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OVERVIEW: ABOUT US

The 1996 Education Management Development Task Team commissioned by the first Minister of Education, Professor Sibusiso Bhengu, recommended the setting up of national and provincial management institutes as a strategy to ensure that school leaders and governors were given access to programmes that could capacitate and support them in the execution of their duties In 2002, a document titled 'Establishing an Academy for Educational Leadership in Gauteng' or what became known as 'The Road Less Travelled' put forward a cohesive argument for the establishment of a management and governance academy in Gauteng. Based on that concept, the Matthew Goniwe School of Leadership and Governance (MGSLG) was established in 2002 and officially launched in August 2003.







It is important to note that the name of the institution has been derived from a man who was the embodiment of high ideals, civic values and strength of character.

HISTORICAL CONTEXT: WHY THE NAME MATTHEW **GONIWE?**

Matthew Goniwe was a teacher hailing from Cradock. His widow, Ms Nyameka Goniwe, describes him as a sensitive, down to earth man who loved to affirm people. A close family friend recalls him fondly as "a man who loved music, people and ideas". He introduced discipline in schools, gaining the respect of the "children, parents and teachers alike". This suggests that here was a teacher through and through. It is important to note that the name of the institution has been derived from a man who was the embodiment of high ideals, civic values and strength of character. Here was a teacher who held his profession in high esteem and who was passionate about his work, continuing to develop himself further.

Matthew Goniwe's high ideals shone through as he practised, taught and led in schools like Sam Xhalile High in Graaff Reinet. He was a leader in education - a teacher loved by learners, parents and the community.

To keep alive the legacy of dedicated leadership, passionate teaching and community participation, the Academy for Educational Leadership in Gauteng was named "Matthew Goniwe School of Leadership and Governance".



OUR VISION, MISSION AND VALUES

VISION

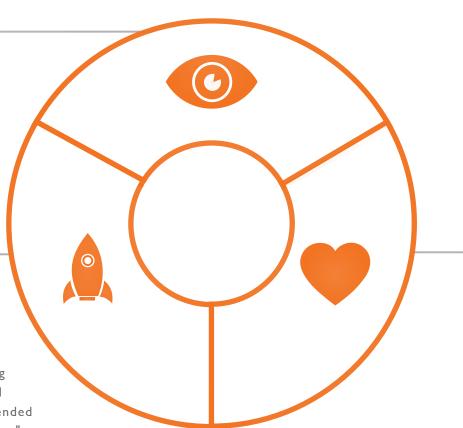
In delivering on its mandate and purpose, MGSLG reviewed and set for itself the following vision:

"To be the Leading Development Institute in the Education Sector"

MISSION

In support of our vision as quoted above, we define our mission as follows:

"MGSLG provides quality development learning programmes in the education sector, measured against the best internationally, and using a blended approach, to enable quality teaching and learning"



VALUES

Values and principles have the powerful effect of mobilising everybody in the organisation to the successful implementation of the vision, mission and goals.

MGSLG values are: Ubuntu | Professionalism | Accountability Collaboration | Efficiency | Integrity | Innovation





It takes a village to raise a child"

FOREWORD BY MEC **GAUTENG EDUCATION**

Chapter nine of the National Development Plan (NDP) states "Education, training and innovation are central to South Africa's long-term development." If South Africa is to overcome the legacy of apartheid, it is essential that everyone has access to high standard education, regardless of who they are and where they live. The Department's vision aims to be at the cutting edge of curriculum delivery, providing access to quality lifelong learning opportunities. The Matthew Goniwe School of Leadership and Governance is a strategic partner in assisting the department to realise this aim.

The year under review was a crucial one for the current administration. This is the year when we review where we are in terms of the goals we set for five years. It is a time when we review our

progress, reflect and make necessary changes as we gear up for the second half of the term. On behalf of the GDE the Matthew Goniwe School of Leadership and Governance achieved a number of goals. I am proud to highlight the following few of the success programmes MGSLG achieved in this period:

Psychosocial Training and Support

With the concerning rise of child abuse in our schools and communities, the department through MGSLG adopted a three-tier model to support schools in psychosocial issues which includes: A System of Prevention, Early Detection and Care. Through this system, the following programmes were implemented:

- 24 Hour Toll Free Crisis Line for leaners in distress and their

- parents to receive counselling intervention
- The development of a protocol document to assist with psychosocial issues and the training of Grade R Practitioners
- The development of a protocol document to deal with psychosocial issues, aimed at Grade 1-12 Learners and their Teachers which includes a diagnostic tool and the training of teachers and social workers
- Intervention focusing on the male learners on the effects of fatherlessness using arts and drama

The African proverb "It takes a village to raise a child" is best suited for these programmes. Our communities need to rise up against apathy and take care of each other.



ICT in Education

The training of teachers to integrate technology in the classroom remains a priority for the Department. To achieve this, teacher training was supplemented by onsite support that helped provide teachers with just-in-time tuition and support as they prepared to deliver their lessons with available ICTs to enhance their teaching. The developed online Professional Development programme aimed at advancing teacher capacity in integrating these modern technologies into teaching and learning is an added advantage.

As curriculum specialists, Subject Advisors' active involvement to be able to monitor, mentor and support the use of ICT in schools is admirable and appreciated. While the use of digital devices in Gauteng's classrooms promotes smart ways of teaching and learning, we need to remind ourselves that this project's aim is to ensure improvement of learner performance.

MGSLG has also incorporated technical support through the Harry Gwala interns in our ICT schools. They ensure that technical glitches do not interfere with teaching and learning.

SGB training and support

With the outcome of the functionality assessment undertaken last year, this important structure was trained and supported based on their training needs identified. The year in review also served as the end of the term for the SGB that were elected in 2015. SGBs are elected on a three year term and comprise of the following components; parent, teacher, school principals and a learner representative.

In addition to targeted training based on their needs, SGBs were also trained on SGB elections and handover processes. MGSLG also assisted with the advocacy to encourage active participation by parents in the governance of schools with a view to providing a better teaching and learning environment for their children. The ninth cycle of SGB elections were a success.

Priority Schools Programme

Eight schools that performed below 50% in the National Senior Certificate examination were identified. An analysis of school management of the selected schools was undertaken in order to identify the areas of leadership and management support required. A programme of support to improve teaching and learning for them was developed

based on this analysis. A mentoring and coaching programme was undertaken. For this intervention to succeed, strong partnerships should be secured for a more sustained approach. I want to thank the Board of Directors, management team and staff of MGSLG for being a worthy partner in GDE's programme delivery.

For the year ahead, let us consolidate all our efforts and programmes to ensure we have an impact in the lives of the learners of Gauteng. I urge us to carry forward the legacy, deep sense of patriotism and activism we learnt from Matthew Goniwe. Let us be inspired and inspire others to continue the quest for a better life for all.

Mona

Mr Andrek Panyaza Lesufi (MPL)
Member of the Executive Council - Education





The aim is to get a clean bill of health institutionally in order to be able to support programme delivery which is our core business"

MESSAGE FROM THE CHAIRMAN

OF THE BOARD

The year in review was a busy one for the board of directors. 2017/18 was a year of review. We reviewed our strategy which lead to a more inward looking approach to get our house in order. The review set in motion a number of processes. These include:

- Review of the structure to ensure it supports the strategy
- lob evaluation to ensure we standardise and align our human resources processes
- Evaluation of our institutional risks
- Institutional sustainability
- Evaluation of our IT environment to better support core delivery

The aim is to get a clean bill of health institutionally in order to be able to support programme delivery which is our core business. The board took the strategy further and agreed with management on internal priorities moving forward; these priorities will assist our strategy to take shape. We recognise that some factors that required this review will continue to weigh on our performance until they are resolved in the new financial year.

Some of these factors which are high on the priority list relate to human resources and institutional IT environment. However we are confident we will still be able to meet training targets set by the department.

Emanating from the resignation of the former Chief Executive Officer, in February 2017, the Board appointed Dr. Anusha Naidu acting CEO effective from 1 April 2017 and later on Dr Thabi Molete until the end of February 2018. I would like to take this opportunity to thank them for their leadership throughout the year.

Due to the recruitment process for the appointment of a CEO having not yielded a suitable candidate for the position, the board took a decision to appoint myself the Caretaker CEO effective from the 5th of March 2018 for a period of six (6) months ending on the 31st of August 2018. I therefore relinquished my role as Chairman of the Board.

Mr Gregory Malebo (Deputy Chairman) was appointed the Acting Chairman effective from the 1st of March 2018 and Mr Tseliso Ledimo was appointed the Acting Deputy Chairman effective from the 1st of March 2018.

We bid farewell to one non-Executive Director, Ms. Gugu Ndima whose term ended in September 2017. In the period in review, Honourable Panyaza Lesufi, re-appointed all other non-Executive Directors and appointed one additional non-executive director, Mr. Mhlengi Mdakane. We welcome Mr. Mdakane to the MGSLG family.

On behalf of the Board of Directors, I would like to take this opportunity to thank the internal auditors and external auditors for assisting the board in their oversight function. Management team and staff, your patience with the board in the process of recruitment of a CEO is deeply appreciated.

Chairpersons of the Board Committees, Board Task Team and the rest of the board, this has been an incredibly busy year and I would like to express my gratitude for your selflessness and your hard work. You also represented the Board well in events outside the meetings, which is greatly appreciated.

The Board of Directors and I would also like to extend my gratitude to the Honourable MEC, Panyaza Lesufi for his unwavering support and leadership to MGSLG. It is a privilege to be able to deliver the department's mandate under your guidance.

Adv.Thulani Makhubela

Chairman



MGSLG BOARD OF DIRECTORS



ADV. THULANI MAKHUBELA



MR GREGORY R MALEBO



MR TSELISO LEDIMO



MR CALVIN SEHLAPELO



MS VIOLET NTSALI



MR MANAHA MATAKANYA



MR JOCONIA MATABANE





MS LORRAINE S MAKOLA



MS NTUTHU MKEFA



PROF BRAHM FLEISCH



MR TSHIDISO SAUL



MS. PATRICIA MALOKA



MR MHLENGI MDAKANE



MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

I am honoured to present the Matthew Goniwe School of Leadership and Governance's (MGSLG) Annual Report for the 2017/18 Financial Year

In term of GDE training priorities, MGSLG has met all targets as set by the department as indicated under the training report on page 34. We also set ourselves institutional goals for internal processes and for the improvement of our work. These targets are multi-faceted and will be delivered over a few years until the year 2020. Below is progress on these goals.

Research and Innovation

One of the areas that needed to be actioned this year as part of the strategy was research and impact evaluation of our programmes. This focus area remains a challenge and thus has been highlighted as an institutional priority for implementation. Through programme delivery the following evaluation studies were commissioned to assess the impact of programmes.

- a. E-readiness and ICT integration implementation analysis of schools
- b. Evaluation of the Diploma in Grade R teaching programme at NQF level 6 in Gauteng Province
- c. Study of diversity challenges in schools.

Strategic Alignment with the Department

This objective has been achieved as planned, with only one activity remaining. This requires research on a national footprint for MGSLG. This will be expedited in the new financial year.

Sustainability

Sustainablity has been highlighted as one of the priorities to be implemented in the new financial year. The following partnerships remain in force to augment programme funding from the department:

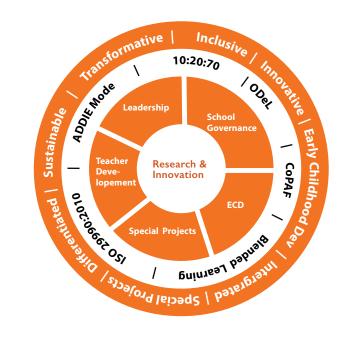
- a. US Embassy Partnership for training of subject advisors, conversion of training materials to e-learning.
- b. Microsoft South Africa Partnership for training of District Officials in Special Education.
- c. ETDP SETA Partnership for the funding of various teacher training programmes.

Delivery Model and Quality Management System

In responding to the strategy, in the reporting period MGSLG put together an integrated service delivery model mainly to ensure effectiveness and efficiency of the internal processes geared to deliver quality capacity building products and services. The model will ensure that MGSLG processes support programme delivery. Though it has not been fully implemeted, it consists of the following aspects:

- A Research and Innovation Department At the centre of the MGSLG Delivery Model is research and innovation to provide Thought Leadership.
- The Core Programme Branches The delivery of programmes will be driven from the two branches:
- Teacher Development This branch includes all teacher training programmes including, early childhood development, inclusive education and ICTprogrammes;
- · Leadership, Management and School Governance **Development** This branch includes education leadership and management, learner leadership and school governance programmes

Institutional Delivery Model



Quality Management System

It is equally important for the Delivery Model to combine the following elements to ensure effectiveness and efficiency. This Service Delivery Model combines the following elements to ensure effectiveness and efficiency.

