open to change
Look good
Confront issues

The LEAP Science and Maths Schools Annual Report I 2011

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To see more of his work, visit www.siphompongo.blogspot.com
LEAP is a leading learning organisation created to give young South Africans the academic and life skills they need to become productive and responsible citizens. LEAP schools have high expectations of South Africa’s youth and aim to transform our deeply divided communities, one graduate at a time.

What makes LEAP unique is its focus on the emotional and social development of young people and their communities in tandem with addressing the most challenging of academic subjects.

The LEAP learning community includes:

- Independent maths and science high schools offering an excellent education to young people from disadvantaged communities.
- A teacher training programme, the LEAP Future Leaders Programme
- A learning centre providing tutoring for students from community schools
- A community support and development programme
- An active past students’ association – LEAPSA
- Collaborations and partnerships that contribute to education development globally

LEAP shares its stories and model to create a new voice in youth leadership, proving its impact so that it can grow to reach more and more young people. As part of a global community, LEAP shares widely to build a social movement that will transform education and learning for all.

“The attention to access, personal development and academic excellence is a model that should be replicated everywhere in our education system.”

Dr Mamphela Ramphele
From subject to citizen
By Dr Mamphela Ramphele

South Africa’s democracy is 18 years old. Yet the “rainbow nation” ushered in by President Nelson Mandela has reached maturity in a profoundly conflicted state.

Despite a world-class constitution and great strides in providing basic services to the underserved majority, the justice, education and health systems remain under huge strain – contributing to massive social burdens of violent crime, unemployment and disease, and to inequality levels that are amongst the highest in the world.

Governance of a modern democracy requires informed and confident citizens who can hold their government accountable and contribute meaningfully to sustainable development of the common wealth and social capital of the nation. High quality education that expands citizens’ horizons and unleashes initiative and drive is an essential base for sustainable development. Education is the great leveller that enables children living in poor communities to climb out of the trap of poverty and become positive agents of change within their own communities.

Here are some statistics to remind us of what we are facing:

- The government education budget has doubled in the past 18 years.
- At the same time, South Africa has plummeted in terms of “Quality of primary education” to 131 out of 142 countries in the World Economic Forum Global Competitiveness Report.
- South Africa’s unemployment level has been hovering close to 40% for the past decade.
- 42% of the 18 to 24 age group and 51% of the 23 and 24 age groups are not employed or in education and training. This group grows by 500,000 per year.

We need to create national campaigns to mobilise collective action. We need to coalesce, galvanise, amplify and showcase the successful efforts of civil society groups, the private sector and government.

LEAP has set a good example of how to scale up interventions – it now has six schools across the country. From this platform, in collaboration with others, has sprung the convening and leveraging innovation agency of BRIDGE. BRIDGE works hard to bring the work of the many small successful NPOs and education initiatives and projects into alignment and to create connected frameworks in which the whole inevitably must become greater than the sum of the parts.

Let’s confront the legacy of woundedness in South Africa together. We have developed a comprehensive vision for building the muscles to galvanise citizen engagement in education. Keep doing what you are doing to be an active part of this vision. Let’s walk together to do whatever it takes to ensure that all children have access to quality education.
In the improved 2011 national matric pass rate, we seem to have celebrated a marginal and incremental movement in results and small, anecdotal accounts of the exceptional performance of a tiny minority. In reality, the fundamental right to a quality education is still denied to the majority of our children.

What the 70% national pass rate masks is:

- Only 9% of students that passed maths, passed with a mark that was good enough for them to get into university.
- Of this 9%, around 80% are white.
- 1 in 6 children gets below 10% for maths.

The focus on pass numbers is a distractor from real achievement, growth and healing. The numbers of children accessing education is slowly improving and the percentage pass rate climbs slightly every year but nothing has changed in the experience of a child in a marginalised community. They experience education – and life – in the same way as their fathers or mothers did 20 years ago. This is a tragic and unacceptable set of circumstances.

National emergency
The inequity in South Africa’s education system should be declared a national emergency because by allowing the situation to continue as it is, we perpetuate the abhorrent impact of apartheid and colonialism.

Citizens
As Dr Ramphele says in the foreword, we need to move from being subjects to being citizens. The right to education must be balanced with the concept of citizenship: being able to speak truth to power but also walking together as citizens with the state to bring about transformation.

We need not be the victims of politicians, bureaucrats or ‘the system’ – we can choose to be empowered, to have an impact on decision-making when it comes to key issues like education. Parents need to start demanding their rights to an equal education for their children and be angry about the quality of education their children are currently receiving. As a society, we need to express our outrage about the inequities in our education system.

Transformation, not reformation
What we don’t need is reformation of the system because reformation implies that the system is fundamentally alright. What we need, rather, is transformation. We need to do things entirely differently. What we’ve got isn’t good enough to improve. We must find another way to run classrooms, to bring accountability into schools and take the fear out of learning. We need to stop simply measuring passes and look at the quality of passes, and the quality of life outcomes.

Let us all now focus on our responsibilities – the responsibility that we all have to share with those that have nothing; the responsibility of parents to demand a decent education for their children; the responsibility of children to make use of their right to education; the responsibility of teachers to truly love and care for children. This is how we can all become part of a transformative journey that will result in significant social change and the consequent closing of the huge divide in education.
In 2011, LEAP continued to build and replicate a school model which creates high expectations and drives hard to shift attitudes, work ethic and values among the country’s most disadvantaged young people and their teachers. The student-centered approach at LEAP aims to give young people a voice so that they are empowered to pursue productive and successful lives and careers – to go to, through and beyond tertiary studies.

While we celebrate the extraordinary achievements of our students, we continue to be challenged by the difficult socio-economic conditions in which they live and have to overcome. The personal challenges young people face are also the challenges of LEAP, as we support them to pursue successful careers and take on the responsibility of being role models in their families and agents of positive change in their communities.

What teachers at LEAP would like students to leave with.

Drawing by Sipholozi Pato, Grade 12 student, LEAP 1
LEAP schools achieved a pass rate of 94% in 2011. The class of 2011, while not achieving the results hoped for, got the highest number of distinctions since LEAP was started, with one student achieving five distinctions and setting a new standard in science marks (87%).

A total of 116 LEAP students sat the National Senior Certificate (NSC) examinations, up 8.4% from 2010, and all of them wrote mathematics and science. This is a significant achievement in the context of an 8% decrease in the total number of matric candidates nationally and a 14.6% and 12.1% decrease in the total number of candidates writing mathematics and science respectively.

