

ANNUAL REPORT 2018



Prof Kenneth Mlungisi Ngcoza

REPORT BY THE CHAIRPERSON

60 YEARS OLD... NOT OUT!

GADRA has long prided itself on its positive contributions to the people of the Eastern Cape over several generations. The prospects and fortunes of thousands of families have improved thanks to the bursary programme, the GADRA Matric School or another of the impactful programmes offered by the organisation. In the light of this long-standing commitment to community upliftment and development, it was a magnificent honour for me as the Chairperson and indeed for the entire Board of GADRA to have the opportunity to plan and deliver a wonderful 60th anniversary celebration for the organisation on 8 August 2018.

Moreover, in its entirety 2018 amounted to a celebration and confirmation of GADRA's ongoing relevance and value. Another year of robust financial performance and good improvement across all sustainability indicators enabled significant programme expansion. In particular, I should draw attention in this regard to the Whistle Stop School (WSS) and the 'Bridging' Rhodes courses offered to students at the GADRA Matric School (GMS).

WSS, GADRA's innovative literacy remediation and acceleration intervention, had an exceptional pilot year in 2017. This warranted significant expansion of the programme in 2018. Whereas it started the year with 2 teachers based at a single site, namely St Mary's Primary School, it ended the year with 6 teachers at two sites; and a second site was opened at Tantyi Primary School in July. Moreover, at Tantyi GADRA has taken on a new literacy challenge, namely to build foundational isiXhosa in Grades 1 and 2 as the basis to make a successful switch to English competence in Grades 3 and 4.

A sharp organisational focus in recent years has been to enable local students to access meaningful post-school pathways, especially to Rhodes University. This received a major

boost in 2014 when Dr Sizwe Mabizela was appointed Vice-Chancellor of the university. He invited GADRA to imagine and design bridging programmes for the top-end students at GMS. In 2017 GADRA piloted the first of these, with success. This was institutionalised and expanded in 2018. From 2019, GMS will offer select students four options, each relevant for a specific faculty, as follows: Psychology 1 (Humanities), isiXhosa Mother Tongue 1 (Education), Introduction of Scientific Concepts and Methods (Science) and Theory of Finance (Commerce). As many as 40 students could enrol for these courses; this provides a massive boost to organisational efforts to assist local students to access Rhodes.

The cricketer that is GADRA has batted very well, in difficult conditions, to reach '60 Years Not Out'! And the organisation looks very well set to march on to reach a glorious century. I would like to thank all the organisation's supporters - donors, community members, educationists - for having made it possible for GADRA to achieve what it has over the past decades and urge you to remain loyal and steadfast into the future.

Prof Kenneth Mlungisi Ngcoza
CHAIRPERSON

GADRA
committed to
community
upliftment and
development



FINANCIAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

INCOME AND EXPENDITURE STATEMENT

	2018 ZAR	2017 ZAR
Income		
Donations	9 205 356	7 847 032
Interest and sundry Income	2 084 445	1 529 515
Fees	843 380	732 611
TOTAL	12 133 181	10 109 158

Expenditure

GADRA Matric School	3 703 303	3 306 430
Primary Education Programme	3 578 399	2 313 557
Bursaries	636 672	336 873
Advocacy	531 549	715 684
Administration	257 052	148 165
Fixed Asset Expense	58 722	1 297 087
TOTAL	8 765 697	8 117 796

Surplus for the year 3 367 484 1 991 362

BALANCE SHEET

	2018 ZAR	2017 ZAR
Assets		
Non-current Assets	13 620 740	10 248 842
Current Assets	3 053 334	3 029 004
TOTAL ASSETS	16 674 074	13 277 846

Equity and Liabilities

Equity	14 674 088	11 112 331
Liabilities	1 999 986	2 165 515
TOTAL EQUITY AND LIABILITIES	16 674 074	13 277 846