- a. ISO 29990:2010
- b. ADDIE Instructional Model
- c. 10:20:70 Framework
- d. Blended Learning
- e. Differentiated Approach to Training
- f. CoPAF Model
- g. Learner Support Model
- h. Accreditation and SACE Endorsement

MGSLG needs to ensure all its programmes incorporate and integrate these models. Whilst some of the models above still need to be properly integrated into the programmes, the following have already been incorporated:

- ADDIE model
- 10-20-70 Framework
- CoPAF Model and
- ISO 29990:2010

Our performance reporting standards have also improved due to thorough verification processes introduced in the year.



Annual Report 2017/18

Matthew Goniwe School of Leadership and Governance

Corporate services

This is a long term objective. Targets for the year have been achieved and are reported on in the section for Corporate Services.

Information Communication and Technology (ICT)

MGSLG embarked on a modernisation system roadmap emanating from the need to automate our processes. Due to the large size and limited budget of the programme, we decided to prioritise a few projects at a time. For the period three projects were identified as institutional priorities in terms of ICT:

- Automated HR administrative systems and Supply Chain Management
- Online Learner Management System
- Institutional Connectivity

All three programmes were initiated but not completed by the end of the financial year. Thus, they are continuing in the new financial year.

Core Development Programme

This financial year we managed to achieve all training targets set by the GDE. This is reported fully under the training report on page 24.

I would like to thank the MEC of Gauteng Education, the Honourable Mr Andrek Panyaza Lesufi and the Head of Department, Mr. Edward Mosuwe for having confidence in MGSLG to support the Department's vision. MGSLG's staff also requires our thanks for their hard work and patience whilst the Board is conducting a recruitment process for a CEO and finalisation of the job evaluation process.

Also to be thanked are our partners, the ETDP SETA, the Department of Public Service and Administration (DPSA), Microsoft South Africa, Emperors Palace and the US Embassy for fruitful partnerships in project funding. Thanks are due as well to the SGB Associations, Teacher Unions, Project Management and Implementation Teams, District and Head Office Officials. Our success is a result of your support.

I have the pleasure of submitting the 2017/18 Annual Report for the Matthew Goniwe School of Leadership and Governance.

Dr. Anusha Naidu
Acting Chief Executive Officer



MGSLG EXECUTIVE COMMITTEE (EXCO)

The Executive
Committee for the
period comprised
the following
executives



Dr Anusha Naidu Acting Chief Executive Officer



Mr Sibusiso Mahlangu Chief Financial Officer



Dr Thabi Molete
Branch Head: Teacher
Development



Mr Matime Papane
Head Corporate Services



Dr Thabang MatobakoDirector Research, Planning and



Mr. Linki Tsiane
Acting Director School
Governance
(from | December 2017)



Mr Sipho Dlamini
Director: Teacher Development



Dr Nokulunga Ndlovu
Director: ICT Programmes



Mr Zibonele Sibisi
Company Secretary





OUR MANDATE - WHAT INFORMS OUR WORK

The Constitution of the Republic of South Africa, the National Development Plan, Vision 2030, the Department of Basic Education's Action Plan 2019 and the Gauteng Provincial Government's strategy of Transformation, Modernisation and Reindustrialisation (TMR) all provide a clear direction to improve access, redress, equity, efficiency, inclusivity and quality of learning outcomes through the implementation of

the Medium-Term Strategic Framework and the Department of Education's National Strategy for Learner Attainment Our work is informed and responds directly to the priorities of the GDE which are derived from the documents mentioned previously.

In pursuit of our strategic objective of establishing a mechanism for strategic alignment between the GDE and MGSLG during the period under review we aligned our mandate to give expression to the GDE's ten pillars programme. This we did by prioritizing SGB training, school and district leadership training, Educator and ECD practitioner training and ICT training and support.

1R		Ten TMR Pillars:
ΤMR	Pillar I:	Radical economic transformation
GPG	Pillar 2:	Decisive spatial transformation
O	Pillar 3:	Accelerated social transformation
	Pillar 4:	Transformation of the state and governance
	Pillar 5:	Modernisation of the public service
	Pillar 6:	Modernisation of the economy
	Pillar 7:	Modernisation of human settlements and urban development
	Pillar 8:	Modernisation of public transport infrastructure
	Pillar 9:	Reindustrialisation of Gauteng and South Africa
	Pillar 10:	Taking a lead in Africa's industrial evolution



MGSLG Mandate

MGSLG's Core Mandate:

School Governance Development and Support

- SGB Training

2. Education Leadership and Management

- District Development and Support
- School Leadership training
- School Management Team Training and Support
- RCL Training and Support

3. Teacher Development

- ECD Pre and Grade R training
- Teacher Training From Foundation to FET Phase
- Inclusive Education

4. Integration of ICT in teaching and learning

Education the .⊑ Development Institute

Leading

OUR STRATEGY AND FUTURE OUTLOOK

As part of the monitoring of implementation of our strategy, MGSLG reviewed the current Strategy 2020 with emphasis on the current operational environment and 2015-2020 strategic focus areas. During the period under review, MGSLG articulated a corporate strategy that prioritised eight (8) key performance areas. The one page strategy plan below represents MGSLG's strategic repositioning and prioritisation:

KEY PERFORMANCE INDICATORS

STRATEGIC OBJECTIVES 2015/2020

Research and Innovation

Research institutionalised

Programme evaluation tool

institute-wide

implemented

Satisfaction

Sustainability

Create an Institutional Mechanism for Institute

-Wide Research and Innovation. Culture of

Framework is adopted and implemented

· ROI model implemented for Stakeholder

· Implement the risk management system

To develop a financial/funding model that

Maintain relevance to the funders needs

• Expanding the reach of MGSLG's programmes Marketing and branding strategy

and Local Funding Partners

Sound Financial Management and Reporting

ensures sustainability and attracts International

• Capacity building Pre- and Post-test

Innovation Forums developed and

VALUES CRITICAL SUCCESS **FACTORS/ STRATEGIC PRIORITIES**

MISSION VISION

Research & Innovation

- 90% Stakeholder Satisfaction Index

- 0% irregular expenditure

Strategic Alignment

- Approved APP signed off by the Board and

Core Education Development Programmes

Information and Technology

Strategic Alignment

- Establish institutional mechanism for strategic alignment between GDE and MGSLG strategic imperatives
- the APP and Business Plans
- Establish MGSLG centralised planning system

Delivery Model

- Transition from project based model to departmental based delivery system
- · Legal Status to be reviewed with Stakeholders and funding of the institution to be agreed

Core Education Development

Programmes

- OMS in place against ISO standards
- ADDIE Model Implemented
- · Deliver quality teacher development, SGB, and Learning and Management learning
- External ICT Skills Development

QMS

- Ensure a culture of quality and improvement. Provide quality assurance institutional support
- Collate all policies and procedures into an MGSLG OMS
- Ensure that 100% of all institutional policies are reviewed and approved by the OMRAC
- Deliver a learner support institutional mechanism

Corporate Services

- · Review and update organizational structure in line with strategy
- Review and ensure adherence to all related
- Ensure alignment of MGSLG strategic plan with Implement HR strategy aligned to organization
 - · Build and implement an infrastructure strategy
 - A functioning effective Board

Information and Technology

- Modernise MGSLG internal processes to support organisational business processes and delivery
- ICT Capacity Training, Support
- ICT Skills Development internally
- Information Management System

Leading the way through research informed Sustainability Strategic Alignment Professionalism Efficiency Integrity Ubuntu Programmes Innovation Accountability Collaboration

Research & Innovation

Corporate Services

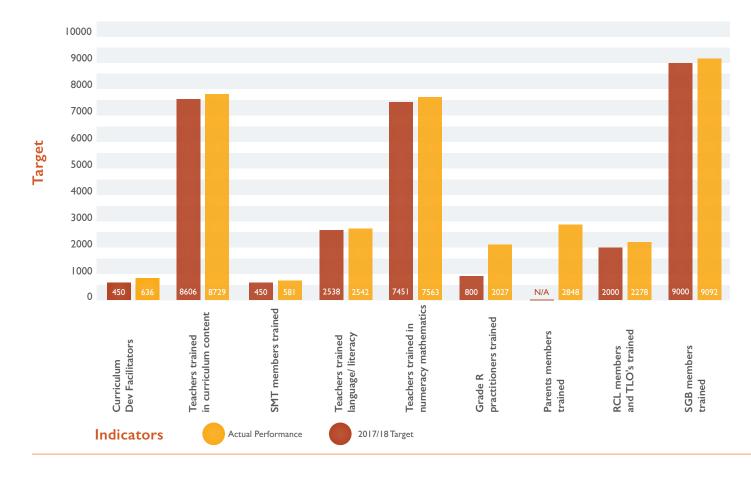
Information &Technology Systems & Processes





PERFORMANCE AT THE GLANCE

During the year under review MGSLG trained and supported curriculum development facilitators, senior management team (SMT) at schools, educators across a spectrum of phases, ECD practitioners and SGB members across a spectrum of programmes of programmes. The table below provides a snapshot view of such our performance against these deliverables:



TRAINING REPORT AS PER 2017/18 GDE TARGETS

Programme Outcomes	Outputs	Activities	Indicators	2017/18 Target	Actual performance
Training and Development	Training & Support of Curriculum Development Facilitators	Train curriculum development facilitators	No. of curriculum development facilitators trained	450	636
	District Officials Training SPM 103	Train District Officials in Leadership and Management	No of District Officials trained		
Teacher Provision and Support	Teacher Training & support SPM 201	Train teachers in technical subjects, curriculum content, instructional skills, assessment and the use of resource	Total number of teachers trained in technical subjects, Maths, Science, Literacy, ICT incl. curriculum content, instructional skills, assessments and the use of resources	8606	8729
SMT Support	SMT training and support SPM 202	Train SMTs in curriculum management, change management and induction	No. of SMT members trained	450	5 506
Teacher Provision and Support	Teacher Training support PPM 208	Train educators on language / literacy content and methodology	No. of educators on language / literacy content and methodology trained	2538	2542
	Teacher Training support PPM 209	Train teachers (Foundation and intermediate)in numeracy subjects and mathematics instructional skills, assessment and the use of resources	Number of educators trained in Numeracy/ Mathematics content and methodology	7451	7 563
Access to Quality Early Childhood Development (ECD)	ECD Practitioner Training: Grade R and Pre-Grade R SPM 502	Identify and train Grade R practitioners	No. of Grade R practitioners trained	800	2027
School functionality & community involvement	SGB Training	Training of SGBs in the governance of schools	No. of SGB members trained	9 000	9092
	Parental Support	Train and support parents	No. of parents trained/supported	N/A	2848
	RCL Training	Train RCL members in youth leadership	No. of RCL members and TLOs trained	2 000	2278

PROGRAMME DELIVERY HIGHLIGHTS

MGSLG continues to play a central role in contributing towards the GDE's outcomes in terms of the core mandate of building the capability of the various stakeholders in the education sphere relating to content knowledge, pedagogy, assessment, management, governance and integration of technology in education. This is accomplished through the provision of accredited programmes, just-in-time training, continual onsite support, the development of resources and supporting district and school -based initiatives. These initiatives ensure that all stakeholders are continually supported in their critical role of delivering the curriculum.

The use of the ADDIE Model of Analysis, Design, Development, Implementation and Evaluation is central in ensuring the delivery of relevant programmes that respond to the needs of the target groups. The Differentiated Approach is helpful in classifying the target groups according to their needs. The integration of technology in teaching and learning continues to enjoy centre stage as teachers grapple with 21st century skills in the classroom. Such skills are key in the support of the fourth industrial revolution to ensure relevance and global competitiveness.

We have also been involved in the design and development on two key programmes of the GDE which include: Project-based Learning (PBL) and the Curriculum Management Framework (CMF). Although these two programmes will be rolled out in the next financial year, however their conceptualisation and training of trainers remains an important contribution in ensuring capacity building for officials in these critical areas

TEACHER DEVELOPMENT

The Teacher Development Branch has the mandate for capacity building of teachers from pre-grade R to the FET levels. This includes district and head office staff linked to curriculum delivery. It also oversees implementation of the provincial Maths, Science and Technology (MST) Strategy delivered through the Sci-Bono Discovery Centre. In this financial year, the Branch has met all the targets set for 2017/18. Through this Branch, MGSLG is expected to meet national targets known as Strategic Performance Measures (SPMs) and provincial targets known as Provincial Performance Measures (PPMs).

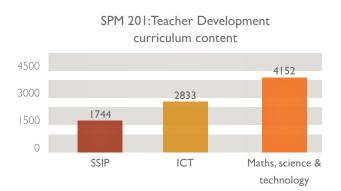
ICT in Education

The training of teachers to integrate technology in the classroom continues to be a priority in Gauteng Department of Education (GDE). In order to achieve this, teacher group training sessions after school were supplemented with onsite support that helped provide Grade 11 and 12 teachers with just in time tuition and support as they prepared to deliver their lessons with available ICTs to enhance their teaching. Attention was given to responding to identified teachers' needs in Content, Pedagogy and Assessment through effective integration of ICTs in the classroom. In addition to that, training sessions moved from generic to subject - specific as the aim was equipping teachers with knowledge, skills and attitudes they needed to integrate ICTs effectively in the subjects they are teaching. We developed an online Professional Development programme aimed at advancing teacher capacity in integrating

these modern technologies into teaching and learning. The course has been piloted with some teachers and district officials and is ready for delivery to all schools. As curriculum specialists, Subject Advisors are being trained on ICT use for education in order to capacitate them with more efficient ways of managing their roles as they support teachers in schools in the integration of modern technologies they support teachers in schools in the integration of modern technologies.

