



KAROSS  
FOUNDATION

# Annual Report

2024



# Table of Contents

|                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------|----|
| Our Mission                                                                                             | 1  |
| Values                                                                                                  | 1  |
| Our Vision                                                                                              | 1  |
| Who we are                                                                                              | 1  |
| From the manager                                                                                        | 2  |
| From the chairperson & board of directors                                                               | 3  |
| Board of directors                                                                                      | 3  |
| Rationale – A call to action                                                                            | 4  |
| Where we work & who we reach                                                                            | 6  |
| During 2024 we reached                                                                                  | 6  |
| Direct beneficiaries                                                                                    | 7  |
| Programmes during 2024                                                                                  | 8  |
| Improve the integrity of the school system through:<br>Professional development of school leadership    | 8  |
| Improve the integrity of the school system through:<br>Professional development of ECD practitioners    | 12 |
| Improve the integrity of the school system through:<br>Developing responsible & engaged parents         | 14 |
| Improve the integrity of the school system through:<br>Developing learners as valued citizens           | 16 |
| Develop and support the academic curriculum through:<br>English literacy in primary schools             | 18 |
| Develop and support the academic curriculum through:<br>Computer aided support                          | 20 |
| Develop & support the academic curriculum by:<br>Assisting agricultural schools with practical exposure | 22 |
| Develop and support the academic curriculum through:<br>Kaross Art Programme                            | 24 |
| Reflecting on the challenges of 2024                                                                    | 26 |
| Looking toward 2025                                                                                     | 27 |
| 2024 Financial year                                                                                     | 28 |

## Who we are

Kaross Foundation was founded by Groep 91 Uitvoer and Karosswerkers to positively impact the lives of their communities.

## Our Vision

To create a prosperous and sustainable social and economic future.

## Our Mission

To identify, fund and manage programmes, through active citizenship, that will lead to the sustainable improvement of the education sector of the communities where we work.

To have a holistic approach to the educational journey of a child from Early Childhood Development, through Primary School until Secondary School.

## Values

|                  |                                 |
|------------------|---------------------------------|
| Focus            | A focused approach in education |
| Active Citizenry | Taking action                   |
| Community        | An integrated approach          |
| Transparency     | Commitment to transparency      |
| Integrity        | Integrity at our core           |
| Authenticity     | It's always about the work      |

# From the manager

Throughout the year we aimed to integrate with our community in the sense that we work with them, building and designing programmes with their input and insight. We have embarked on new journeys with the start of new programmes.

I am thankful for the commitment of our partnering schools. Throughout the year principals, educators, ECD practitioners and learners showed that they are active citizens in their education communities.

In our aim to improve the integrity of the school system, our partnering primary schools opened their doors to us for an integrity measurement. We honour their level of transparency and stand with them in being transparent about what we do. Leadership remains our focus as new leaders are appointed every year. We are excited about our partnership with circuit manager of N’wanedzi circuit where we work together to train and develop new leaders in primary and secondary schools.

In the ECD sector we embarked on a new journey with Valued Citizens Initiative to launch their pilot programme, for the professional development of ECD practitioners – a first in terms of ECD programmes in South Africa.

Our English Literacy Development programme has been redesigned to achieve maximum impact in schools.

None of this work will be possible without our funders: Groep 91 Uitvoer, Karosswerkers, Albert Heijn Foundation, Waitrose Foundation (SA), Putprop, Vanguard International, African Realty Trust, GF marketing, Contour Logistics, Source BI, Dü Paint, and the Citrus Growers’ Association.

Thank you for believing in our vision and the work that we do.

Thank you to all partners and stakeholders who work with us for real impact.

I look forward to 2025!

*Judy Müller*

# From the chairperson & board of directors

It is once again my proud honour on behalf of the management, partners, service providers and board of directors of The Kaross Foundation NPC to introduce our 2024 Annual Report. It was another action-packed year of active citizenship by everyone involved, as is reflected in the feedback on each of the programmes and interventions implemented over the course of 2024. I am especially proud of the progress being made within our ECD centres, given our firm belief in shaping and supporting our children’s education journey from the earliest possible stage. Another standout feature of the past year has been the continued growth in trust and transparency between all role players. It serves as a solid foundation from which we can continue working towards our stated objective of making a real and lasting positive impact in the educational outcomes of our partner schools and ECD centres. As the next year lies in wait, there will no doubt be new challenges to overcome and opportunities to grab. Whatever they may be, I have full confidence in our Kaross Foundation “community” to excel and shine as a beacon of hope and prosperity for our precious children.

*Jan-Louis Pretorius*

## Board of directors

Jan-Louis Pretorius, Director of Groep 91 Uitvoer (Pty) Ltd

Janine Pretorius, Director of Karosswerkers (Pty) Ltd

Yasmeen Bhamjee, Independent attorney

Obert Machimana, Independent businessman, Former principal

Emily Hendricks, Manager at Waitrose Foundation (SA)



## Rationale – A call to action

In the Mopani District, situated in the Limpopo Province, **81% of the population reside in rural areas**<sup>A</sup> with 33.2% of the population younger than 15 years old<sup>B</sup> (Mopani District Municipality, 2022). In 2016, **24.8% of adults (aged 20+) had a matric qualification** with the **official unemployment rate 39.4%** in 2011 (Mopani District Municipality, 2022).

Kaross Foundation works in **N'wamitwa village**, within the Mopani District, where schools have very little to no support from the private sector. There are **thirteen primary schools and seven secondary schools**, with one circuit manager to manage and support them. **Educators are continuously being appointed in new leadership roles and have not necessarily received the necessary training for these positions**. In 2024, all schools appointed new School Governing Boards, consisting of educators and parents. Therefore, Kaross Foundation continue to focus on leadership development.