A record 109 students qualified for tertiary studies although LEAP schools experienced a decline in the number of bachelor passes.

### Results 2011

<table>
<thead>
<tr>
<th>Description</th>
<th>National</th>
<th>LEAP Total</th>
<th>Western Cape</th>
<th>LEAP 1</th>
<th>Langalibalele &amp; Crossroads</th>
<th>Gauteng</th>
<th>LEAP 3</th>
<th>Alexandra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of candidates</td>
<td>496 090</td>
<td>116</td>
<td>39 960</td>
<td>42</td>
<td>539</td>
<td>35</td>
<td>1 612</td>
<td>85 367</td>
</tr>
<tr>
<td>Bachelor</td>
<td>120 767</td>
<td>40</td>
<td>15 214</td>
<td>19</td>
<td>76</td>
<td>4</td>
<td>221</td>
<td>30 037</td>
</tr>
<tr>
<td>Diploma</td>
<td>141 584</td>
<td>46</td>
<td>12 410</td>
<td>17</td>
<td>146</td>
<td>14</td>
<td>350</td>
<td>27 776</td>
</tr>
<tr>
<td>Higher Certificate</td>
<td>85 296</td>
<td>23</td>
<td>5 480</td>
<td>4</td>
<td>105</td>
<td>13</td>
<td>281</td>
<td>11 394</td>
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<tr>
<td>Pass</td>
<td>470</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Total number of passes</td>
<td>348 117</td>
<td>109</td>
<td>33 110</td>
<td>40</td>
<td>327</td>
<td>31</td>
<td>853</td>
<td>69 216</td>
</tr>
<tr>
<td>Percentage pass rate</td>
<td>70%</td>
<td>94%</td>
<td>83%</td>
<td>95%</td>
<td>61%</td>
<td>89%</td>
<td>53%</td>
<td>81%</td>
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<tr>
<td>Percentage of candidates with Bachelor</td>
<td>53%</td>
<td>74%</td>
<td>69%</td>
<td>86%</td>
<td>41%</td>
<td>51%</td>
<td>35%</td>
<td>68%</td>
</tr>
</tbody>
</table>

### 2011 LEAP results compared with national, provincial and community averages

We celebrate that:
- Children from the most challenging circumstances beat the odds and can hold their heads high on a national scale with a 94% Grade 12 pass rate, compared to the national pass rate of 70.2% and provincial pass rates of 82.9% in the Western Cape and 81.1% in Gauteng.
- More LEAP students sat their NSC examinations than ever before and all of them did mathematics and science.
- 74% of students qualified for a course of study at academic and technical universities, having attained a bachelor or diploma pass.
- Sbonakaliso Kunene (LEAP 3) achieved five distinctions, William Mothapo achieved four and Partson Shamase achieved three; Nobunto Fana (LEAP 1) got three distinctions and Avuyile Maseko from LEAP 2 achieved two.
- Over 90% of LEAP students achieved above 50% in all languages (English, isiZulu, isiXhosa, Sepedi and SeSotho at home language level and English at first additional language level) and life orientation.

We are challenged by:
- The reduction in the number of students achieving bachelors passes. Our mathematics results in the Western Cape played a key role in this overall decline, as well as the narrow margins between the various categories of passes.
- Our mathematics results, particularly in the Western Cape. LEAP achieved an 82% mathematics pass rate, down from 98% in 2010. While this is still significantly above the national average of 46.3%, it is not a result to celebrate.

Rising to the challenges:
- All Grade 12 students will write English as their first additional language rather than home language.
- LEAP will continue to focus attention on teaching practice.
- A complete review of remediation will be conducted after the Grade 12 mid-year and September examinations.
- LEAP will continue to learn and share best practice with the members of the South African Extraordinary Schools Coalition which will enhance teaching practice throughout the year.
Naledi Mphomane graduated from the University of Cape Town with a Bachelor of Science in Construction Studies and is all set for a career in quantity surveying. She is still involved at LEAP and volunteers with the Christian Club every Thursday afternoon.

I’m from Maclear in the Eastern Cape. I came to Cape Town because I wanted to get a good education, to take the opportunity and make the most of it.

I was a bit scared at first because I came to LEAP in Grade 11 but the kids in my class were very welcoming. It was definitely different from where I had come from! The hours and everything made a huge difference. But I slowly adapted and I enjoyed most of my time at school.

The transition between school and university was hard. In high school, everybody is there to help you and if you slack in your work someone is there to tell you to get back on track. At university, there’s no-one. At first I didn’t get it right and I had to go back to LEAP a few times. They tutored me and helped me plan my time better and slowly I started getting used to being on my own, using the resources available, speaking to people if I didn’t understand something.

When I graduated with a BSC in Construction Studies, I was very proud to have finally done it. Now I’m doing my honours in quantity surveying. Finding funding for my fees and study expenses has been challenging, but I am grateful for the support that I have received and I am enjoying the course.

This year I have some free time on Thursdays and I’m able to go back to LEAP and volunteer with the Christian Club. I help out in whatever way I can and my goal is to get them to be the best they can be.

“I found my pace.”
The first and oldest of the LEAP Science and Maths schools, LEAP 1 in Pinelands serves the community of Langa on the Cape Flats. LEAP 1 had 173 students in 2011 and was led by principal, Bonisile Ntlemeza. Established in January 2004, LEAP 1 has a lively atmosphere and enjoys a partnership with prestigious Cape Town school, Bishops. Highly active in the community, LEAP 1 has a number of student projects supporting the people – young and old – of Langa.

Achievements:

- The school had an intake of 45 new students in Grade 9.
- Five 2011 matriculants are studying at the University of the Western Cape, 19 at the Cape Peninsula University of Technology, one is studying through UNISA and one is at Damelin.
- Because past students struggle to find funds for registration fees and textbooks for their tertiary studies, LEAP 1 has established a formalised no-interest loan agreement for students who commit to re-pay the loan once they start working.
- The LEAP 1 Debate Team has shown tremendous growth with a senior team entered in the Schools Rotary Debating Competition where they won four out of six debates.
- Twelve LEAP 1 students were chosen to participate in a programme initiated by the South African Air Force called the Young Falcons.
- LEAP 1 implemented a Green Club and a Beautification Committee, made up of teacher leaders and students to make the school a clean, positive and environmentally sound place.
- The Institute of Applied Statistics awarded prizes to the top maths students in Grade 11 and 12.
- Two young people have been working with Jenni Copeland on the development of the LEAP library. A computer has been donated for checking books in and out and recording stock.