We trained other stakeholders who have the responsibility of supporting teacher ICT activities in school and at district level. School based ICT committees have been trained on ICT Change Management issues they need to design and develop school policies and support ICT activities in their institutions. District based ICT committees have been oriented to the teacher training activities so that they can support and monitor the roll out of ICTs in schools in their districts.

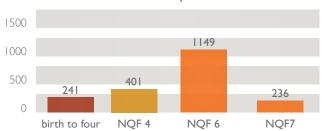
While the use of digital devices in Gauteng's classrooms promotes smart ways of teaching and learning, this project's aim is to ensure through training by MGSLG on ICT use, teacher and learner performance improves.



Early Childhood Development (ECD)

MGSLG continues to support the Gauteng Department's goal through these programmes to have all ECD Practitioners in the system qualified by the year 2020. To this end, ECD training programmes offered at Mathew Goniwe prepare practitioners at different levels for laying the foundation needed to ensure that children are well prepared for formal schooling. This project that was introduced and funded by the Gauteng Department of Education (GDE) and delivered through MGSLG has registered and offered tuition to ECD practitioners for Pre-Grade R and Grade R for a number of years. In the year under review, the fifth cohort of the Pre-Grade R Practitioners in NOF level 4 was enrolled. In addition to that, one cohort of Grade R Practitioners at NQFL 6 completed a three year Diploma in ECD. The B.Ed. degree programme in Foundation Phase Teaching for Grade R Practitioners was launched in partnership with UNISA. All these are programmes which award a full qualification to practitioners after successful completion, thus ensuring that children in this province have skills and knowledge they need to cope with Grade I learning and the rest of their schooling demands. Furthermore, these practitioners participate in capacity building programmes such as the pre Grade R Curriculum and 'Learn not to Burn'.

SPM 502: Early Childhood
Development



Inclusive Education

The usual five day's training for inclusive education that is conducted annually was implemented in collaboration with the inclusion directorate. This five day training programme is popularly known as the Inclusion Focus Week which supports inclusion specialists in different identified areas of inclusive education. Orientation workshops for teachers in Special Schools on the implementation of the Screening, Identification, Assessment and Support (SIAS) Policy has been ongoing since the last quarter of the year.

Psychosocial Training and Support

MGSLG has adopted a three-tier model to support schools in psychosocial issues which includes: A System of Prevention, A System of Early Detection and A System of Care. The following programmes were implemented:

- 24 Hour Toll Free Crisis Line for leaners in distress and their parents to receive counselling intervention.
- The development of a Protocol Document to deal with psychosocial issues and the training of Grade R Practitioners
- The development of a Protocol Document to deal with psychosocial issues, aimed at Grade 1-12 Learners and their Teachers which includes a diagnostic tool and the training of teachers and social workers
- Intervention focusing on the male learners on the effects of fatherlessness using arts and drama

As the African adage goes "It takes a whole village to raise a child," the psychosocial projects as described above have come at a time where some schools in the Gauteng Province are experiencing psychosocial challenges. These challenges have an adverse effect on teaching and learning as well as human relations in schools.

Another initiative under the psychosocial activities includes a programme known as the HIV and AIDS project. The

Project arose as a result of MGSLG facilitating the design and implementation of a life skills training programme for Primary and Secondary School Teachers. The main objective of the project was to deliver an age-appropriate programme for South African Primary and Secondary School Teachers dealing with TB, drugs and substance abuse, teenage pregnancy, gender issues, rape, harmful religious practices, xenophobia and other psycho-social issues. The importance of this programme cannot be overstated, particularly in a country like South Africa where the most pressing challenge is to halt the spread of the virus. Trained teachers were certified as lay counsellors in order to provide the first level support to learners in their schools.

Secondary School Improvement Programme (SSIP): Teacher Training

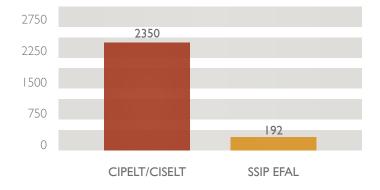
The Secondary School Improvement Programme (SSIP) for educators is intended to equip educators in Gauteng Schools who obtained less than 80% pass rate in the identified twelve gateway subjects in the National Senior Certificate (NSC) results. The focus of the training is informed by the 2017 Diagnostic Report on challenging topics as diagnosed by the NSC results. The SSIP programme has continued to evolve through a model that focuses on Content, Pedagogy, Assessment and ICT integration. A differentiated approach was used which includes a residential programme for teachers on gap areas. This was complemented by a school based support approach of four months for eight underperforming schools that obtained less than 65% in their NSC results in 2017. A third component of SSIP involves training of new teachers in Tourism, Hospitality and Consumer Studies. The SSIP uses mixed methods that include face to face training, onsite support and integration of ICT in training teachers. This approach, which uses a blended learning approach, has been well received by participants as it focused on areas where they are weak.



CiPELT and CiSELT Programme

This programme focuses on teaching methods for English language teachers. As a national programme MGSLG had the responsibility to train primary and secondary school teachers over five days of intensive, practice-based learning. Language teaching remains one of the critical yet weakest areas in the system of education since English is used as medium of instruction by most schools.

PPM 208: Language/Literacy



Accredited Programmes for Teachers

To ensure that teachers improve their skills and knowledge MGSLG has continued to offer accredited programmes in partnership with several Higher Education Institutions such as University of Johannesburg, University of Pretoria, UNISA and Wits University. Such programmes are offered at different levels for teachers in subjects such as Geography, Economic and Management Sciences (EMS), Music, Life Skills and Engineering and Graphic Design (EGD). All these programmes lead towards accreditation from NQF Levels 5 - 7.

Assessment

This programme was rolled out to capacitate district officials responsible for assessment in the province. Assessment remains one of the biggest challenges for teachers based on the Diagnostic Reports where school-based assessments in some schools were disqualified by Umalusi thus disadvantaging Grade 12 learners in some subjects. Therefore while a stand-alone subject-based programme was designed for all phases, assessment continues to be incorporated across all teacher development programmes as an essential skill to be learned by teachers and officials



LEADERSHIP AND MANAGEMENT DEVELOPMENT

The quality of leadership makes a significant difference to schools and learner performance. For schools to provide the best possible education they require trained and committed teachers, but they in turn, need the leadership of highly effective principals and the support of senior and middle management.

School leaders also need to ensure that learners are prepared for the next generation digital era. These profound changes in education and the demands on schools and schooling suggests a new way to prepare and develop school leaders.

Occupational Certificate: School Principal – SAQA ID 101258

MGSLG has been accredited to provide the Occupational Qualification for School Principals. The Occupational Certificate: School Principal (School Manager) has been designed to develop the much needed applied competencies (knowledge, skills, attitudes, values and practices) which gives effect to the Standards for Principalship. A qualification that will focus on developing and assessing principals in real contexts is vital to ensuring that they acquire real skills and capabilities to lead and sustain the major changes required in schools.

School Principals need to provide effective and relevant school leadership and management that promotes a values driven school ethos, conducive to the delivery of quality education and positive learning experiences for all learners,

so that each child reaches their true potential and is able to contribute and function meaningfully in society. Education is an essential component of economic development in the world and career success in a global society and depends on a relevant education. Therefore quality education and training is required for school principals to, firstly, close the gap between learners from diverse backgrounds, and secondly, to empower learners who will play a meaningful and productive role in the ever-changing and demanding national and global society.

MGSLG will be enrolling the first intake onto the qualification in 2019.

Capacity building for Representative Councils for Learners (RCLs)

A total of 2076 RCL members and their respective TLOs were trained in the financial year 2017. They were trained on their roles and responsibilities in order to contribute to creating a positive learning environment in schools. RCLs in all 15 districts attended the training. Planning of a more focussed and in-depth development of RCLs has begun. RCLs will be empowered to take on a more active role in the school by supporting fellow learners and supporting teaching and learning in the school. They will compile their own school improvement projects. These will provide them with leadership and project management skills and contribute to compiling a profile for the future.

Priority schools support programme

Schools that performed below 50% in the National Senior Certificate examination we identified and prioritised. They received support to improve teaching and learning. An analysis of school management of the selected schools was undertaken in order to identify the areas of leadership and management support required. A Mentoring and Coaching programme was undertaken with the leadership facilitators acting as the Mentors and Coaches of the principals of the eight selected schools. The school management were very happy to receive support although some of the schools required a more sustained intervention to experience real turnaround.

Diversity Management

We commissioned research into the challenges of diversity in schools to develop an intervention model for schools facing a various diversity of challenges. The research involved a desktop policy and literature study as well as an immersion programme in four Gauteng Schools. The goals of the immersion were to:

- Better understand school 'diversity management' problems, issues & challenges as they are experienced on the ground;
- Evaluate how schools are responding to those challenges;
- Explore the relevance of the Social Cohesion Toolkit developed a few years ago by the Department of Basic Education (Social Cohesion Guide for Schools);



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- Test a Proto- Model of School Diversity Management;
- Develop a diagnostic framework of performance criteria / indicators for diversity management;
- Determine what would be required for effective school diversity management' support (toolkits, programmes, training, etc.)

The research report revealed many challenges and realities that exist in schools including racism, bullying etc. but the biggest revelation was how ill-equipped schools are to deal with these issues and how in many instances the school culture actually enables and allows these transgressions. This report was presented to the Premier's task team on Diversity as well as to the District Diversity Team. There was a strong call from all sectors to use these findings to assist the many schools experiencing numerous diversity challenges.

Induction for Newly Appointed Principals and Deputy Principals

The Induction Programme for newly appointed principals and deputy principals is underpinned by the GDE's Strategic Pillar 3, namely "Leadership and Management" which deals with all leadership and management within the school sector. The overarching aim of the Induction Programme is to equip all newly appointed principals and deputy principals with knowledge that they require to effectively do their jobs as well as an understanding of their specific workplace context and how their roles align with the priorities of the school.

Our Induction Programme encompasses four complementary modules, namely 'Induction Overview, Curriculum Management, Financial Management and Induction Support'. The total number of targeted beneficiaries, of this 12 month programme for the 17-18 financial year, was 300- with actual attendance per module recorded at: Induction Overview (60%); Curriculum

Management (37%); Financial Management (67%) and Induction Support (55%)'. The Induction programme was very well received by the newly appointed principals and deputy principals as this was the first time they were receiving support.

District and Head Office Administration System (DHAMS)

Initial funding to develop an automated District, Head-office Administration Management System was received from the Department of Public Service and Administration (DPSA). The primary project objectives were as follows

• Improve service delivery to schools

through ensuring the implementation of the District Realised Model that encourages a culture of front line problem solving and development support to schools

· Build the capacity

of the district officials on data informed leadership to ensure that they design appropriate solutions based on a sound needs assessment process which incorporates the analysis of qualitative and quantitative data with the view to achieving improved overall school management

Encourage the use of technology

in service delivery that will ensure access to real time data thus allowing for quick turnaround times The development of the system was led by a steering committee (Steer Com) made up of all relevant stakeholders in Head Office and District As this was the first attempt at developing a common business processes, it took a great deal of sifting through a myriad of templates in order to standardise processes.

The result was the following:

- After a number of debates and discussions in the Steering Committee – it was decided that DHAMS will serve the main purpose of profiling and re-profiling in schools.
- It was decided to focus on the nine Whole- School -Evaluation areas.

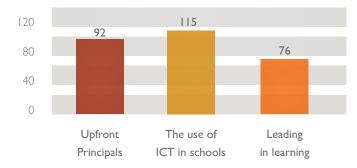
The system was piloted in Four Districts in 2017 and continues. The system is well received as it is the first time districts can use technology to profile schools. The system is able to allow individual district officials to compile their reports which are finally collated into a school report – serving the whole school evaluation section as well. District Directors and officials in head office are now able to receive data on schools in real time and will be able to track progress in real time. The DHAMS system will be handed over to the Gauteng Department of Education for full implementation in the new financial year.

Leadership Seminars

We promote dialogue through seminars. These are presented in partnership with BRIDGE, Wits Business School, SASOL Nzalo Foundation and the Catholic Institute. The leadership branch held three seminars for the 2017/2018 financial year. The seminars were as follows:

- "The use of ICT in schools" was held on the 17 May 2017
- In collaboration with University of Johannesburg, a seminar on "Learning in Leadership" was held on the 5th October 2017.
- "Creating Safe and Supportive Learning
 Environments" was hosted by the Leadership
 and Management Branch on the 15th March 2018.