In these schools, **computer access is mostly non-existent or limited**, with some schools having only a few computers available for administration. In 2024, **classroom sizes for some were above 60** and for many schools above 50 learners per class.

**N'wamitwa has no public library**, with no schools having a functional school library. In South Africa, **81% of South African Grade 4 learners cannot read for meaning**<sup>C</sup>. The same is experienced in N'wamitwa. In addition, teaching and learning takes place in English from grade 4 onwards, even though children's home language is Xitsonga. This challenge is seen in South Africa as a whole, where **in most schools, English is the language of teaching and learning, with only 8,1% of South Africans speaking English at home**<sup>D</sup>.

Agriculture is a big contributor to the economy – N'wamitwa is surrounded by farms providing permanent or seasonal work. Despite this, **learners in secondary schools are not adequately trained for the agriculture sector** in terms of practical exposure. Even if agriculture is taken as a subject, the focus is not on the major crops in the area.

In order to holistically and systematically develop primary schools and secondary schools, we need to look at Early Childhood Development (ECD). In **N'wamitwa there are 26 ECD centres. Many practitioners in the centres are unqualified** and have limited resources. In Limpopo, 54.3% of children fall behind or very behind the expected standard for Early Learning<sup>E</sup>.

**Our approach remains to support daycare centres that feed into specific primary schools, which in turn feed into secondary schools.**

## References

- <sup>A</sup> Mopani District Municipality (DC33) [Internet][updated 2022; cited 2025 February 04]. Available at: <https://municipalities.co.za/demographic/128/mopani-district-municipality>
- <sup>B</sup> Mopani District Municipality Demographics [Internet][updated 2014; cited 2025 February 04]. Available at: <https://www.mopani.gov.za/about/demographics.php>
- <sup>C</sup> Department of Basic Education. 2023. PIRLS 2021: South African Preliminary Highlights Report. Department of Basic Education: Pretoria. Available at: [https://www.up.ac.za/media/shared/164/ZP\\_Files/2023/piirls-2021\\_highlights-report.zp235559.pdf](https://www.up.ac.za/media/shared/164/ZP_Files/2023/piirls-2021_highlights-report.zp235559.pdf)
- <sup>D</sup> Statistics South Africa. 2018. [Internet] General Household Survey[updated 2020 May; cited: 2025 February 11] Available at: <https://www.statssa.gov.za/publications/P0318/P03182018.pdf>
- <sup>E</sup> Thrive by five (2022). Thrive by five Index Technical Report July 2022. Retrieved from [https://thrivebyfive.co.za/wp-content/uploads/2023/05/Thrive\\_By\\_Five\\_Technical-Report\\_May-2023-v2.pdf](https://thrivebyfive.co.za/wp-content/uploads/2023/05/Thrive_By_Five_Technical-Report_May-2023-v2.pdf)