THE GADRA MATRIC SCHOOL PERFORMANCE IN 2018 WAS SOLID

IT ASSISTED MORE THAN
100 STUDENTS
EXIT WITH A BACHELOR
LEVEL PASS



PRIMARY EDUCATION PROGRAMME

LESS IS MORE

Since its inception in 2008, GADRA's primary education programme has focused on supporting public school teachers. Initially the organisation promoted mother-tongue literacy and thereafter provided more generalised support to teachers in the form of workshops and follow-up classroom support. The latter culminated in a Rhodes University-accredited Teacher Professional Development (TPD) short course. The course proved popular with the city's teachers and it undoubtedly played a significant role in building a stronger community of primary teaching practice. A limitation of the erstwhile programme is that there was no clear evidence that it made a contribution to improving the performance of public primary schools in Grahamstown. On the contrary, since high school drop-out rates in Grahamstown increased over the period 2013 - 2017 to well over 50%, it is reasonable to argue that the quality of primary schooling in Grahamstown is very poor.

Alarmed by this reality, in late 2017 GADRA revised its approach to literacy support in line with a general organisational preference for carefully targeted interventions. It selected 10 Foundation Phase teachers in five schools for intensive support in relation to the teaching of English for the full duration of 2018. Specifically, this entailed weekly support to each participant teacher of 1 to 2 hours; it can be noted that this level of support is more intensive than that to be provided by the much anticipated Funda Wande support programme due to be rolled out at scale in certain Eastern Cape districts in 2019.

GADRA prides itself on being a data-driven organisation, therefore the assessment of learner literacy development was integral to programme design. An evaluation of the pilot at year-end indicated the following:

- The targeted intervention was successful in enabling teachers to support learners' literacy competence. This is measured in tracking improvements in literacy levels of every learner; assessments in this regard were conducted three times per annum.
- There is considerable variation in competence within every class, across classes and between different schools.
- The challenges are deeper and more complex in schools where the language of teaching and learning is isiXhosa (rather than English).
- Most working-class and poor children in Grahamstown are not school-ready when they are enrolled in Grade 1. So from 'day 1', teachers are faced with deficits that they are unable to make up as they scramble to cover the prescribed curriculum.

Based on the successes registered in 2018, GADRA will continue with its revised approach into the future.

SUCCESS STORY

Grade 2 at Good Shepherd

Good differentiated teaching



Regular assessment



GOOD RESULTS

IN ALL ABILITY GROUPS ACROSS THE WHOLE CLASS

THE WHISTLE STOP SCHOOL MAKING THE PATH BY WALKING IT

GADRA opened WSS in 2017 in direct response to the national crisis of pervasive functional illiteracy; 4/5ths of Grade 4 South African learners cannot read for meaning. The appropriate stage for literacy skills to be developed is the foundation phase of schooling, so that they can then be honed in the intermediate phase.

The WSS follows best practice international 'catch-up' literacy interventions in a parallel setting. It takes fixed small groups of learners out of normal class for 45 minutes every school day for structured, high-impact literacy lessons and learning processes delivered by outstanding teachers. WSS gives GADRA Education invaluable practical classroom experience; much like its Matric School it affords the organisation the opportunity to innovate, to trial and to derive lessons and policy recommendations.

In partnership with the Development and Care Centre (DCC), GADRA successfully piloted WSS in 2017 at St Mary's Primary School. This success warranted the expansion of the school at St Mary's (to include a Grade R class) in January, as well as the opening of a second site, at Tanty Primary School in July. The latter is significant because there the language of learning and teaching in the Foundation Phase is isiXhosa. Since the WSS intervention at Tanty in 2018 focused on Grade 2, this entailed the selection of appropriate learning materials, the design of new fluency tests in isiXhosa, and the setting of competence bands, amongst other challenges. Innovation and the breaking of new ground were not limited to the Tanty site. In its Grade 4 intervention at St Mary's, GADRA aims at literacy enrichment rather than remediation. Therefore it developed new comprehension assessments (to complement the fluency tests) and also designed a mentoring programme to be implemented with the 2018 beneficiaries in 2019, when they progress into Grade 5. The latter is aimed at securing and advancing the gains made the previous year, to enhance long-term impact and development. If successful, it will be rolled

out using university student volunteers from 2020, along the lines of the highly successful '9/10ths' mentoring programme for Grade 12s.

