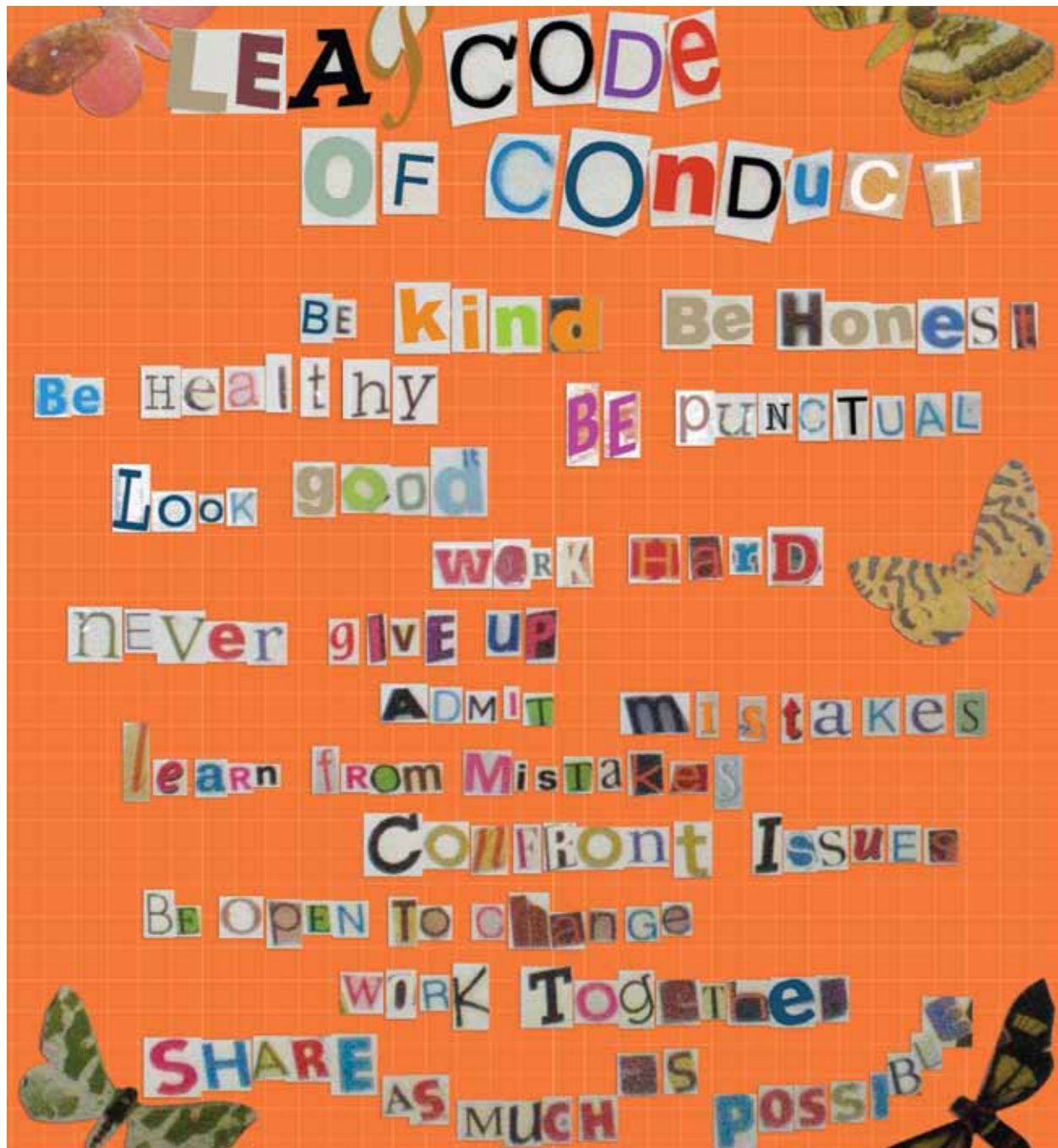




graduation day





Artist group members

Ondela Barnes • Andisiwe Dyantyi • Luvo Right • Ziyanda Ntshuntshe • Nomfezeko Mbuku

The LEAP Code of Conduct is a way of behaving that all members of the LEAP learning community – learners, teachers and staff – commit themselves to. 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 | Be Punctual | Look Good | Work Hard | Never Give Up
 Admit Mistakes | Learn from Mistakes | Confront Issues | Be Open to Change | Work Together
 | Share as Much as Possible |



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The LEAP story

LEAP is a leading learning organisation, created by educator John Gilmour, 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 special is its focus on the emotional and social development of young people and their communities. The LEAP learning community includes:

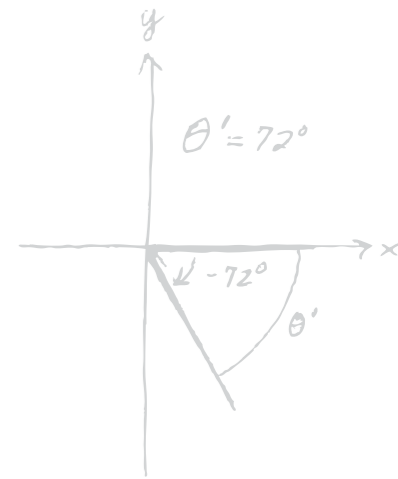
- Independent **maths and science high schools** offering an excellent education to young people from disadvantaged communities.
- A **teacher training** programme – LEAP Future Leaders Programme.
- A **learning centre** providing tutoring for learners from community schools.
- A **community support 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, improving 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

”



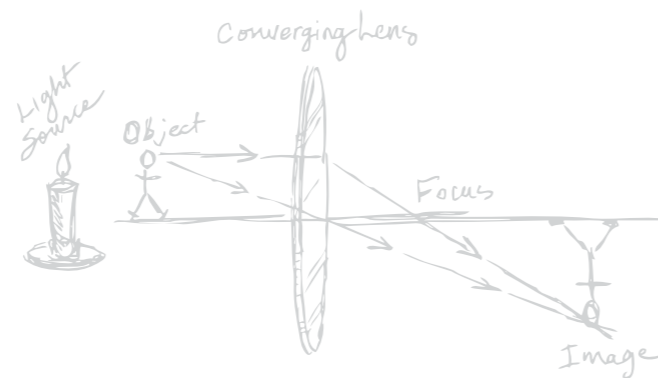
A tale of two systems

From the desk of John Gilmour, LEAP's Executive Director

It was the best of times, it was the worst of times. The 2010 academic year will be remembered for the euphoria and disruption of the FIFA World Cup in June, industrial action by teachers, the end of outcomes-based education and better than expected matric pass rates. One thing remained constant through all of this – South African education is in crisis.

Although much of the blame has been laid at the foot of outcomes-based education, the roots of the crisis go much deeper.

“LEAP's response to this has been to recognise that social transformation starts with personal transformation: one person at a time, one room at a time, one school at a time and one community at a time.”



I Quantity over quality

We live in a society where there are two education systems: one for the rich and privileged and an entirely parallel one for the poor. This has its roots in apartheid but despite the focus on better access to education since 1994, very little improvement has been made to the quality of education for disadvantaged young people.

Although more and more children are going to school, the qualifications they come out with mean less and less. This is particularly true for maths and science. The somewhat unexpected improvement in the Matric pass rate in 2010 was an example of increased access at the expense of quality. More young people passed the final exam but the numbers of learners sitting maths and science declined.

I Emotional development

We lack a suitable framework for the emotional development of learners in South Africa. Eight million children come from single-parent households and a further 4.3 million reside with neither biological parent, together accounting for 65% of all children in South Africa. Add to this the fact that many fathers are absent or not part of the emotional development of their children and you are faced with the sad reality that what used to hold us together – the extended family – is just not there anymore.

Where do children and young people find emotional support and guidance these days? Township communities are places where the consequences of apartheid are played out daily. Crime, violence, corruption, gangsterism, drug and alcohol abuse – all are somehow normalised in our society with devastating consequences for the growth and development of children.

I No excuses

We have created schools where there are high expectations, no excuses, a stepped-up work ethic and emotional safety for every learner. LEAP schools have a longer school day, Saturday and holiday lessons, enrichment activities and community engagement as part of every child's responsibility.

The LEAP Code of Conduct defines a self-regulating value system and our life orientation classes provide an emotional 'safe place' for young people to have the difficult conversations they cannot have at home.

We work hard to enable children to recognise and overcome the academic deficits that exist as a result of poor quality community schooling and we support them to develop their own identity, an identity that is clear, unambiguous and grounded in our African reality.

I Classroom practice

But this is only part of the solution. The line has finally been drawn through the panacea of outcomes-based education, but the 'back to basics' approach that has replaced it isn't changing practice in schools across the country. We can change the system of learning all we like but the only place we can hope to turn the tide in education is in the classroom itself.

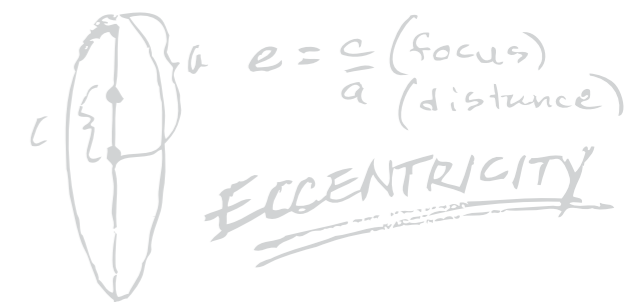
Instructional leadership and classroom practice is where the focus must now lie. At LEAP we believe education leaders need to be in the classroom more than they are in the staff room. We have therefore made a commitment to identifying and supporting future educators to ensure that we have a pool of quality classroom leaders for LEAP and other state schools to draw on.