## Where we work & who we reach



N'wanedzi Circuit,  
Mopani West District,  
Limpopo, South Africa

### During 2024 we reached:

**12** Daycare Centres

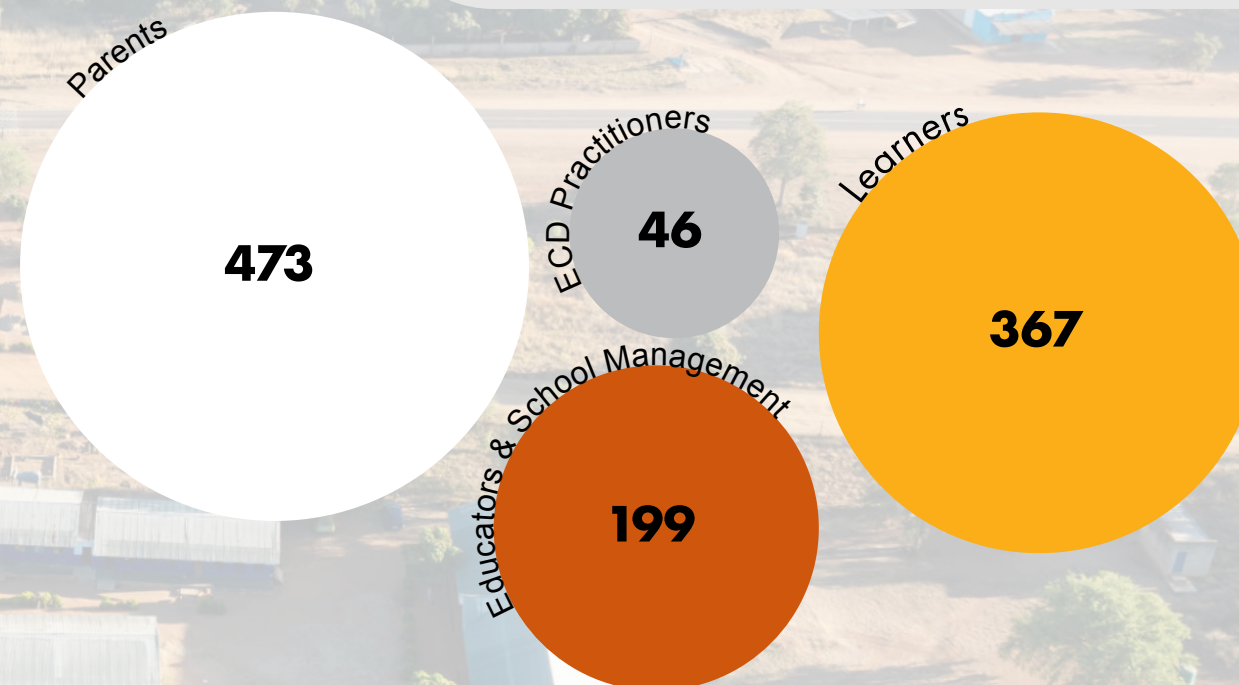
**14** Primary Schools

**7** Secondary Schools

## Direct beneficiaries

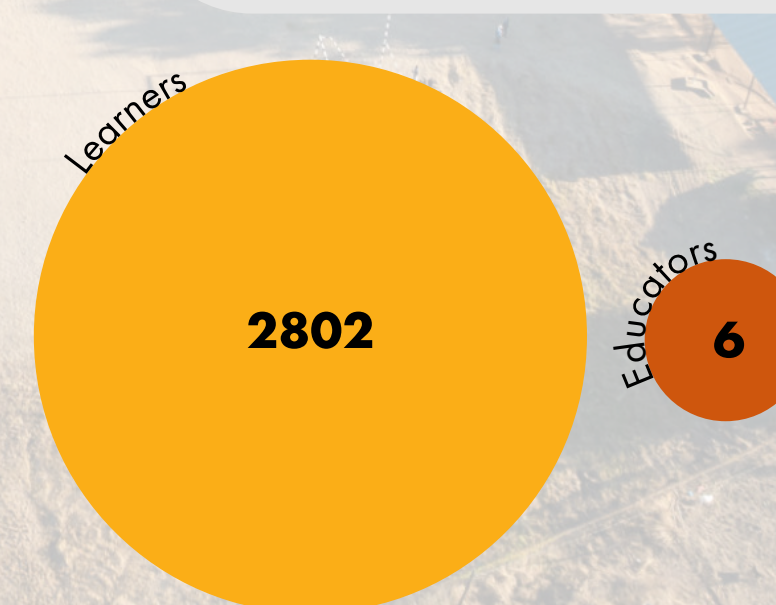
### GOAL ONE

Improve the integrity  
of the school system



### GOAL TWO

Academic intervention,  
development, and support





# Programmes during 2024

Improve the integrity of the school system through:  
Professional development of school leadership

Leadership workshops presented by Dr. Machimana  
in partnership with the Department of Basic Education

## Objective

To enhance leadership and management skills in primary and secondary school leaders - Principals, Senior Management Teams, and School Governing Board members - ensuring effective school governance and management.

## Output

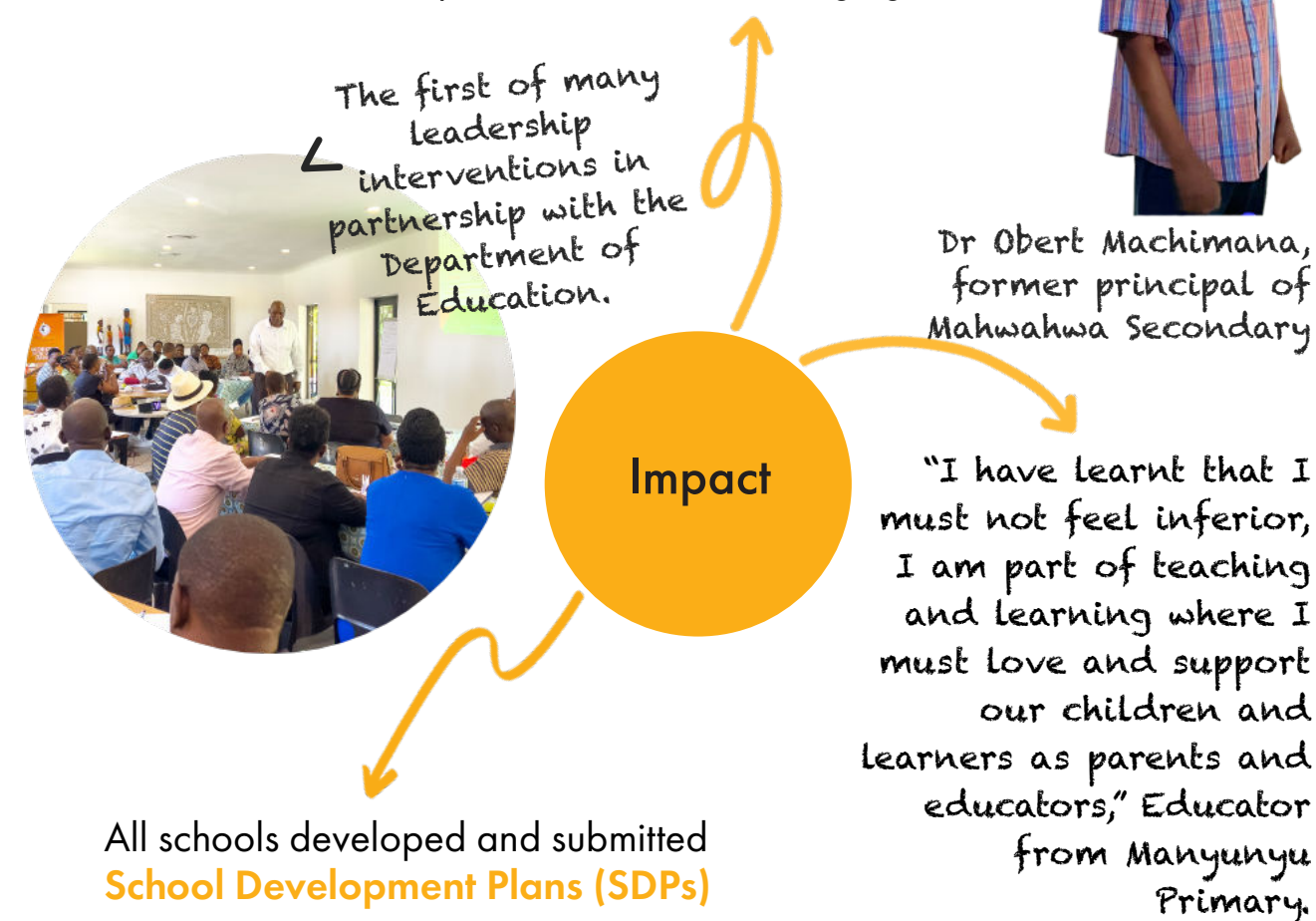
A total of **47 leaders** from 13 primary schools and **16 leaders** from seven secondary schools attended a full-day leadership workshop. The workshop focused on strengthening instructional leadership and strategic management.