LEAP 2 - Gugulethu & Crossroads

Serving students from the townships of Gugulethu and Crossroads outside Cape Town, LEAP 2 had 172 students in 2011. Established in January 2007, the school occupies the floor above LEAP 1 in Pinelands and was led by principal, Mona Ewees. LEAP 2 has a diverse and active student body and began a partnership with Herzlia United Schools.

Achievements:

- The school increased to 172 with an intake of 50 new students into Grade 9.
- The team at LEAP 2 is developing a new subject area in the Foundation phase which incorporates aspects of history, geography, business studies, politics, the environment, climatology and astronomy. General Studies (as it is called) is firmly grounded in local context and encourages students to develop awareness of themselves, their community and their relation to the world that surrounds them.
- One of the 2011 matriculants is studying at the University of Cape Town, one at the University of the Western Cape, two at Cape Peninsula University of Technology and eleven are furthering their studies at FET colleges.
- The LEAP 2 team continues to explore creative methods of integrating computers and technology into daily teaching, with a computer in every class and increased integration of computers across all subject areas.
- Nine students had the chance to attend a sailing course with Cape Windjammers in Simons Town – an opportunity for LEAP students to experience something that would otherwise be completely out of their life experience.
- LEAP 2 welcomed a new partner, SACCO, an atmospheric research and oceanography facility.
- The relationship with LEAP 2’s new partner school, Herzlia, kicked off a with a vibrant drum circle. Students are making meaningful connections and discovering how much they have in common.
- The Institute of Applied Statistics awarded prizes to the top maths students in Grade 11 and 12.
Serving Johannesburg’s historic Alexandra township, LEAP 3 in Linbro Park had 164 students in 2011. Led by principal Fadia Williams, LEAP 3 has expanded by one grade per year and is now at full size according to the LEAP model. Set on the rambling grounds of a large family home, LEAP 3’s campus has a distinctly homely feel. Redhill High School in Sandton is the LEAP 3 partner school, providing science lab facilities and cultural exchanges.

Achievements:

- The school welcomed a double intake of students in January 2011 (Grades 9 and 10) and needed to employ more teachers to accommodate the increase in student numbers.
- Brian Denver, Public Diplomacy Officer at the US Consulate General, visited the school together with Laurice Taitz from iSchool Africa to introduce an ICT programme. LEAP 3 has been included in the programme and received equipment in August.
- Four of the eight students who attended a rocketry course in March were invited to an advanced course during the June holidays.
- Students from Grade 11 were selected to attend the Enke: ‘Make your mark’ leadership forum.
- Two LEAP 3 graduates were selected to join LEAP’s Teach with Africa delegation visiting America in 2012.
- Two of the 2011 matriculants are studying at the University of the Witwatersrand, four at the University of Johannesburg, four have joined the LEAP Future Leaders Programme, two at the University of Pretoria, two at the Tshwane University of Technology and five are furthering their studies at FET colleges.

LEAP 4 sees the LEAP model brought to Diepsloot, a sprawling new township just outside Johannesburg. The 46 foundation level (Grade 9) students are a mix of many cultures, predominantly Sepedi. The school is led by principal Ross Hill, and opened its doors in January 2011. Based in a converted warehouse – the Akani Centre – the school faces the infrastructure challenges prevalent in informal communities. But nearby Dainfern College, as the school’s privileged school partner, helps with facilities and other support. The Aveng Group is the founding supporter of LEAP 4.

Achievements:

- The team at LEAP 4 held a launch event with supporters, the Aveng Group. The students demonstrated the LEAP Code of Conduct values, danced and sang to thank the school’s sponsors.
- In September, LEAP 4 and Dainfern College students embarked on a ‘clean-up Diepsloot campaign’ supported by Pikitup, the waste management company for Johannesburg, as part of Arbour Month.
- Seven students were sponsored to join in the Generation Earth Summit, discussing climate change.
- The school celebrated their first prize giving ceremony at the Akani Centre in December. Winner of the 2011 Polar Race, Lee Swan, joined the event and sponsored an award: the Lee Swan Arctic Award for the top three achievers in maths and science.
- Dainfern College has welcomed LEAP 4 warmly and the partnership is developing into a meaningful space for interaction between students from both schools. LEAP 4 students have designed a tour of Diepsloot to help Dainfern students learn about the community on their doorstep.
State of grace

By Ross Hill, Principal, LEAP 4

It was an unexpected year for me. I knew 2011 was going to arrive but I did not ever anticipate starting a school in Diepsloot, or spending six months in the States.

I found the first three months of opening a school relatively easy. We had a great team, we had energy pumping through our veins, we got the show on the road. Then I received a phone call on the last day of the first term. The phone call was not completely out of the blue, a few months earlier some Americans had interviewed me for an education programme. The KIPP Fisher Fellowship is a year-long programme for school leaders who are just about to open a school.

Knowing how quickly things happen at LEAP – it was a quick corridor conversation with John Gilmour the previous June that started my relocation to Johannesburg to open a school – I knew that this US trip might become a possibility. On Tuesday I had an interview with the US Consulate and on Friday I flew to the US. The following Monday, I was a tourist in New York City.

EdVillage were our gate-openers and our hosts. They facilitated moments from telling two South Africans working in a township and an Indian working in a slum how to not get mugged on the US underground, to dining with the founders of influential educational organisations in the US and worldwide.

I left the States with a long contact list of educators and leaders with experience and knowledge over a vast spectrum. I left having seen many excellent teachers teach classes and with all the conversations I have had with them on how they planned and implemented these lessons. I have done the same with school leaders and learnt about how they run their schools and what they have learnt as they have opened schools.

I can now plan with greater intent, react with more experience and use every moment of the day to effectively steer and grow my school.

"The fellowship was a hugely successful experience because it provided the space where we could take this journey and reflect on our classes with people who were going through the same process."
**New schools**

The team at LEAP is bringing its experience of running no-fee independent schools to help address education inequalities in Limpopo and Gauteng. Two new LEAP schools serve the communities of Jane Furse in the Sekhukhune District of Limpopo and Ga-Rankuwa near Pretoria.