I Looking outwards

Collaborations are a vital part of the transformation process too. Partnerships between schools, institutions and international organisations have become a LEAP priority so that we can begin addressing the huge quality gap embedded in our education system. While we are always looking inwards at our own practice and leadership, we also look outwards to share and learn and sometimes to challenge.

Ultimately, our approach succeeds because we place the child at the centre of the learning process. We devote our full attention to nurturing the whole person – integrating the emotional with the academic – and enabling the development of engaged, caring and responsible citizens.





1 | Great expectations

Our country's history is littered with the consequences of low expectations. Apartheid deeply divided 'black' and 'white' South Africans and engineered a two-stream economy: one qualified, modern and rich and the other low-skilled, poor and dependent on aid for survival. The effect of this has been a critical shortage of skills with severe implications for South Africa's development in an increasingly technological world.

Sadly, the majority of young people still have precious few opportunities and limited prospects. They have low expectations of themselves; of their communities; of their ability to succeed in life. Poverty in South Africa today is as much about poverty of expectations as it is about a lack of resources.

I Transformation

LEAP Science and Maths School is a learning model that aims for excellence – particularly in mathematics, science and English – and so transforms disadvantaged young people's lives and the communities where they live. LEAP provides the highest quality education to students from grades 9 to 12 with the potential to learn and a willingness to work hard towards success in education, future employment and life.

LEAP schools have higher expectations of teachers and students than national government: to achieve a LEAP Bachelor's pass at the end of each grade, all subjects must be passed above 40% and at least 5 subjects must be above 50%. The effect of this rigour on young people is profound.

I Success

LEAP's first cohort of university graduates in 2010 sees the approach come of age. This is clearly an intervention that works: since opening in 2004, LEAP has achieved a 95% Grade 12 pass rate with 74% of graduates pursuing tertiary studies. It seems that the combination of personal empowerment and academic success is the key that unlocks real change.

LEAP has great expectations for the youth of South Africa and in young people's potential to look towards the horizon and make something of their lives.

Never give up

By Bonisanani Mtshekisa, LEAP's first university graduate



Born in the Eastern Cape in a small town called Peddie, I am the fifth child of seven in my family. When I grew up I enjoyed reading and I became a library member in my second grade which helped me a lot in my reading problems and also stopped me from being lazy and doing nothing in the township.

“ I was once told that the size of your success is measured by the strength of your desire, the size of your dream and how you handle disappointment along the way. ”

| Learning journey

In 2004 I joined LEAP. The school had a different atmosphere to my previous schools. The school day would start at 8:15 and finish at 17:15 – I did not like the times but I enjoyed what was happening in classes, excursions and other school activities. The journey at LEAP was interesting as you had to learn about yourself.

The school was not just a school for me but my family. LEAP provided me with a wide range of opportunities and activities. I had an opportunity to be one of the first LEAP ambassadors to go to the Grahamstown Arts Festival, I also had job-shadowing opportunities.

| Part of the LEAP family

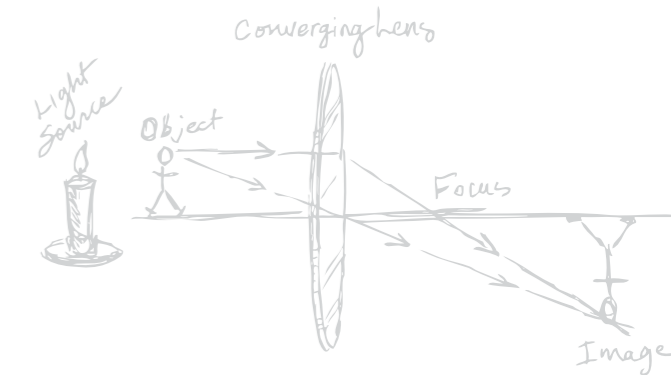
LEAP is still a part of my life as I am still a part of the LEAP family. I learnt that without challenges and struggles we will not grow and instead of finding excuses for what we have not achieved, we must focus on making our goals and dreams come true. LEAP is about not giving up, working hard, passion, caring and believing in yourself – these are all still a part of me.

I am happy to meet LEAP's expectations of matriculating with full exemption (passing with merit) and becoming the first university graduate to be produced by LEAP.

| Achieving the dream

I have always wanted to be a business man and my family knows me for economising. I did an accounting degree at the University of the Western Cape but after facing difficulties with a course I ended up changing to a Bachelor of Commerce in Finance. With the hard work I put in I was able to finish the degree in record time. It was not easy at all and at times I wanted to quit but I told myself I will do it.

My goal is to work hard to improve my knowledge of the business sector. In future I see myself on a journey of success and my dream is to own businesses that will contribute positively to society. My objective is to continue to work hard to achieve this dream.



Results 2010

It was another year for excellent results at LEAP. In 2010, LEAP's 107 Grade 12 learners achieved a **98% pass rate**. We are especially proud of our first class of Grade 12 learners at LEAP 3 (Alexandra) who achieved a 100% pass rate with 74% of learners achieving bachelor qualifications.

There was an overall improvement in LEAP's results in 2010 with an **increase in bachelor qualifications to 61%** and **63 subject distinctions** achieved.

All LEAP learners wrote mathematics (not maths literacy) and science, achieving a **98%** and **90%** pass rate in these subjects respectively – compared with the national pass rate of 47% in mathematics and 48% in science. It was a first for LEAP where, six learners achieved distinctions in mathematics and three achieved distinctions in science.

Nationally, the number of learners taking mathematics dropped by 13% in 2010 and the number taking science dropped by 9%. LEAP is therefore particularly pleased to have been able to increase its number of learners by 65% while also improving on pass rates, average mark and the percentage of bachelor passes.

▼ LEAP results compared with national, provincial and community averages

Description	National	LEAP Total	Western Cape	LEAP 1	Langa	LEAP 2	Gugulethu & Crossroads	Gauteng	LEAP 3	Alexandra
Numbers of candidates	537,543	107	45,764	39	619	30	1,306	92,241	39	977
Bachelor	126,371	65	14,412	20	73	16	205	31,301	29	Data not available
Diploma	146,224	26	13,763	9	132	7	282	28,938	10	Data not available
Higher Certificate	91,241	14	6,965	9	101	6	235	12,290	0	Data not available
Pass	677	0	4	0	0	0	1	8	0	Data not available
Total number of passes	364,513	105	35,124	37	306	29	723	72,537	39	400
Percentage pass rate	88%	98%	77%	97%	49%	97%	55%	79%	100%	48%
Percentage of candidates with Bachelor	24%	61%	31%	53%	12%	53%	18%	34%	74%	Data not available

Working hard: schools report

LEAP 1 – Langa

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 has 167 students and is led by principal, Bonisile Ntlemeza. Students are taught in English and isiXhosa. Established in January 2004, LEAP 1 has a lively, college-like atmosphere and enjoys a partnership with prestigious Cape Town school, Bishops. LEAP 1 is highly active in the community, with a number of student projects supporting the people – young and old – of Langa.

I Outstanding achievements

- Matric pass rate of 97% (the pass rate for Langa as a whole is just 49%).
- The debate team, led by former LEAP students, did exceptionally well for another year. They travelled the country and also engaged in competitive debates within the province.
- The boys' under-16 soccer team entered a league this year for the first time and won the championship.
- Congratulations to matrices Unathi Sapa, who achieved distinctions in maths, science, accounting and life orientation, and Sakhumzi Magazi who achieved distinctions in science and life orientation.

The LEAP model challenges teachers and staff to demonstrate role-model behaviour in all areas of their lives. In 2010 LEAP 1 had challenges with effectively articulating these goals but conversations between staff, teachers and leadership about mutual accountability and raising standards provided a useful framework for moving forward.



I Graduation

The success of LEAP past students is testament to an education model that encourages young people to forge their own path. 2010 was the year the LEAP model came of age, with LEAP's first tertiary graduate, Bonisanani Mtshekisa completing a Bachelor of Commerce (Finance) degree from the University of the Western Cape. He is now employed at Allan Gray. And in December 2010, another graduate, Asanda Tsengiwe, finished a Bachelor of Commerce in Financial Accounting at the University of Cape Town. Asanda works for Deloitte while studying for his Honours degree through the University of South Africa.

Since LEAP's launch, outcomes for its graduates have been positive:

- 74% of LEAP graduates are now studying and 7% are working.
- 30% of those who are studying are at an academic university, 44% are at a technical university, 12% are at an FET college and 11% are in the LEAP Future Leaders Programme.
- 23% study business and accounting, 19% go into engineering and 17% choose education as their field of study.

I Getting into higher education

The minimum requirements for admission to higher education in South Africa:

- All students must get a minimum of **30% in the language of learning and teaching** of the higher education institution of their choice.
- To study for a **Higher Certificate** at an FET college, students must get a National Senior Certificate (NSC).
- To get into college or university to pursue a **Diploma**, students must get a National Senior Certificate with an achievement rating of at least 3 (40-49%) in four recognised subjects.
- To get accepted for a **Bachelor's Degree**, students must get a National Senior Certificate with an achievement rating of at least 4 (50-59%) in four subjects from the designated subject list.