Additionally, **58 SGB (School Governing Board) members** from seven secondary schools and **116 SGB members** from 14 primary schools attended two-day workshops. The workshops covered roles of the SGB, school vision, learners' code of conduct, and developing a School Development Plans.

Targeted strategic planning workshops were held with **three new secondary school principals**, as well as the Fofeza Primary School management team and teachers.



Educators from Fofeza, who participated in the strategic planning workshop, reported a new commitment to their leadership roles, with a focus on teamwork, respect, and learner-centred teaching approaches. Participants were very positive about the strategic planning day and described it as fruitful, productive and encouraging.





## Values in the lead Strategic planning sessions by Valued Citizens Initiative

### Objective

To develop the School Management Team members, educators and the School Governing Body to articulate values and well-being of staff to manage results and sustain performance while enhancing processes.



LOVE  
responsibility teamwork  
leadership respect  
commitment SUPPORT

### Output

Eight workshops were hosted throughout the year for practitioners and daycare centres. **31 practitioners** from 10 daycare centres successfully completed the programme.

Following the strategic planning session, both schools participated in 4 and 5 mentoring sessions, respectively, reaching **34 educators**.

Additionally, an intervention was held with Grade 7 learners to discuss the meaning of education, involving **237 learners** in total. VCI reports that when one school's Grade 7 learners were asked what is necessary for success,

"they recognised that believing in their talents, committing to show-up and learn in class, having hope and develop a "can-do" attitude are non-negotiables."



### Outcomes

- Reviewed processes to sustain performance while upholding school values
- Developed leadership skills among the School Management Team and Governing Body
- Enhanced self-confidence in personal abilities and agility
- Strengthened the ability to communicate a clear vision, and inspire learners, parents and teachers to reach quality outcomes
- Encouraged an adaptive, team-driven approach to problem-solving and shared responsibility



Improve the integrity of the school system through:  
Professional development of ECD practitioners

Objective

To develop centres into well-functioning safe institutions where optimal learning and teaching takes place.

Values in the Lead Professional Development of  
ECD Practitioners by Valued Citizens Initiative

Objective

To develop ECD practitioners to confidently carry out activities according to the developmental stage of children which will enhance learning in a safe environment.



Output

Eight workshops were hosted throughout the year for practitioners and daycare centres. **31 practitioners** from 10 daycare centres successfully completed the programme.

Outcomes

- Understand the development of children
- Established a safe and healthy learning environment
- Enhanced self-awareness amongst the ECD Practitioners
- Recognized and supported children's emotional expression and regulation.
- Engaged children in creative activities to foster well-being and social skills.
- Strengthened communication and listening skills for language development.

Making balls at the Nwanedzi 1 support group gathering



**Support of the Nwanedzi 1 support group:** The daycare centres in N'wamitwa have formed two support groups that meet monthly to discuss relevant topics and make resources. Kaross Foundation joins the monthly meeting of Nwanedzi 1 support group to assist in resource-making.



**Mandela day in partnership with Groep 91 Uitvoer and Karosswerkers:** Employees of Groep 91 Uitvoer, Karosswerkers, and their families, together with the Kaross Foundation, took part in the Mandela Day Outreach to enhance six daycare centres, painting classrooms, installing shelves, and putting up curtains.



Thank you Groep 91 Uitvoer for donating oranges and grapefruit to 11 daycare centres

Other interventions

**Daily plan workshop:** Preciah Vuma, with experience in running a successful daycare centre, facilitated a daily plan workshop for practitioners that have not been formally trained. Following the workshop, principals could 'purchase' resources from our collection of donated puzzles, toys, and crayons, using points earned for each practitioner that attended the workshop.

**Community of Practice with primary schools and daycare centres:** A connection and planning meeting took place between representatives from five partnering primary schools and 10 daycare centres. As a result, Grade R orientation days were held at two primary schools. Furthermore, one primary school visited three daycare centres.



Improve the integrity of the school system through:  
Developing responsible & engaged parents

Vision FM Radio Presentations

Objective

To engage parents and caregivers in discussions on education and how best to support their children.

Output

**Seven radio broadcasts** aired throughout the year on topics like the importance of reading, libraries, and the role of parents and daycare centres in education. Presenters included Kaross Foundation staff, principals, librarians, and Bridging for Life learners and educators.

The Valued Citizens Award Ceremony was broadcast live on both the radio and the Vision FM Facebook page, reaching a wider audience.

iChoose to be a Responsible Parent Programme by  
Valued Citizens Initiative

Objective

To promote family life and strengthen families to rise to their parental responsibilities, providing a nurturing environment.

