2011 ANNUAL REPORT of the WESTERN CAPE PRIMARY SCIENCE PROGRAMME (PSP)
PSP vision and mission statement

The PSP has a vision of excellent primary schooling for all South Africa’s children, where all educators are highly skilled, committed and confident, and are well prepared and resourced to teach.

The PSP’s mission is to improve the quality of teaching and learning of the sciences, language, mathematics and the environment by supporting teachers in their professional development.

PSP contact details

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Alison Gopnik published an article entitled “How We Learn” in 2005. She starts the article in the following way: “... If children who don’t even go to school learn so easily, why do children who go to school seem to have such a hard time? Why can children solve problems that challenge computers, but stumble on a third-grade reading test?”

So, have we made progress over the past 7 years? Have we better aligned our teaching practices and methodologies with the learner expectations and abilities? Are we as teachers still in control as to what happens in our classrooms, or have we resorted to becoming “followers (often without purpose)”? Looking at our matric results and the results of the systemic tests the answer would have to be NO! It seems that our best efforts have resulted in us going the wrong way.

Ken Robinson’s book, The Element (how finding your passion changes everything) reminds us that there are three major processes in education, namely the curriculum, which is what the school system expects students to learn; pedagogy, the process by which the system helps students to do it; and assessment, the process of judging how well they are doing.

Our attempts to reform education have thus far focused mainly on the curriculum and the assessment practices. It is time to realise the importance of teaching in raising standards in education.

We have to assist teachers in (re-) connecting with their calling; to create an environment that is conducive to learning; an environment that matches the needs of the audience, whilst being engaging and challenging.

It is clear that we have to start at the primary school (if not the pre-primary level). Teachers need to be encouraged to find creative and innovative solutions to their problems. They need to become aware of the various organisations that are willing and able to assist them in enhancing their classroom practice – organisations like PSP, which has a long proven track record of careful teacher support and is dedicated to helping teachers achieve that magic in the classroom.

I believe that it is in our power as individuals to make a difference if we allow our passion to be the cure. Let’s get back to basics ... ensuring that what is offered in the classroom is of the highest quality.

• Dr Gillian Arendse is an experimental nuclear physicist by training and is currently employed by the NRF, an organisation committed to advance knowledge and transform society. He is based at iThemba LABS in Faure, Cape.
Hard work paid off

I t is my great pleasure to report on a PSP which is, from every point of view in a much healthier condition than it was two years ago. Compared with the 2009 financial year, the audited financial statements for the year ended 31 December 2011 show a number of significant improvements.

- Gross Revenue has risen by 73.7% 
- Administrative and Project Costs have dropped by 12% 
- We have moved from a Deficit of R1 375 389 in the 2009 year to a Surplus of R1 202 317 in 2011 
- Unrestricted cash on hand at December 2011 has risen by R943 773 since December 2009

These improved figures are the result of increased efficiency achieved not only through fundamental change in the management structure of the PSP, but also via new and wider educational activities such as the Joint Mentorship Project which focuses on first-time teachers in the classroom.

Fundraising

Much more concentrated and planned attention is also being paid to the vital activity of fund-raising since there is no room for “resting on laurels” and we are increasingly receiving enquiries from other provinces.

Our new Director, Zorina Dharsey, stepped into the post in January, and is settling in very well, while our retired former Director, Mascha Ainslie, is doing sterling back-up work on a part-time basis.

On behalf of the Board of Trustees, a warm thank you to all our dedicated staff.
The year 2011 saw the introduction and roll-out of PSP’s newest project, the Joint Mentorship Project (JMP). In this groundbreaking initiative significant partners collaborate in a pilot mentoring programme for first-time teachers.

Continue reading on the next page
Bringing together partners with a common aim, the Joint Membership Project (JMP) collaboration comprises a Higher Education Institute (HEI), namely the University of Western Cape, the Western Cape Education Department (WCED) and two NGOs, PSP and Mathematics Education Primary Programme (MEPP).

The partners have developed, and are implementing and researching a mentorship programme for 20 First-time Teachers (FTTs) supported by 9 mentors over a period of two years. The project will be concluded in December 2012.