**LEAP 5 - Jane Furse**

The remote community of Jane Furse is home to LEAP 5, headed up by Raphael Mukachi who has come from LEAP 2 (via LEAP 4 – where he was acting head). Raphael is supported by Paul Mumba who was Head of Grade 12 at LEAP 1, Emmanuel Sekokota a TEACH South Africa Ambassador, and Asanda Sigigaba who is a student teacher from the LEAP Future Leaders Programme and past LEAP student.

The school has purposely been located in one of the worst performing provinces in the National Senior Certificate (NSC) examinations in recent years. The school has been opened with the backing of the Anglican Diocese of St Mark the Evangelist, Edunova and partner school St Mark’s College.

**LEAP 6 - Ga-Rankuwa**

LEAP identified Ga-Rankuwa near Pretoria as the location for the sixth LEAP School after being requested to look into the area by the Anglican Diocese of Pretoria. The Diocese was concerned by the community’s poor educational results and high unemployment rate, particularly among young people. LEAP 6 is led by Tumelo Malekane, a former TEACH South Africa Ambassador at LEAP 3 who won the Leadership Award in 2011, and Zonke Mpotulo, a student teacher from the LEAP Future Leaders Programme and past LEAP student. They are supported by TEACH South Africa Ambassador, Wilhemina Motileang as well as LEAP 3 staff. St Alban’s College and St Mary’s DSG will be LEAP 6’s partner schools, with the support of Edunova and the Anglican Diocese of Pretoria.
23

The LEAP Summit in Cape Town in June 2011 brought the LEAP community together to meet, engage, reenergize and refocus. The summit reminded everyone of the reason that LEAP exists: to equip students with the academic, leadership and emotional skills to make a success of their lives. A key outcome of the Summit was the alignment of vision and practice across LEAP schools and units – all students at LEAP schools now sit the same exams and formally share resources and expertise.

The LEAP Way – a handbook for the LEAP model – was developed from the Summit to explain the culture of the LEAP Science and Maths schools, outlining shared principles and beliefs, values, expectations and behaviours. It describes what distinguishes LEAP from other schools and sums up how all members of the LEAP learning community live at (and out of) school.

All LEAP schools:

- Provide free education to students with potential from high-need communities.
- Require that all students study mathematics, physical science, English and a South African mother-tongue language.
- Have an extended school day (nine hours), Saturday classes and formal holiday programmes.
- Actively engage with students to develop self-awareness and confidence.
- Engage students in community work and activities that affirm cultural identity.
- Have smaller classes and schools to support accountability and help build relationships.

2 LEADING
Care and growth
One of the contributing factors for the current weak state of affairs in the South African education system is that teachers are held accountable for students’ test results rather than for the contribution they make to children’s lives. The curriculum has become more important than the student.

To begin to deal with this, it is essential that teachers are willing to contribute to their student’s lives beyond academics and be measured and evaluated on their contribution to the whole child. According to the Care & Growth™ model, developed by Etsko Schuitema, the function of the administrative structure in schools is the care and growth of the teachers and the function of the teaching body is the care and growth of the students. ‘Care’ means teachers and students must feel respected, trusted and cared for while ‘Growth’ includes the development of ability, means and accountability.

LEAP has been working with BSG and the Schuitema Human Excellence Group to test, refine and adapt the Care & Growth™ model to a school environment. The LEAP Educator Care and Growth Model focuses on the training, development and performance of LEAP teachers, including aspirant and current school management personnel, educators and student teachers. The Model aims to cultivate leaders in education by ensuring that teachers feel respected and trusted and have the ability and means to do their job.

LEAP Future Leaders Programme

A Centre for Development and Enterprise report (September 2011) states that South Africa is producing only a third of the 25,000 teachers required per year, especially in key subjects such as maths and science. The LEAP Future Leaders Programme targets 10% of each LEAP graduating class to study education at tertiary level and aims to equip people with the skills and opportunities they need to drive education transformation in South Africa.

LEAP Future Leaders nurtures bright, driven and passionate school leavers through their journey of becoming education leaders. Programme graduates gain valuable leadership experience, are well qualified in their subject knowledge and, through their classroom experience, are confident to handle students using LEAP’s values and code of conduct.

“I really wanted to be involved in a classroom and co-teach with someone and observe as many classes as I can. I noticed that is the only way that I can grow into being a good teacher, not a mediocre teacher.”

Andisani Tsengiwe, LEAP Future Leader

Achievements:
- Every member of the programme took a leadership role as sport leaders, camp leaders and social development leaders. The aim is to produce future leaders that can feel how it is to lead and initiate.
- James Malope graduated from the University of the Western Cape with a Bachelor of Education and is now teaching at LEAP 4 – Diepsloot. Zonke Mpotulo and Asanda Sigigaba joined the teaching teams for the new LEAP schools serving Ga-Rankuwa and Jane Furse in Limpopo.
- Fadia Williams was appointed as principal of LEAP 3 and is also leading the LEAP Future Leaders Programme in Johannesburg.
- Fourteen student teachers were invited by Teach with Africa (www.teachwithafrica.org) to go to the United States in 2012 to widen their teaching experience, learn different teaching methods and share the culture and history of South Africa.
- Distinct from most teacher training programmes, which tend to focus on good subject knowledge to produce academic results, the Future Leaders Programme is built around person-centred development to ensure well-rounded citizens as well as high academic standards.

Four stages of professional development

<table>
<thead>
<tr>
<th>Tier 3</th>
<th>Help facilitate Life Orientation classes</th>
<th>Responsible for coordinating school-based activities like social development, cultural activities, extra-mural activities, sport, camps, special events and celebrations</th>
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</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Facilitate Life Orientation classes</td>
<td>Responsible for coordinating school-based activities like social development, sport, camps, special events and celebrations</td>
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<tr>
<td>Tier 1</td>
<td>Manage the LEAP Future Leaders Programme (on a rotational basis)</td>
<td>Teach classes in subject majors and attend and contribute to subject planning and department meetings</td>
</tr>
<tr>
<td>Final Year</td>
<td>Student teachers are fully integrated into the staff of a LEAP school</td>
<td>Attend and contribute to school management meetings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring of Tier 3 LEAP Future Leaders</td>
</tr>
</tbody>
</table>

LEAP Science and Maths Schools Annual Report | 2011
Since graduating from LEAP in 2007, Asanda Sigagaba has played an active role in the LEAP Past Students Association and the LEAP Future Leaders Programme and has just joined the teaching team at LEAP 5 in Limpopo.