Output

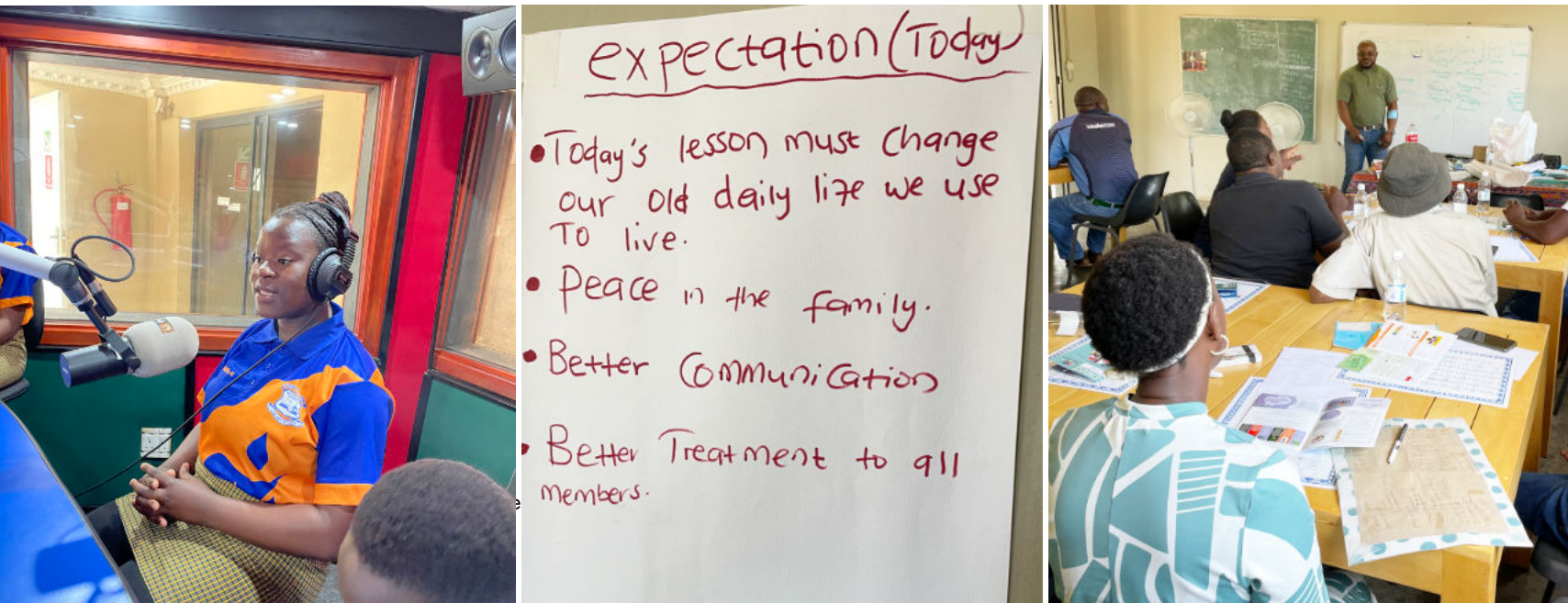
The Parenting Skills Workshop is a one-day workshop for parents. During 2025, 14 workshops were conducted, with **473 parents** participating from two secondary schools, six primary schools, and employees of Groep 91 Uitvoer and Karosswerkers.

Outcomes

- Connect with my child creating a safe and caring space for him/her to experience the world
- Be the positive reference my child needs to identify with
- Open communication to develop trust in family members
- Develop a positive parenting style promoting encouragements, discipline, respect, love and care.

Success stories

One parent shared her regret over her behaviour towards her children. She admitted to resorting to physical violence, even using stones, when she was angry. She recounted a troubling incident where she publicly punished her child at school, only to find that it had no lasting impact on the child's behaviour. She vowed to find a more effective and compassionate approach to rebuilding trust, respect, and honesty in her relationship with her child.



expectation (Today)

- Today's lesson must change our old daily life we use To live.
- Peace in the family.
- Better Communication
- Better Treatment to all members.



## Improve the integrity of the school system through: Developing learners as valued citizens

### Bridging for Life Programme with Valued Citizens Initiative

#### Objective



To develop valued citizens that are equipped with life skills, increasing a sense of responsibility and purpose, in order to prepare them to successfully complete their higher education and become the Valued Citizens Pool of Human Resources contributing towards the growth of our economy.

#### Output

**Bridging for Life Programme:** A total of **71 learners** from Mahwahwa and Solani Samson N'wamitwa secondary schools participated in 10 to 14 workshops.

**Career Exposure Event:** A total of **130 Grade 12 learners** from Mahwahwa and Solani Samson N'wamitwa were inspired by professionals from the agriculture, education, medical, business, and firefighting sectors, gaining valuable insights into various career paths.

**Valued Citizens Certification Ceremony:** **71 Bridging for Life learners** received certificates for completing the two-year leadership programme. The 57 educators that completed the Values in the Lead Professional Development for Educators programme in 2023, also received their certificates.

### Outcomes

- Develop confidence in their skills and self-discipline to reach their career and personal goals
- Learn to prioritise and manage time to study better
- Strengthen the eligibility of students for tertiary education ensuring that 65% of our learners reach tertiary
- Set a personal long-term plan in motion, sensitive to their personality and the work place demand
- Become pro-active in finding exit opportunities
- Become positive change agents in their communities

### Success stories

All Bridging for Life learners who took the Grade 12 exam passed. At Mahwahwa, 20 learners (74%) received Bachelor's passes, accounting for 40% of the school's total Bachelor's passes. All learners qualified for further education at universities or universities of technology. At Solani Samson, 23 learners (62%) received Bachelor's passes, accounting for 85% of the schools' bachelors passes. 97% of Valued Citizens learners qualified for further education at universities or universities of technology.



Bridging for Life  
Programme



Career exposure  
event



Valued Citizens  
Certification  
Ceremony



Develop and support the academic curriculum through: English literacy in primary schools

Objective

To establish a strong foundation in the English language for learners in our partnering primary schools, fostering confidence and proficiency in language skills

Output

**Fun with English workbooks donation:** In partnership with Magri Genovese, Putprop, donated workbooks for **719 grade 1 and 2 learners** in four primary schools to improve their level of English.