LEAP 2 – Gugulethu & Crossroads

Serving learners from the townships of Gugulethu and Crossroads outside Cape Town, LEAP 2 has 157 students who are taught in English and isiXhosa. The school occupies the floor above LEAP 1 in Pinelands and is led by principal, Angus Duffett. Established in January 2007, LEAP 2 has a diverse and active student body and partners with St George's Grammar School. Described as having a 'get down to business' atmosphere, the LEAP 2 campus is where the LEAP model was refined and enhanced.

I Outstanding achievements

- Awarded a grant by Icologie for the Green Club's White Paper Audit of the school and presentation for the development of the Recycling/Retrofit Programme.
- The under-16 football team was unbeaten and won the 7-a-side tournament while the under-19 team were finalists in the competition.
- A poetry blog was established with Teach With Africa (www.teachwithafrica.org) as well as contact with a school in Denmark.
- Students participated in the Science Expo and received commendations.
- Matriculant, Yonela Mene, achieved distinctions in maths, science and life orientation.



I Only 46% of young people in South Africa aged between 18 and 24 years stayed in school to complete Grade 12. Of these, only 60% passed.

The 2010 year saw the focus amongst staff on improving classroom practice and developing methods across the subject areas to improve students' learning. LEAP works to establish a community where individuals are able to express themselves with true openness and honesty. There has been difficulty achieving full community commitment to the Code of Conduct and consistent application and engagement with the key principles. The school's on-going goal is to become more involved in the communities where LEAP 2's learners live.



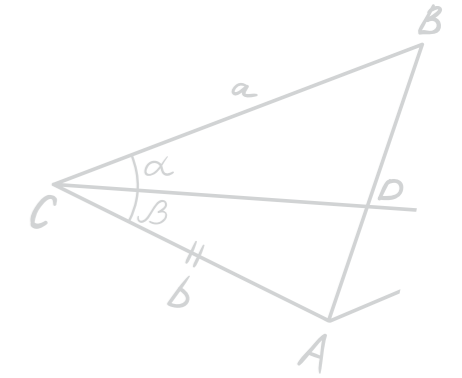
LEAP 3 – Alexandra

Serving Johannesburg's historic Alexandra township, LEAP 3 in Linbro Park has 127 students whose mother tongue languages include isiZulu, Sepedi and Sesotho. In just three years, the school has achieved an extraordinary 100% Grade 12 pass rate. Led by principal, Mapuleng Mofokeng-Moatshe, LEAP 3 has tripled in size since it was established in 2008. Set on the rambling grounds of a large family home, LEAP 3's campus has a distinctly rural feel with local horses helping out when the grass gets too long. Redhill High School in Sandton is LEAP 3's partner school, providing science lab facilities and cultural exchanges.

I Outstanding achievements

- 100% matric pass rate, compared to 46% in Alexandra.
- Yvette Seepe achieved distinctions in Sesotho, computer applications technology, life science and life orientation; Pebetsi Mafane achieved distinctions in maths and accounting; Katlego Tlhapane achieved distinctions in maths and life orientation; and Nomusa Nxumalo achieved distinctions in isiZulu and life orientation.
- Tshepo Conco (Grade10), Valentine Kaguda and William Mothapo (both in Grade 11) received awards for their excellent performance in the computer applications technology olympiad.

LEAP 3 partners, Redhill High School and the Technology Research and Activity Centre (TRAC), stepped in to provide access to their laboratories for life sciences and physical sciences, sharing not only the spaces but also key knowledge and information. As a result, LEAP 3's teachers could encourage learners to be critical thinkers, applying the knowledge gained by using available material for experiments when not in a formal science lab. The challenge is now to share this knowledge with learners at schools in Alexandra without access to laboratory space.



Based in a converted warehouse in Diepsloot itself, the school faces the infrastructure challenges so prevalent in informal communities. Nearby Dainfern College is excited about being LEAP 4's privileged school partner, providing access to facilities like computer and science labs.

The Aveng Group, already a committed LEAP partner, is the founding supporter of LEAP 4.

LEAP 4 – Diepsloot

“As our staffroom was being prepared, we met under an African tree which overlooks the township of Diepsloot, a township that will inevitably change us, and hopefully a township that will experience the lasting effects of the LEAP principles, the LEAP movement and the LEAP network. *Ross Hill, Principal, LEAP 4*”

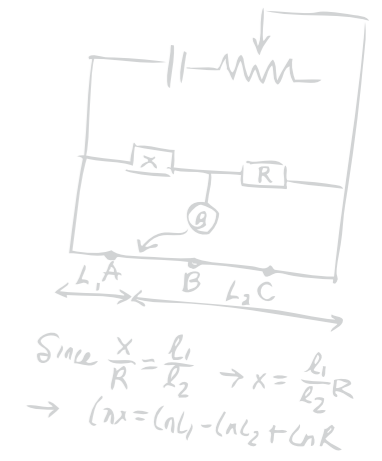
Opening its doors in January 2011, LEAP 4 will bring the LEAP model to Diepsloot, a sprawling new township just outside Johannesburg. Populated partly by the movement of 5,000 families from Alexandra in 2001 as part of the Alexandra Renewal Project, it has been the scene of service delivery protests as well as xenophobic violence in 2008.

The 46 foundation level (Grade 9) learners are a mix of many cultures, predominantly Sepedi. The school will offer isiZulu and Sepedi as home languages, along with English and, potentially, Tshivenda. The newest of the LEAP schools is headed by principal, Ross Hill.

| The LEAP difference

All LEAP Science and Maths Schools:

- Provide free or near-free, quality high school education to students with potential from identified high-need township communities.
- Require all students to study mathematics, physical science and English.
- Have an extended school day (8:15am to 5:15pm), week (Saturday classes) and year (holiday programmes).
- Are committed to LEAP's education philosophy which includes classes aimed at encouraging self-awareness, self-confidence and personal development.
- Respect the LEAP Code of Conduct.
- Engage students in community outreach work and activities which affirm cultural identity.
- Emphasise smaller class units to foster accountability and enable the formation of relationships.



2 | Leading learning

High quality instruction is at the heart of LEAP’s success in shaping leaders in education. LEAP teachers know every student and tailor their instruction according to individual needs. South Africa urgently needs leaders of this kind in education and is short of appropriately qualified, dynamic and caring teachers and inspirational community leaders. So LEAP prioritises identifying, training and developing leaders in education across the spectrum of the academic curriculum.

As part of the LEAP learning community, the **LEAP Future Leaders Programme** works to make teaching aspirational and accessible for young graduates while the LEAP Past Students Association (LEAPSA) spearheads the efforts of past and present students who are making a difference in their lives and communities.

LEAP also leads learning by:

- Building a culture of collaboration and shared accountability among all LEAP instructors,
- Shaping educator development around classroom best practices,
- Insisting on classroom teaching observation – by peers and instructional coaches,
- Nurturing partnerships with like-minded organisations to share resources and knowledge around instructional leadership.

| 50% of maths and 68% of science teachers have had no formal subject training, according to the Department of Education (2001).



LEAP Future Leaders Programme

LEAP's teacher training initiative, known as the LEAP Future Leaders Programme, actively targets 10% of each LEAP graduating class to study education at tertiary level. Future Leaders can study to become educators at a tertiary institution or by participating in LEAP's own Leaders in Education internship. The Future Leaders Programme equips people with the specialist skills and opportunities they need to lead education reform in South Africa.

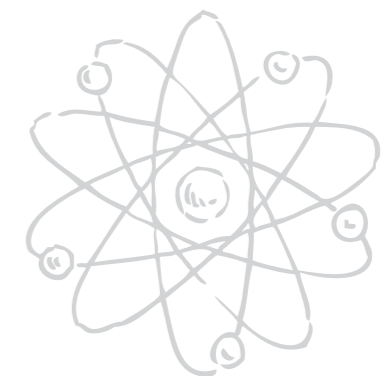
The programme provides:

- Practical classroom training,
- Dedicated mentoring and specialised tuition,
- Infrastructure and administrative support,
- On-going life skills awareness and education,
- Academic, social and emotional support for distance learning candidates,
- Fees for distance learning candidates and a small living allowance during the internship period.

I Outstanding achievements

The programme grew by eight students in 2010, maintaining the target of recruiting 10% of each year's matriculating learners to become future leaders in education. Five student teachers spent extended time observing classes from July to December 2010 and will be integrated into the teaching staff of LEAP'S Cape Town schools as part-time teachers in 2011. Seven student teachers travelled to San Francisco early in 2010 and were attached to schools and universities to learn about classroom practices. Four LEAP teachers have completed a tertiary qualification and are studying for a Postgraduate Certificate in Education through UNISA.

The teachers graduating from the programme will be well qualified in their subject knowledge and, through their direct classroom experience, confident in the classroom using LEAP's family-structure method of communication, values and code of conduct.



Teaching in a land of inequity

By Dr Pete van Jaarsveld, LEAP teacher



With all its contradictions South Africa still limps toward economic prowess. If there is a single most condemning feature of its character it is its un-nurtured education system. Its pitiful performance in numeracy and literacy assessments by its own and international standards attest to its failure. Its current inability to produce school leavers ready to tackle and sustain the rigour of tertiary study aggravates its limp. The limp continues to diminish the desperately needed pool of knowledge, skills and values to drive its economic processes and to enhance its moral fabric.

I Education's voice

And now, at the dawning of another political chapter, we wonder whether education will command the attention it deserves. We wonder whether education's voice will be strong enough to emancipate the muteness of the young men and women in its ranks afflicted by poverty.