GADRA is thrilled to report that the educational impact of WSS continued to impress in 2018. Amongst the many highlights in this regard were:

- In Grade R (St Mary's), after only 6 months the beneficiary learners were on a par with their counterparts at a prestigious and successful fee-paying school; in other words, years of class-based disadvantage had largely been addressed within 6 months.
- The average performance for the Grade 2 St Mary's class in October 2018 was 62 words per minute, up from 9 in January. This average improvement of 53 correct words per minute in ten months is quite remarkable since it implies an average improvement of more than two Grades in the space of one year.



Image: ZOPF PHOTOGRAPHY



GRAHAMSTOWN PUBLIC HIGH SCHOOLS ON THE RISE

Over the past five years, GADRA's singular contribution to education in Grahamstown has been its engineering of parabolic increases in the number of local disadvantaged students registered at Rhodes. Key in this regard has been an understanding of both what is and what is not possible during learners' final years at school. These years mark the end of 'basic' education in South Africa; they are characterised by greater specialisation than during the preceding phases of schooling. As such, this is an appropriate time to inspire learners to reach new heights of academic performance so that they are able to access 'higher' education institutions, especially universities. It stands to reason that this task is most effectively undertaken by targeting those learners who have strong educational foundations in place.

A necessary starting point for the targeting of a sizable number of learners is to channel one's efforts towards the most effective no-fee high schools. In the case of Grahamstown, GADRA currently works with Ntsika, Nombulelo and Mary Waters. The next challenge is to design programmes that provoke and support strengthened top-end performance by aspirant Grade 11 and 12 learners. (The key indicators of success in this regard are Bachelor passes and the attainment of 33 or more Rhodes University points.) Since 2016, GADRA has implemented numerous high school support programmes, with the most successful of these being '9/10ths', an innovative mentoring programme.

2018 was a breakthrough year for the no-fee sector in Grahamstown, especially at the top-end of learner performance. Whereas the sector had never before produced more than 62 Bachelor passes, in 2018 this increased a massive 65%, all the way up to 102. Significantly, Ntsika, Nombulelo and Mary Waters contributed 89 (or 87%) of these candidates, virtually all of whom were '9/10ths' mentees.

	2016	2017	2018
Mary Waters	13	16	19
Nombulelo	7	14	34
Ntsika	22	22	36
Total	42	52	89

GADRA's ability to motivate no-fee matriculants received a massive boost in 2018 when it negotiated an expansion of the 'bridging programmes' that it offers in partnership with Rhodes University. From 2019, the organisation is able to offer options to Bachelor candidates in all three of the core faculties on campus – humanities, science and commerce. Specifically, it has secured places at Rhodes for at least thirty candidates who obtain Bachelor passes in their final examinations but have not been accepted at university. These students register at Rhodes as Occasional students and simultaneously upgrade two school subjects at the GADRA Matric School to increase their university admission points. It serves as a perfect bridge connecting local no-fee schools with Rhodes.

THE GADRA MATRIC SCHOOL (GMS)