I was born in the Eastern Cape, the oldest of four children. My mother left us when we were young to look for work in Cape Town. Although we stayed with my grandmother I knew I had to be responsible for my siblings. In 2000 we moved to Cape Town to stay with our mother but I knew I had to take responsibility even though mum was around.

When I first came to LEAP I was quiet for two years. When I was in Grade 11 I started to get to know myself and started talking. LEAP helped me to find myself and to understand how I relate to men, women and my family. In Grade 11 I still felt it was my responsibility to fix everyone but gradually came to realise that my role was as a sister not as a mother. I found a wider family of friends and parents at LEAP.

"LEAP has given me an incredible opportunity to travel and to see how other people live. I wanted to become a teacher because it was something I wanted for myself."

And also because it allows me to interact with kids who are going through the same things I did.

Asanda (left) with fellow LEAP past students Zonke Mpotulo and Naledi Mphomane.
The LEAP Learning Centre provides tutoring to students in LEAP Science and Maths School’s partner communities in Cape Town. The Learning Centre is staffed by a diverse group of tutors drawn from LEAP past students, qualified African refugees from the Democratic Republic of Congo, Burundi, Botswana and Zimbabwe, South African professionals and volunteers.

The centre offers:
- Tutoring programmes in township schools to improve Grade 7 and 8 students’ understanding and competency in maths and to share resources with community-based teachers.
- Saturday classes for extra lesson support in key subjects
- Maths, science and leadership camps during school holidays

Achievements:
- The Learning Centre had 840 students in the after-school tutoring programme from 12 schools with 24 permanent tutors.
- Saturday classes attracted 600 students, supported by 40 tutors.
- 329 students from 7 schools attended science camps led by LEAP’s Grade 11 students.
- 75 students from the Learning Centre were selected to start at LEAP 1 and 2 in 2012.
- The Cape Centre for Children, Families and Refugees in Distress - CCFRD (www.ccfrod.org.za), started by a team of Learning Centre tutors to help refugees integrate into the South African community, continues to grow.
- Papa Chris (Chris Nyankurubike), a Learning Centre tutor, has been employed by the Edupeg teaching programme to support the work being done in Litha Primary School.

LEAPSA is a network of LEAP past students, working together to create positive change within their lives and their communities. Started by LEAP’s 2006 matriculants, LEAPSA has grown to 295 members and provides a sounding board for LEAP students – past and present.

The LEAPSA community:
- Provides emotional support and tertiary studies mentoring to current LEAP students
- Develops and runs community projects
- Organises events for past students and for the communities LEAP serves
- Keeps members in touch online
- Helps raise funds so that future generations can have the opportunity to be a LEAP student.

Achievements:
- The work of LEAPSA has grown to the extent that a LEAP past student is now employed as a part-time administrator to help with student tracking and providing support to the committee.
- The LEAP Langa Study Facility which is run and managed by LEAPSA, partnered with Deloitte to improve and maintain the centre and is working with The Learning Trust to establish an internet café. With support from Edunova, LEAPSA plans to grow the internet café and provide more opportunities to people living in Langa.
- Past student and LEAPSA member Andisani Tsengiwe was able to celebrate the success of the football team he started in Langa with friend Sibusiso Pakade in 2006, Peace Lovers United, which managed to beat giants Ajax Cape Town and Engen Santos to win the u/15 Champion’s League – Cape Town tournament.
The graduates

At LEAP, we salute the past students who have graduated from tertiary studies:

Thembalethu Krakri graduated from the University of Cape Town with a Bachelor of Science degree.

Asanda Tsengiwe graduated from the University of Cape Town with a Bachelor of Commerce in Financial Accounting.

Naledi Mphomane graduated from the University of Cape Town with a Bachelor of Science degree in Construction Studies and is studying further for an Honours degree in Quantity Surveying.

Nangamso Ngoma graduated from the University of Cape Town with an Honours degree in Business Science and is currently continuing her post-graduate studies in accounting.

Bonisanani Mtshekisa graduated from the University of the Western Cape with a Bachelor of Commerce in Finance degree.

Thembinkosi Nogqala graduated from the Cape Peninsula University of Technology with a Diploma in Public Management.

Chumani Mgele graduated from the Cape Peninsula University of Technology with a Diploma in Information Technology.

Dalikhaya Mgoqi graduated from the Cape Peninsula University of Technology with a Diploma in Engineering.

Nomfundo Valashiya graduated from the Cape Peninsula University of Technology with a Diploma in Marketing.

James Malope graduated from the University of the Western Cape with a Bachelor of Education.

Sharing as widely as possible is a cornerstone of the LEAP code of conduct and central to its philosophy. By nurturing partnerships and collaborations, LEAP can leverage the positive impact of its work in South Africa and globally as well as improve its own practices by learning from what works elsewhere. The LEAP learning community of independent and public schools, the communities they serve and township schools within these communities, privileged partner schools and a host of other partners and supporters helps to grow and share the vision for the future of education.
Social development

One of the core aims of LEAP is to transform South Africa by empowering and enabling its students to become young leaders and agents of change in their own communities. Every LEAP student and staff member is required to commit to a community organisation or project during the year, establishing supportive relationships that go beyond merely ‘helping out’ and take a more developmental approach. LEAP students deepened their involvement in communities in 2011: teachers and students worked in partnership with local communities, so that projects elicit a greater sense of ownership and are sustainable beyond the intervention. The partner schools have been brought into this work to help shift the focus from social responsibility to meaningful social development.

This shift has not been without its challenges. It is far harder for students to consult with and empower others, than it is to simply offer their help. The students have had to develop stronger partnerships with community organisations to understand their real needs and jointly create workable solutions. While some social development partners were initially reluctant to accept the shift, they have come to understand the importance of working together for long-term, community-led development and the role that LEAP students – as young community leaders – can play in this process.

Junior Council

LEAP has established a Junior Council in each school to lead LEAP students’ social development work and co-ordinate activity with staff and management at each of our partner community organisations. The Junior Council is made up of two elected student representatives from each social development site, who meet once a week to discuss progress and planned activities.

“I do my best to bring back humanity.”

Nosipho Qongo, LEAP 2 (Gugulethu)
Junior Council Member, Grade 10

“We need constructive, sober dialogue and action between all players in social development to address one of the greatest threats to our nation’s social and economic development, education. This is about business, government and civil society working together.”

