Many children come to school with social and emotional “luggage” which are caused by individual, family and community circumstances. This “luggage” hampers their ability to optimally utilise the educational opportunities being offered at schools.

Community Keepers offers psychological and social services at schools to assist children, teachers and parents to unpack and deal with their “luggage”. Now, children are in a better position to utilise the educational opportunities being offered at schools.
THE YEAR IN STATS

4.8
AVERAGE AMOUNT OF SESSIONS PER CHILD

FOUR
SCHOOL OFFICES

2,498
SESSIONS WITH INDIVIDUAL AND GROUP CHILDREN

525
CHILDMER SUPPORTED

554
INDIVIDUAL SESSIONS WITH TEACHERS AND PARENTS

R2,601,329
INCREASE IN REVENUE

# For the purpose of this report the word “CHILD” is used for all children and youth attending schools where Community Keepers are based.

2018 REPORT ATTENDING 27 PARENTING EVENTS
LETTER FROM THE CHAIRMAN

In the words of former South African president Nelson Mandela, "education is the most powerful weapon which you can use to change the world." If this is true, South Africa is not currently changing the world, our country. For example, the 2014 World Competetiveness Report ranked South Africa 133rd out of 144 countries in education and 124th in training. Only about 50% of children who enroll for school drop out before matriculating. In accordance with the Declaration on Education for Sustainable Development, the world has also agreed that we cannot afford to leave behind any child. We believe that schools cannot take the only blame. Educational outcomes do not begin and end at school and even the best teacher can just do so much if a child grates at school, neglected or does not show up for school at all. In the same way that one cannot "teach a hungry child" one also cannot "teach a brainwashed child."

In 2014, Community Keepers had 2,498 individual and group volunteers with 525 children and youth with the aim of helping them to thrive with social and emotional concerns hampering their ability to learn and develop academically. The feedback was positive from the report from children, their teachers, and parents that indicated that most of them positively benefited from their time with Community Keepers. Another highlight was the 1,265 parents who attended the 27 parenting events which held between the various schools where we operate.

A central feature of this year's report are the stories of individuals whose lives have been positively impacted by Community Keepers. A common feature of all these stories is the fact that these individuals were not only helped themselves, but were empowered to such an extent that they are now a positive influence in the lives of others and literally changing their communities. For example, the mother who first benefited from the Community Keepers services through the support we provided to her children and who is now leading one of our parenting classes where she supports and inspires other parents at her school. Another is a young lady who was supported by our psychologist on her academic journey through challenging times, made an informed career choice, access a tertiary and enroll for a teaching qualification which she has nearly completed.

The year 2014 marked the seventh year of our existence. It is also the year during which we made good progress in expanding our organization and spreading awareness about Community Keepers.

The number of children supported increased from 9% from 485 children in 2013 to 529 children in 2014 and we conducted more than 3,000 sessions with children, parents and teachers at our school offices. We screened a new school office at Oosthuizen High School and secured funding to open an office at Welgelegen Primary at the beginning of 2015. A short documentary on Community Keepers was broadcasted on one of South Africa's national television channels, ETV9, a feature report on the radio on radio stations of times - all signs of a small, growing movement which is steadily gaining momentum on different levels.

The growth is truly we expect and in terms of realization at school level, we are making significant. The establishment we have built with the children, teachers and parents at these schools gone from strengths and strength and there is still to be seen in the outcomes of the websites. The results of evaluations conducted with parents and teachers indicate that most 92% of teachers and 94% of parents could see a positive improvement in the following of their children after receiving support from Community Keepers.

On a donor level, there was an increase of nearly 99% in the total amount of individuals and businesses who supported us financially. This figure includes donations of less than ZAR 45; which is noteworthy in itself; it signifies the large gest lot of people in our community who really do care about the children. These people are the ones who have made it possible for us to make a difference in the lives of the children. Without their support, we could not have done anything in the last seven years. I also want to extend my thanks to the board president, teachers and children who allow us to operate on your turf and together build the future of our country. Finally, we give the highest honor to our heavenly Father for His protection and provision during the last year. We are honoured to be fulfilling a small part of His big plan.

Andre du Plessis

LETTER FROM THE CEO

Philip Goldenberg

This is truly the year of example setting where we can all see the impact that our efforts are making. It is a great honour to see the dedication and hard work of all our volunteers, staff and supporters, and I am confident that we will continue to make a positive difference in the lives of the children and our community.