“ We cannot afford more lost generations ”

I Hope to the hopeless

From a landscape of educational despair emerges a story of hope; the story of LEAP, a school with a mission to uplift the poor and build people of character. And how is this achieved? LEAP orientates for life. And that may be the claim in the mission statement of any school, but it is more powerful when one is orientated for life in the context of poverty. In this context education refines and transforms, it gives hope to the hopeless. And it is this that makes LEAP different.

I Our authentic voice

The ethos of the school is embedded in a life orientation programme that pervades all learning and encourages one to find one's voice. The voice that reveals the indignity of poverty, the voice that uncovers the pain of abuse, the voice that speaks against injustice, the voice that criticises lovingly, and the voice that cares compassionately.

To find one's voice one needs relationship and it is relationship that pervades a LEAP education at all levels. It is ubuntu that we find in relationship; it is relationship that we find in ubuntu. Our authentic voice helps us to be kind. It helps us to be honest. It helps us admit mistakes, confront issues, talk about change for good. And it helps us to share.

I Reflective teaching

We strive for academic excellence. We believe sustained knowledge is an asset to ourselves and our peers and a valuable national commodity. We strive to express our opinions and to talk about our learning in the language of instruction and our mother tongue. We value academic challenge because it sharpens our cognition.

We strive to assess frequently and guide accordingly. We encourage reflective teaching and reflective learning. We strive to be healthy through being sports conscious and participative. We seek to serve our communities through being socially responsible.

We teach the importance of humility and the ability to acknowledge fault. We learn that for us to show weakness means that we are strong.



LEAP Past Students Association (LEAPSA)

LEAPSA is a dynamic 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 of past students:

- Provides emotional support and career 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 LEAP students.

I Working together

LEAPSA manages the LEAP Study Facility in the community of Langa in Cape Town. The project provides space for high school and tertiary students to study in the evenings and at weekends. It offers computer access to the community and supports a daily feeding programme for the pensioners in the area.

A group of LEAPSA members, together with other young Langa residents, write and publish *Zazi* magazine. The magazine looks at critical issues facing young people in Cape Town's township communities in a real and accessible way.

I Social networking

Keeping members in touch online, LEAPSA's Facebook group has over 100 members and is "for everyone who studied at LEAP Science and Maths School, those who have played a role in the formation of LEAPSA and those that are looking at forming a relationship with this organisation."

 [LEAPSA – LEAP Past Students Association group on Facebook](#)

I Getting together

Each year, LEAPSA organises a number of events for past students and for the communities they support. In 2010, they got together for an Easter Party for children in the community, a careers workshop with LEAP's Grade 12 students, workshops to enable cultural exchange and networking, a Wishing Well Ceremony to welcome the new members and the LEAPSA closing celebration at the end of the year.

“The greatest joy in LEAPSA is re-uniting with our fellow mates and sharing about our lives and how we can go about making a change in our communities. Zonke Mpotulo, 2007 Graduate”

Area = $\frac{1}{2}bc \sin A = \frac{1}{2}ab \sin C = \frac{1}{2}ac \sin B$
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Formula HERON'S AREA
 $Area = \sqrt{s(s-a)(s-b)(s-c)}$
where $s = (a+b+c)/2$



3 | Giving back

Placing a high priority on helping each member of the LEAP community to understand their potential as agents of change, LEAP enables learners and staff to make small but significant contributions that will support existing efforts by organisations, care-givers and community workers within their communities.

LEAP schools work to unlock economic improvement in the communities where their students live. Academic success and better work and life prospects are a major part of this but LEAP also actively encourages students to be socially responsible citizens. LEAP also provides teacher mentoring programmes, promotes the sharing of resources with township teachers and learners from partnering schools and supports a wide variety of social development projects.

Community support and social development

Every LEAP learner and staff member commits to a social development partner and eight scheduled visits take place during the course of the academic year. Activities for these visits vary from story-telling, painting, singing and moulding play-dough with young children, to singing, talking and listening to the tales and wisdom of older people. Through this work, LEAP has established supportive relationships with a number of initiatives in the communities where LEAP students live.



$$= \frac{x' + \sqrt{3y}}{2}$$

I Sharing what we have

REALISTIC (www.realisticccbo.org) is a community-based organisation in Gugulethu that supports ex-prisoners and youth at risk with training and life skills to prevent their re-offending. LEAP supports REALISTIC as much as possible by working closely with the organisation and involving it in an empowering network that triggers new opportunities. LEAP also helps REALISTIC with administration, bookkeeping and fundraising.

The **Cape Centre for Children, Families and Refugees in Distress** (CCFRD - www.cccrd.org.za) was started by a team of tutors working at LEAP to help refugees integrate into the South African community. LEAP staff members sit on CCFRD's board and supported their development during 2010 so that they were able to promote adult literacy and provide education on HIV/AIDS and family health to refugees and South Africans living in the community of Retreat in the Western Cape.

LEAP is also the education partner of the **Western Cape Youth Rehabilitation Centre** (Lukhanyo Clinic), providing tutoring to the teenagers admitted at the centre. A new centre in Eerste River represents a shift in emphasis towards preventing chronic addiction before it occurs. It is the first government rehabilitation centre to specifically target young people between the ages of 13 and 18 who abuse drugs and alcohol in the province.

LEAP students spend time with children at under-resourced **early learning centres**, playing games and helping to enhance their motor skills. In 2010, students worked with Langa and New Rest Crèches in Langa, Ethafeni Educare in Nyanga, Nomzamo Creche in Crossroads, Sombambisana Community Centre in Gugulethu and Kalkfontein Crèche. LEAP 3 students visited the Abangani enKosini after-care facility for primary school children to play games and sport with the children.

LEAP 1's accounting teacher, Colleen Hodge has been involved in Langa Boys Hockey Club since 2004. The club gives the boys an opportunity to belong to a team, develop their sporting talent and achieve their goals. Colleen and her students' involvement helped the club access funding and other partnerships in 2010.

I Caring for the most vulnerable

Being a responsible citizen means caring for the most vulnerable in the community. LEAP students organised cultural activities and spent time with the older people of Langa Old Age Home, Sobambisani Seniors Group and Noluthando Seniors Centre in Gugulethu, Monwabisi Seniors Centre in Nyanga and Ithlokomeleng Old Age Home in Alexandra. LEAP also helped the Langa Old Age Home to create a sustainable organisational framework and establish funding partnerships.

LEAP 2 learners worked with the Sobambisani Centre for Disabled Children in Crossroads and LEAP 3 went to Pillsbury Home for the Disabled in Alexandra, helping to care for and feed the children in the home.

The Kuyasa Simthembile Old Age Pensioners Club was started by Glenrose Khabane when she saw that members of her community were not able to afford food. The programme feeds 150 people one meal a day, five days a week and is located on the premises of the LEAP Langa Study Facility. LEAP is the main funder and is helping Mrs Khabane to find new supporters.



I Building healthy communities

Iso'Lezwe provides care and support for people living with HIV/AIDS in the township of Kalkfontein, outside Cape Town. LEAP students are involved in cleaning the environment and tutors from the LEAP Learning Centre (some of whom are qualified health professionals in their home countries) support the Iso'Lezwe clinic and community awareness groups.

LEAP 3 learners help out at Banakekeleni Hospice, in an abandoned warehouse in Alexandra, where dedicated staff nurse terminally ill patients. Visiting this hospice is challenging as the staff are understandably protective of the patients so the learners decided to limit the time interacting with the patients and to help in other ways such as cleaning.

$$\epsilon = -N \frac{\Delta \Phi}{\Delta t}$$



Working together: LEAP Learning Centre

The LEAP Learning Centre provides quality tutoring to learners 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:

