





The Vula Programme is a targeted intervention which provides development opportunities and educational support for township and rural schools in the Midlands of KwaZulu-Natal.

VISION and MISSION

To provide effective and relevant educational programmes, chiefly in Mathematics and Physical Science, to create maximum impact on teaching and learning.

VULA Annual Report 2016

The Constitution of South Africa provides for a participatory democracy on one level - and for social justice on another level, and with this comes an inherent civic responsibility; there is a need for societal change, for a shift in thinking and patterns of behaviour and to develop an enabling environment to facilitate this.

There is an expectation for private sector citizens to work alongside government and so drive social change, grow the economy and create a capable state. We are part of this. And we are being called on to foster that concept of social justice and embrace our social responsibility.

The practice of social responsibility is an interesting mix of gifting and investment ... The horizontal gifting axis provides for social development and gain to be fostered with respect and dignity, with real engagement which is strategic, responsible and ethical; finding systemic interventions and initiatives to promote social justice, facilitating transformation of society for sustainability - there is a balance in terms of "wanting to" as opposed to "having to" invest, which is the vertical axis.

The principal intention of social development is to invest in people and prioritise human needs in the growth and progression of society, to improve the well-being of every individual and remove barriers so that all citizens can reach their full potential and move forward on their path to self-sufficiency, and in conjunction with a dynamic process of economic advancement, to have the opportunities to grow, develop skills, earn a livelihood and contribute in a meaningful way.

Education plays a vital role in human growth and ergo in human well-being. By making sure that children get a good start with their education, we are investing in our people and developing our most valuable resources, which will in turn make society a better place for everyone.

"Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development." Kofie Annan



It is a privilege for me to be associated with the extraordinary work undertaken by the Vula Programme at Hilton College and I pay tribute to the dedication of our team, the enthusiasm, determination and passion that sustain this programme, and the selfless practice of giving, and of investing time, talent and value. It is inspirational. Here we see the true art of gifting - an embodiment of the concept of social responsibility.

The motivation is a deep care and concern for improving the lives of those in the communities around us, through upliftment, through upskilling, through teaching, through promoting education:

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." Malcolm X

"Ubuntu" *may be defined as "I am who I am because of who we all are". This is what being human is all about and this interconnectedness is vital to our personal well-being and we need to enhance the experiences of compassion, openness, meaning, co-operation, collaboration, supportiveness, engagement, connectedness - for me this is what the Vula team epitomises.

Talent may be considered universal, however opportunity is not, and it is through the work done at Vula that thousands of people are reached and thousands of lives touched, and opportunities provided. The impact is significant and the ripple effect is far reaching throughout the KwaZulu-Natal Midlands.

"In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education ... it's like a precious gift. It's like a diamond." Malala Yousafzai

We are extremely grateful to all the people who engage with us at Vula and enable us to do this remarkable work - our supporters, champions, patrons, funders, donors and activists, the Headmaster, college staff and management, the Chairman and Board members of The Hiltonian Society NPC, the parents, the Hilton boys, and the extended Hilton family.

This is our responsibility, and our choice:

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." Chinese proverb

Dale ten Hope
Chair: Community Projects sub-committee
The Hiltonian Society NPC
May 2017

*The inspiring insights on Ubuntu attributed to Anna Davies

The Vula Programme is a division of The Hiltonian Society NPC, the legal entity which owns and operates Hilton College, a well-known independent boys' secondary school in the KwaZulu-Natal Midlands.

The Vula Programme at Hilton College was started in 2001 as the Society's educational outreach service provider to under-resourced schools and disadvantaged communities. Since then the programme has established itself as the pre-eminent organisation of its type in the area, having earned a reputation of providing relevant, meaningful and cost-effective educational interventions and development opportunities for its beneficiaries.

The Vula Programme uses up-to-date technologies, innovative teaching methods and experienced facilitators to concentrate on the upgrading of the teaching and learning of high school Mathematics and Physical Science.

Looking back on 2016

During 2016, the Vula Programme continued to respond to the needs of Mathematics and Physical Science teachers and their pupils at more than one hundred township and rural schools throughout the KwaZulu-Natal Midlands.

Vula Lodge

One of Vula's biggest dreams was realised during the year with the completion and opening of the Vula Lodge. This new donor-funded building provides comfortable on-campus accommodation in twelve en-suite double rooms for teachers from further afield when attending training workshops in the Centre for Innovation at Hilton College.

The Vula Lodge was officially opened on Thursday 23 June 2016 at a late-afternoon function hosted by the Chairman of the Board and attended by invited guests and friends of the programme. The first guests to be accommodated in the new building were the teachers of the VuMA 6 intake who moved into the Vula Lodge on Monday 11 April and were in residence until 24 June.

The lodge was also extensively used during the third and fourth terms to accommodate groups of teachers and pupils who attended Vula training workshops.



The blessing by Rev Richard Wyngaard, Hilton College Chaplain



Cutting the tape!



The lounge at Vula Lodge



The first residents at Vula Lodge



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- SPEAKERS AT THE OPENING OF VULA LODGE**
 1 Mrs Dale ten Hope, Chair, Community Projects Committee, The Hiltonian Society NPC,
 2 Mr Alistair Franklin SC, Chairman of The Hiltonian Society NPC,
 3 Mr Peter Ducasse, Headmaster Hilton College,
 4 Dr Hintsu Mkhlane, Representative from KwaZulu-Natal Education Department,
 5 Mr Sam Abrahams, Chairman of The Victor Dalitz Foundation
 6 Mr Lloyd Smuts, Director, Vula Programme, Hilton College.