There are many individuals and institutions to which we are very thankful. Thanks to Andre du Plessis and the rest of the Community Keepers Board who have again shown their commitment and support. We are very grateful to our funders and donors who have helped us in our mission and to all our staff who have worked tirelessly to make this possible.

We would like to thank Johann Steyn who stepped down after seven years on the Board for the significant contribution he has made in helping us build sound governance and organisational structures. I would like to commend our staff for their dedication and commitment towards the children and the cause. Our funders are the ones who have made it possible for us to make a difference in the lives of the children. Without their support, we could not have done anything in the last seven years. I also want to extend my thanks to the board president, teachers and children who allow us to operate on your turf and together build the future of our country. Finally, we give the highest honor to our heavenly Father for His protection and provision during the last year. We are honoured to be fulfilling a small part of His big plan.
A total amount of 3,158 sessions were delivered at our offices in 2014. This consists of 2,498 (80%) sessions with children, 262 (8%) sessions with parents, 282 (9%) sessions with teachers and 96 (3%) sessions with other service providers. We are particularly proud of the combined amount of 544 sessions we had with parents and teachers as they are the most important influence in most children’s lives. In the primary schools we always involve parents in some way or another during the assessment and intervention process, but in the high schools it is more the exception than the rule. Parents are generally less involved at high school level and children often do not want their parents to know why they are receiving counselling. Finally, the 96 (3%) sessions which were delivered by other service providers at our offices, illustrate our commitment to collaborate with other organisations and individuals for the common good of the children.

It is very encouraging that 213 (40%) of all the children that we supported in 2014 reported themselves at the Community Keepers’ offices.

This is clear proof of the parenting that children have in their services and also the importance there is in following up children at schools. A total of 166 (33%) children were referred by teachers, 56 (11%) by parents and 53 (10%) by other service providers. In 2013, referrals were evenly spread between teachers (122/35%), parents (54/15%) and other service providers (87/21%). In 2014, referrals, from teachers and parents, remained steady in 2014 with the main change reflected in the increase in children who reported themselves.

In 2014, we delivered individual and group counselling to 525 children compared to 485 children in 2013 and 332 in 2012. This is a total growth of 8% over the past year and 57% of the past two years. The 525 children assisted comprised of 53% males and 47% females. Our average amount of sessions remained at 4.6 sessions per child. This is less than our ideal of six to eight sessions per child. One of the main reasons for this can be ascribed to high school children not being interested in our services once they are referred by either their parents or teachers. These children usually attend two or three sessions for their parents’ or teachers’ sake and then terminate the process. We strongly advise parents and teachers to not force their children to sit in our services as we have seen that those children mostly do not benefit from our services. However, many of these children who are initially not motivated return at a later stage and request themselves and then greatly benefit from the Community Keepers services.
In 2014, 134 (26%) of the children we supported were referred to us because of behavioral concerns, including misconduct at school and home, bullying, and substance abuse. This is a decrease of 18 children compared to the 152 (33%) children who were referred to us in this category 2013. This may indicate a reduction in these behavioral concerns among the children but we do not think it was the case, yet. The decrease of 18 children might simply be that less of these concerns were reported to us in 2014.

The category with the second highest amount of children was the category which included children referred to Community Keepers because of emotional/behavioural concerns. This group had a total of 223 (23%) referrals concerning issues such as antisocial behavior, stress, anxiety, trauma, and social withdrawal. These concerns are usually closely linked to what falls within the behavioral and family categories, but what distinguishes it from those two categories is that it is focused on the effect of these incidents and not the incidents per se.

The third highest category consisted of 106 (22%) children who were referred for family concerns, including strained relationships between parents (including divorce), various forms of abuse (physical, verbal, sexual), neglect, and sibling rivalry. In most of these cases we actively involved parents or family members during some stage of the support process with this child. The third category was academic concerns and made up 68 (13%) of all referrals. This category includes scholastic assessments, assistance with study methods, career guidance, and grade failure.

The final 93 (19%) children fell under the categories for referrals for peer group concerns, sexuality, chronic sickness, and other general concerns. As a way of measuring the outcome of our support services, we use generic questionnaires through which general well-being and functioning are measured. Children (other than 12) complete a peer and post-test by themselves (self-evaluation) while the parents and teachers of children of younger children complete a pool-test. All these efforts are made to measure the changes which occur due to the support offered by Community Keepers.