FROM REGISTRATION TO GRADUATION

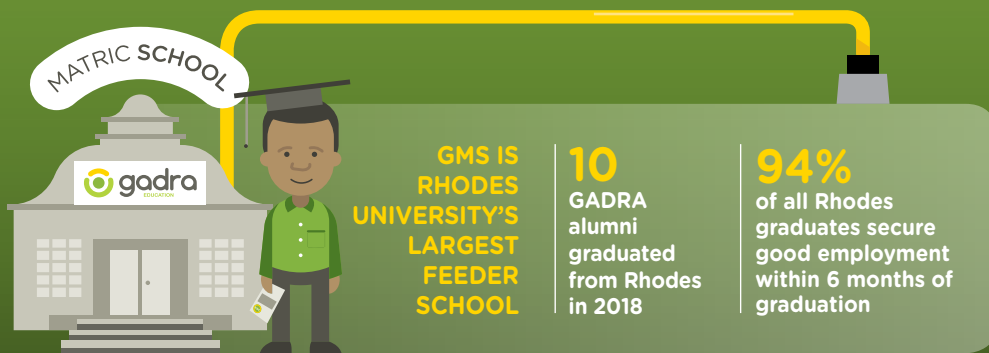
GMS is now well ensconced as Rhodes University's largest feeder school. This position is not taken for granted and neither does it come automatically. On the contrary, under the outstanding leadership of the long-serving principal, Ms Melanie Lancaster, the professional staff at the school worked tirelessly, effectively and innovatively to secure pole position for the school for the 4th consecutive year in 2018. School performance in 2018 was solid; again it assisted more than 100 students exit with a Bachelor level pass (with over 50 of these accepted and registered to study at Rhodes) and it maintained its 100% pass rate for a 3rd consecutive year.

Since GMS is now well established as the local university's biggest feeder school, it is important to assess the extent to which its alumni are advancing toward graduation. In other words, is GADRA's strength on registration day and during Orientation Week being matched by strong representation during the graduation weekend? Over the past few years, GADRA has improved its ability to track the progress of its alumni at Rhodes. The organisation is pleased to report that the vast majority of these students are being retained within the university system (only a minute minority is dropping out). Specifically, most of the GMS alumni accepted from 2015 and 2016 (when throughput changed from a trickle into a flood) are on track to graduate within

reasonably good timeframes. In fact, 2018 was the first year that 10 GADRA alumni graduated from Rhodes in a single year; in 2019 that number will exceed 20 and in 2020 it will break through the 30 mark. From then onwards, more Rhodes graduates will come from GMS than any other school.

This is significant because it confirms that GMS is effective both in enabling its students to access Rhodes and in preparing them for the disciplines, rigors and demands of the prestigious university. Crucial in this regard has been the school's excellent enrichment programmes, such as computer literacy, critical thinking and advanced writing skills. That is, in addition to the school (NSC) subjects, GMS offers a range of non-school subjects designed specifically to impart to its students the skills that are necessary to succeed at university.

Finally, it is useful to emphasise the economic value of a Rhodes degree. 94% of all Rhodes graduates secure good employment within 6 months of graduation. Therefore very soon GADRA will be in a position to claim – perfectly accurately – that every year GMS is enabling more than 30 local poor families to change their class status by breaking into the middle classes. This gives practical, measurable meaning to the famous words of Nelson Mandela that “education is the most powerful weapon which you can use to change the world”.



SPREADING THE LIGHT

The final phase of school is the ideal and most appropriate time to instil ambition into those learners who are equipped with the basics and build their skill-set so that they can obtain National Senior Certificates of adequate quality to enable them to access tertiary opportunities. GADRA has crafted a unique and innovative three-pronged approach to do exactly that.

Direct access to Rhodes

Aim: to maximise the number of learners at promising no-fee schools who gain direct access to Rhodes by obtaining strong Bachelor passes.

Mechanism: 9/10ths mentoring and support.

Success: 40 matriculants from no-fee schools are registered annually at Rhodes as full-time 1st-year students.

Rhodes University

A BRIDGE

$\frac{9}{10^{\text{th}}}$

GMS

Bridge to Rhodes

Aim: to offer local learners who obtain a Bachelor-level pass in the final NSC examinations the opportunity to register at Rhodes as Occasional students.

Mechanism: Bridging programmes (e.g. Psychology 1)

Success: 40 matriculants from no-fee schools are registered annually at Rhodes as Occasional students and simultaneously upgrade select subjects at GMS, thereby qualifying for mainstream full-time study the following year.

Accessing Rhodes via GMS

Aim: to provide the opportunity to all local learners who are in close proximity to Bachelor level to upgrade their results and thereby qualify for university.

Mechanism: GADRA Matric School (GMS).

Success: 40 students who enter GMS without a Bachelor pass exit with a Bachelor and register at Rhodes the following year. GMS has been Rhodes University's biggest feeder school since 2015.



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MORE INFORMATION

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