Vula Mathematics Project

Two intakes of teachers into the Vula Mathematics Academy took place in the first two terms of 2016 – 16 in the first term (VuMA 5) and 11 in the second term (VuMA 6).

Since 2014 a total of 74 teachers have attended the term-long academy. Of these, two have since been promoted to Mathematics subject adviser positions, two are no longer teaching Mathematics and one has sadly passed away, while the remaining 69 are at their schools, using the laptops, materials and methods provided by the Vula Mathematics Project.

Together these 69 teachers teach Mathematics to some 16 000 pupils in the Umgungundlovu district.

The Vula Mathematics Project also continued with its other activities during the year:

- Workshops for teachers from Bergville, Estcourt and Bulwer / Pholela. These were regularly attended by some 90 teachers,
- Two Saturdays per term of teaching and revision for 120 Grade 12 pupils from up to 20 schools in the greater Pholela and Mpendle district. These lessons were taught by Ms Nosiso Sosibo and Ms Bomi Mtangayi, who are both members of the Vula Laptop Project,
- The annual Bergville Grade 11 Mathematics Olympiad in May for 120 pupils from schools in the Uthukela district and Saturday lessons for 150 Grade 12 pupils, also from schools in the district,
- Two groups of Bergville pupils, one being Grade 11s and the other Grade 12s, each spending four days at Hilton College,
- A Grade 12 support and teaching group of 40 pupils from four Edendale high schools which met at the Georgetown Library,
- Regular school visits to teachers from all previous VuMA intakes and the first-ever two-day VuMA conference in late November,
- Four-day residential workshops at Hilton College during the April and July holidays for 54 teachers from outlying educational districts,
- Four day residential workshops for 24 Mathematics subject advisers and 22 teachers from the Umlazi district, and
- Attendance of the annual AMESA Conference during the winter school holidays. This year four teachers and Mrs Southwood represented Vula at the conference in Mbombela. The teachers all presented papers.





Vula Laptop Project

Thirteen teachers in the outlying Bergville and Pholela districts make up the Laptop Project. These are teachers who have a laptop and projector provided for use in their everyday teaching of Mathematics. The members of the Laptop Project attend two days of training each term at Hilton College.



Vula Science Project

The Vula Science Project continued with its work during the year with some 70 Science teachers, assisting with all aspects related to the teaching of Physical Science. As in the past, this work focused on mentoring the teachers with regard to the skills and confidence required to incorporate practical work into their everyday teaching of the subject. The project currently has three cluster groups of teachers in the Wembezi, Mpendle and Wartburg districts.



The project also undertook the following during the year:

- Assisting 222 pupils from eight Vula schools to prepare for and enter the annual South African Science Olympiad which was written during March.
- Providing teaching and revision materials (Grade 12 study guides) to 500 pupils and teachers at schools where these resources were most needed.
- Holding a four-day residential workshop at Hilton College for 40 teachers during the April school holidays.
- Assisting seven schools to enter 44 Science projects into the local Science Expo. Of these, 17 projects were selected to participate in the KZN Science Expo in Durban during August.
- Assisting several teachers to sort out their laboratories, particularly with regard to equipment and expired chemicals.
- Continuing to regularly visit schools in rural communities to assist with practical work and revision.



PROTEC Mathematics and Science Week

During the 2016 July school holidays Vula hosted the PROTEC Grade 12 class of 35 pupils for four days of intensive tuition and revision. Teaching of the group was undertaken by Hilton College staff members Mr Noel Robert (Physical Sciences) and Mrs Charmaine Padayachee and Mr Lionel Julius (Mathematics). One of the PROTEC pupils wrote the following at the end of the week:



I met teachers at Hilton College who are passionate and who want us as the younger generation to study hard. They motivated me and I gained back my strengths. I also enjoyed the encouraging talks they gave us.

Vula Careers Day

The 15th annual Vula Careers Day on Friday 20 February 2016 was attended by 500 Grade 12 Mathematics and Physical Science pupils and 25 teachers from eleven Vula schools in the Umgungundlovu district.

As with previous years, the day's programme was made up of two parts – firstly, presentations to the whole group in the Hilton College Theatre, followed by an opportunity for the pupils to meet and interact with the exhibitors and speakers who set up displays in the Indoor Sports Centre.



Letter from a Vula teacher

The following email was recently received from a teacher who was part of the VuMA 6 intake into the Vula Mathematics Academy during the second term of the year:

Dear Sue

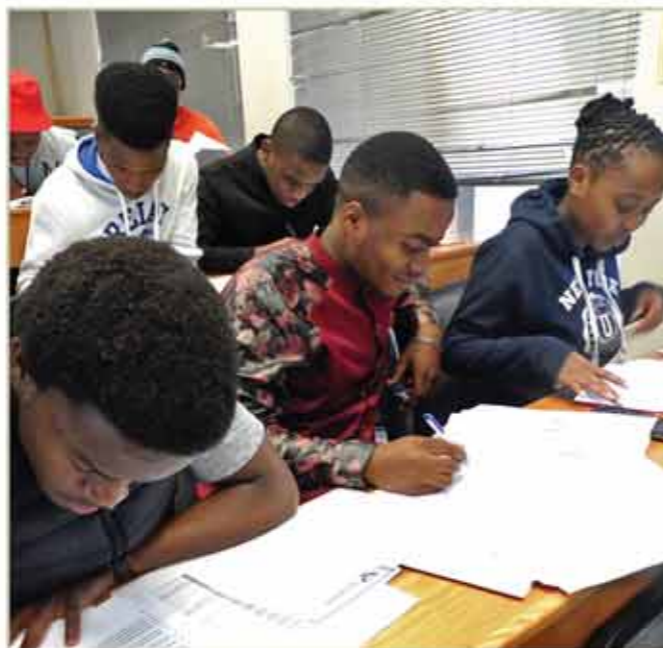
I hope you are well and in good spirit. I have been thinking a lot lately about the Vula Project and the impact you, Ann, Ken and Lloyd have made in my life. I cannot help but feel a sense of gratitude for everything you have done for me. I am in a workshop in Durban for the duration of this week. I am so lucky to have been part of Vula. The knowledge that the Vula Programme gave me is vast and most important, not only at school but also outside. I look at things differently now, my approach to teaching has changed drastically and I will never be the same. We were asked to present yesterday and I did a PowerPoint presentation. I was excited and pleased at my work, but more importantly I'm thankful to you. The joy of knowing what I have learnt there, leads me to think of how fortunate I was to be part of VuMA 6. You have been such a blessing and may God specially grant you all the desires of your heart.

*Stay blessed!
Yours truly*

Words of support

Mr David Tennant, Chairman of the Frank Jackson Foundation, wrote the following note after the visit of the trustees to South Africa during February:

We are so full of admiration for everything you do and we enjoyed our visit to Vula and VuMA enormously. What a splendid new building you are going to have for your teachers. I cannot tell you how much pleasure it gives us to see the investment we have made in Vula blossom and grow – and that is because we backed the right people.



Analysis of 2016 National Senior Certificate (NSC) results obtained by Vula schools

"We must bear in mind that the Grade 12 examinations are not primarily designed to measure whether there is progress in the system as a whole, or even in individual schools.

The main purpose of these examinations is to provide learners with an exit qualification. We however, are able to also glean on the progress we are making as a country to provide an inclusive, quality and efficient basic education for our children; and these results do exactly that."

Minister Angie Motshekga, at the release of the 2016 NSC results, 4 January 2017.

At a media conference on 29 December 2016 Professor John Volmink, the Umalusi chairperson, announced that the certification authority had approved the release of the 2016 NSC examination results as these had been found to be fair, valid and credible.

Prof Volmink also used the occasion to highlight several concerns on behalf of Umalusi – especially about Mathematics and Mathematical Literacy:

"We have to single out Mathematics as one of the key gateway subjects where the needle has not moved significantly over the years in this country", and

"What is alarming is that since 2004 Mathematical Literacy has also joined Mathematics as a learning area where the learner performance is critically low.

Other Umalusi concerns related to the "unfortunate incident" of a leaked Mathematics paper in Limpopo and several incidents of "group copying" which took place in three provinces, including four schools in KwaZulu-Natal.

Adjustment of marks

It was announced that the raw scores of 32 subjects had been adjusted by the Department of Basic Education, with the approval of Umalusi – 28 subjects upwards and 4 downwards. Examples of these adjustments were Mathematical Literacy (from 30.06% to 37.22%), Mathematics (from 27.01% to 30.79%) and Business Studies (from 33.07% to 38.74%).

The missing pupils

As with previous years, attention was focused on the high drop-out rate of pupils. Particularly interesting was the national Grade 10 enrolment of 1 100 877 in 2014. Two years later, in 2016, the same group provided 610 178 Grade 12 candidates. Even with the progressed pupils included, there were still some 400 000 pupils who had either exited the system between 2014 and 2016, or

who were still in Grade 10 or Grade 11 when they should have been in Grade 12.

"Modest gain expected as matric results stabilise"

As was widely expected, Minister Motshekga announced on 4 January 2017 that there had been some improvements in the 2016 results.

Much discussion centred on the progressed pupils (pupils who had been allowed to proceed into Grade 12 in 2016, even though they had failed Grade 11 twice), and the impact they had on the overall results.

Provincial results were released both with and without the progressed pupils included, in an attempt to show that they had not had a major negative impact. The minister indicated that 76 510 progressed pupils wrote the Grade 12 examinations and of these 29 384 passed.

The MEC for Education in KwaZulu-Natal, Mr Mthandeni Dlungwana, was one of those who believed that the progressed pupils were affecting results – he is quoted as saying that "We are being brought down by progressed learners" (The Mercury, 6 January 2017), as only 4 495 of the 12 938 progressed pupils who wrote in KZN actually passed. The MEC indicated that the provincial pass rate would have been 3.1% higher if it had not been for the inclusion of the progressed pupils.

Overall results

We will be the first to concede that we are yet to cross our own Rubicon. We agree that much has been achieved, but much more needs to be done in the areas of efficiency and quality"

Minister Angie Motshekga
(The Mercury, 5 January 2017)

Nationally the country's pass rate was **72.5%**, up from 70.7% in 2015. In real terms this meant that 442 672 pupils passed. Of these 26.6% (162 374) obtained bachelors' (university entrance) passes.

Of the nine provinces, the Free State achieved the best results with an average of 88.2%, closely followed by the Western Cape and Gauteng in second and third positions. KwaZulu-Natal was seventh (third last), with an average of 66.4% (up from 60.7% in 2015). The Eastern Cape fared worst with an average of 59.3%.