Of the 188 children (older than 12 years) who completed a pre- and post-assessment in 2014, 131 (70%) indicated a positive improvement in this presenting problem with which they presented to Community Keepers as well as in general functioning. This is a decrease when compared to the 72% and 77% of children who indicated an improvement in 2013 and 2014 respectively. Furthermore, 30 (16%) children indicated that their well-being stayed the same while the other 27 (14%) indicated that their well-being and functioning worsened. One reason for these disappointing results is a decision to raise the standard far as what is calculated as an overall improvement. Other reasons for these results can be that the support wasn’t effective, the questionnaire is not accurately identifying and measuring change, or that the concerns faced by children were beyond the scope of the support provided.

However, it is clear that most of the children whom we served have reported an improvement in functioning. We also re-contract with children who have indicated that their situation has worsened and mostly found that it is because of reasons which are beyond the scope of our work. Those who are usual for Community Keepers could still help were offered the opportunity for a few more sessions which most of them accepted and then eventually had a better outcome.

A total of 71 teachers (mostly primary school) completed an evaluation to indicate the change they have seen with children they referred to Community Keepers in 2014. Only 50 (70%) of these teachers indicated an overall improvement in functioning with the children they referred. Five (7%) indicated that nothing had changed and only two (3%) who observed that the functioning of the children they referred worsened. These results are very encouraging as parents are arguably the best people to observe an improvement or worsening in their children’s overall functioning.

Similar to the teachers’ results, we also do not have anything to measure these results against as the measuring tools have also been adjusted to only be completed after intervention. This amendment lead to a huge increase in the amount of feedback we received from parents when compared to only 30 post-assessments we received in 2013.

In self-evaluation, we asked the young people to rate their experiences of what they are being taught. They are asked to rate statements on a one-to-five scale, with one being not at all true and five being very true. The results are as follows: 14% feel that they need no more help, 16% feel that they need some help, and 70% feel that they are doing well.

In our teacher evaluation, we asked the teachers what they think about the sessions. They were asked to rate the statements on a one-to-five scale, with one being not at all true and five being very true. The results are as follows: 7% feel that they need no more help, 9% feel that they need some help, and 84% feel that they are doing well.

Parents were asked to rate their experiences of the support provided to their children. They were asked to rate statements on a one-to-five scale, with one being not at all true and five being very true. The results are as follows: 7% feel that they need no more help, 9% feel that they need some help, and 84% feel that they are doing well.

Of the 68 parents (mostly primary school) who completed an evaluation, 57 (84%) of them indicated that there was a positive improvement in the overall functioning of their children. Six (9%) indicated that there was no change and 5% (5%) that indicated that their children’s functioning had worsened. These results are very encouraging as parents are arguably the best people to observe an improvement or worsening in their children’s overall functioning.
LUCINDA’S STORY

Lucinda Samson is a happy and ambitious student at Roland College and in the final year of completing her primary school teaching qualifications. With help from Community Keepers, she overcame challenging family circumstances to become the person she is today and clinch the position she currently holds. “I approached the Community Keepers office because I wanted to talk to someone. I went through a difficult time and had issues I struggled with. As we spoke I felt the burden getting lighter and I began getting hope...”, she explains.

“When I first encountered Community Keepers, I was unmotivated and felt overwhelmed by my family circumstances. I realised that if I would not be willing to talk about the things I went through I could eventually turn to things like alcohol and drugs... Through the sessions I was taught to identify my strengths and to counteract negative thoughts. Community Keepers helped me to explore various solutions to my problems.”

Lucinda explains that as her self-esteem grew, she was able to make positive life choices. “Community Keepers encouraged me to go and study further after school. I never even thought about it because I did not know there were bursaries available for further studies. With the help from Community Keepers I applied for a bursary and was successful.” She was also able to improve her relationships and felt equipped to rise above a situation that once felt hopeless.

Today she has a positive relationship with her family and is a role model and inspiration to children in similar circumstances and shows them that anything can be overcome. She says “Community Keepers helped her to see the light. I am thankful that God worked through Community Keepers to make a difference in my life.” Lucinda is now doing her practical teacher training at Itsa’s Valley Primary school as a Grade R teacher and is a role model to children at the same school that she attended. She will soon be a qualified Grade R teacher and has a mission - to help others “see the light.”