Leadership Seminars



Change Management

The Change Management project targeted 428 schools involved in the GDE's ICT roll-out project. The objectives of the project were:

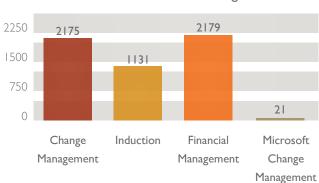
- To ensure that school management and ICT committees are equipped to lead change in the school by supporting all role-players including teachers and learners to be able to integrate ICTs confidently in classroom teaching and learning in order to improve learner outcomes.
- To support all school management to implement ICT in schools.
- To equip the provincial and district ICT teams to lead the change process and monitor change in schools especially the impact on teaching and learning.

The initial Change Readiness Assessments (CRA) were conducted on 428 schools in 15 Districts in Gauteng Public schools. The process ran effectively from the 16th January 2017 to 17th March 2017. The 2nd Post-Change Readiness Assessments were conducted on 312 schools during September and October 2017. The focus of the Change Readiness Assessments was based on 4 Pillars that look at Institutional Capacity (Governance); Infrastructure; Leadership & Management; and Perceptions & Attitudes. The focus was on:

- Transformation processes addressing barriers to change in schools.
- Schools were given guidelines, techniques and strategies on the change processes.
- Site-based coaching assisted schools to accept and consolidate the change.

The challenge is to institutionalise the change processes within schools so that the capital gains remains when the change agents leave the schools.

SPM 202: SMT Training





SCHOOL GOVERNANCE DEVELOPMENT

Despite the significant difficulties facing the educational system in South Africa, School Governing Bodies provide a good prospect of enhancing local democracy and improving the quality of education for all learners. They have a strategic significance, as identified by the National Development Plan (NDP), which calls for the alignment of the interests of all stakeholders to support the common goal of achieving good educational outcomes responsive to community needs.

The SGB elections are the largest election process outside of the Local Government Elections and take place in all public schools. SGBs serve their schools for a three-year cycle wherein they make important decisions regarding issues around discipline in schools and codes of conduct, to language and admissions policies at a school level.

The South African Schools Act (Act 84 of 1996) mandates the establishment of school governing bodies that allow stakeholders — such as the government, parents, educators and learners (in secondary schools) — to play an active role in taking decisions on behalf of the school. However, this can be best achieved if those participating in school governance are trained to decide on matters affecting their schools.

The School Governance Directorate started the financial year by establishing a plan to fast track training for School Governing Body (SGB) members in Gauteng schools to ensure that targets set by the GDE are met. This also took into consideration that this was the final year of the SGB 3 year term in office. The training focussed on Roles and Responsibilities, School Improvement Planning, School Financial Management, SGB Elections and Handover process post SGB Elections.

10 857 SGB members were trained in the following programmes:

SGB roles and responsibilities

413 SGB members were capacitated on their roles according to Section 20 and 21 of SASA 84(1996) as amended. These are the core functions of the SGBs once elected in office. SGB members were advised to promote the best interest of the school in whatever they are doing. Adopting the mission statement and the constitution of the school are some of the functions the SGB has to carry out.



School financial management

II3 SGB members were capacitated on the School Financial Management programme to fulfil their financial responsibilities according to the requirements of SASA 84 (1996) as amended. SGB members were able to manage school finances and resources efficiently to ensure effective teaching and learning. Some of the topics covered in the programme covers internal controls, budgeting, procurement and payments. The programme also addressed management of petty cash, financial reporting, Inventory and assets.

School improvement plan (SIP)

The SIP programme assists SGBs and SMTs to work in harmony in the spirit of cooperative governance. 5891 SGBs and SMTs were trained in conducting internal whole-school evaluation (WSE) on an annual basis in line with timeframes prescribed by GDE. SGBs are then expected to produce a School Development Plan (SDP) every three years and review it annually in accordance with the SIP in line with GDE prescribed timeframes.

SGB handover

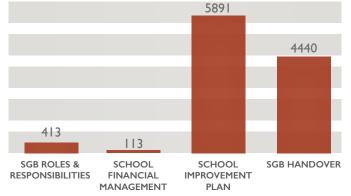
This programme prepares SGB members on how to conduct the handover programme so as to handover to the newly elected SGBs in the March 2018 SGB elections. 4440 SGB members were also assisted in compiling a report of the handover and submit to the district for verification. The Handover programme ensures a smooth transition in the functioning of the newly elected SGB.

MGSLG also played a support role in the monitoring of SGB Elections which were concluded at the end of March 2018.

MGSLG believes in continuous development of department officials and its facilitators to improve school support and approaches to training. School Governance facilitators and department officials were trained on the use of Smart Boards to support MGSLGs blended learning approach. They were also trained on how to support the SGB Elections, hand over processes and the preparation of the school improvement plan in order to support SGBs effectively, post elections and training.

We are proud to have met and exceeded all targets as set by the GDE for 2017/18 Financial Year as reflected in the training report.

SGB Training









CORPORATE GOVERNANCE

MGSLG is a non-profit company duly registered in accordance with the laws of the Republic of South Africa. It is governed by the provisions of the Companies Act 71 of 2008 as amended.

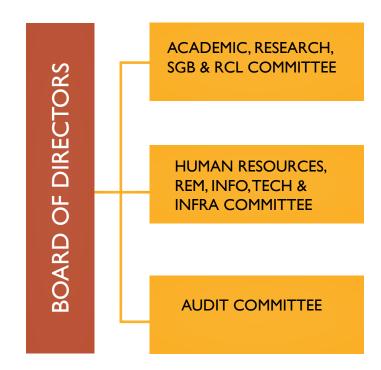
Legal Framework

In order to ensure that the Company remains at the forefront of best corporate governance practices, MGSLG complies with the following legal requirements which are applicable:

- Constitution of the Republic of South Africa, 1996
- Companies Act No. 71 of 2008 (Act)
- Public Finance Management Act No. 1 of 1999 (PFMA)
- King IV Code on Corporate Governance (King IV).

Board of Directors

MGSLG's governance structure has a majority of its members being independent non-executive directors, all of whom were appointed by the Member in terms of the Memorandum of Incorporation (MOI).



In terms of the MOI the board shall not comprise less than three (3) non-executive directors and not more than 15.

The Board of Directors during this reporting period were:

- I. Makhubela, Thulani (Non-Executive) Chairman
- 2. Malebo, Gregory (Non-Executive) Deputy Chairman
- 3. Fleisch, Brahm (Non-Executive)
- 4. Ledimo Tsěliso (Non-Executive)
- 5. Makola, Lorraine (Non-Executive)
- 6. Maloka, Patricia (Non-Executive)
- 7. Matakanya, Manaha (Non-Executive)
- 8. Mthintso, Sarah (Non-Executive)
- 9. Ndima, Gugu (Non-Executive)
- 10. Ntsali, Violet (Non-Executive)
- 11. Sehlapelo, Calvin (Non-Executive)
- 12. Matabane, Joconia (Non-Executive)
- 13. Mkefa, Edith (Non-Executive)
- 14. Saul, Tshidiso (Non-Executive)
- 15. Mdakane, Mhlengi (Non- Executive)
- 16. Naidu, Anusha (Executive) Acting Chief Executive Officer (1Apr 28 Nov 2017)
- 17. Molete, Bathabile (Executive) Acting Chief Executive Officer (29 Nov 2017 2 Mar 2018)
- 18. Mahlangu, Sibusiso (Executive) Finance Director/ Chief Financial Officer

Appointments of Directors

The following directors were appointed as directors of MGLSG at the Annual General Meeting (AGM) held in September 2017:

- I. Makhubela, Thulani (Non-Executive) Chairman
- 2. Malebo, Gregory (Non-Executive)- Deputy Chairman
- 3. Fleisch, Brahm (Non-Executive)
- 4. Ledimo Tsěliso (Non-Executive)
- 5. Makola, Lorraine (Non-Executive)
- 6. Maloka, Patricia (Non-Executive)
- 7. Matakanya, Manaha (Non-Executive)
- 8. Mthintso, Sarah (Non-Executive)
- 9. Ntsali, Violet (Non-Executive)
- 10. Sehlapelo, Calvin (Non-Executive)
- 11. Matabane, Joconia (Non-Executive)
- 12. Mkefa, Edith (Non-Executive)
- 13. Saul, Tshidiso (Non-Executive)
- 14. Mdakane, Mhlengi (Non-Executive)

Mr Mhlengi Mdakane was appointed as a board director on the 24th of July 2017 which was prior to the AGM (28/09/2017) and his appointment was confirmed at the AGM with all other directors whose terms were extended.

Appointment of Chief Executive Officer (CEO)

Given the resignation of the former Chief Executive Officer, Dr More Chakane with effect from the 28th February 2017, Dr Anusha Naidu was appointed the acting CEO effective from I April 2017 until 8 December 2017. Thereafter Dr Molete was appointed as acting CEO effective from the 8th of December 2017 until the 2nd of March 2018. Due to the recruitment process for the appointment of a CEO having not yielded a suitable candidate for the position, the board took a decision to appoint Adv. Thulani Makhubela the Caretaker CEO effective from the 5th of March 2018 for a period of six (6) months ending on the 31st of August 2018. Adv. Thulani Makhubela therefore relinquished his role as chairman.

Chairman and Deputy Chairman

During the period of Adv. Thualani Makhubela acting as CEO, Mr Gregory Malebo (Deputy Chairman) was appointed the Acting Chairman effective from the 1st of March 2018 and Mr Tseliso Ledimo was appointed the Acting Deputy Chairman effective from the 1st of March 2018.

Board of Directors Meetings

The Board meets at least four times a year and holds an Annual General Meeting (AGM) once a year. In addition to the four quarterly Board meetings, there are special meetings which are held when necessary.

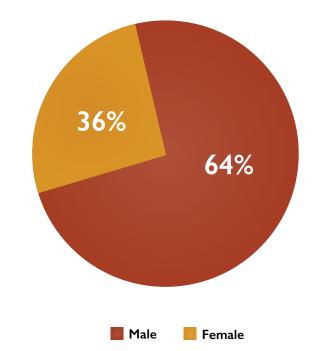
During the Board meetings, the Board is kept abreast through reports on the budget, strategy and performance on programmes undertaken by MGSLG amongst other issues.

During the year under review, a total of eleven (11) board

meetings were held. The Board conducted five ordinary meetings, five special meetings, one meeting with the Member and an Annual General Meeting.

Graph I:Non- excutive Board Directors Gender Profile

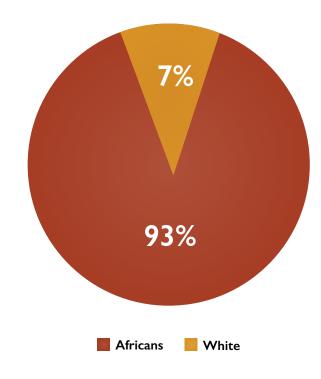




Board meetings and attendance

Graph 2: Non- executive Board Directors Race Profile





	Date of Appointment	4 May 2017 Ordinary Meeting	6 July 2017 Special Meeting	28 July 2017 Ordinary Meeting	28 September 2017 AGM	31 October 2017 Special Meeting	1 November 2017 Continuation Meeting & meeting with Member	23 November 2017 Special Meeting	8 December 2017 Special Meeting	31 January 2018 Ordinary Meeting	19 February 2018 Special Meeting	28 February 2018 Special Meeting	TOTAL
Makhubela Thulani (Chaiman until 28 February 2018)	01/10/2014	V	V	V	V	V	Х	Х	V	V	V	V	9/11
Malebo Gregory (Deputy Chairman until 28 February 2018)	01/10/2014	Х	V	V	X	V	V	V	V	V	V	V	9/11
Fleisch Brahm	25/07/2011	V	V	√	X	√	√	V	√	√	√	√	9/11
Ledimo Tseliso	25/07/2011	V	V	√	V	V	V	V	V	V	√	V	9/11
Makola Lorraine	01/10/2014	V	V	V	V	V	V	V	V	V	V	V	9/11
Maloka Patricia	01/07/2015	V	V	V	Х	V	V	V	V	V	V	V	9/11
Matakanya Manaha	18/02/2013	V	V	V	Х	V	V	V	V	V	√	V	9/11
Mthintso Sarah	01/10/2014	X	V	X	X	Х	V	V	X	V	X	V	9/11
Ndima Gugu	01/10/2014	Х	X	X	X		Resigned						9/11
Ntsali Violet .	01/10/2014	V	V	V	V	V	V	V	V	V	V	V	9/11
Sehlapelo Calvin	01/07/2015	V	V	х	V	V	V	V	V	V	V	V	9/11
Saul Tshidiso	01/11/2016	V	V	V	V	V	V	V	V	V	V	V	9/11
Matabane Joconia	01/11/2016	V	V	х	V	V	V	Х	V	V	V	V	9/11
Mkefa Edith	01/11/2016	V	х	V	V	V	V	V	V	V	V	V	9/11
Mdakane Mhlengi	24/11/2017				V	V	V	V	V	V	V	V	9/11
Anusha Naidu (Acting CEO)	01/07/2014	V	V	V	Х	X	X	n/a	a .				4/11
Molete Thabi (Acting CEO)		n/a								V	V		2/11
Mahlangu Sibusiso (CFO)	01/03/2007	√	V	V	V	V	V	n/a		V	V		9/11

√ In attendance

X Apology / not present

Director Development

During the reporting period, a formal induction session was held for new board directors. Also further training was conducted through a service provider for all board directors. The training focussed on the role of the board and each director as well as adding value through good corporate governance.