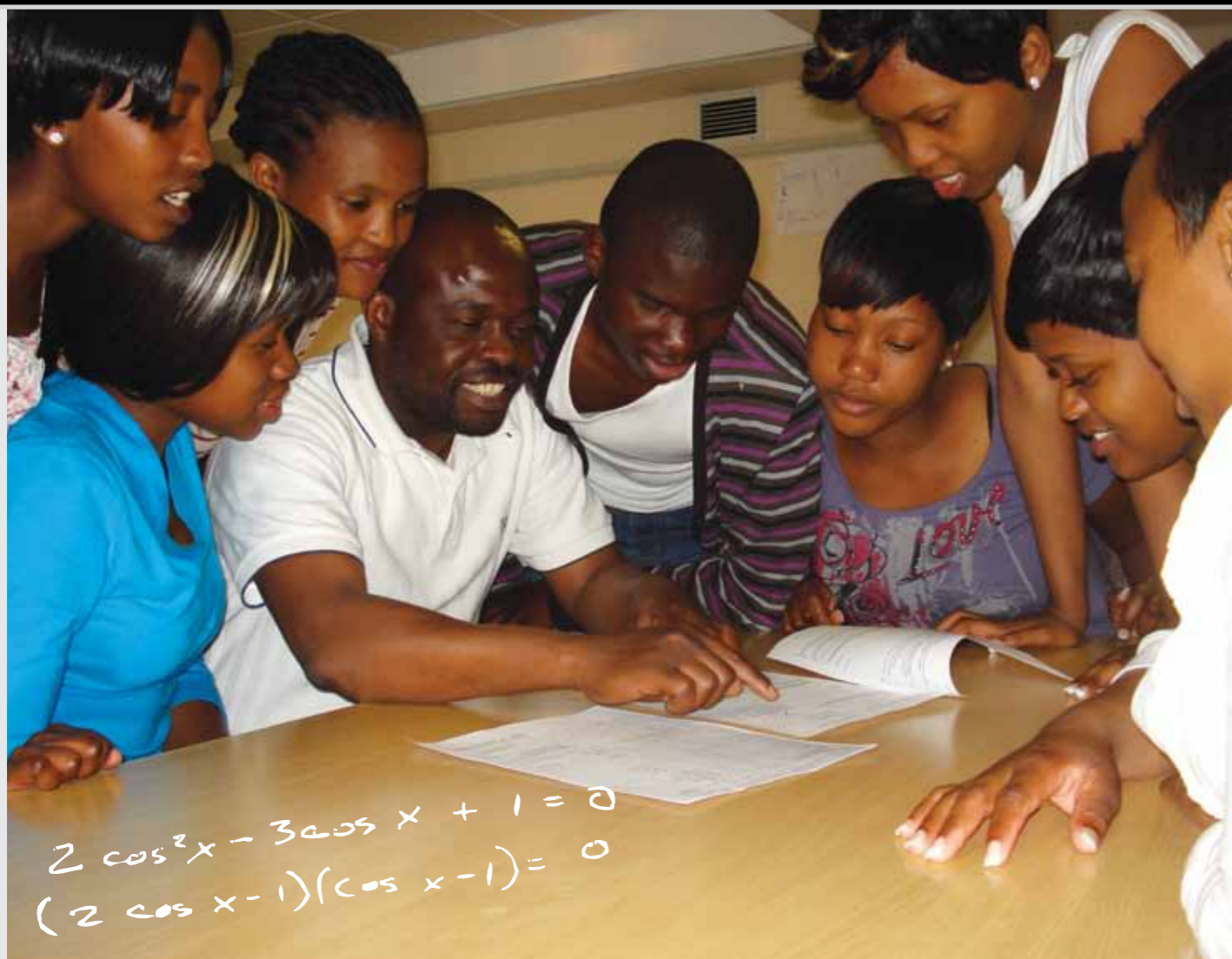
- Tutoring programmes in township schools to improve Grade 7 and 8 learners' understanding and competency in maths and to share resources with community - based teachers.
- Saturday classes for extra lesson support in key subjects at the LEAP Science and Maths School premises in Pinelands.

In 2010, the LEAP Learning Centre tutored **687** week-day students from 12 schools. An average of **650** students attended Saturday classes at LEAP premises and there were 52 tutors. Other achievements included:

- Funded by Investec, the Learning Centre organized seven maths, science and leadership camps in Franschhoek for learners from partner schools.
- An extended holiday programme to keep 120 learners occupied during the long school holidays to accommodate the FIFA World Cup in June and July.
- In partnership with Rotary Newlands, the LEAP Learning Centre sorted and distributed donated books to schools around Cape Town.
- LEAP Learning Centre supported the Langa Study Facility and Computer Training Centre which provides computer access to people in the informal settlement of Zone 17 in Langa.

African dream

By Roger Badimanye Batena, LEAP Learning Centre Tutor



My life in South Africa has been as challenging as it has been fascinating. Above all however, I owe my entire career life in South Africa to LEAP. The LEAP Learning Centre initiated me into the teaching experience in South Africa, giving me a chance to immerse myself in the ministry of educating the country and integrating within South African society. LEAP gave me a chance to explore my own potential and understand my own calling in a way I never would have known.

$$\frac{1}{6} \leq k \leq 2\frac{1}{6}$$

I Different skill set

As a foreigner, I arrived with a useful but different set of skills that LEAP appreciated and modelled, making it relevant to the South African environment. I have blossomed and found confidence to impact passionately on the learners. LEAP was a major stepping stone for me to be recognised by and sought by other schools.

At LEAP I have not only benefited from the immense experience of some of the most respected and dedicated educators I have ever met but also learnt commitment to the calling of teaching, in the most selfless of ways. The sensitive character of LEAP principles guarantees every child a more equal future regardless of their background, and because of that, I also believe in a more just society where everybody is equal and has equal chances going forward.

“From this school, I see that education is a calling to focus on the future, and with that belief I have hope for my own country and for Africa as a whole. A more equal society is not a dream but a possibility. I have the privilege to be an active part of this positive future.”

Thank you to LEAP Learning Centre, LEAP staff and supporters; and particularly to John Gilmour and David Finnemore for this unforgettable opportunity.



$$\sqrt{9-x^2} - \log_3(|x|-3) = 0$$

4 | Sharing and growing

From the start, LEAP's vision has been to grow and develop its special model to serve more needy communities in South Africa. LEAP's openness, connectedness and willingness to share and learn locally, regionally, nationally and globally are central to its philosophy. The hope is that this spirit of sharing 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 existing LEAP schools in Cape Town and Gauteng have provided the perfect incubator for a model which is being thoroughly tested and refined so that it can be adopted for any public school system.

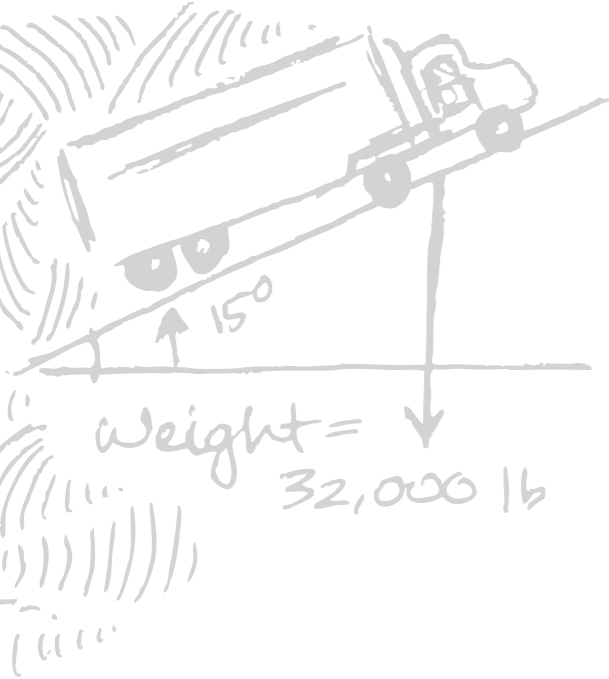
By nurturing partnerships and collaborations, LEAP seeks to expand the positive impact of its work, making the LEAP learning model systemic in South Africa and sharing its African expertise globally.

Open to change

The LEAP Development Team is responsible for shaping the future growth of LEAP, which includes:

- New school replication in South Africa,
- Academic and curriculum management,
- The training, development and performance management of LEAP staff,
- Fundraising and partnership development,
- Providing administrative and management services to LEAP schools and programmes.

In 2010, the LEAP Development Team was extended to support the launch of a fourth and fifth school over the next two years to serve a total of over 700 students. In five years' time, LEAP hopes to have eight schools with over 1,000 students.



▼ Projected growth of LEAP schools

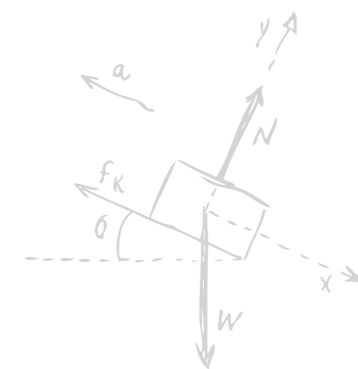
	Year 1 2010	Year 2 2011	Year 3 2012	Year 4 2013	Year 5 2014
LEAP 1	167	170	170	170	170
LEAP 2	157	170	170	170	170
LEAP 3	127	160	170	170	170
LEAP 4		45	90	130	170
LEAP 5			30	75	120
LEAP 6			30	75	120
LEAP 7				45	90
LEAP 8					45
TOTAL LEAP LEARNERS	451	545	660	835	1055