It is alarming to note that there is a gap of almost 30% between the best and worst performing provinces.

In defending the KZN results, the MEC of Education pointed out that over 147 000 pupils had written in the province, while the Free State cohort was just over 27 000, thus making a comparison between the two provinces difficult and unrealistic.

KwaZulu-Natal

Of the twelve educational districts in KwaZulu-Natal, Amajuba fared best with an average of 77.4%. Umgungundlovu (Vula's main area of operation) was second best with an average of 76.38%. Ilembe fared worst with an average of 52.42%.

A total of 85 schools in the province achieved a 100% pass rate, while nine schools were unable to achieve even a single pass.

The province obtained 36 139 bachelors' (university entrance) passes – this being 24.5% of the candidates who sat for the exams. This is up from 34 751 in 2015.

Mathematics

"The only subject that directly tests thinking and intellectual acumen is Mathematics."

Professor Jonathan Jansen
(The Times, 5 January 2017)

The importance of Mathematics as a gateway subject was again a common theme in all comments about the results.

The national pass rate for Mathematics was 30.79%. This was one of the results which had been adjusted upwards. Of the 265 810 pupils who wrote Mathematics, 8 070 received distinctions – some 3.3 % of the candidates.

KwaZulu-Natal obtained a Mathematics pass rate of 37.91% - up from 33.23% in 2015.

Mathematical Literacy

The 361 865 pupils who did not take Mathematics all wrote Mathematical Literacy. Of these, 37.22% passed (adjusted upwards from 30.06%) with 4 363 (1.25%) achieving distinctions,

Physical Sciences

Nationally 192 618 candidates sat the examinations for Physical Sciences, and of these 3.7% received distinctions – 7 043 in total. The pass rate for this subject was 62%.

The KwaZulu-Natal pass rate was 57.76% – up from 51.81% in 2015

Results obtained by Vula schools

Most of the schools which are associated with Vula recorded improved results in 2016, in line with the district and provincial trends.

The results which we monitor most closely, Mathematics and Physical Sciences, showed some remarkable improvements, but, as always, there were also some disappointing results.

We always have to remind ourselves that there are influences and circumstances over which the Vula Programme has no control. Despite our best efforts, many schools are still at the mercy of a multitude of disruptive and historical factors which weigh heavily on the performance of their pupils.

Bearing this in mind, we celebrate some of the successes of 2016:

Fourteen schools (out of a total of 151) in the **Umgungundlovu district** achieved a 100% pass of its candidates. Of the 14, seven are ex-Model C schools or private schools. Of the remaining seven (all of which are township and rural schools), five have had dealings with the Vula Programme, either through the Vula Mathematics or Vula Science Projects, or both.

Amangwane School, Bergville district

Of the 121 pupils who sat the examinations, 95 passed – a pass rate of 86%. Two of the Grade 12 pupils at the school, Vukani Khumalo and Sifundo Dlamini, were part of a mentoring and support group which the Vula Mathematics Project had set up three years ago when they were in Grade 10. Both Vukani and Sifundo achieved seven A's, including distinctions for Mathematics. The Mathematics teacher at this school, Ms Khanye Hlophe, organised regular Saturday revision classes in Bergville for Vula which were attended by pupils from more than ten schools.