Board Directors Remuneration

Due to the entity being registered as one not for profit, all its property and income whether obtained by donations or profit by means of income generation activities, must be used to further its objectives. No income of the company may be paid to a member/shareholder or directors.

Payment is only permissible when it is remuneration for goods delivered, services rendered and reimbursements for expenses arising from advancement of the objectives of the company

Board Director's fees are approved by the Member on recommendations made by the board through its Human Resources, Remuneration, Information, Technology and Infrastructure Committee. The Board Director's fees for the reporting period were formally approved by the Member.

Executive directors are only compensated for their services in line with their applicable employment contracts as employees of the company. Figures for the payment of board fees are reflected in the financial statements section.

Disclosure of interest

Disclosure and transparency are partners of good governance and they are in line with the principles contained in the King code on corporate governance. The board directors therefore declare any interest they may have in every board and committee meeting.

Board Committees

The board has established the following committees:

- Academic, Research, SGB & RCL Committee
- Human Resources, Remuneration, Information, Technology & Infrastructure Committee
- Audit Committee

Board Committees play an important role in enhancing good corporate governance and improving internal controls to ensure sustainable performance of MGSLG. They provide feedback and recommendations to the main board and as such each is chaired by an independent non-executive director.

All the committees have terms of reference and during the 2017/18 financial year all these terms of references were reviewed and formally approved by the board of directors.

Academic, Research, SGB and RCL Committee

Directors	11 April 2017	19 July 2017	13 October 2017	16 January 2018	24 January 2018 (Special)
Ledimo Tsěliso (Committee Chairperson)	V	V	V	V	V
Fleisch Brahm	V	V	X	V	V
Makola Lorraine	V	V	V	V	V
Matakanya Manaha	X	V	V	V	V
Mkefa Edith	V	V	V	V	V
Ndima Gugu	X	Х			
Naidu Anusha (Acting CEO)	V	V	V		
Molete Thabi (Acting CEO)				V	V

√ In attendance

X Apology / not present

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Audit Committee

The committee convened as follows during the reporting period:

Directors	13 April 2017	27 July 2017	1 December 2017 (Special)	20 October 2017	24 January 2018	31 January 2018 (Continuation)
Sehlapelo Calvin (Committee Chairperson)	V	V	V	V	V	V
Maloka Patricia	V	V	V	V	V	V
Mthintso Sarah	X	V	X	X	V	V
Matabane Joconia	n/a	V	V	V	V	Х
Naidu Anusha (Acting CEO)	V	V	V	Х	n	/a
Molete Thabi (Acting CEO)		n	/a		V	V
Mahlangu Sibusiso (Finance Director/CFO)	V	V	V	V	√	√

√ In attendance

X Apology / not present

Human Resources, Remunerations, Information, Technology & Infrastructure Committee

The Committee convened as follows during the reporting period:

Directors	12 April 2017	13 July 2017	16 October 2017	17January 2018	24 January 2018 (Special)
Ntsali Violet (Committee Chairperson)	V	V	V	V	V
Ledimo Tsěliso	X	X	V	V	V
Malebo Gregory	V	V	X	X	V
Saul Tshidiso	n/a	V	V	V	V
Naidu Anusha (Acting CEO)	V	V	V	n.	/a
Molete Thabi (Acting CEO)		n/a		V	√

√ In attendance

X Apology / not present





CORPORATE SERVICES

Corporate Services branch in MGSLG currently includes the functions of Human Resources, Information Management, ICT and Facility Management as functional areas.

The requirements of the King 2, 3 and 4 reports are such that companies and entities must report on staffing and human capital matters, as well as the remuneration of members of committees for transparency purposes. As a Not for Profit Company, MGSLG is therefore obliged for good governance to adhere to these requirements. This report will therefore include issues critical to reporting as part fulfilment of these requirements as well as to provide information of the critical functional and service of this branch as a support unit.

Human Resource Management

Our HR practices and policies were reviewed and updated to ensure that employees and their contracts adhered to the legal framework and the labour laws (as amended) of the country. Staff members were involved in these review processes which were endorsed by the Board of Directors to ensure adherence to the labour laws and to sound employment relations.

New policies were adopted to address these matters including the review of the HR policies. All the HR policies of the institution were reviewed by the Board and new polices were adopted in areas where gaps were identified by the institution as per the following:

Human Resources Policy

The HR policy was amended in line with the requirements of the amended LRA and this specifically was in relation to the definition of employees and the contractual obligations of the employers. The policy of Temporary Employment was adopted so as to clearly define and be inclusive of fixed term employment.

- An Acting and Interim appointment policy was adopted as a new policy in order to fulfil the following:
- To provide a framework for implementing policy on acting positions for positions left temporarily vacant or requiring immediate filling.
- To guide the institution in filling temporarily vacant positions in line with other HR policies and the amended labour regulatory framework.
- To ensure that this process is seen to be fair and open, and assists the institution in its employment equity process.

- To provide a formal process of filling temporarily vacant position in an effort to ensure that institutional plans and strategies do not suffer unnecessarily due delays and non-performance.

Employment diversity and equity

MGSLG espouses our country's labour regulatory framework and policies of transformation.. Reports to the Board of Directors and their engagement reflect the necessity to look at all issues of employment, but more strategically at issues of employment equity and diversity. MGSLG staff profile during this review period of 2017/2018 comprised of the following:

ORGANISATIONAL STRUCTURE

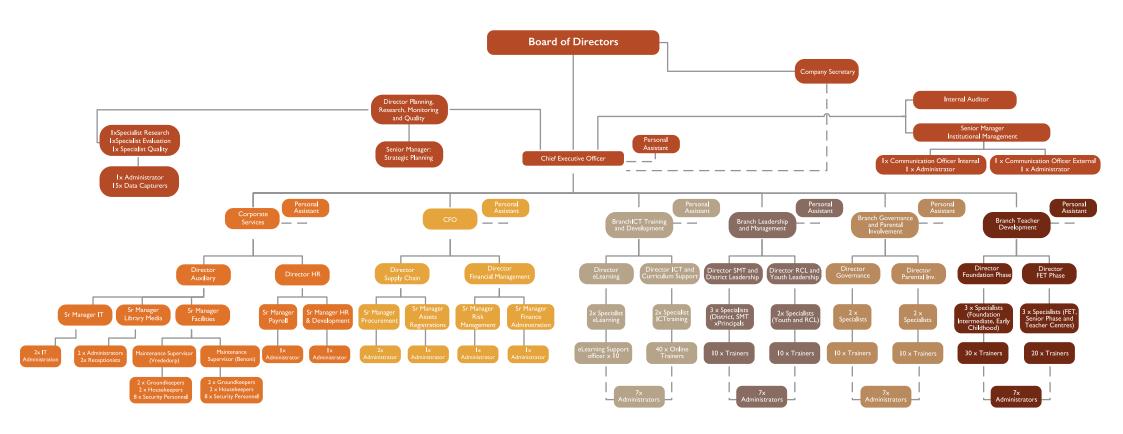
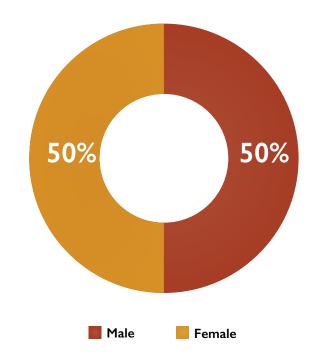


Table: Gender, race, age and diversity of staff in 2017/18 period

	Gen	nder	Racial Equity Gender				Age Group Racial Equity		
CATEGORY	М	F	А	С	ı	W	< 35	35-55	> 55
Senior Managers	5	3	7	0	1	0	0	5	3
Middle Managers	10	4	11	1	1	1	0	14	0
Personal Assistants	0	4	2	2	0	0	1	3	0
Administrators	13	23	31	5	0	0	23	12	1
Security, Housekeepers and Groundsmen	14	8	22	0	0	0	5	17	0
TOTAL	42	42	73	8	2	1	29	51	4

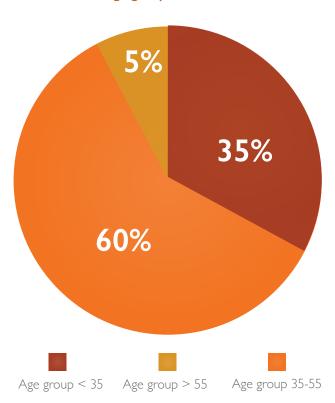
Gender Breakdown

The pie-chart below provides a picture of gender breakdown and demographics of employment of MGSLG. The gender balance in the institution is an almost 50/50 reflection as in the below graph:

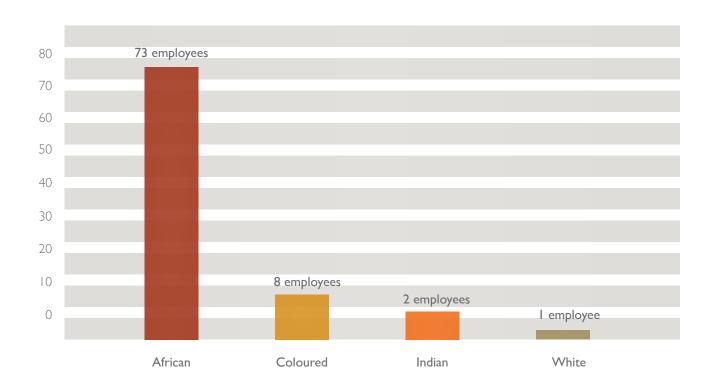


However the picture below depicts an aging staff complement, the example being that the organisation consists mainly of members who are over the age of 35. This is a risky setting as there seems to be less injection of younger staff members into the institution. This picture may also be the result of the nature of business which requires more experienced professionals and thus need to recruit high skills at the very experienced levels.

Age groups breakdown



Racial Data



Racial representation and demographics abaove also requires more balance. The representation in the institution lacks representation from other groups, particularly white people..

The institution prides itself in not having a high staff turnover. In the year under review MGLSG was able to retain all its staff members except 2 lost due to resignation and 4 staff members due to disciplinary procedures and the outcomes thereof. MGSLG holds general staff meetings at least four times a year which helps to ensure the coherence of organisational culture and encourage healthy communication with staff on all organisational matters inclusive of policies.

Information Technology systems

MGSLG has in the past relied on outside service providers for IT support. We have established a more fully functional support system internally. The overhaul of the ICT management system is underway, partly linked to the modernisation of our operations. The ICT policies were adopted in line with the King 4 report where the establishment of governance structures are mooted.

Internal and external stakeholder information management

The Promotion of Access to Information Act provides direction to the institution's recording of its information. To improve the accessibility of MGSLG records for both internal and external use, the Records and Information System has been created for easy information access as well as for the archiving of material in a repository as required by legislation and for security purposes.



	Staff Trainir	ng Beneficia	ries for peri	od 2017/20)18	
			Employ	ee Level		
	Training Programme	Senior Management	Middle Management	Administrator	Support Staff	Total
	Business Management			2		2
	Bachelor of Accounting Sciences			I		I
	Business Management		ı			ı
	Bachelor of Public Administration Honours			ı		ı
	BTech Public Management			I		ı
ARIES	Bachelor of Arts			ı		ı
MGSLG BURSARIES	B.Ed. Honours ICT			I		ı
SSLG	BCom Accounting			ı		ı
Σ	Masters in Information Technology		I			ı
	Masters in Business Administration		ı			ı
	Post Graduate Diploma HRD NQF L8		I			ı
	BCom Human Resource Management			ı		ı
	BA Sociology		I			I

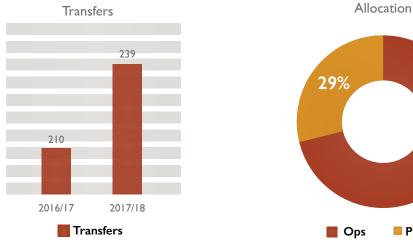
	Staff Training Beneficiaries for period 2017/2018								
	E	Employe							
Training Programme			Middle Management	Administrator	Support Staff	Total			
	BTech Project Management			I		I			
	Advanced Diploma: Procurement & Supply Chain			2		2			
OURSES	Managing Discipline and Disciplinary Hearings	7	14	0	0	21			
HORT C	Quality Assurance Monitoring & Evaluation	0	0	21	0	21			
training / workshops / short courses	IODSA Workshop incl. Board of Directors	7	0	0	0	7			
WORKS	Pastel Evolution Training	I	2	5	0	8			
/ BNB	Diploma: Facilities Management		I			I			
TRAIN	IT Management for CIO NQF L6		I			I			

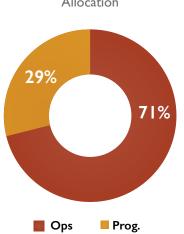




FINANCIAL REPORT AND ANNUAL FINANCIAL STATEMENTS

The activities of MGSLG are mainly funded from the GDE programme budget transfers. The total actual transfers for 2017/18 are R239 million up by R29 million from R210 million in 2016/17 financial year as per figure 1 below. The transfers are made up of R231 million and R8 million for programme and operational budget, respectively as per figure 2. The funding was received mainly from the Curriculum Branch.