The project mainly involves support for FTTs, which maximises all the input in developing and training those first-time teachers and is intended to increase their effectiveness, and thereby contribute to improvements in teaching and learning. Key forms of support for the new teachers include workshops and regular classroom mentoring. The workshops focus on developing FTT’s knowledge and understanding of content in the critical subjects of Language, Maths and Science, and developing their knowledge of teaching methods appropriate for primary school children.

Essential elements of the programme include support for FTTs with implementing the curriculum, managing the learners, managing administrative tasks, understanding the school culture and maintaining positive professional relationships, as well as engaging in continuous professional development processes.

This is how a mentee, Saabier Mohamed, responded:

“One thing that stands out about this support is the knowledge I gained about literacy and numeracy and also science ... the best thing has been helping me with HOW TO TEACH, the practical component.”

The programme requires that mentors visit the mentees once a month in their classrooms. This on-site support is a critical dimension of the programme and is most appreciated by the FTTs. During these visits the mentees are guided on how best to deal with specific contextual challenges. As Megan Pienaar, a mentee at Beaconview Primary in Mitchell’s Plain, puts it:

“This project is like a helping hand and has helped me to put theory into practice.”

Megan Pienaar, Grade 4 teacher at Beaconview Primary, Mitchell’s Plain

The JMP is operating within an action-research frame, led by members of the Education Faculty of UWC and includes regular reflection and adjustments to the programme of support, in keeping with the individual development needs of the FTTs. While the FTTs are at the centre of the project, the ultimate aim is quality teaching and learning for all children.

Saabier Mohamed, Grade 5 teacher at Beaconview Primary, Mitchell’s Plain
MATERIALS & RESOURCES

New branding of resource materials

- Rebranding of materials continued in 2011. The books dealing with the Natural Sciences strands, Energy & Change and Matter & Materials, have brand-new covers.

Developing materials

- PSP continues its work in developing classroom materials with the History of Life on Earth Timeline Cards. A translation into Afrikaans was made possible with a contribution from the Hiemstra Trust.

Language work

- We are grateful to the Zenex Foundation for funding these Language development books for Foundation and Intermediate Phase teachers.

Case studies of teachers in the classroom

- Inspiring Teachers: PSP makes a difference in the classroom celebrates the journeys of seven teachers who joined PSP projects and, through personal courage and dedication, became reflective educational leaders.

The PSP develops and publishes a wide collection of teacher support materials as well as quality classroom resources to promote active learning.
“What makes the PSP special?” is a question often posed by teachers, partners, donors, visitors and staff. In the light of current concerns in education, the need to know more about the PSP and its contribution through teacher education and training is understandable.

Significant elements distinguish the PSP, including its knowledge and understanding of primary school classrooms and their complexities; the commitment, enthusiasm and proficiency of its staff, and its effort to making a solid contribution to quality teaching and learning. With the latter as a broad aim firmly embedded in its vision and mission, the PSP demonstrates its strong commitment to teacher support and educational progress. It is a commitment that inspires the work of the organisation every day, and can be clearly observed in every aspect of its work.

**Challenges at schools**

As schools today face numerous complex challenges—from working with an increasingly diverse population of learners, to increased pressure from curriculum and institutional change, to integrating new technology in the classroom, to meeting rigorous academic standards and goals – observers in education continue to emphasise the need for teachers to enhance their content and instructional knowledge. In response, the PSP has consistently applied itself to the task of supporting teachers to transform their teaching practices knowledgeably, efficiently and confidently.

The PSP works closely with teachers to address knowledge and methodological limitations systematically in order to promote positive learning. Ever mindful of the differing and challenging contexts in which most teachers have to work, the PSP adapts its support to the specific needs of teachers. Thus it ensures that its comprehensive support is relevant to the needs of teachers – that it is relevant to the time (changes to the curriculum), to the teacher (focusing on specific needs) and the context of work (in consideration of the nature of classroom and school challenges).