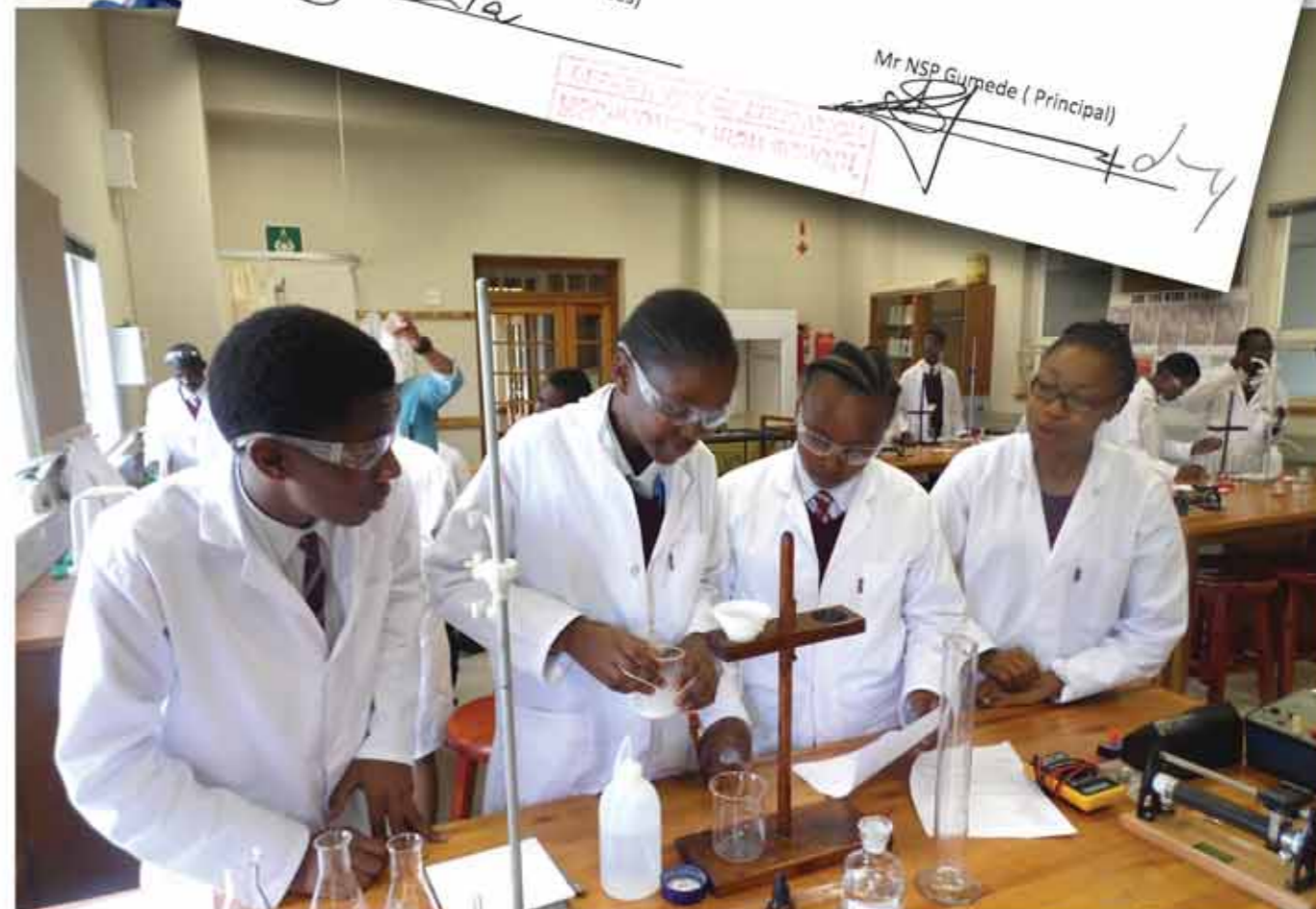
Mpophomeni High School

This school has worked with Vula for more than ten years. In 2016, Hilton College teacher Noel Robert adopted a group of ten Grade 12 Science pupils whom he visited regularly. Arrangements were also made for the group to spend time in the college laboratories. Of the ten, three obtained Science A's. Seven of the group have had their university registration fees paid by the local municipality in recognition of their fine overall results. The three pupils who obtained A's have commenced with their tertiary studies: Momagugu Ndabangaye is studying civil engineering at Wits University, Zethembiso Khanyile is doing Land Surveying at UKZN and Sisanda Hadebe is studying chemical engineering at the Durban University of Technology.

PROTEC Pietermaritzburg

PROTEC Pmb again produced remarkable results, with all their students except one achieving bachelors' passes. The group of 35 together achieved 92 subject distinctions, including 10 in Mathematics, 11 in Physical Sciences and 11 in Life Science. Four students achieved seven subject distinctions, three achieved six distinctions and four achieved four distinctions. The top student, Ayanda Sithole, will be studying engineering at the University of Pretoria. Others have taken up offers of places at Stellenbosch, Western Cape, Cape Town, Witwatersrand, KwaZulu-Natal and Nelson Mandela Metropolitan universities.

Mpophomeni High School recently expressed its gratitude in a letter to the Vula Programme:



Mpophomeni High School
P.O. Box 138
Merrivale
3291

20 January 2017
Director – Mr Lloyd Smuts
VULA PROGRAMME at HILTON COLLEGE
Dear Mr Smuts and colleagues

A letter of gratitude

We are very grateful for the assistance that you have given us over the years. The matric class of 2016 performed very well. A big improvement in the learners' performance was observed in Physical Science and Life Science with a number of learners obtaining distinctions. Some learners have applied for remarking in these subjects because their marks were very close to 80%. This shows the confidence that our learners gained in these subjects through your intervention.

Umngeni Municipality has offered to pay the registration fee for top 10 learners in tertiary institutions of the learners' choice. Once again I have to mention that 7 out of those 10 learners come from those that were receiving your assistance. Just to mention a few Nomagugu Ndabangaye is going to study civil engineering at Wits, Zethembiso Khanyile – Land surveying at UKZN and Sisanda Hadebe will do chemical engineering at DUT.

The department of education, school and the community is very excited about our learners' performance in the science subjects and it is all because of you. We hope that the relationship that we have with you is going to continue for many years because of the positive results that it produces.

We are looking forward to a good year.

Thank you,
Mrs Zakithi Madlala (HOD – Sciences)
Zakithi Madlala

Mr NSP Gumede (Principal)
NSP Gumede

Report on the 2016 Mathematics Results

Finally, we have taken a close look at the results obtained by the teachers who had attended the **VuMA Mathematics Academy (VuMA)** over the past three years. In this regard, VuMA staff member Ann McLoughlin reports:

During 2016 we completed our sixth intake of VuMA teachers, which implies that our VuMA programme has now involved 37 schools and 74 teachers in the Umgungundlovu district.

As the scope of the programme increases, so does the difficulty of doing any easy statistical analysis.

Fifteen of the 37 schools were involved from the start, and now have several teachers who have been through the programme; other schools only came into this programme during 2016.

Some of the schools have been able to provide their teachers with what they need in terms of facilities and equipment; others have not, because of challenges such as the unavailability of electricity and classrooms.

Also, because we are dealing with people, the staffing situation at schools is volatile. We have had several of our teachers leaving schools on promotion, which often involves relocation, either to positions in the department, or to other schools. The teacher population is a floating one, with teachers often having to take up

teaching positions far from their homes, and thus being constantly on the lookout for positions closer to their communities. And, sadly, we have also had one death among our VuMA graduates.