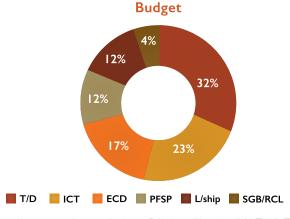




REVIEW OF RESULTS

Revenue declined by R47 million from R265, 9 million in 2016/17 to R218 million during the reporting period. The decrease represent a nominal drop of 17,7% as a result of a general decrease in budget allocations across all programmes.

The Teacher Development Branch accounts for 68,8% of the actual transfers received in 2017/18, mainly from the following projects: Teacher Training or CATLM (Content, Assessment, Teaching & Learning Methodologies) R66,3 million, ICT in Education R47 million, Early Childhood Development (EC D) R35,7 million. School Governance Directorate and the Leadership Branch contributed the 27% through SGB & RCL Training R9 million, Parental Support accrual of R24 million and School Leadership and Management Training R25 million as per figure 3.



Interest income decreased from R6, 7 million to R5, 8 million, representing a 13% decline as a result of the persistent low interest rate environment and for the 3rd consecutive year. Other income grew by R48,568 from R139,553 (2016/17) to R188,121 (2017/18). The increase in other income is attributable to donation receives towards funding the MGSLG delegation to the EMASA Conference.

Project expenditure went down by R60 million (or 27%) from R220 million in the

prior reporting period to R160 million in 2017/18. The decrease in project spending is in line with revenue the decline in revenue, decreasing by 27% and 17,7%, respectively. Operating expenses went down by R1 million (or 2,2%) from R44,5 million to R43,5 million although the operational budget received from GDE remained steady at R8,4 million an increase of R492,000. The operational budget shortfall was funded through a 16% management fee which is applied for cost recovery from project revenue.



MGSLG recorded a surplus of R20,6 million during 2017/18 an increase of R13 million from a surplus of R7,4 million in 2016/17. As a result retained earnings grew from R42,1 million reported in 2016/17 to R60 million in 2017/18.

REVIEW OF OPERATIONS

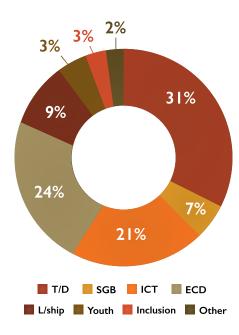
During the period under review MwGSLG successfully implemented and completed the following programmes/projects as per approved annual performance plan:

- Teacher Training at a cost of R51,6 million focusing on the following programmes: FP Numeracy Programmes, Inter-Sen MST Programmes, FET Technical Subjects, Language & Literacy Programmes, JIT e-SSIP, e-Assessment, Professional Learning Communities, Induction of newly appointed teachers and SWISS;
- SGB/RCL training focusing on hand-over processes, school development planning and youth leadership at R11,6 million;
- Out of School Youth Programme at R5,9 million for youth development programmes;
- ICT in Education at a cost of R34,8 million on integration of ICTs tools in the classroom and providing on-site support to teachers, district officials, ICT committees and learners;
- Inclusion Focus Week and SIAS Policy to improve performance in special schools at R4,4 million,
- Early Childhood Development providing tuition for ECD NQF Level 4, NQF L6 and B.Ed. in Foundation Phase at R39,5 million; and
- Leadership and Management focusing on ICT Change Management for school leaders in ICT Schools to ensure sustainable implementation and utilisation of ICTs in schools, Induction Training and SMT training at R14,2 million.
- HIV/AIDS training for primary and secondary school teachers at R1,8 million
- Psycho-Social Training for teachers and school assistants on suicide preventions, childabuse, and provision of the 24 hour child line at R1,8 million.
- E-assessment, faith for quality education and completion of the parental family support programme.

The deferred income did not change year-on-year decreasing by R1 million during the year under review. The project cost declined significantly whilst MGSLG manage to meet and surpass its targets for the year due to improved cost management initiatives and streamlined sourcing of goods and services.

The total expenditure recorded by MGSLG for the reporting period is R203 million down by R62 million from R265 million in 2017/18.

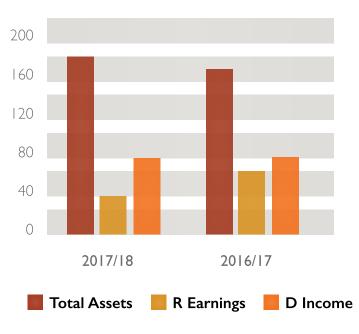
EXPENDITURE





Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08) Annual Financial Statements for the year ended 31 March 2018

Total Assets/Retained Earning /Deferred Income



REVIEW OF FINANCIAL POSITION

Total assets increased by R10 million or 5, 7% from R174 million in 2016/17 to R184 million in 2017/18, trade and other receivables R78 million made up of VAT input of R40,8 million and trade receivables of R37,6 million and; cash & cash equivalents increased from R145 million to R156 million as a result of cost saving initiatives and improved project management cost methods.

Deferred income remained steady moving by R700,000 from R82,6 million to R81,9 million.

Retained earnings increased from R42,1 million in 2016/17 to R62,8 million in 2017/18. Trade and other payables decreased by R9 million from R27 million to R18 million as a results of improved payment processes and the implementation of the 14 day payment rule.

CONCLUSION

During the financial year the Board of Directors approved a revised strategy and organogram to refocus the effort of the institutions into achieving better results by prioritising the following: Quality Management, Monitoring and evaluations, improved financial management and sustainability, people management and information technology.

MGSLG will continue to manage her risks by implementing corrective measure, monitoring implements and on-going reviews. The VAT SARS matter is the priority for both management and the Board of Directors as it has a huge bearing on the going concern status of MGSLG.

Over the year management had done well to grow retained earnings to R62 million by containing costs against rising inflation and declining interest rates which has gradually reduce interest income. This attributable to improved planning processes and just in time procurement.

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08)

Annual Financial Statements for the year ended 31 March 2018



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Matthew Goniwe School of Leadership and Governance

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08)

Annual Financial Statements for the year ended 31 March 2018

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The reports and statements set out below comprise the annual financial statements presented to the shareholder:

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General Information

Country of incorporation and domicile

Nature of business and principal activities

Directors

South Africa

School Leadership, School Governance and Teacher Development Training.

Makhubela Thulani (Chairperson)

Malebo Gregory (Deputy Chairperson)

Fleisch Brahm

Ledimo Tseliso

Mahlangu Sibusiso (Finance Director)

Makola Lorraine

Maloka Patricia

Matabane Joconia

Matakanya Manaha

Mdakane Mhlengi

Mkefa Edith

Mthintso Sarah

Ntsali Violet

Saul Tshidiso

Sehlapelo Calvin

40 Hull Street, Corner 8th and Hull Street, Vrededorp, Johannesburg, 2092

40 Hull Street, Corner 8th and Hull Street, Vrededorp, Johannesburg, 2092

Postnet Suite 161, Private Bag X9, Mellville, 2109

Standard Bank of South Africa

Sizwe Ntsaluba Gobodo Grant Thornton Incorporated

Registered Auditors

Registered office

Business address

Postal address Bankers

Company registration number

Preparer

Auditors

2002/025756/08

The annual financial statements were internally compiled by:

Sibusiso Mahlangu

Finance Director



Matthew Goniwe School of Leadership and Governance

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08) Annual Financial Statements for the year ended 31 March 2018

Directors' Responsibilities and Approval

The directors are required in terms of the Companies Act 71 of 2008 to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with International Financial Repor ting Standards. The external auditors are engaged to express an independent opinion on the annual financial statements. The annual financial statements are prepared in accordance with International Financial Repor ting Standards and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the board sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the company and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company. While operating risk cannot be fully eliminated, the company endeavours to minimize it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The directors have reviewed the company's cash flow forecast for the year to 31 March 2018 and, in light of this review and the current financial position, they are satisfied that the company has or had access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently auditing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors and their report is presented on pages 59 to 60.

The annual financial statements set out on pages 56 to 86, which have been prepared on the going concern basis, were approved by the board on 17 October 2018 and were signed on their behalf by:

Dr. D Naidu Acting CEO Ad .T Makhubela Cha rperson

Declaration by Company Secretary

The company secretary is Mr Zibonele Sibisi

I hereby confirm, in my capacity of secretary of Matthew Goniwe School of Leadership and Governance NPC that for the financial year ended 31 March 2018, the entity has filed all required returns and notices in terms of the Companies Act of 2008 and that all such returns and notices are to the best of my knowledge and belief true, correct and up to date.

Hafri-

Zibonele Sibisi Company Secretary

Independent Auditor's Report

To the member of Matthew Goniwe School of Leadership and Governance

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Opinion

We have audited the financial statements of Matthew Goniwe School of Leadership and Governance set out on pages 64 to 83 which comprise the statement of financial position as at 31 March 2018, and the statement of profit or loss and other comprehensive income, statement of changes in equity, and statement of cash flows for the year then ended, as well as the notes to the financial statements, including a summary of significant accounting policies. In our opinion the financial statements present fairly, in all material respects, the financial position of Matthew Goniwe School of Leadership and Governance as at 31 March 2018, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Companies Act of South Africa.

Basis of opinion

We conducted our audit in accordance with the International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the company in accordance with the Independent Regulatory Board for Auditors' Code of professional conduct for registered auditors (IRBA code) and other independence requirements applicable to performing audits of the financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA code is consistent with the International Ethics Standards Board for Accountants' Code of ethics for professional accountants (parts A and B). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – South African Receiver of Revenue (SARS) VAT receivable and contingent liability

We draw attention to note 16 of the financial statements which indicates that during the 2017/18 financial year the company received an assessment from South African Receiver of Revenue (SARS) in respect of output vat to a total of R183 074 010.06 on grant income received from GDE. Management has lodged an objection on this assessment and the matter is currently on appeal. Our opinion is not modified in respect of this matter.

Other Information

The directors are responsible for the other information. The other information comprises the Directors' Report as required by the Companies Act of South Africa. Other information does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of Directors for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the directors are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the company or to cease operations, or have no realistic alternative but to do so.



Matthew Goniwe School of Leadership and Governance

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08) Annual Financial Statements for the year ended 31 March 2018

Auditor's responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due
 to fraud or error, design and perform audit procedures responsive to those risks, and obtain
 audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of
 not detecting a material misstatement resulting from fraud is higher than for one resulting from
 error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the
 override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Supplementary information

Without qualifying our opinion, we draw attention to the fact that supplementary information set out on page 84 to 86 does not form part of the annual financial statements and is presented as additional information. We have not audited this information and accordingly do not express an opinion thereon.

Vincent Motholo CA (SA)

Registered Auditor

Director

Sizwe Ntsaluba Gobodo Grant Thornton Inc.

17 October 2018

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08)

Annual Financial Statements for the year ended 31 March 2018

Directors' Report

The directors have pleasure in submitting their report on the annual financial statements of Matthew Goniwe School of Leadership and Governance for the year ended 31 March 2018.

I. Nature of business

Matthew Goniwe School of Leadership and Governance is a Non Profit Company (NPC) engaged in school leadership, school governance and teacher development capacity building inter ventions with principal operations in South Africa.

There have been no material changes to the nature of the company's business from the prior year.

2. Review of financial results and activities

The operating results and state of affairs of the company are fully set out in the attached annual financial statements and do not, in our opinion, require fur ther comment.

The company recorded a net profit for the year ended 31 March 2018 of R20 672 154. This represented an increase of R13 209 401 from the net surplus of the prior year of R7 462 752.



Matthew Goniwe School of Leadership and Governance

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08)

Annual Financial Statements for the year ended 31 March 2018

3. Directorate

The directors in office at the date of this report are as follows:

Directors	Office	Designation	Nationality	Changes
Makhubela Thulani Malebo Gregory Naidu Anusha Fleisch Brahm Ledimo Tseliso Mahlangu Sibusiso Makola Lorraine Maloka Patricia Matabane Joconia Matakanya Manaha Mdakane Mhlengi Mkefa Edith Mthintso Sarah Ntsali Violet Saul Tshidiso Sehlapelo Calvin	Chairperson Deputy Chairperson Acting Chief Executive Officer Finance Director	Nonexecutive Independent Executive Nonexecutive Independent Executive Nonexecutive Independent Executive Nonexecutive Independent	South African	Appointed Caretaker CEO in March 2018 Appointed Acting Chairman in March 2018 Appointed April 2017 to November 2017 Appointed Deputy Chairman in March 2018 Appointed in July 2017

4. Events after the reporting period

The directors are not aware of any material event which occurred after the reporting date and up to the date of this report.

5. Going concern

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. The basis presumes that funds will be available to finance future operations and realisation of assets and settlement of liabilities. The ability of the entity to continue as a going concern is dependent on the ongoing funding of operations from GDE.

6. Auditors

Sizwe Ntsaluba Gobodo Grant Thornton Incorporated will continued in office as auditors for the company in accordance with section 90 of the Companies Act 71 of 2008.