Ralph Mpuita, CEO of Old Mutual SA and Emerging Markets
“Football helps them to engage less in such issues and focus on the beautiful game,” says Andisani. The club boasts around 220 players and, together with partners Garlandale and Tygerberg football clubs, more than 350 young people are part of the Peace Lovers story. The under 15 team of this tiny club, run on a shoe-string by passionate young people, managed to beat giants Ajax Cape Town and Engen Santos to win the u/15 Champion’s League – Cape Town tournament.

But it’s more than just football and trophies. Peace Lovers teaches boys and young men vital life skills through soccer. “All our players take part in a life skills programme every Friday afternoon and during holidays,” continues Andisani. “The programme is based on the same principles used in the LEAP life orientation programme.”

Soccer is a multi-million dollar global industry, where top-flight players earn more in an hour than most residents of Langa earn in a year. For talented youngsters, it is a dream profession and a pathway out of poverty to untold fame and wealth. But despite the national euphoria during the 2010 FIFA World Cup, South Africa still has little infrastructure and support for football in the communities that are most passionate about the game. “This results in many young potential stars being unable to pursue their soccer talent. Many clubs, teams and players simply can’t enjoy the beautiful game,” comments Andisani.

Peace Lovers Football Club’s partnership with Garlandale and FC Tygerberg aims to change this. “Very little help is offered by local bodies in respect of infrastructure, financial or administrative support,” explains Andisani.

Our clubs have merged as a direct result of the help we need from each other. It is hoped that we can help each other and share resources so that all three grow, develop and emerge stronger.

“Already the partnership has helped all three clubs to overcome race issues – Garlandale’s players are predominantly coloured and Tygerberg’s players are mostly white while all the Peace Lovers FC players are black and live in Langa. This partnership is helping players form friendships that would otherwise not be possible.”

As the Peace Lovers FC under 15 team hold their Champion’s League trophy aloft above the back yard shacks of Langa, founder Andisani Makapela can barely believe how far they have come since the club was started in 2006. Andisani, a LEAP past pupil and student teacher, saw the young people around him getting involved in drugs, gangs and violence and knew he had to do something to break the cycle.
**Partnerships and collaborations**

Connectedness and willingness to share and learn locally, regionally, nationally and globally are central to the LEAP value-system. The hope is that this spirit of sharing and sense of global citizenship will help to address the enormous inequalities in the South African education system, as well as replicate the success LEAP has had in shaping young leaders.

The LEAP team work with partners and supporters to provide more children from disadvantaged backgrounds with access to a quality maths and science education and so create systemic, sustainable change in education in South Africa.

**Achievements:**

- A partnership with Edunova will see LEAP-Edunova ICT centres open in 2012 serving LEAP schools and their partner communities.
- LEAP enjoys multi-layered partnerships with Old Mutual, HCI, Aveng and the Michael and Susan Dell Foundation that not only support the work of LEAP but also help to mobilise citizens and corporate South Africa to support education beyond Corporate Social Investment, as a business and moral imperative.
- The LEAP partnership with **Teach with Africa** (teachwithafrica.org) continued to grow as American teachers spent two months in each of LEAP’s schools in 2011 and Future Leaders spent time in schools in the United States working and learning in new educational spaces. Out of this collaboration, Teach with Africa have agreed to support the development of a LEAP Teacher Institute in South Africa.
- **Bridge** (bridge.org.za) – a non-profit organisation that builds the capacity of the education system by creating links and spreading successful practice – has gained momentum and selected four key focus areas: teacher evaluation, development and accountability; school management and leadership; addressing socio-economic barriers to learning; provision of teaching materials.
- The LEAP team continues to share, align, engage, scale and convene as part of the **South African Extraordinary Schools Coalition** (SAESC) which LEAP founded, together with Sekolo Sa Borokgo in Johannesburg and Inanda Seminary in KwaZulu Natal. SAESC is a collection of intervention-based independent and public schools and organisations committed to transforming the lives of socio-economically vulnerable children.
- The LEAP partnership with **EdVillage** (edvillage.org) and their Global Fellows Programme came to life in 2011. The programme brings the best practices of school leadership and school development together to create great schools around the globe, working with the Knowledge is Power Programme (kipp.org). LEAP Principals Ross Hill and Bonisile Ntlemenza became two of the first Global Fellows, spending six months in New York for high-level training, coursework, residencies and development meetings.

“Teach with Africa is proud and privileged to have LEAP as our core partner for education exchange programs.”

Wendy Cross via Facebook

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Our challenge in South Africa is to overcome a backlog of decades of two racially defined education systems and provide a decent education to people who historically have been severely disadvantaged. At the heart of how to do this, is to help successful, functioning organisations spread their message, influence, standards and dreams to non-functioning ones. Business can naturally play a funding role but it can also play a critical part in drawing together a number of other players.

HCI is an unusual company in that it is owned and managed by people who have long histories of social and political activism before becoming involved in business. So we wanted HCI to be positioned at the forefront of corporate involvement in solving social problems. I think that the education crisis is, long-term, the most central problem to fix in South Africa. Health care, jobs, even corruption, can’t be corrected unless you have a functional education base.

But fixing broken things is very intense. You can have a whole lot of small interventions that touch on the problem in a minor way but it is not transformative. You need the bridge of functioning, successful and ethical institutions to spearhead development, and this is why we have chosen to partner with LEAP.

LEAP plays a leading role in reaching out to township schools, so its influence goes beyond its own students. It is not just that we love LEAP and its students – although we do! One of the important things about LEAP is that it does not define itself as an academy, taking only the cream of South Africa’s young people. LEAP welcomes average people who are prepared to work really hard at improving themselves and their circumstances. LEAP is also trying to extend its reach nationally and beyond just its own students. It has a programme that aims to get 10% of graduates to become teachers (the LEAP Future Leaders Programme) which is an excellent aspiration. We need to raise the status of teachers and also raise the status of the profession in the eyes of students.

The very nature of business is that it can scale up. There are a lot of hardworking, well-meaning and clever people in NGOs but I believe that business could do more to scale up the whole effort; to combine disciplines, stand together and say that we all want to live in a society where people are cared for. We hope that other businesses leaders will join us in supporting the transformation of education in South Africa.

Johnny Copelyn is CEO of Hosken Consolidated Investments Limited and Chair of the HCI Foundation. Johnny and HCI are major supporters of LEAP’s work, funding LEAP 2 and its engagement with partner schools Herzlia United and Litha Primary in Gugulethu.