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**So, why PSP?**

By Zorina Dharsey

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In order to do this well, the PSP uses the expertise of a special group of highly committed, highly skilled and highly qualified individuals, steeped in years of primary school classroom experience to provide support of the highest quality.

The bigger picture

The PSP believes that for teacher learning to be truly meaningful, it needs to take place in an active and coherent intellectual environment – one in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made. This vision holds that teacher professional development should be inclusive, sustained and coherent.

We see PSP’s role as analogous to that of a greenhouse for a gardener or an incubator for a biologist, a place that fosters collegial learning, educational insight, argument and explanation in a variety of ways. It offers an environment where teachers inquire, reflect, share and research improved teaching practice in innovative and creative ways. Many teachers continue to maintain firm links with the PSP over many years, demonstrating that its educational contribution is trusted and valued.

“The most important thing about the PSP is that they develop teachers. They help with knowledge and skills for the classroom, but they also develop teachers even beyond their own grade level.” – Noludwe Nonkonyana: Siyazingisa Primary, Guguletu

“I did not specialise in Natural Sciences at college and since then I have been coming to the PSP for support – I’ve been teaching for 16 years now! They have helped me so much ...” – Funubuntu Nofemela; Luleka Primary School, Khayelitsha
**PSP WORKED WITH OVER 1,100 TEACHERS IN 2011**

- From 160 primary schools in disadvantaged communities in townships of greater Cape Town and rural areas of the Western Cape
- Benefitting more than 100,000 learners across all our projects.
- Teachers achieved an average of 28.5% increase in content knowledge in pre- and post tests across all projects.
- All PSP programmes provide support materials.

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**Innovation Project**

The PSP offers an extensive annual programme of short courses for teachers.

In 2011 the Innovation Project worked with 613 teachers from 77 primary schools.

The programme is developed each year in consultation with teachers from the PSP Annual Mass Planning Forum. The purpose of these courses, held in the afternoons is to improve teachers’ content knowledge as well as to equip them with innovative teaching strategies for Natural Sciences and Environment, Language & Literacy, Mathematics and Numeracy and Social Sciences.

**Short courses**

The 2011 programme provided 36 short courses which comprised 153 hours of professional development contact time with teachers.

The results of teacher tests show significant increases in content knowledge.

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**Cluster Project: A collaboration with WCED Districts**

The PSP offers intensive training and classroom support in Natural Sciences in school clusters.

The Cluster Project, developed in collaboration with WCED Districts, works with all the Natural Sciences teachers in small clusters of primary schools. It provides on-site, in-depth training and support in planning, teaching and assessment. The present Cluster Project cycle focuses strongly on integrating and developing language and maths in practical science investigations.

In the current two-year project cycle the PSP is working with 150 teachers from Grades R-7 in 14 primary schools selected by the Overberg and North Metropole Districts. During 2011, in addition to facilitating termly training workshops, we also provided each teacher with classroom support and resources to encourage innovative teaching and learning in their classrooms.
Zenex Spark Project concluded

The 2011 project work in this partnership with the South District concluded the last year of the very successful Zenex-Spark Project. The PSP co-ordinated the Language and Literacy support with 82 Foundation Phase and 52 Intermediate Phase teachers of all seven primary schools in the Mitchell’s Plain and Philippi areas.

The focus in this phase of the project was strongly on Reading, and the PSP was tasked to assist teachers to implement a Graded Reading Scheme in their classrooms.

“...A new and fresh approach to Reading and Poetry. Very stimulating.” – Grade 1 teacher, Meadowridge Primary School

As part of our exit strategy, the PSP arranged intensive team-building and leadership training for Lead Teachers with 9 Foundation Phase and 7 Intermediate Phase teachers from the 7 schools. This was to make sure that there would be at least one teacher from each school to lead the Literacy work.

During the third term, the Lead Teachers collected children’s writing and drawing for an inter-school magazine. Learners participated in the selection of the texts.

HOEP flourishes

The PSP models how to use environmental learning in Natural Sciences / Maths investigations.

The HOEP project provided the valuable opportunity for teachers to bring their classes to the Edith Stephens Wetland Park by bus for a day of environmental learning.