Despite all this, though, we are confident that the teachers who leave us are not the same teachers who arrived at VuMA, and this is substantiated by what we hear from them afterwards.

Seeing the teachers during their time with us at Hilton College, and then visiting them back at their schools afterwards, there are noticeable changes in:

- their professionalism
- their level of motivation
- their confidence
- their enjoyment of their teaching
- their subject knowledge.

A most pleasing aspect of the 2016 results was that the average Mathematics pass rate for the Umgungundlovu district has improved from 42.8% in 2015 to 49.7% in 2016, a notable improvement, which the Mathematics CES, Mr Phila Mnyandu, attributes to the impact of the VuMA programme.

There are 151 schools in the Umgungundlovu district, which means that we have had the opportunity to impact on nearly 25% of the schools in our district. It was also pleasing to note that 17 of our VuMA schools recorded pass rates in Mathematics above the district average, as per the list which follows :



VuMA Schools above District Average for Mathematics

Centre Name	Entered	Wrote	30-100%	40-100%	0-9,9%	10-19,9%	20-29,9%	30-39,9%	40-49,9%	50-59,9%	60-69,9%	70-79,9%	80-89,9%	90-100%	A SYMBOLS	% pass rate
PHAYIPHINI	28	25	20	10	1	3	1	10	2	0	7	1	0	0	0	80.00%
SUKUMA	51	44	35	22	1	3	5	13	7	4	6	3	2	0	2	79.55%
WILLOWFOUNTAIN	13	13	10	5	0	1	2	5	3	2	0	0	0	0	0	76.92%
GOBINDLOVU	55	53	40	28	0	5	8	12	14	5	5	2	2	0	2	75.47%
MSIMUDE	33	33	22	12	1	2	8	10	5	5	0	0	2	0	2	66.67%
SIYAHLOMULA	30	30	20	12	1	6	3	8	1	6	4	1	0	0	0	66.67%
NSIKAYETHU	104	101	67	43	4	8	22	24	12	14	6	6	3	2	5	66.34%
HAYTHORNE	94	90	56	28	5	18	11	28	14	5	5	4	0	0	0	62.22%
MCONJWANA	101	100	61	36	2	14	23	25	17	9	5	3	2	0	2	61.00%
IKUSASELIHLE	59	49	29	11	1	6	13	18	6	4	0	1	0	0	0	59.18%
MASIJABULE	126	126	73	47	1	24	28	26	11	17	9	6	2	2	4	57.94%
EASTWOOD	53	50	27	13	0	8	15	14	5	3	4	1	0	0	0	54.00%
SHAYABANTU	17	17	9	6	0	6	2	3	4	1	0	1	0	0	0	52.94%
NORTHBURY	72	72	38	24	6	13	15	14	11	9	2	1	1	0	1	52.78%
NGCEDOMHLOPHE	77	64	33	17	3	13	15	16	9	4	3	1	0	0	0	51.56%
SMERO	54	39	20	12	0	4	15	8	6	4	2	0	0	0	0	51.28%
MATATANE	30	28	14	6	3	4	7	8	3	3	0	0	0	0	0	50.00%

Sixteen VuMA schools achieved a total of 28 A symbols in Mathematics:

ASIBEMUNYE	1
EDENDALE TECH	1
GEORGENAU	1
GEORGETOWN	2
GOBINDLOVU	2
MASIJABULE	4
MBAMBANGALO	1
MCONJWANA	2
MSIMUDE	2
NORTHBURY PARK	1
NSIKAYETHU	5
NYONITHWELE	1
SIYANDA	1
SUKUMA	2
UMTHOQOTHO	1
ZAMAZULU	1

Some noteworthy school performances of VuMA schools were:

Sukuma School: Last year we indicated that their 2015 results were disappointing, as there are three VuMA teachers at this school. In 2016 they did remarkably better, raising their pass rate from 23.6% to 79.55%. In 2015 the highest symbol was a D, whereas in 2016 there were 2A's, 3 B's and 6C's. The Grade 12 teacher responsible is one of our biggest success stories. She was in our first VuMA intake in 2014, and probably the most nervous person we have had in terms of switching on a computer! Now she cannot teach without it, and her results are echoing the benefits.

Masijabule School: We have now had four teachers through our programme, and in 2016 this school achieved 4 A's, with two of these being over 90%.

Final thoughts

In conclusion, two important thoughts to consider:

"We should always remember at all times that if we have to further improve the outputs of the schooling system, we will have to continue to improve the fundamental quality of learning and teaching, well before Grade 12."

Research is showing that the major root causes of dropping out of school towards the end of secondary school are weak learning foundations. Therefore, the most important priority must be to improve the quality of learning and teaching in the early Grades, so as to ensure that learners are equipped with the skills needed to cope with the curriculum requirements of the higher Grades."

Minister Angie Motshekga, at the release of the 2016 NSC results, 4 January 2017.

"Passing Grade 12 in South Africa is actually quite easy, and it means very little. The standards are low and the marks are adjusted upwards for most subjects."

Professor Jonathan Jansen
(The Times, 5 January 2017)

Thanks

We are extremely grateful to all our donors and supporters who make the above activities possible. Thank you for giving us the means and the motivation to continue with our work.