7. Secretary

The company secretar y is Mr Zibonele Sibisi.

Postal address Postnet Suite 161

Private Bag X9

Mellville Johannesburg

2109

Business address 40 Hull Street

Corner 8th and Hull Street

Vrededorp Johanneburg 2092



Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08)
Annual Financial Statements for the year ended 31 March 2018

Statement of Financial Position as at 31 March 2018

		2018	2017
	Notes	R	R
Assets			
Non-Current Assets Property, plant and equipment	3	28 198 500	28 561 033
Intangible assets	4	325 513	248 440
		28 524 013	28 809 473
Current Assets Trade and other receivables	5	78 466 286	58 018 084
Cash and cash equivalents	6	77 709 620	87 358 692
		156 175 906	145 376 776
Total Assets		184 699 919	174 186 249
Equity and Liabilities			
Equity Retained income		62 844 565	42 72 4
Liabilities			
Non-Current Liabilities Deferred income	9	20 710 515	21 260 535
Current Liabilities Trade and other payables	8	18 101 834	27 023 735
Deferred income	9	81 977 263	82 676 942
Provisions	7	1 065 742	1 052 626
		101 144 839	110 753 303
Total Liabilities		121 855 355	132 013 838
Total Equity and Liabilities		184 699 919	174 186 249

Statement of Profit or Loss and Other Comprehensive Income

		2018	2017
	Notes	R	R
Revenue	10	218 320 521	265 929 938
Project expenditure	П	(160 107 463)	(220 827 484)
Gross surplus Other income Operating expenses	12	58 213 058 188 121 (43 541 623)	45 102 454 139 553 (44 551 209)
Operating surplus (deficit) Investment income	13 14	14 859 556 5 812 597	690 798 6 771 954
Surplus (deficit) for the year		20 672 154	7 465 752
Total comprehensive surplus (deficit) for the year		20 672 154	7 465 752

Matthew Goniwe School of Leadership and Governance

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08)
Annual Financial Statements for the year ended 31 March 2018

Statement of Changes in Equity

	Retained income	Total equity
	R	R
Balance at 01 April 2016	34 709 659	42 172 411
Loss for the year	7 462 652	7 462 652
Total comprehensive income for the year Balance at 01 April 2017	7 462 652 42 172 411	7 462 652 42 172 411
Profit for the year	20 672 154	20 672 154
Total comprehensive income for the year Balance at 31 March 2018	20 672 154 62 844 565	20 672 154 62 844 565

Statement of Cash Flows

		2018	2017
	Notes	R	R
Cash flows from operating activities			
Cash used in operations	15	(13 983 568)	(52 149 714)
Interest income		5 812 597	6 771 954
Net cash from operating activities		(8 170 971)	(45 377 760)
Cash flows from investing activities			
Purchase of property, plant and equipment	3	(377 749)	(1 104 351)
Sale of property, plant and equipment	3	48 957	26 661
Purchase of other intangible assets	4	(149 309)	(195 736)
Net cash from investing activities		(1 478 101)	(1 094 594)
Total cash movement for the year		(9 649 072)	(46 472 354)
Cash at the beginning of the year		87 358 692	133 831 046
Total cash at end of the year	6	77 709 620	87 358 692



Matthew Goniwe School of Leadership and Governance

Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08) Annual Financial Statements for the year ended 31 March 2018

Accounting Policies

1. Summary of significant accounting policies

The principal accounting policies applied in the preparation of these annual financial statements are set out below.

1.1 Basis of preparation

The annual financial statements have been prepared on the going concern basis in accordance with, and in compliance with, International Financial Repor ting Standards ("IFRS") and International Financial Repor ting Interpretations Committee ("IFRIC") interpretations issued and effective at the time of preparing these annual financial statements and the Companies Act 71 of 2008 of South Africa, as amended.

The annual financial statements have been prepared on the historic cost basis, and incorporate the principal accounting policies set out below. They are presented in South African Rands.

These accounting policies are consistent with the previous period.

1.2 Significant judgements and sources of estimation uncertainty

The preparation of annual financial statements in conformity with IFRS requires management, from time to time, to make judgements, estimates and assumptions that affect the application of policies and reported amounts of assets, liabilities, income and expenses. These estimates and associated assumptions are based on experience and various other factors that are believed to be reasonable under the circumstances. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimates are revised and in any future periods affected.

Key sources of estimation uncertainty

Provisions

Provisions are inherently based on assumptions and estimates using the best information available. Additional disclosure of these estimates of provisions are included in note 7.

1.3 Property, plant and equipment

Property, plant and equipment are tangible assets which the company holds for its own use or for rental to others and which are expected to be used for more than one year. An item of proper ty, plant and equipment is recognised as an asset when it is probable that future economic benefits associated with the item will flow to the company, and the cost of the item can be measured reliably.

Property, plant and equipment is initially measured at cost. Cost includes all of the expenditure which is directly attributable to the acquisition or construction of the asset, including the capitalisation of borrowing costs on qualifying assets.

Expenditure incurred subsequently, additions to or replacements of par ts of proper ty, plant and equipment are capitalised if it is probable that future economic benefits associated with the expenditure will flow to the company and the cost can be measured reliably.

Property, plant and equipment is subsequently carried at cost less accumulated depreciation and any accumulated impairment losses.

Depreciation of an asset commences when the asset is available for use as intended by management. Depreciation is charged to write off the asset's carr ying amount over its estimated useful life to its estimated residual value, using the straight line method.

The useful lives of items of proper ty, plant and equipment have been assessed as follows:

Item	Depreciation method	Average useful life
Buildings	Straight line	years 50
Furniture and fixtures	Straight line	years 12,5
Moto Vehicles	Straight line	years 5
Office equipment	Straight line	years 9
IT equipment	Straight line	years 9

The residual value, useful life and depreciation method of each asset are reviewed at the end of each reporting year. If the expectations differ from previous estimates, the change is accounted for prospectively as a change in accounting estimate.

1.4 Intangible assets

An intangible asset is recognised when:

- It is probable that the expected future economic benefits that are attributable to the asset will flow to the entity; and
- The cost of the asset can be measured reliably.

Intangible assets are initially recognised at cost.

Intangible assets are carried at cost less any accumulated amor tisation and any impairment losses.

The amortisation period and the amor tisation method for intangible assets are reviewed at each reporting date if there are indicators present that there is a change from the previous estimate.

Amortisation is provided to write down the intangible assets, on a straight line basis, to their residual values as follows:

Item	Useful life
Computer software, other	years 9

1.5 Financial instruments

Initial recognition and measurement

Financial instruments are recognised initially when the company becomes a party to the contractual provisions of the instruments.

The company classifies financial instruments, or their component parts, on initial recognition as a financial asset, a financial liability or an equity instrument in accordance with the substance of the contractual arrangement.

Fair value determination

The fair values of quoted investments are based on current bid prices. If the market for a financial asset is not active (and for unlisted securities), the company establishes fair value by using valuation techniques. These include the use of recent arm's length transactions, reference to other instruments that are substantially the same, discounted cash flow analysis, and option pricing models making maximum use of market inputs and relying as little as possible on entity specific inputs.

Trade and other receivables

Trade receivables are measured at initial recognition at fair value, and are subsequently measured at amor tised cost using the effective interest rate method. Appropriate allowances for estimated irrecoverable amounts are recognised in profit or loss when there is objective evidence that the asset is impaired. Significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy or financial reorganisation, and default or delinquency in payments (more than 30 days overdue) are considered indicators that the trade receivable is impaired. The allowance recognised is measured as the difference between the asset's carr ying amount and the present value of estimated future cash flows discounted at the effective interest rate computed at initial recognition.

Short term receivables with no interest rate are measured at their original invoice amount, if the effective discounting is immaterial.



Matthew Goniwe School of Leadership and Governance

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Trade and other payables

Trade payables are initially measured at fair value, and are subsequently measured at amor tised cost, using the effective interest rate method.

Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and demand deposits, and other short term highly liquid investments that are readily conver tible to a known amount of cash and are subject to an insignificant risk of changes in value. These are initially and subsequently recorded at fair value.

1.6 Leases

A lease is classified as a finance lease if it transfers substantially all the risks and rewards incidental to ownership. A lease is classified as an operating lease if it does not transfer substantially all the risks and rewards incidental to ownership.

Operating leases - lessee

Operating lease payments are recognised as an expense on a straight-line basis over the lease term. The difference between the amounts recognised as an expense and the contractual payments are recognised as an operating lease asset/ liability. This liability is not discounted.

1.7 Impairment of assets

The company assesses at each end of the reporting period whether there is any indication that an asset may be impaired. If any such indication exists, the company estimates the recoverable amount of the asset.

Irrespective of whether there is any indication of impairment, the company also:

- tests intangible assets with an indefinite useful life or intangible assets not yet available for use for impairment annually by comparing its carr ying amount with its recoverable amount. This impairment test is performed during the annual period and at the same time every period.
- Tests goodwill acquired in a business combination for impairment annually.

An impairment loss of assets carried at cost less any accumulated depreciation or amor tisation is recognised immediately in profit or loss. Any impairment loss of a revalued asset is treated as a revaluation decrease.

A reversal of an impairment loss of assets carried at cost less accumulated depreciation or amor tisation other than goodwill is recognised immediately in profit or loss.

1.8 Share capital and equity

An equity instrument is any contract that evidences a residual interest in the assets of an entity after deducting all of its liabilities.

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1.9 Provisions and contingencies

Provisions are recognised when:

- The company has a present obligation as a result of a past event;
- It is probable that an outflow of resources embodying economic benefits will be required to settle the obligation; and
- A reliable estimate can be made of the obligation.

Contingent assets and contingent liabilities are not recognised. Contingencies are disclosed in note 16.

1.10 Revenue

Revenue is recognised as income over the periods necessary to match them with the related costs that they are intended to compensate.

Revenue that becomes receivable as compensation for expenses or losses already incurred or for the purpose of giving immediate financial support to the entity with no future related costs is recognised as income of the period in which it becomes receivable.

Revenue related to assets, including non-monetary grants at fair value, are presented in the statement of financial position by setting up the grant as deferred income.

I.II Interest Income

Interest is recognised, in profit or loss, using the effective interest rate method.

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Notes to the Annual Financial Statements

2. New Standards and Interpretations

2.1 Standards and interpretations not yet effective

The company has chosen not to early adopt the following standards and interpretations, which have been published and are mandator y for the company's accounting periods beginning on or after 01 April 2017 or later periods:

Standard/ Interpretation:	Effective date: Years beginning on or after	Expected impact:
• IFRS 16 Leases	01 Januar y 2019	Unlikely there will be a material impact
IFRS 9 Financial Instruments	01 Januar y 2018	Unlikely there will be a material impact
IFRS 15 Revenue from Contracts with Customers	01 Januar y 2018	Unlikely there will be a material impact
Amendments to IAS 7: Disclosure initiative	01 Januar y 2017	Unlikely there will be a material impact

3. Property, plant and equipment

	Cost	Accumulated depreciation	Carr ying value	Cost	Accumulated depreciation	Carr ying value
Buildings	27 501 046	(5 482 045)	22 019 000	27 501 046	(4 932 025)	22 569 021
Furniture and fixtures	2 329 960	(228 95)	101 765	2 148 403	(1 043 009)	1 105 394
Motor vehicles	363 636	(151 446)	212 190	363 636	(78 719)	284 917
Office equipment	2 227 688	(907 372)	1 320 316	l 829 057	(664 176)	64 88
IT equipment	5 630 457	(2 438 741)	3 191 806	4 902 643	(1 889 579)	3 013 064
Other proper ty, plant and equipment	638 566	(285 052)	353 513	638 566	(214 810)	423 756
Total	38 691 351	(10 492 851)	28 198 500	37 383 351	(8 822 318)	28 561 033

Reconciliation of property, plant and equipment 2018

Buildings
Furniture and fixtures
Motor vehicles
Office equipment
IT equipment
Other property, plant and equipment

Opening balance	e Additions	Disposals	Depreciation	Total
22 569 02	-	-	(550 021)	22 019 000
1 105 39	181 557	-	(185 186)	1 101 765
284 91	7 -	-	(72 727)	212 190
1 164 88	405 207	(6 575)	(243 920)	212 190
3 013 06	790 985	(63 171)	(569 231)	3 9 806
423 75	-	-	(70 243)	353 513
28 561 03	3 1 377 749	(69 746)	(1 691 328)	28 198 500

Reconciliation of property, plant and equipment 2017

Buildings
Furniture and fixtures
Motor vehicles
Office equipment
IT equipment
Other property plant and equipment

Opening balance	Additions	Disposals	Depreciation	Total
23 19 042	-	-	(550 021)	22 569 021
l 158 354	115 188	-	(168 148)	1 105 394
354 179	4 1 1 5	-	(73 377)	284 917
1119 920	239 016	-	(194 054)	164 88
3 256 039	452 811	(26 661)	(509 535)	3 013 064
7 534	-	-	(36 589)	423 756
29 015 068	1 104 351	(26 661)	(53 725)	28 561 033