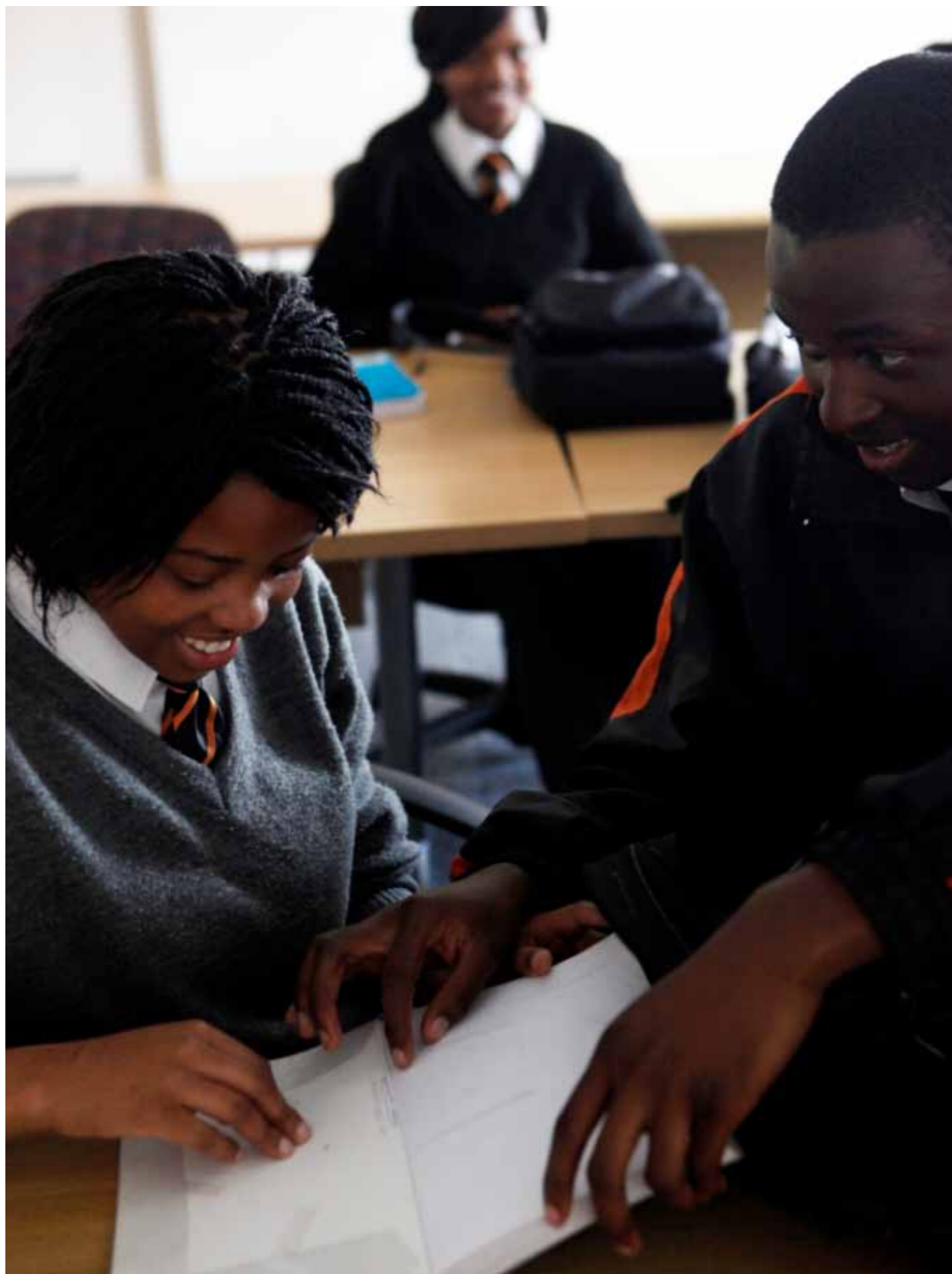


The major thrust of the Development Team's work in 2010 was the establishment of LEAP 4 in Diepsloot as well as working towards a common set of standards for all the LEAP schools, asking the question: "what are the core values and concepts that shape LEAP schools?"

Key achievements included:

- Documentation of school policies and staff workshops to develop a coherent educational policy framework.
- Accessing donor and partner community commitment, premises and staff for LEAP 4 in Diepsloot.
- Developing a performance management system using the Care and Growth Management Framework, thought to be the most suited to LEAP's core values.
- Considerable progress in fundraising, raising R24 million by the end of December 2010.





$$\begin{cases} 2x + (m-1)y = \dots \\ (m+1)x + 4y = \dots \end{cases}$$

Partnerships and collaborations

LEAP's holistic approach includes engaging with the broader community and developing partnerships and collaborations that add shared value. Every LEAP school is partnered with a more privileged school as well as township schools in the community the LEAP school serves. This three-way collaboration makes for stronger, better-equipped schools and the opportunity to share excellence in all spheres.

The collaborations that LEAP has nurtured in 2010, are helping to develop a LEAP "voice" in youth leadership and education, demonstrating its impact in order to grow to scale.

| LEAP is an active member in the **Independent Schools Association of South Africa** (www.isasa.org) which includes all of LEAP's privileged partner schools, Diocesan College Bishops (www.bishops.org.za), St Georges Grammar School (www.sggs.co.za), Redhill School (www.redhill.co.za) and Dainfern College (www.dainferncollege.co.za). LEAP is an integral part of the ISASA maths and English programme with 81 LEAP students participating in 2010.

| **Bridge** (www.bridge.org.za) is a non-profit organisation that aims to build the capacity of the education system by creating links and spreading successful practice. LEAP's Executive Director, John Gilmour is the current chair of the Bridge board and co-founded it. Bridge has become involved in a variety of communities of practice in the Western Cape including Organisations Providing After-Hours Tutoring to Learners from Cape Town's Township Communities, School Management and Leadership, Early Childhood Development, Information and Communications Technology, Organisations Creating Educational Opportunities for Children Living in Difficult Economic Circumstances and Educator Development.

| Together with Sekolo Sa Boroka in Johannesburg and Inanda Seminary in KwaZulu Natal, LEAP has started a coalition of schools and education partners serving children from socially and economically disadvantaged communities – **South African Extraordinary Schools Coalition**. The inaugural meeting of the coalition took place in November 2010 in Cape Town to develop the principles, framework and instructional focus of the coalition and it was officially launched in March 2011.



Student artwork taken during
a photographic workshop by **Teach with Africa**

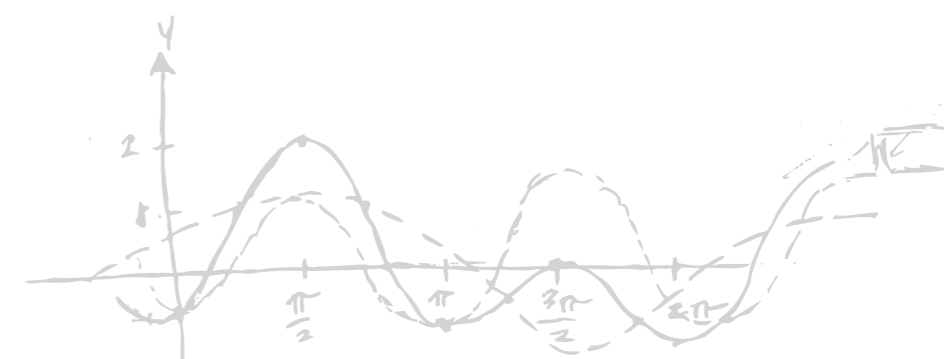


| **Teach with Africa** (www.teachwithafrica.org) is a non-profit organisation based in the United States that was founded in partnership with LEAP. It aims to empower students and teachers with support for academic programmes, educational leadership initiatives and community development training. A team of 12 teachers, student teachers and past student travelled to San Francisco in January and February 2010 to learn about classroom practices, participate in an international youth leadership conference and assist with Teach with Africa's fundraising and networking. A total of 21 Teach with Africa fellows came to teach and learn in South Africa from June to August 2010.

| **TEACH South Africa** (www.teachsouthafrica.org) recruits, trains and supports the most talented recent university graduates to commit to teaching for a minimum of two years in some of South Africa's most disadvantaged schools. In the long-term, TEACH Ambassadors will form an alumni movement, informed by their experience in the classroom, which will fight for educational equality for learners all over South Africa. LEAP welcomed four TEACH Ambassadors to LEAP in 2010.

| **The Historic Schools Restoration Project** (www.historicschools.org.za) works to revive historically significant – and currently under-resourced – South African secondary schools into centres of cultural and educational excellence. John Gilmour, Executive Director of LEAP, was an active member of the project's advisory committee in 2010.

| LEAP is delighted to be partnering with **EdVillage** (www.edvillage.org) and their Global Fellows Programme, a new initiative to bring the best practices of school leadership and school development together to create great schools around the globe. EdVillage works with the Knowledge is Power Programme (KIPP – www.kipp.org), the most successful charter school organisation in America. Principals from South Africa and India will become Global Fellows, spending six months in New York for high-level training, coursework, residencies and development meetings. LEAP Principals Ross Hill and Bonisile Ntlemenza will be the inaugural EdVillage Global Fellows in 2011.



Outperforming the average

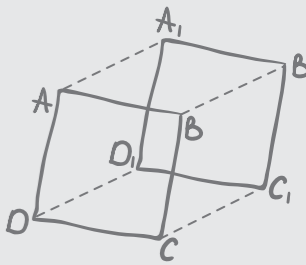
Extract from an article by Celia W. Dugger in the *New York Times*, 9 September 2010



Gcobani Mndini, a shy, lanky 17-year-old, said he was already a gangster by the time he started grade nine. His small gang, which called itself the “Tomatoes”, was robbing people, fighting over girls and getting high on Jack Daniel’s and marijuana.

He has since found that he fits in the last place he might have expected - at a private high school that is reinventing education for teenagers from South Africa’s black townships. Gcobani quit gang life and has emerged as a talented science student seeking admission to the country’s finest universities.

“ I joined the gang because I wanted to belong ”



I New models

As many of South Africa’s public schools have failed a post-apartheid generation of children from poor townships and rural areas, a budding movement of educators, philanthropists and desperate parents are increasingly searching for alternatives. New private schools are springing up to serve poor and working-class black children, giving the still dominant public system some newfound competition and perhaps even devising models that will end up influencing it.

At the LEAP schools, students have extended classes during the week, from 8:15 am to 5:15 pm, and they attend on Saturday mornings. They spend extra time on maths, science and English. Seniors preparing for the matriculation examinations that will shape their futures stay until 8 pm three nights a week to spend extra time on maths, science and English.

I Life orientation

But the schools instil more than a fierce work ethic. Each day, students have a life orientation class, where they talk about the personal problems that can derail an education — a stepfather who expects a girl to clean house rather than do her homework, a student trying to study in the shack where her family lives and runs a shebeen, and another student who goes to school hungry because her mother’s salary as a domestic worker runs out before the end of the month.

“ After a year of denying that he was in a gang, Gcobani said it was only in life orientation that he began facing the consequences of his choices. ”

I Academic rigour, emotional honesty

The one-two punch of academic rigour and emotional honesty has paid off. LEAP students have far outperformed the national average on matriculation exams.