In 2011 ten teachers brought a total of 440 learners to visit the park to experience environmental investigations. These activities included mathematical aspects such as taking measurements and drawing tables and graphs. Language development techniques were also incorporated.

WCED courses

The PSP develops and runs a range of specialised courses for the WCED Districts.

During 2011 the PSP was asked to run courses for WCED Districts ranging from a course for Curriculum Advisers to training courses for Grade 7 teachers in Natural Sciences and Intermediate Phase Social Sciences. The PSP developed 8 courses and worked with 150 teachers in the first three terms of 2011.

The PSP also presented workshops at two WCED Maths Conferences, held in rural Districts.

Joint Mentorship Project (JMP)

In 2011 the PSP initiated a project focusing on support and classroom mentorship of 20 first-time teachers who qualified at UWC. This is a pilot project in partnership with the WCED Districts, UWC and NGO, (MEPP). It connects the pre-service education and training of teachers with their first years in the workplace and is designed to ‘fast-track’ their effectiveness at primary schools.

More information on page 3
PSP at work in classrooms

Core staff of the PSP
The PSP is fortunate to have exceptionally skilled and experienced educationists in their core staff, who are truly dedicated to the task of improving education in South Africa.

Back row: Nandi Kalipa (Workshops Assistant); Isabel Babenschneider (Fundraiser); Mascha Ainslie (Retired as Manager in 2011, now Consultant to the PSP)

Middle row: Sandra Rossouw (Rural Co-ordinator and Science & Maths and Language Facilitator); Gcobisa Mbili (Office Manager); Nocawe Malatse (Foundation Phase Facilitator); Zorina Dharsey (Appointed new Director in January 2012)

Front row: Novosti Buta (Science and Maths Facilitator); Rose Thomas (Science and Materials Consultant); Nadiema Gamieldien, Science and Maths Facilitator

Inset: Viv Kenyon (Language & Literacy Co-ordinator)

We welcome Greshna Le Hane, a chartered accountant, who joined the PSP Trust in February 2011.
Board of Trustees
A group of six very committed Trustees provide oversight of strategic direction and financial stability of the PSP. They are:

From left: Mascha Ainslie (Manager till end of 2011 and Trustee); Donald Campbell (Chairman); Lynne Matthews (Trustee); Mthunzi Nxawe (Trustee); Jane Coombe (Trustee).

Advisory Committee
The PSP Advisory Committee is made up of eight special teachers who make time to meet with the PSP once per term to give advice on curriculum or project issues as well as communication with schools.

Back row: Solomzi Mfunda - Imbasa Primary, Crossroads; Mohamed Kriel - Surrey Primary, Surrey Estate; Arthur Philander - Primrose Park Primary, Primrose Park/Hanover Park; Zodwa Nxawe - Lwandle Primary, Khayelitsha

Front row: Xoliswa Stetyana – Ikwezi Lesizwe Primary, Khayelitsha; Nomakhaya Mbeki – Ntwasahlobo Primary, Khayelitsha; Nonkosi Kaleni – Nomlinganiselo Primary, New Crossroads
REPORT OF THE INDEPENDENT AUDITORS TO THE TRUSTEES OF WESTERN CAPE PRIMARY SCIENCE PROGRAMME TRUST

Report on the Financial Statements
We have audited the annual financial statements of WESTERN CAPE PRIMARY SCIENCE PROGRAMME TRUST which comprise the trustees’ report, the balance sheet as at 31 December 2011, the income statement, the statement of changes in equity and cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory notes, as set out on pages 4 to 12.

Trustees’ Responsibility for the Financial Statements
The trust’s trustees are responsible for the preparation and fair presentation of these financial statements in accordance with South African Statements of Generally Accepted Accounting Practice and in the manner required by the Companies Act of South Africa. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors’ Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the trustees, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Matter of Emphasis
In common with similar organisations, it is not possible to establish that all income received, prior to banking, has been accounted for.

Opinion
In our opinion, the financial statements present fairly, in all material respects, the financial position of the trust at 31 December 2011 and of its financial performance and its cash flows for the year then ended in accordance with South African Statements of Generally Accepted Accounting Practice.