**Libraries Established:** Two libraries were established where **1416 Grade 1 to 7 learners** visit the library once a week to read and take out books. Each library has a full-time library manager who oversees the borrowing of books, educational games, and facilitates the English Intervention programme.

**English Intervention Programme for underperforming learners:** **84 learners** from two primary schools attended two lessons per week at the libraries to improve their English proficiency. The focus is on learning new words and sentence construction. Learners attend in groups of three, allowing for individual attention – crucial in overcoming challenges posed by large classrooms with up to 50 students.

**English Competition for grade 4 and 7 learners:** The top five learners from each grade in six primary schools take part in our annual English Competition. The **60 learners** compete to test their language, comprehension, writing, and reading skills. The school with the best performance is awarded with the English Trophy. The competition takes place at the local library in Runnymede.

**English competition:** A connection between primary schools and local library was established after the English Competition. Impact measurement for the competition is seen in the performance of schools from one year to the next. Grade 4 learners performed better in the comprehension and language test compared to 2023. This was the first year that Grade 7's was included in the competition. The results are shared with the schools, and educators also use the standardised competition tests in their lessons.

Libraries have now been established at two of our partnering schools.



Impact



Manyunyu wins the Kaross Foundation English Trophy

**English Intervention Programme:** Learners receive individual attention and assistance. Learners from one primary school were assessed and their understanding of English improved by 4%.

A Grade 7 learner from Fofeza Primary says, "The library is quiet and peaceful. You feel relaxed because you can lie down to read. You relax your mind with puzzles. I enjoy reading for the teacher in the library."

**Libraries:** Learners and educators testify that the library has improved their academic marks due to helping them learn new words and improving their reading skills. Learners have grown in their confidence to read. Learners enjoy the variety of books and that they can read at their own pace. They particularly enjoy reading about young people, stories of children growing up in villages, as well as fantasy and nature-focused non-fiction books.



Develop and support the academic curriculum through: Computer aided support

Objective

To establish and develop well-functioning computer labs in primary schools as effective academic tools to improve Mathematic and English literacy skills.

Output

The two computer labs, which are known as Cami Labs due to their use of the Computer Aided Math Instruction (Cami) programme, have been functioning throughout the year. Cami lab managers participated in a one-day training workshop led by Cami in partnership with the Waitrose Foundation (SA).

Each week, learners participate in Cami lessons, using the Mathematics and English reading programmes. At Vhulakanjhani Primary, students also benefit from the Perceptual Skills Builder.

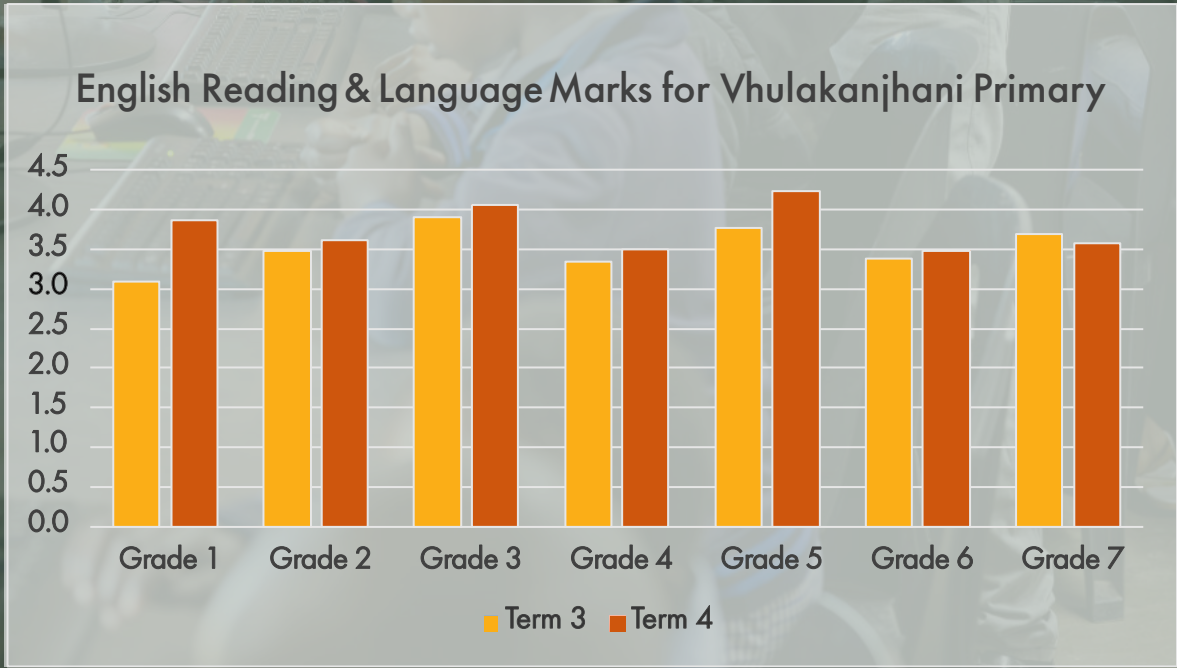
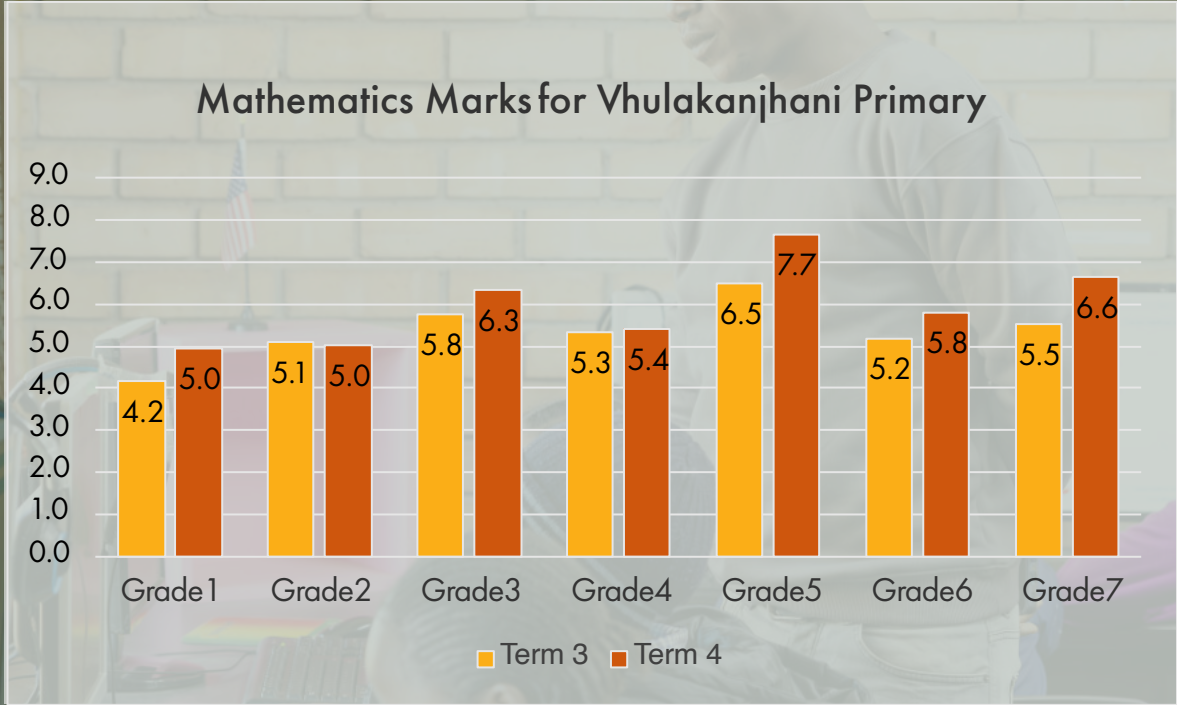
Beneficiaries: Manyuny & Vhulakanjhani Cami labs