Gcobani’s first class of the day is his favourite. This is his third year taking science from Ross Hill, the son of an Anglican pastor and a high school biology teacher. When Gcobani first stepped into class, Mr Hill said he knew of the boy’s reputation and braced for a fight, but there was none. “He loves science,” Mr Hill said.

Looking ahead

The coming year will be a busy one for LEAP, with ambitious plans for consolidation and expansion. As an organisation always open to change, LEAP will chart a dynamic new path over the next five years. Growth will be rapid (it must be to turn education around in South Africa) but it will also be considered: confronting challenges and learning from mistakes as well as successes.

I School expansion

- LEAP School Structure and Management manuals will be completed.
- LEAP 3 will increase to four grades (Foundation Year – Grade 12).
- LEAP 4 opens with a Foundation Year and preparation starts for the expansion to two grades (Foundation Year and Grade 10) in 2012.
- Preparation will begin for the establishment of LEAP 5.

I Academic and curriculum management

- An overall education policy statement will be developed for publication.
- Full course plans and curriculums will be developed for seven subjects including science, maths, English and life orientation.
- Standardised student assessment will be in place across all LEAP schools for maths, science and English.

“ *LEAP is a beautiful school. It opens our hearts so that we can shine in the world. Siphokazi, Grade 11* ”

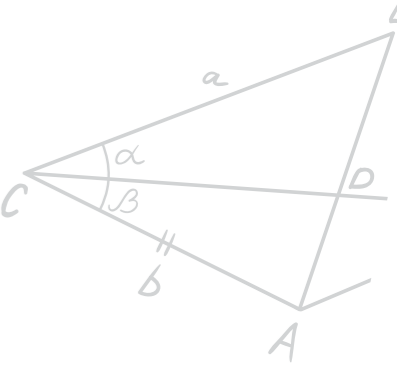
I Fundraising and partnership development

- LEAP will continue to grow the partnership with the Western Cape Education Department as well as keep up engagement with the Gauteng Education Department to support the Gauteng MST (Maths Science and Technology) Improvement Strategy.
- Engaging with the Limpopo Education Department will help to develop a partnership in preparation for a LEAP school in the province.
- Connecting with local and international partners that can bring strength and opportunity to LEAP and nurturing existing partnerships like the Historic Schools Restoration Project, the Independent Schools Association of Southern Africa (ISASA), collaborative education organisations like Bridge, Teach with Africa and Teach South Africa.
- Fundraise to cover LEAP's operational budget and improve sustainability with an ambitious target of R30 million in 2011.

I Shared services

- The new Care and Growth performance management system will be rolled-out to all LEAP staff.
- Capacity will increase to be able to provide shared services to future schools.
- Governance and legal structure framework, structure changes these will be implemented and reviewed.
- Strengthening the LEAP Learning Centre by refining curriculum, assessment and learner tracking.
- Support the growth of LEAPSA in LEAP 1, 2 and 3 and develop the relationship between LEAPSA and LEAP 4.





5 | Financial report

Graduation day

By Anthony Galloway, Chairman of the LEAP Board

It was a conversation with John Gilmour in mid-2003 that resulted in me becoming the Chairman of the LEAP School Board later that year. Being deeply concerned about the state of education in South Africa myself, I was greatly inspired by his concept of establishing a 'third tier' school – as a model that could grow to real scale in the future and present a genuine solution to the crisis in township education in our country.

In our separate ways John and I had both been searching for a way to achieve true transformation in communities. John had come to the conclusion that despite scholarships and bursaries to private schools and pockets of excellent government schools, only a small fraction of children in the greatest need could be helped in this way.

This was not going to accelerate the creation of a well-educated black middle class in South Africa. It was not going to solve the problems of poverty and all related social ills in disadvantaged communities across our country.

I Solution

John saw that the solution lay in establishing a new type of high school that focused on providing a virtually free, high-quality education to students from the poorest of township communities. I was honoured to be asked by John to be Chairman of the Board, in which capacity I will serve until the beginning of 2011, when I will join the LEAP fundraising team to concentrate on accessing the financial resources that will enable LEAP to grow to its full potential in the coming years.

I feel privileged to have witnessed and been part of LEAP's enormous growth over the past eight years, from a single start-up school to a fully fledged, replicable model that John envisioned, with a record of outstanding success on a wide range of different levels.

I Coming of age

We have had some extraordinary results over this time – as this annual report so clearly shows. From the earliest days we agreed that it would be wiser to develop LEAP quietly and “below the radar” until we had a proven track record to demonstrate that our model worked.

That time has come, and 2010 was the year that the LEAP concept came of age:

- Three full matric classes completed the national exams for the first time.
- LEAP's 2010 Matric students achieved a 98% pass, with every student having mathematics and science in his or her subject choice.
- 60% of LEAP's 2010 Matrics obtained a Bachelors pass, qualifying them to apply for tertiary studies at South Africa's top universities.
- There are two full LEAP schools in Cape Town and one in Johannesburg, with a second LEAP school opening in Johannesburg in 2011.
- Replication of the LEAP model achieved full school status outside of Cape Town – proving not only the power of the model in practice but its ability to be replicated successfully.
- LEAP 3 serving Alexandria achieved 100% pass rate.
- In the Western Cape, our LEAP 2010 matric results ranked 16th out of roughly 300 schools that wrote the national senior certificate.
- Our range of international partners continues to grow rapidly.
- LEAP students regularly give back to their community adding value to those most in need.

I was recently given positive feedback from the University of Cape Town staff members who reported that LEAP students have resilience, work hard and bounce back from setbacks. They were astonished by the level of emotional maturity shown by LEAP graduates; they wondered how we did it.



The answer can be stated quite simply: **the LEAP model works!**

LEAP takes children from the poorest of communities, children who would never normally have had the chance to experience a good education, and through our dedicated staff and partnership collaboration we give them the academic and emotional skills to make a success of their lives.

I Future Growth

Looking at how we came of age in 2010, the years to come represent a new threshold for LEAP. I believe that we have witnessed LEAP's own “graduation day”, and if we can seize this opportunity, we will bring our start-up phase to an end and enter a phase of rapid expansion of the LEAP model. To do this, we must maximise funding from both South African and international sources, so we can replicate the LEAP blueprint more aggressively and start to reach the kind of numbers that can truly make an impact on educational transformation and social upliftment in South Africa.

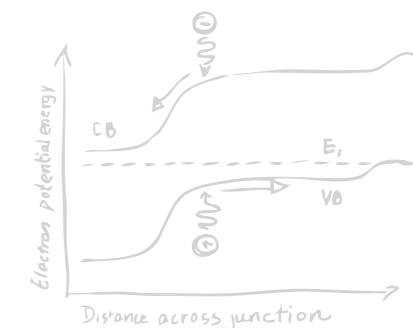
“ We started four schools in eight years, we'll start the next four in four years and we must aim for four schools every year after that. All we need are the financial resources and the right people to make it happen. ”

Our vision is long-term, the challenge enormous. The journey will be arduous and extremely demanding on the entire LEAP family, but achieving our objectives could mean the difference between South Africa emerging as a winning nation in future generations, or declining into hopelessness and despair.

From my point of view that leaves only one sensible choice. So, don't be a spectator – join us and make your contribution to transforming the future of our country.

Supporters

The staff and students of LEAP schools thank the individuals, companies, organisations and foundations that got behind the LEAP vision of equality in education in 2010. Without them, the dream of communities transformed by young leaders would remain just that, a dream.



Supernova

Funders that have contributed for over 3 years and more than R500,000

- Abe Bailey Trust
- Afrox
- BOE Educational Foundation
- Cadiz
- Coronation Fund Managers
- Epoch & Optima Trusts
- Foord Asset Managers
- Investec
- ISASA M & E (Zenex)
- MTN SA Foundation
- Nedbank Eyethu Community Trust
- Old Mutual Foundation
- Rand Merchant Bank Fund
- Rolf-Stephan Nussbaum Foundation
- Shuttleworth Foundation
- Stella and Paul Loewenstein Education and Charitable Trust
- Western Cape Education Department

Nova

Contributions over R1million in 2010

- Afrox
- BOE Educational Foundation
- Foord Asset Managers
- ISASA M & E (Zenex)
- Michael & Susan Dell Foundation
- Mutual & Federal
- Old Mutual Foundation
- Shuttleworth Foundation
- The Aveng Group
- Western Cape Education Department

Comet

Contributions over R500,000 in 2010

- Abe Bailey Trust
- Epoch & Optima Trusts
- Harry Crossley Foundation
- MTN SA Foundation
- Rand Merchant Bank Fund

Star

Contributions over R75,000 in 2010

- Ackerman Family
- Coronation Fund Managers
- Deloitte
- Hermann Ohlthaver Trust
- Investec
- Lukhanyo Clinic
- Old Mutual Retail Affluent
- Royal Bafokeng Holding CSI
- Shell South Africa
- The HomeChoice Development Trust

LEAP deeply appreciates all donations, no matter the size or nature of the donation. Everything, from donated books to volunteered time and energy, contributes to building a better education for our young people.

Go to www.leapschool.org.za for ways you can support LEAP – now and into the future.



Formula

HERON'S AREA

$$\text{Area} = \sqrt{s(s-a)(s-b)(s-c)}$$

where $s = (a+b+c) / 2$

Governance

LEAP's 12-person 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.