Lloyd Smuts

Director of Outreach
Vula Programme at Hilton College
LS@hiltoncollege.com
February 2017



**VULA PROGRAMME
AT HILTON COLLEGE**

*(THE HILTONIAN SOCIETY NPC)
Registration Number: 1928/001172/08)*

**SUMMARY FINANCIAL STATEMENTS
31 December 2016**



**INDEPENDENT AUDITOR'S REPORT ON THE SUMMARY FINANCIAL STATEMENTS
TO THE BOARD OF GOVERNORS OF THE VULA PROGRAMME AT HILTON COLLEGE**

Opinion

The accompanying summary financial statements, which comprise the summary statement of financial position as at 31 December 2016, the summary statement of profit or loss and other comprehensive income, changes in equity and cash flows for the year ended, and related notes, are derived from the audited annual financial statements of the Vula Programme at Hilton College for the year ended 31 December 2016. In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial statements of Vula Programme at Hilton College, in accordance with the in accordance with International Financial Reporting Standards (IFRSs) and the requirements of the Companies Act of South Africa as applicable to summary financial statements.

Summary Financial Statements

The summary financial statements do not contain all the disclosures required by the International Financial Reporting Standards and the requirements of the Companies Act of South Africa as applicable to financial statements. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor's report thereon.

Board of Governors' Responsibility for the Summary Financial Statements

The Board of Governors are responsible for the preparation of the summary financial statements in accordance with International Financial Reporting Standards (IFRSs) and the requirements of the Companies Act of South Africa and for such internal control as the Board of Governors determine is necessary to enable the preparation of the summary financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing 810 (Revised), *Engagements to Report on Summary Financial Statements*.

Deloitte & Touche
Registered Auditors
Per: Kim Peddie
Partner
24 March 2017

National Executive: *LL Bam Chief Executive Officer *TMM Jordan Deputy Chief Executive Officer *MJ Jarvis Chief Operating Officer
*GM Pinnock Audit *N Sing Risk Advisory *NB Kader Tax TP Pillay Consulting S Gwala BPaaS *K Black Clients & Industries
*JK Mazzocco Talent & Transformation *MJ Comber Reputation & Risk *TJ Brown Chairman of the Board
Regional Leader: *R Redfean

A full list of partners and directors is available on request *Partner and Registered Auditor

B-BBEE rating: Level 2 contributor in terms of the Chartered Accountancy Profession Sector Code

Associate of Deloitte Africa, a Member of Deloitte Touche Tohmatsu Limited

**VULA PROGRAMME AT HILTON COLLEGE
REPORT OF THE BOARD OF GOVERNORS
for the year ended 31 December 2016**

The Governors have pleasure in presenting their report for the year ended 31 December 2016.

NATURE OF BUSINESS

The Vula Programme at Hilton College is a community service educational outreach programme carried out by The Hiltonian Society (Non Profit Company) on behalf of the Programme sponsors. This Programme is distinct and separate from both the principal objects of The Hiltonian Society and its operations and is funded from sources external to the Society. Accordingly, the underlying assets and activities are not consolidated with those of the Society and are the subject of a separate set of financial statements. The following notations are relevant to the custody of the underlying assets:-

- α) The funds supporting the Programme are held in current and money market accounts with commercial banks;
- β) The principal objective of the Programme is to contribute to the improvement of education in the Midlands of KwaZulu-Natal with the focus on schools, teachers and students from under-resourced schools in the area;
- γ) The Programme assets are separate from those of the Society and are subject to the control and authority of a specific committee charged with carrying out this programme.

REVIEW OF THE OPERATIONS FOR THE YEAR

The financial position of the Programme at 31 December 2016 is set out in the attached annual financial statements. The statement of profit or loss and other comprehensive income reflects a total comprehensive income for the year of R35 208 (2015: R129 664)

PROGRAMME CHAIRPERSON

Mrs D K ten Hope

PROGRAMME GOVERNORS

The Programme Governors during the year under review and at the date of this report were:-

Mrs D K ten Hope (Committee Chair)
Mr A E Franklin (Ex Officio)

PLACE OF BUSINESS

Primarily based at Hilton College, Hilton College Road, Hilton 3245. However, there are a number of satellite centres established within the immediate area.

SUBSEQUENT EVENTS

No material event has occurred between the year end and the date of this report, which requires disclosure in, or adjustment to, the annual financial statements.

BY ORDER OF THE BOARD

A E FRANKLIN CHAIRMAN OF THE BOARD OF GOVERNORS
D K TEN HOPE PROGRAMME CHAIRPERSON

VULA PROGRAMME AT HILTON COLLEGE
SUMMARY STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME
for the year ended 31 December 2016

	<u>Notes</u>	<u>2016</u> R	<u>2015</u> R
INCOME		5 615 379	5 511 921
Donations received		4 779 979	4 653 886
The Hiltonian Society contribution towards Programme expenditure	3	467 726	443 956
Vula Lodge rental income		178 577	-
Interest income		232 126	318 349
Dividends received		19 589	20 079
Capital (depreciation)/appreciation		(62 618)	75 651
EXPENDITURE		3 868 841	3 762 160
Fundraising and marketing		37 984	41 851
Other expenses		79 589	66 541
Programme operating costs		1 804 155	1 813 196
Project costs		1 232 679	1 187 449
Vula Lodge expenses		115 816	-
Workshop expenses		598 618	653 123
NET SURPLUS BEFORE APPROPRIATIONS		1 746 538	1 749 761
APPROPRIATIONS		(1 711 330)	(1 620 097)
Transfer to general funds		(2 880 329)	(2 576 913)
Transfer from general funds		6 474 227	1 080 000
Transfer to restricted funds		(1 899 650)	(1 648 975)
Transfer from restricted funds		1 779 411	1 525 791
Transfer to Maintenance Stabilisation Fund		(62 761)	-
Transfer to Capital Fund		(5 122 227)	-
TOTAL COMPREHENSIVE INCOME FOR THE YEAR TRANSFERRED TO ACCUMULATED FUNDS		35 208	129 664