493 learners from Manyuny Primary (Grade 3 to 7)

768 learners from Vhulakanjhani Primary (Grade 1 to 7)

Impact

The Cami software tracks learner activities, with reports indicating that perceptual skills marks improved from Term 2 to Term 4 for Grade 1 to 4 at Vhulakanjhani Primary. Unfortunately, the reporting function was unable to capture data for all the programmes. Vhulakanjhani Primary’s manager conducted tests with learners in term 3 and 4, and nearly all grades showed improvement in their marks. (see graphs).





## Develop & support the academic curriculum by: Assisting agricultural schools with practical exposure

### Objective

To support agricultural secondary schools in ensuring the success of the Agricultural Management Practices (AMP) subject by providing learners with exposure to the agricultural industry.

To provide Grade 10 and 11 learners with an opportunity to take part in the Citrus Secondary Programme, thereby improving their employability in the citrus industry.

### Output

#### Learners from two secondary schools, Mahwahwa and Solani Samson N'wamitwa, take part in practical exposure outings:

- 83 Grade 10 learners learnt about seedlings and atchar production at WD Seedlings and Bolebedu Atchar
- 75 Grade 11 learners learnt about biological crop protection at Insectec and the propagation and growing of different trees at Du Roi Nursery
- 32 Grade 11 learners visited R10 Brahman to learn about cattle farming.
- 39 Grade 12 learners learnt about fruit processing (packing and juicing) during their visit to Groep 91 Uitvoer Packhouse and Letaba Citrus Processors.

**The Citrus Secondary Programme** began at Mahwahwa Secondary School with 38 Grade 10 agriculture learners. This two-year extra-curricular programme, from the Citrus Growers' Association's Citrus Academy, leads to an NQF Level 4 Plant Production Certificate. Learners engage weekly via tablets and attend practical excursions to Groep 91 Uitvoer.



Grade 12 agriculture learners gained insights into citrus extraction during their visit to Letaba Citrus Processors.

Exposure to the industry has motivated learners to pursue careers in Agriculture.



### Impact

A Grade 11 learner from Mahwahwa shared that visiting Du Roi Nursery motivated him to one day run a farm, aiming to create jobs in his community.



The seedlings from WD Seedlings found a new home in the school's food garden

David Lebepe, AMP educator for Grade 10 to 12, shares the following about the programme's success: "The partnership came as a relief to us. In the farms learners are orientated by people who have vast experience and knowledge ...The level of understanding has increased on the part of our learners. They see and experience the reality of agriculture."

The educator at Solani Samson shared that there is a growing interest in AMP as a subject, with learners expressing pride in taking it.





Develop and support the academic curriculum through: Kaross Art Programme

Objective

To support and strengthen the arts and culture offering for Grade 7 learners and Creative Arts teachers in primary schools, with a focus on integrating local art and heritage into their learning.

To encourage learners and schools to develop and nurture talent in arts and culture through participation in the Art Festival.



Output

Kaross Art Programme:

- Three strategic meetings with Grade 7 Creative Arts educators from six primary schools led to the development of two lesson plans, combining theory with practical artistic exploration.
- Each of the six schools received a box of art supplies to support practical learning.
- A WhatsApp group was created for teachers to exchange ideas, share classroom work, and motivate one another.

**Art Festival:** Our first Art Festival brought together six primary schools, with 350 children participating in art, drama, dance, and writing activities. Professional adjudicators evaluated each presentation and offered constructive feedback.