SWEMMER MACINNES & ASSOC Chartered Accountants (S.A.) Registered Auditors, 15 March 2012
REPORT OF THE TRUSTEES
for the year ended 31 December 2011

The trustees present their report for the year ended 31 December 2011. This report forms part of the audited financial statements.

1. General review
   The trust’s business and operations and the results thereof are clearly reflected in the attached financial statements. No material fact or circumstance has occurred between the accounting date and the date of this report.

2. Statements of responsibility
   The trustees are responsible for the maintenance of adequate accounting records and the preparation and integrity of the financial statements and related information. The auditors are responsible to report on the fair presentation of the financial statements.

   The trustees are also responsible for the trust’s system of internal financial control. This is designed to provide reasonable, but not absolute, assurance as to the reliability of the financial statements, and to adequately safeguard, verify and maintain accountability of assets, and to prevent and detect misstatement and loss. Nothing has come to the attention of the trustees to indicate that any material breakdown in the functioning of these controls, procedures and systems has occurred during the year under review.

   The financial statements have been prepared on the going concern basis, since the trustees have every reason to believe that the trust has adequate resources in place to continue in operation for the foreseeable future.
WESTERN CAPE PRIMARY SCIENCE PROGRAMME TRUST

BALANCE SHEET
as at 31 December 2011

Notes 2011 2010

<table>
<thead>
<tr>
<th>Assets</th>
<th>R</th>
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<tr>
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<td>Investments 7</td>
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<td>500 000</td>
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<td>Accounts receivable</td>
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<tr>
<td>Total assets</td>
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<td>2 573 309</td>
</tr>
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</table>

Capital and liabilities

| Capital and reserves | 3 749 673 | 2 547 354 |
| Trust capital 3 | 100 | 100 |
| Restricted reserve 4 | 2 046 128 | 1 247 731 |
| Unrestricted reserve | 1 703 445 | 1 299 523 |

Current liabilities

| Accounts payable | 37 598 | 25 955 |

Total capital and liabilities | 3 787 271 | 2 573 309 |

INCOME STATEMENT
for the year ended 31 December 2011

Notes 2011 2010

| Gross revenue | 4 889 942 | 4 360 572 |
| Direct project costs | (2 671 944) | (2 006 461) |
| Administrative costs | (1 015 681) | (847 967) |
| Net operating surplus/(deficit) for the period | 1 202 317 | 1 506 144 |
| Add: Opening balance in restricted reserve | 1 247 731 | 281 436 |
| Less: Closing balance in restricted reserve | 2 450 048 | 1 787 580 |
| Net unrestricted surplus/(deficit) for the period | 403 920 | 539 849 |
| Accumulated unrestricted surplus at beginning of year | 1 299 524 | 759 675 |
| Accumulated unrestricted surplus at end of year | 1 703 444 | 1 299 524 |
NOTES TO THE FINANCIAL STATEMENTS
for the year ended 31 December 2011

1. Accounting basis

The financial statements are prepared on the historical cost basis. The following are the principal accounting policies used by the trust which are consistent with those of the previous year.

These statements comply with statements of generally accepted accounting practice.

1.1 Revenue recognition

Revenue represents income from donations and grants, projects and sale of materials and is brought to account in the income statement in the year in which it is received. Income received with donor imposed restrictions is transferred to the Allocated not yet Spent reserve and is shown under Restricted Reserves. Unrestricted reserves represent net surpluses and deficits from investments and other activities and is shown as Accumulated Surplus/(Deficit).

1.2 Fixed assets

Office furniture and equipment acquired from the defunct National Primary Science Programme were brought into account at a nominal value of R1 in the year of acquisition. Small additions to fixed assets are written down to R1 when purchased. Fixed assets with an extended economic life are written off over their useful lives.

Depreciation is calculated by a charge to income computed on a straight line basis so as to write off the cost or amount of the valuation of the assets over their expected useful lives.