VULA PROGRAMME AT HILTON COLLEGE
SUMMARY STATEMENT OF FINANCIAL POSITION
at 31 December 2016

	<u>Notes</u>	<u>2016</u> R	<u>2015</u> R
ASSETS			
Non-current assets			
Plant and equipment		5 660 176	2 343 425
Investments		1 106 510	1 132 327
		6 766 686	3 475 752
Current assets		2 951 768	4 090 767
Trade and other receivables		94 199	-
The Hiltonian Society current account		69 996	159 198
Cash on call - general funds		1 332 390	2 651 598
Cash on call - restricted funds		1 453 116	1 279 116
Cash on call - cash on hand		2 067	855
Total assets		9 718 454	7 566 519
FUNDS AND LIABILITIES			
Accumulated funds		1 269 129	1 233 921
Capital Fund	4	5 122 227	-
Maintenance Stabilisation Fund	5	62 761	-
Project funds		2 796 531	6 270 190
General funds	6	1 414 719	5 008 617
Restricted funds	7	1 381 812	1 261 573
Current liabilities		467 805	62 408
Trade and other payables		467 805	62 408
Total funds and liabilities		9 718 454	7 566 519

VULA PROGRAMME AT HILTON COLLEGE
SUMMARY STATEMENT OF CASH FLOWS
for the year ended 31 December 2016

<u>Notes</u>	<u>2016</u> R	<u>2015</u> R
Cash inflows from operating activities	481 938	144 714
Cash generated from/(utilised by) operations	230 223	(193 714)
Interest income	232 126	318 349
Dividend received	19 589	20 079
Cash outflows from investing activities	(3 337 263)	(2 327 443)
<i>Expenditure to maintain operating capacity</i>		
- Purchase of plant and equipment	(7 980)	(10 888)
- Increase in CWIP	(3 355 100)	(2 198 312)
- Decrease/(increase) in investments	25 817	(118 243)
Cash inflows from financing activities	1 711 329	1 620 097
- (Decrease)/increase in general funds	(3 593 899)	1 496 913
- Increase in restricted funds	120 239	123 184
- Increase in capital fund	5 122 227	-
- Increase in maintenance stabilisation fund	62 761	-
NET CASH OUTFLOW for the year	(1 143 996)	(562 632)
CASH AND CASH EQUIVALENTS at beginning of the year	3 931 569	4 494 201
CASH AND CASH EQUIVALENTS at end of the year	2 787 573	3 931 569

VULA PROGRAMME AT HILTON COLLEGE
NOTES TO THE SUMMARY FINANCIAL STATEMENTS
for the year ended 31 December 2016

1. New and revised International Financial Reporting Standards (IFRS) applicable to future periods

The Vula Programme is in the process of evaluating the effects of new accounting standards and interpretations but these are not expected to have a significant impact on the programmes future reported results and the summary financial statements.

2. Significant accounting policies

Statement of compliance

The annual financial statements have been prepared in accordance with International Financial Reporting Standards.

Basis of preparation

The annual financial statements are prepared on the historical cost basis.

3. The Hiltonian Society contribution towards Programme expenditure

The contribution represents the cost to The Hiltonian Society of staff and facilities made available to the Vula Programme, and for which The Hiltonian Society does not charge the Vula Programme. These facilities include the direct time by administration and academic staff, a proportion of the cost of computer and IT facilities plus general accommodation together with an appropriate portion of maintenance costs.

	<u>2016</u> R	<u>2015</u> R
Salaries	149 442	140 321
Computer expenses	111 994	105 241
Cleaning and maintenance	77 839	77 215
Conference facilities	128 449	121 178
	<u>467 724</u>	<u>443 955</u>

4. Capital Fund

The Capital fund represents the value of the Programme's funding that is permanently restricted and not available for the general operations through its investment in fixed property.

<u>5 122 227</u>	-
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5. Maintenance Stabilisation Fund

The Maintenance Stabilisation Fund is intended to fund episodic major and/or emergency expenses required to adequately maintain the fabric and installed capacity of the fixed property.

<u>62 761</u>	-
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6. General funds

Opening balance

5 008 617	3 511 704
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Add : Transferred from statement of comprehensive income

2 880 329	2 576 913
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Less : Transferred to statement of comprehensive income

(6 474 227)	(1 080 000)
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Closing balance

<u>1 414 719</u>	<u>5 008 617</u>
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The General fund relates to funds advanced for both the general operating of identified projects and for assisting with school facilities at identified partner beneficiary schools. These funds are drawn down at the discretion of project management.

7. Restricted funds

Opening balance

1 261 573	1 138 389
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Add : Transferred from statement of comprehensive income

(1 779 411)	(1 525 791)
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Less : Transferred to statement of comprehensive income

1 899 650	1 648 975
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Closing balance

<u>1 381 812</u>	<u>1 261 573</u>
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The Restricted fund relates to funds advanced for specific project costs related to the Vula Mathematics Project.



HILTON COLLEGE



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