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Notes to the Annual Financial Statements

4. Intangible assets

Cost / Valuation Accumulated Carrying value Cost / Accumulated Carrying value **Valuation** amor tisation amor tisation 689 121 325 513 539 813 248 440 Computer software, other (363 308) (291 373)

Opening balance

Reconciliation of intangible assets 2018

Computer software, other

loss 284 440 149 308 (72 235) 325 513

Impairment

Additions

Reconciliation of intangible assets 2017

Computer software, other

Opening balance	Additions	Amor tisation	Total
289 404	16 904	(57 868)	248 440

5. Trade and other receivables

Trade receivables

VAT

2018	2017
R	R
37 623 158	25 792 307
40 843 127	32 225 777
78 466 286	58 018 084

Total

6. Cash and cash equivalents

Cash and cash equivalents consist of:

Petty cash

Standard Bank fixed deposits account

Standard Bank 32 Day Notice

7. Provisions

Reconciliation of provisions 2018

Provision for performance bonus

Provision for 13th cheque

Reconciliation of provisions 2017

Provision for performance bonus Provision for 13th cheque

8. Trade and other payables

Trade payables

Accrued leave pay

Other accrued expenses

2018	2017
R	R
4 000	4 000
61 325 592	84 876 803
16 380 028	2 477 889
77 709 620	87 358 692

Opening balance	Additions	Utilised during the year	Total
750 000	387 616	(367 616)	770 000
302 626	295 742	(302 626)	295 742
1 052 626	683 358	(670 242)	I 065 742
-	750 000		750 000
366 695	302 626	(366 695)	302 626
366 695	1 052 626	(366 695)	1 052 626

2018	2017
R	R
15 981 588	25 679 752
603 524	622 558
5 672	721 425
18 101 834	27 023 735



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Annual Financial Statements for the year ended 31 March 2018

Notes to the Annual Financial Statements

9. Deferred income	2018	2017
	R	R
Noncurrent liabilities	20 710 514	21 260 535
Current liabilities	81 977 263	82 676 942
	102 687 777	103 937 477
The non-current liabilities arises from a 99 year building lease with GDE: R21 260 535 less current year transfer of R550 021 results in the current year. The current liabilities relates to the government grants received from GDE.	palance of R20 710 514	
I0. Revenue		
Government grants	218 320 521	265 929 938
II. Project Expenditure		
Rendering of services	160 107 463	220 827 484
I2.Other income		
Skills Development Levy refund	27 070	113 323
Insurance claim	8 642	21 116
Other income	152 409	5 114
	.5= 107	
	188 121	139 553

13. Operating profit (loss)

Operating surplus/(deficit) for the year is stated after charging (crediting) the following, amongst others:

Auditor's remuneration external

Audit fees

Remuneration, other than to employees

Consulting and professional services

2018	2017
R	R
651 131	620 125
1 816 516	I 518 060

Employee costs

Salaries, wages, bonuses and other benefits Short term benefit

Long term incentive scheme

Total employee costs

Depreciation and amortisation

Depreciation of property, plant and equipment

Amortisation of intangible assets

Total depreciation and amortisation

2018	2017
R	R
28 208 553	30 556 553
933 766	1 325 355
026 53	324 79
30 169 108	33 206 087
69 328	53 725
72 235	57 868
1 763 563	1 589 593



Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08) Annual Financial Statements for the year ended 31 March 2018

Notes to the Annual Financial Statements

14.Interest income

Interest income

Bank

2018	2017
R	R
5 812 597	6 771 954

15.Cash used in operations

Profit before taxation

Adjustments for:

Depreciation and amortisation

Interest income

Movements in provisions

Changes in working capital:

Trade and other receivables

Trade and other payables

Deferred income

2018	2017
R	R
20 672 153	(38 879 504)
1 763 563	589 593
(5 812 597)	(6 771 954)
13 116	685 931
20 448 202)	(38 879 504)
(8 921 901)	(14 038 423)
(1 249 700)	(30 274 955)
183 074 010	120 546 574

16.Contingencies

SARS Contigent Liability

During the 2017/18 financial year the company received an assessment from South African Receiver of Revenue (SARS) in respect of output VAT to a total of R183 074 010,06 on grant income received from GDE. Management was lodged an objection on this assessment and the matter is currently on appeal.

2017

2018

Notes to the Annual Financial Statements

17. Related parties

Relationships

Matthew Goniwe School of Leadership and Governance exist to support and provide capacity building service to the Gauteng Department of Education (GDE). SciBono Discovery Centre NPC is a coagent of Gauteng Department of Education (GDE) appointed to provide Maths and Science training on behalf of Matthew Goniwe School of Leadership and Governance.

Related par ty balances

	R	R
Amounts included in Trade receivable (Trade Payable) regarding related parties		
GDE	37 203 500	24 000 000
SciBono Discovery Centre NPC	(4 4 444)	(15 524 400)
Deferred Income Received		
GDE	202 245 200	210 567 200
Operating expenses		
Sci Bono Discovery Centre NPC	13 535 028	28 202 291
Compensation to directors and other key management		
Shortterm employee benefits	168 275	9 537 774



Trading as Matthew Goniwe School of Leadership and Governance (Registration number: 2002/025756/08) Annual Financial Statements for the year ended 31 March 2018

Notes to the Annual Financial Statements

18.Directors' emoluments

Executive

Chakane Moretsele (CEO)*
Thulani Makhubela (Caretaker CEO)#
Mahlangu Sibusiso (Finance Director)
Makofane Timothy (Governance Director)!
Dlamini Sipho (Teacher Development Director)
Naidu Anusha (Leadership Branch Head)^
Papane Matime (General Manager) Papane Matime (General Manager)
Molete Ruth (Teacher Development Branch Head
Ndlovu Nokulunga (Teacher Development Director)
Thabang Matobako (Registry Director)@

	2018		2017					
	R			R				
Emoluments	Company contributions	Total	Emoluments	Company contributions	Total			
			1 463 892	135 841	1 599 733			
133 311	9 541	142 852						
4 967	89 744	1 231 712	999 170	98 407	1 097 577			
655 651	88 079	743 731	898 745	83 299	982 044			
948 173	80 055	1 028 229	898 745	81 809	980 554			
1 127 333	115 758	243 09	1 068 563	98 589	1 167 152			
1 500 266	117 350	1 617 616	1 312 665	128 961	1 441 626			
52 578	132 143	1 653 721	1 442 255	130 577	1 572 832			
948 173	86 340	1 034 514	314 272	30 303	344 575			
948 173	86 174	1 034 348						
8 924 630	805 189	9 729 820	8 398 307	787 786	9 186 093			

Notes

- * Resigned February 2017
- # Appointed March 2018
- !Contract expired November 2017
- ^Acting CEO April 2017-November 2017
- @Appointed April 2017

Makhubela Thulani (Chairperson) – Appointed Caretaker CEO march 2018

Mckay Veronica (Chairperson) - Resigned

Malebo Gregory (Deputy Chairperson)

Fleisch Brahm

Kekana Mahlomola - Resigned January 2017

Ledimo Tseliso

Makola Lorraine

Maloka Patricia

Matabane Joconia

Matakanya Manaha

Mdakane Mhlengi

Mkefa Edith

Mthintso Sarah

Ndima Gugu – Resigned

Ntsali Violet

Saul Tshidiso

Sehlapelo Calvin

2018		201	7
R		R	
Directors' fees	Total	Directors' fees	Total
168 393	168 393	2 975	2 975
-	-	15 032	15 032
151 654	151 654	34 160	34 160
56 000	56 000	32 040	32 040
-	-	32 040	32 040
153 000	153 000	8 706	8 706
89 000	89 000	32 040	32 040
92 000	92 000	32 040	32 040
79 000	79 000	12816	12816
85 000	85 000	32 040	32 040
58 000	58 000	-	-
86 000	86 000	12816	12816
47 000	47 000	32 040	32 040
6 408	6 408	32 040	32 040
155 000	155 000	32 040	32 040
122 000	122 000	12816	12 816
90 000	90 000	32 040	32 040
I 438 455	I 438 455	387 681	387 681



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Notes to the Annual Financial Statements

19. Risk management

Liquidity risk

The company's risk to liquidity is a result of the funds available to cover future commitments. The company manages liquidity risk through an ongoing review of future commitments and credit facilities. Cash flow forecasts are prepared and adequate utilised borrowing facilities are monitored.

The table below analyses the company's financial liabilities and net settled derivative financial liabilities into relevant maturity groupings based on the remaining period at the statement of financial position to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows. Balances due within 12 months equal their carr ying balances as the impact of discounting is not significant.

At 31 March 2018 Less than 1 year

Trade and other payables 18 101 834

Interest rate risk

Interest rate risk is the risk that the value of the financial instrument will fluctuate due to the changes in the market interest rate. The company does not at present hedge its exposure to adverse interest rate movements.

Credit risk

Credit risk consists mainly of cash deposits, cash equivalents, derivative financial instruments and trade debtors. The company only deposits cash with major banks with high quality credit standing and limits exposure to any one counterparty.

Trade receivables comprise a widespread customer base. Management evaluated credit risk relating to customers on an ongoing basis. Financial assets exposed to credit risk at year end were as follows:

Financial instrument

Standard Bank

2018	2017
77 709 620	87 358 692

Detailed Income Statement

	2018 R	2017 R
Revenue		
Grant Income	218 320 521	265 929 938
Project Expenditure		
Project expenditure	(160 107 463)	(220 827 484)
Gross surplus		
Other operating income Other income	58 213 058	45 102 454 139 553
Operating expenses (Refer to page 24)	(43 541 623)	(44 55 209)
Operating surplus (deficit)		
Investment income	(14 859 556)	690 798
Profit (loss) for the year	5 812 597	6 771 954
Other operating expenses	20 672 153	7 462 752
Advertising	(47 208)	(109 959)
Amortisation	(72 235)	(57 868)

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	2018	2017
	R	R
Other operating expenses		
Advertising	(47 208)	(109 959)
Amortisation	(72 235)	(57 868)
Auditors remuneration	(651 131)	(620 125)
Finance charges	(191 256)	(0.00)
Cleaning	(257 824)	(161 795)
Computer expenses	(576 387)	(637 193)
Accounting fees	(3 000)	(33 623)
Consulting and professional fees	(2 543 570)	(1 562 456)
Consulting and professional fees legal fees	(1 806 158)	(631 787)
Consumables	(356 579)	(179 831)
Depreciation	(1 763 563)	(53 725)
Employee costs	(30 69 108)	(33 206 087)
Enter tainment	(274 519)	(274 277)
Equipment hire	(1 850 792)	(2 163 785)
Insurance	(235 802)	(215 774)
Motor vehicle expenses	(52 149)	(28 969
Postage	(1 453)	(1 992)
Printing and stationery	(623 078)	(648 773)
Repairs and maintenance	(662 817)	(1 335 632)
Royalties and license fees	(462 519)	(66 788)
Security	(32 600)	(35 877)
Staff welfare	(69 862)	(113 981)
Subscriptions	(109 450)	(65 818)
Telephone and fax	(524 725)	(579 988)
Training	(69 862)	(15 527)
Travel local	(184 841)	(271 579)
	(43 541 623)	(44 55 209)

Supplementary Information

I. Deferred Income Reconciliation

The supplementar y information presented does not form part of the annual financial statements and is unaudited

	DEFERRED INCOME RECON - 2017/18													
DESCRIPTION	EARLY CHILDHOOD DEVELOMENT - ECD	INCLUSION	TEACHER DEVELOMENT - TD	LEADERSHIP AND CHANGE MANAGEMENT	ASSESSMENT	psycho social Training	HIV/AIDS	OUT OF SCHOOL LEARNERS PROG	FAITH QUALITY EDUCATION - FQE/QLTC	PARENTAL SUPPORT PROGRAMME - PSP	INFORMATION COMMUNICATION TECHNOLOGY - ICT	SCHOOL GOV BODY/ HANDOVER	REPRESENTATIVE COUNCIL FOR LEARNERS	TOTAL
Opening Balance	R 34 288 734	R 377 911	R 48 311 128	R 6 962 639	R I 500 000	R 18 646 965	R I 810 085	-R I 06I 544	R 670 426	-R 70 746 048	R 26 918 575	R 14 998 071		R 82 676 942
Income Received	R 35 796 000	R 7 045 000	R 56 050 500	R 17 500 000			R 7 000 000				R 37 307 000	R 7 000 000	R 2 055 000	R 169 753 500
Less Total Cost Utilised	-R 59 577 630	-R 4 411 877	-R 86 681 268	-R 16 246 649	-R 353 636	-R I 8I2 276	-R I 810 085	R I 06I 544	-R 670 426	R 70 746 048	-R 54 861 071	-R 15 190 401	-R 645 452	-R 170 453 179
BALANCE	R 10 507 104	R 3 011 034	R 17 680 361	R 8 215 990	R I 146 364	R 16 834 690	R 7 000 000	R 0	R 0	R 0	R 9 364 503	R 6 807 670	R I 409 548	R 8I 977 264

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