I failed Grade 2 but my mother complained so much that they eventually passed me into the next grade. The following year the school watched me more carefully until I started coping better. So you can go from bad beginnings and do reasonably well – if you have a system that supports you. We can all play a part in developing an education system that really nurtures and grows young people.

People are not inherently failing in South Africa - there is something in the system that is broken. People who are successful have a responsibility to try to fix it. It is in all our interests.
LEAP’s focus on alignment and internal collaboration in 2011 come to fruition at the LEAP Summit. Over the next two to three years, we hope to develop the LEAP model further by focusing on researching, sharing and learning from good practice around the world; our own sustainability and the creation of citizen leaders.

Results and classroom practice

We want to improve the teaching and learning experience so that results improve but, more importantly, students who go on to tertiary education have the proper foundation to achieve and learn without fear. This means we must refine the most appropriate practices and learn to deal with individual needs, as well as multiple levels of need. Over the last eight years, LEAP has learned a great deal about what works – we have learned to consult with others and use all the available expertise to create better outcomes for students. But we remain unsatisfied with the capacity that our students leave school with and must redouble our efforts and do all that is possible to improve classroom practice.

By making classrooms student-centred, we ensure that we cater for different learning styles – auditory, visual, kinaesthetic etc. If we understand the capacity and cognitive ability of students as individuals on a learning and life journey, we can develop effective ways of triggering and accelerating each student’s ability and boosting their success in tertiary education.

At LEAP, we continue to work actively with others and to share resources and learning so that we can start to define best practices. Over the next few years we will work with university and research organisations to refine our understanding of the learning process:

- Pretoria University researchers will develop and conduct grade specific benchmarking tests in partnership with LEAP and the Michael and Susan Dell Foundation, to develop a diagnostic tool which LEAP will use to inform its strategy and practices.
- The Institute for Mathematics and Science Teaching (IMSTUS) at Stellenbosch University has 20 years’ experience in maths and science teacher development and training. IMSTUS will help LEAP map its curriculum more effectively and develop the skills to train and develop maths and science teachers, which LEAP will be broadening to include life science and accounting.

Connecting

LEAP continues to build and nurture international partnerships, meeting and engaging with people doing similar work in other countries – from the United States to Europe and, more recently, India. But we also focus attention on South African organisations like Bridge so that we share through communities of practice at regional and national level.

LEAP will become a school activating space for Dr Ramphele’s Citizens Movement for Social Change, encouraging students to move from being subjects to being active and engaged citizens. The central thrust of LEAP’s life orientation programme is to empower young people to claim their rights but also to take on their responsibilities as a citizen of South Africa and the world.

The use of technology in the classroom will also be a key focus for LEAP over the next few years. We continue to work with Edunova (edunova.org), integrating technology into our classrooms and trying to find a way to get tablets into the hands of every one of our students.
While our Teach with Africa partnership will continue its exchange programme, we will also be creating a Teacher Institute with their support. The Institute will develop a new echelon of teachers and we will use this framework to coach and mentor existing teachers.

“The LEAP Teacher Institute will have Teach with Africa involvement and support and will give greater capacity to LEAP so that we can be a lot more intentional and deliberate.”
John Gilmour, LEAP Executive Director

Sustainability
LEAP and similar schools that form part of the South African Extraordinary Schools Coalition are the construct of existing legislation that forces us to be independent schools, even though we address a national imperative in dealing with inequity in education. LEAP and its partners in the SAESC plan to advocate for the creation of an alternative funding model for schools like ours – a model which is government funded and owned but retains the independence that we know gets results.

Based on similar models in the UK and the US, this is a ‘third tier’ funding model where government allows the money (the full value of what it would cost to educate the child in a state school) to follow the student into the school. This would mean that LEAP schools could expect to get approximately three times as much as our current funding from government and would unlock a growth plan that would help us reach an exponential number of young people in South Africa, more sustainably.

Developing leaders
South Africa needs to grow and develop a new layer of leaders in education quickly – we cannot afford to wait 15 years. At LEAP we are not just training teachers, we are consciously working to develop future leaders in education by putting young people into leadership positions ahead of what is the normal trajectory. LEAP principals range in age between 25 and 35 to purposefully accelerate the professional development of young leaders. The LEAP model of keeping schools small and personally accountable, with clear focus areas and as much central support as possible (finance, HR, training and development) means that these young leaders are supported and developed effectively.

The greater LEAP vision is to be part of a collective solution in education that becomes systemic. Our aim is to broaden and deepen our work to such an extent that it brings about fundamental change in the structure of education in South Africa. At LEAP, we are not working towards this goal theoretically but with a conscious, outward-looking approach where we connect, share and learn as much as possible to have a greater impact.
Providing hope

By James McGregor, Chair, LEAP Board

LEAP is the only school body I’ve ever been involved with, where the chairman has nothing to say! The students do everything. At a recent LEAP event in Johannesburg, where the chairman would usually be required to speak, I didn’t have to say a thing. LEAP graduate and now a leader at LEAP 6, Zonke Mpotulo, facilitated the whole event. She is a living demonstration of what LEAP is all about and she is by no means the only one.

Tribute

I took over as chair of the LEAP board at the beginning of the year when founding chairman, Anthony Galloway proposed taking on the challenging role of international fundraising. I must pay tribute to Anthony on behalf of the students and staff of LEAP. He has done a fantastic job getting us to where we are today and his on-going passion for the LEAP model means we are still very fortunate to have him in our corner.

It was a tough year financially – we had an ambitious budget and we battled, like many other organisations, to raise what we needed. However, being chair of the LEAP board this year has been an exciting opportunity because it is such a necessary intervention in South Africa. It has been so rewarding to see young people take the opportunities LEAP has given to them and flourish.

Thinking citizens

We can’t wait for the government. They are simply not going to get the issue of maths and science education right in South Africa in the near future. We can’t stand by every year and watch another cohort of students leave education without any hope. LEAP provides hope; to a limited few – and it is not enough, we must do more – but it is a start.

This country needs educated people, people who leave school with the chance to go on to tertiary education. And that’s what LEAP does. Dr Ramphele’s assertion that we must move from being subjects to being citizens is absolutely spot on. One of the tenants of LEAP is that we don’t just teach maths and science; we teach young people how to face life’s challenges and think for themselves.