Talented arts and culture students had the opportunity to perform before a large audience, boosting their confidence.

**The Art Festival** created opportunities for schools to engage with arts and culture professionals.

Arts and Culture extra-curricular offering in schools improved through participation in the Art Festival.



The **improved lesson plans**, aligned with the curriculum and incorporating cultural heritage, benefited **657 learners**

Teachers expressed strong support for the Art programme and engaged in constructive and informative discussions.



## Reflecting on the challenges of 2024

**The Bridging for Life programme** initially set out to reach 100 children. However, some learners from the 2023 intake left the programme due to academic challenges or a lack of motivation. To address this, 2025 will focus on strengthening communication among stakeholders to ensure no learner misses out on the programme.

One primary **school's library** has lost many books. We are improving the system to retain borrowed books, as the concept is new to schools and learners.

**English Intervention** assessments were inaccurate, rendering the data unusable. A dedicated person has now been appointed to oversee assessments and evaluate the programme's impact.

Due to issues with the **Cami** programme's reporting function, activity data for most of the year was unavailable. The issue is now resolved. Additionally, Manyunyu Primary was affected by a break-in where seven computers were stolen. Security has now been enhanced.

Some learners in the **Citrus Secondary Programme** lacked motivation to continue due to limited time and other academic challenges, leading to dropouts. Although the first year wasn't fully completed, learners will have another opportunity in 2025 with additional support from a facilitator to ensure the programme's success.

Some **Creative Arts** teachers lack proper training for the subject, find it challenging to access and provide constructive feedback, while learners also lack sufficient art supplies.

The large-scale participation in the **Art Festival** created logistical challenges for schools. Following a feedback meeting, we will implement new preparation strategies in 2025.

## Looking toward 2025

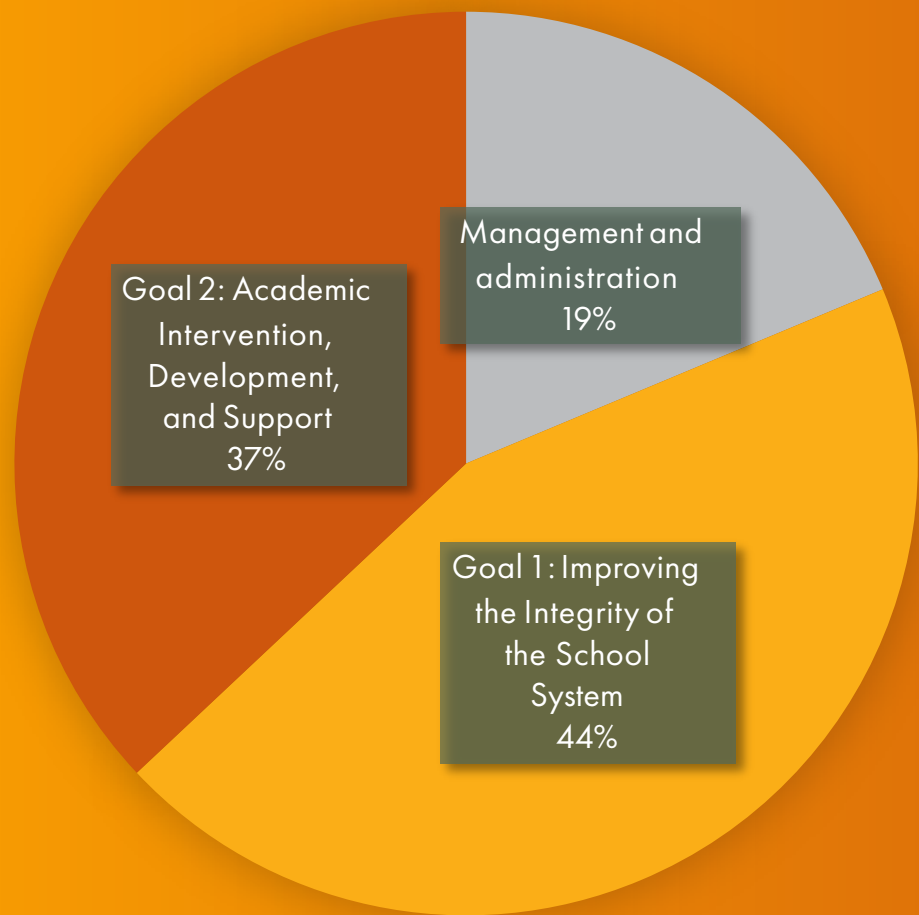
In 2025 we look forward to continuing and strengthening our partnership with our current partnering daycare centres, primary schools and secondary schools. We are planning the start of a new library at one of the primary schools and will also invite more daycare centres to partner with us. We will also build capacity within the Kaross Foundation to ensure that we are able to monitor and evaluate our programmes effectively. There is work to be done, and our commitment to our values will guide our actions, whether in times of success and challenge.



# 2024 Financial year

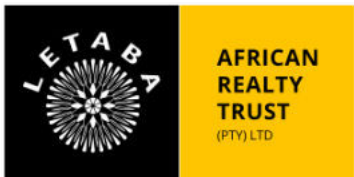
The **total expenditure** for the 2024 financial year was R2,276,211.91.

Funding allocated as follow



- Management and administration
- Goal 1: Improving the integrity of the school system
- Goal 2: Academic intervention, development & support

# Thank you funders!





A photograph of a smiling female teacher with glasses, wearing a blue patterned top, leaning over a young student in a blue school uniform. They are both looking at a piece of paper held by the student. The background is a brick wall and a chalkboard with faint drawings. The text 'Working for real impact' is overlaid in white and orange.

# Working for **real** impact