The expected useful lives are as follows:
Office equipment 5 years
Computer equipment 3 years
Alterations to premises 7 years

2. Fixed assets

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<td>Furniture and fittings</td>
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<td>37 041</td>
<td>317 818</td>
<td>309 111</td>
<td>8 707</td>
</tr>
</tbody>
</table>

Total: 356 847 319 806 37 041 317 818 309 111 8 707
NOTES TO THE FINANCIAL STATEMENTS
for the year ended 31 December 2011

2. Fixed assets continued

The carrying amounts of fixed assets can be reconciled as follows:

<table>
<thead>
<tr>
<th></th>
<th>Carrying value at beginning of year</th>
<th>Additions</th>
<th>Depreciation</th>
<th>Carrying value at end of year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Owned assets</strong></td>
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<td></td>
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</tr>
<tr>
<td>Furniture and fittings</td>
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<td>Office equipment</td>
<td>439</td>
<td>4 483</td>
<td>(953)</td>
<td>3 969</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>8 265</td>
<td>34 545</td>
<td>(9 741)</td>
<td>33 069</td>
</tr>
<tr>
<td>Alterations to premises</td>
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<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8 707</td>
<td>39 028</td>
<td>(10 694)</td>
<td>37 041</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2011 R</th>
<th>2010 R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Trust capital

**Trust capital**

Balance at beginning of year 100 100

4. Reserves

Restricted reserve:

- Reserve for allocated not yet spent funds 2 046 128 1 247 731

Unrestricted reserve:

- Accumulated surplus/(deficit) 1 703 445 1 299 523

5. Gross revenue

Gross revenue comprises income from donors and related services. Funds received with donor imposed restrictions form part of the Restricted Reserve until the conditions are met or project completed.

6. Taxation

The trust is exempt from tax in terms of Section 10(1)cN and Section 18A of the Income Tax Act.

7. Investment

Sasol Inzalo Groups Limited at cost. 27322 ordinary shares of R0.01 each.

In terms of the Rules of the BEE scheme, shares issued to participants may not be traded until 2018. Accordingly no market value is attributed to this investment until the conditions relating thereto are met.

|                  | 500 000 | 500 000 |
Acknowledging partners and donors

The PSP is sincerely grateful for the generous financial and professional support received during 2011

- ABAX FOUNDATION
- ANGLO AMERICAN CHAIRMAN’S FUND
- APEX HI CHARITABLE TRUST
- BIDVEST
- COMMUNITY CHEST
- CONSOL GLASS
- CORONATION FUND MANAGERS
- FUTURE GROWTH ASSET MANAGERS
- HELEN CALVERLEY / WISE TRUSTS
- HIEMSTRA TRUST
- HSBC
- MONSANTO FUND
- NATIONAL HERITAGE COUNCIL
- NEDBANK FOUNDATION
- OPPENHEIMER MEMORIAL TRUST
- PRIVATE DONATIONS
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- DUTCH FUNDER
- THE D.G. MURRAY TRUST
- UCS TECHNOLOGIES
- WINGS OF SUPPORT
- ZENEX FOUNDATION
- WESTERN CAPE EDUCATION DEPARTMENT DISTRICTS

The PSP collaborates with many organisations and institutions in the field. We thank them for their time and expertise in 2011, which enriched our programmes and enhanced the quality of our work with teachers.

The Animal Demography Unit at UCT; Bridge; City of Cape Town; Centre for Molecular and Cellular Biology of the University of Stellenbosch, attached to the Medical Research Council; CTV; The Cape Teaching and Leadership Institute (CTLI); EDUMEDIA of the Western Cape Education Department; Iziko Museums Cape Town; The Fossil Park in Langebaan; Marine and Coastal Educators’ Network (MCEN); MTN Science-Centre; Ort SA, The Eco-Schools Project; EnviroKids; South African National Biodiversity Institute (SANBI); Mathematics Education Primary Programme (MEPP); Schools Development Unit (SDU) UCT; Siyavula Education (Pty) Ltd; Share-Net; South African Astronomical Observatory (SAAO); Two Oceans Aquarium; University of the Western Cape (UWC); Western Cape Education Department (WCED)