Role models

There is increasing demand for the LEAP model to be adopted around the country. Someone recently asked, “what about 1,000 LEAP schools?” While we are not about to become the education department, we are going to continue to provide a quality intervention to as many young people as we possibly can. And if we can find more funders like Aveng, HCL, Old Mutual and the Michael and Susan Dell Foundation – who have been so deeply supportive of our efforts – then I think we can move forward with new schools. But it would be irresponsible of us to expand without the financing in place.

We are starting to see more and more of our graduates coming through tertiary education and moving into work now. They are our role models and the best proof that the LEAP model succeeds in bringing hope and opportunity to young people in South Africa.

There is no shortage of ability in South Africa, just a shortage of opportunity.
Supporters

**SUPERNOVA**
- Funders that have given over R500,000 per year for the last 3 years
- Afrox
- BOE Educational Foundation
- ISASA Maths & English Programme
- Michael & Susan Dell Foundation
- MTN SA Foundation
- Old Mutual
- Rand Merchant Bank Fund
- Western Cape Education Department

**NOVA**
- Contributions of over R1 million in 2011
- Michael & Susan Dell Foundation
- The Aveng Group
- Western Cape Education Department
- Old Mutual
- ISASA Maths & English Programme
- Shuttleworth Foundation
- HCI Foundation
- Afrox
- BOE Educational Foundation

**COMET**
- Contributions of over R500,000 in 2011
- Harry Crossley Foundation
- Mutual & Federal
- Rotary - International
- MTN SA Foundation
- Rand Merchant Bank Fund
- YE Lund Trust

**STAR**
- Contributions of over R200,000 in 2011
- Epoch & Optima Trusts
- Deloitte
- Shell South Africa
- JP Morgan Chase Foundation
- Investec
- Coronation Fund Managers
- Oppenheimer Memorial Trust
- Omni Learning
- Biovac Institute
- ARUP

Your support helped us to develop our model and to open LEAP 5 (Jane Furse) in January 2012. Here, Dineo, one of the school’s first students, shares the produce from the school’s farm with a local community member on Mandela Day.
LEAP's board of governors meets six times a year and establishes sub-committees to deal with ad-hoc or on-going matters between board meetings. No board member is remunerated for the services they perform.

LEAP is an ISASA registered school. Day to day management of the schools is in the hands of school-specific management teams, who report through the Executive Director to the Board.

LEAP's financial year-end is 31 December and the organisation is audited annually.
### LEAP SCIENCE AND MATHS SCHOOL
(Public benefit organisation number 930005342)

ANNUAL FINANCIAL STATEMENTS for the year ended 31 December 2011

#### STATEMENT OF FINANCIAL POSITION

<table>
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<th>2011</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
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</tr>
<tr>
<td><strong>Non-Current Assets</strong></td>
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</tr>
<tr>
<td>Equipment</td>
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<td><strong>Current Assets</strong></td>
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<td>Trade and other receivables</td>
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<td>Cash and cash equivalents</td>
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<td>Total Assets</td>
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| **Equity and Liabilities** |       |       |
| **Equity**               |       |       |
| Endowment Fund           | R 7 009 939 | R 6 130 855 |
| Accumulated surplus      | R 481 592  | R 3 012 297 |
| Total Equity and Liabilities | R 7 491 531 | R 9 143 152 |

| **Current Liabilities** |       |       |
| Trade and other payables | R 3 421 480 | R 5306 132 |
| Total Equity and Liabilities | R 10 913 011 | R 14 539 284 |

#### STATEMENT OF COMPREHENSIVE INCOME

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<th>2010</th>
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<tr>
<td><strong>Total revenue</strong></td>
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<td>R 21 729 456</td>
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<td><strong>Core donation income</strong></td>
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<td>R 18 633 125</td>
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<tr>
<td><strong>Sundry donations received</strong></td>
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<td><strong>Provincial Education Department subsidy</strong></td>
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<td><strong>Learner recoveries</strong></td>
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<tr>
<td><strong>Operating expenses</strong></td>
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<td>(R 21 914 737)</td>
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<td><strong>Operating deficit</strong></td>
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<td>(R 185 281)</td>
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<tr>
<td><strong>Net investment revenue</strong></td>
<td>R 342 494</td>
<td>R 256 974</td>
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<tr>
<td><strong>Operating (deficit)/surplus for the year</strong></td>
<td>R (2 482 539)</td>
<td>R 71 693</td>
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Core donation income comprises donations from the following sources:
- Michael & Susan Dell Foundation: R 4 500 000
- Aveng Group: R 2 500 000
- Old Mutual Foundation: R 2 000 000
- ISASA: R 1 740 939
- Shuttleworth Foundation: R 1 500 000
- Afrox: R 1 000 000
- BOE Educational Foundation: R 1 000 000
- HCI Foundation: R 1 000 000
- Epoch & Optima Trusts: R 450 000
- Rotary International - Newlands matching grant: R 536 251
- Harry Crossley Foundation: R 550 000
- MTN SA Foundation: R 500 000
- Mutual and Federal: R 546 000
- Rand Merchant Bank Fund: R 500 000
- YE Lund: R 500 000
- Deloitte: R 400 000
- Royal Bafokeng Holding: R 400 000
- Investec: R 305 000
- HCI Foundation (BSG): R 300 000
- Shell South Africa: R 350 000
- JP Morgan Chase Foundation: R 341 323
- Lukhanyo: R 270 000
- Coronation Fund Managers: R 250 000
- Oppenheimer Memorial Trust: R 250 000
- Omni Learning: R 245 440
- Biovac: R 230 000
- ARUP: R 200 000
- 2010 donations: R 75 000 to R 199 999

Sundry donations received comprise donations from various sources, where the value of each donation is less than R 200 000 (2010: R 75 000)
Donations

LEAP is a Non Profit Organisation (061-261-NPO) and Public Benefit Organisation (PBO 930005342). Donations to LEAP qualify for tax relief in South Africa, the United States and the United Kingdom as well as socio-economic development points on the B-BBEE scorecard.

WHERE THE MONEY GOES

LEAP provides real hope to hundreds of young people each year. Every donation, no matter the size, makes a difference:

- **R50** pays for a student’s stationery for a year.
- **R500** pays for a family’s emergency support for a month.
- **R2,000** pays a student teacher’s stipend for a month.
- **R35,000** will fund a student at LEAP for a whole year, transforming a young person’s life.

DONORS CAN SUPPORT LEAP BY:

- Donating online or directly
- Investing in LEAP as part of a corporate social responsibility programme
- Fundraising or volunteering for LEAP
- Contributing to the endowment fund to be part of LEAP’s future