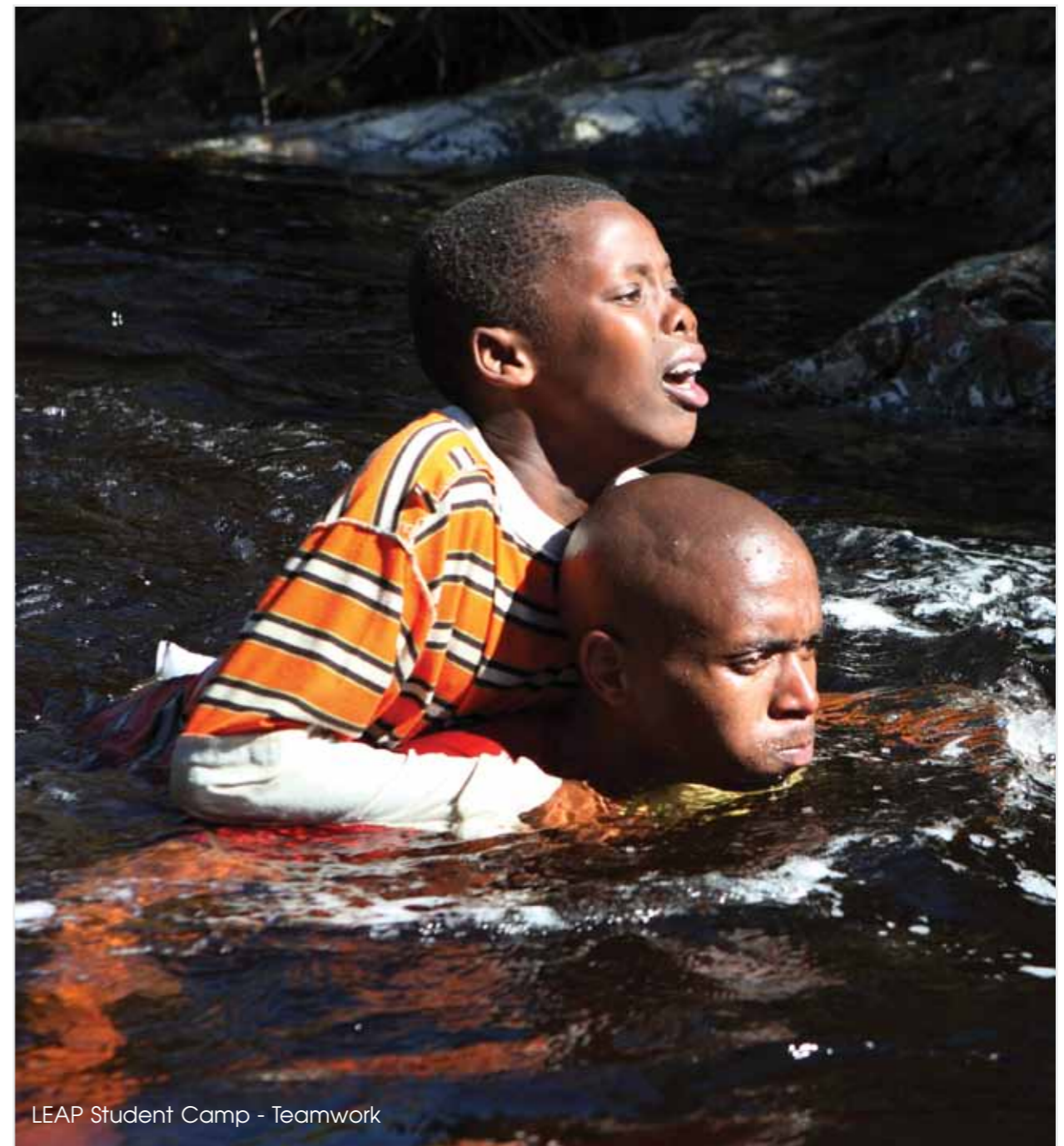
LEAP's financial year-end is 31 December and the organisation is audited annually.

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.

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



LEAP Student Camp - Teamwork

Board of governors

(as at 31 December 2010)

Anthony Galloway – Chairperson
 John Gilmour – Executive Director
 Grant Clark
 Leon Glanvill
 Joe Kainja
 Mackie Kleinschmidt

Sibusiso Mabuza
 Lynne Mathews
 James McGregor
 Moses Ngobeni
 Ben Rabinowitz
 Crispin Sonn

Financial statement

LEAP SCIENCE AND MATHS SCHOOL

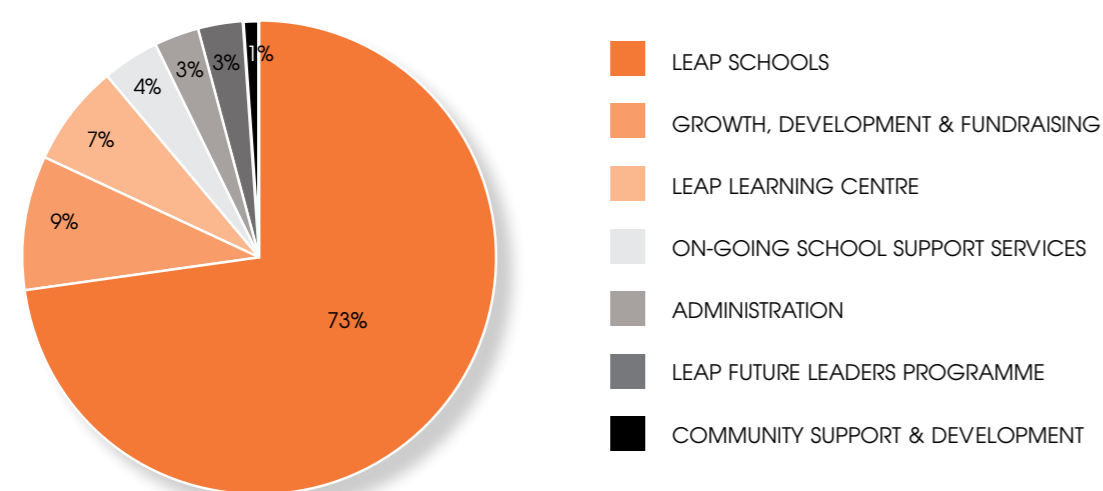
(Public benefit organisation number 930005342)

ANNUAL FINANCIAL STATEMENTS for the year ended 31 December 2010

STATEMENT OF FINANCIAL POSITION

	2010 R	2009 R
Assets		
Non-Current Assets		
Equipment	651 703	748 367
Endowment fund assets	6 130 855	4 330 871
	6 782 558	5 079 238
Current Assets		
Trade and other receivables	240 272	341 874
Cash and cash equivalents	7 516 454	2 774 904
	7 756 726	3 116 778
Total Assets	14 539 284	8 196 016
Equity and Liabilities		
Equity		
Endowment Fund	6 130 855	4 330 871
Accumulated surplus	3 012 297	2 982 375
	9 143 152	7 313 246
Liabilities		
Current Liabilities		
Trade and other payables	5 396 132	882 770
Total Equity and Liabilities	14 539 284	8 196 016

SPEND BY PROGRAMME



STATEMENT OF COMPREHENSIVE INCOME

	2010 R	2009 R
Total revenue	21 729 456	20 531 300
Core sponsorship income	18 673 125	17 345 865
Sundry donations received	742 938	1 229 692
Provincial Education Department subsidy	1 869 745	1 682 937
Learner recoveries	443 648	272 806
Operating expenses	(21 914 737)	(18 942 151)
Operating surplus/(loss)	(185 281)	1 589 149
Net investment revenue	256 974	476 451
Operating surplus for the year	71 693	2 065 600
Growth in endowment fund	1 758 213	1 364 088
Total comprehensive income for the year	1 829 906	3 429 688

Core sponsorship income comprises donations from the following sources:

	2010 R	2009 R
Michael & Susan Dell Foundation	2 500 000	1 575 000
Aveng Group	2 500 000	-
ISASA	2 304 124	2 894 893
Old Mutual Foundation	2 206 500	2 000 000
Mutual and Federal	2 035 000	-
Afrox	1 000 000	1 500 000
BOE Educational Foundation	1 000 000	745 000
Epoch & Optima Trusts	600 000	900 000
Shuttleworth Foundation	500 000	-
MTN SA Foundation	500 000	500 000
Rand Merchant Bank Fund	500 000	500 000
Harry Crossley Foundation	500 000	-
Deloitte	400 000	400 000
Royal Bafokeng Holding	400 000	-
Investec	390 500	402 697
Shell South Africa	320 000	-
Coronation Fund Managers	200 000	220 000
Lukhanyo	132 000	-
Abe Bailey Trust	150 000	150 000
Hermann Ohlthaver Trust	120 000	175 000
Stella & Paul Loewenstein Education and Charitable Trust	100 000	100 000
Ackerman Family Foundation	100 000	-
HomeChoice Development Trust	100 000	-
AC Louw Trust	75 000	75 000
Zenprop	40 000	120 000
JP Morgan Chase Foundation	-	1 540 000
Petro SA	-	1 000 000
Nedbank Eyethu Community Trust	-	900 000
Rotary International-Newlands matching grant	-	778 960
Rolf Stephan Nussbaum Foundation	-	500 000
HCI Foundation	-	150 000
Cape Youth Care Bursaries	-	144 000
Teach With Africa	-	75 315
	18 673 125	17 345 865

Sundry donations received comprise donations from 101 (2009: 87) various sources, where the value of each donation is less than R 75,000.



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