MELRISHA’S STORY

Melrisha Hendriske is a newly qualified social auxiliary worker who overcame various circumstances to realise her dream of helping others. “There were a lot of challenges during my high school career and the most important decision I needed to make during this time was what I was going to do with my life after finishing school. I struggled with career choices and although I had an idea what I wanted to do, the most important question to me was: How do I get there?”

At the time, Melrisha felt hopeful about her future but hopeless for not knowing which way to turn. All that she needed was someone who could listen to her and help her explore the various options available to reach her goal for a career.

“The need had for guidance led me to Community Keepers. They supported me in exploring the different options I had regarding my life and career. This eventually led me to decide on the social work profession.” The support and guidance which Community Keepers offered empowered her to not only understand her options but also utilise them. “The guidance I received from Community Keepers helped me realise that there are options and I just need to take hold thereof. Community Keepers helped me make an informed choice regarding my future. I went for study and eventually I graduated with a diploma in social auxiliary work.”

Melrisha is now doing what she always knew she wanted to do - “making a difference in people’s lives.”
LIFE SKILLS
Personal development through life orientation classes, events and programmes

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</thead>
<tbody>
<tr>
<td>children</td>
<td>life orientation classes</td>
<td>events</td>
<td>programmes</td>
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</table>

In 2014, Community Keepers reached 2,039 children through our life skills services, including 144 life orientation classes, 33 events and 4 programmes.

This is a 70% increase in the amount of children we reached through these services in 2013, when we had 1,178 children involved using these services.

We reached the largest part of the children we worked with through bi-weekly life orientation classes which we presented to children in Grades 6-9 during 2014.

However, after much consideration, we have decided to not continue this part of our services in 2015 as it is taking a large portion of our time and resources while the true outcome is very hard to measure. We have also identified other means by which we can still accomplish our main aim with these activities - which is to build strong relationships with the children. The events and programmes presented in 2014 included the following: a girls’ programme with 40 participants and 11 volunteer facilitators; a community outreach event with 104 children involved, an exam preparation event for 110 Grade 7 children; a ladies tea attended by 62 girls; a career expo attended by more than 500 children and many more.

JENE’S STORY
Jene Leno is an inspiring first-year BA student at Stellenbosch University and part of the less than 5% of her Grade 8 classmates who made it to a tertiary institution. Like many of her friends, she had various challenges during her school career which could easily have discouraged her to make it this far. “Primary school was not a happy time for me... when I came to high school I was very shy and had no confidence in myself.”

From her first year in high school, Jene started getting involved in various Community Keepers activities and programmes which she believes made a huge difference in her life.

“I can still remember how my friends and I took part in the Celebrate Life programme... this programme taught us universal values and how to apply these values in our daily lives.”

Later Jene also took part in the Community Keepers MOVE programme: “I joined this programme because I wanted to make a difference in my community.” Through this programme a seed was planted. “After the programme finished my friends and I decided to repaint the girls’ bathroom and replace toilets in the boys and girls’ bathrooms.” Jene had developed her self-esteem, an individual who was solely focused on her own shortcomings, to a confident young lady who led a movement of change in her school and beyond.

She now dreams of becoming a journalist and telling stories that will change the world.
TEACHER DEVELOPMENT
Professional development and support of teachers

In 2014, seven teacher development events were held and attended by 123 teachers. This is one event less than the eight held in 2013, but 46% more teachers than the 42 we reached in the same year. The most important part of our teacher development happened through the Community Keepers management committee. In 2014, 18 teachers formed part of these committees which held a total of 11 meetings. These committees provided the direction and oversight for all our activities in their schools and we could not have had the successes we enjoyed in the past year without them.

Following are the members of the 2014 committees: Idia’s Valley Primary: Ms. Afrons, Ms. Fergalmente, Ms. Mary. Ms. Norahborne, Mr. OMG. Reiferbosch Primary: Ms. Du Toit, Ms. Hendrikse, Mr. Ores, Ms. Benjamin, Ms. Lutslif, Lockhoff High School: Ms. Anthony, Ms. Barnado, Mr. Condron, Mr. Williams and Riversdale High School: Mr. Andrews, Mr. Carsons, Ms. Pedro, Dr. Rodgers.

123 7 18

ZARINA’S STORY

Zarina Benjamin is a newly qualified teacher in her second year of teaching. As an inexperienced teacher with nearly 40 children in her class, she often feels overwhelmed by all the demands at hand. “I had a learner in my class who struggled with anger issues. One day, he became furious, threw desks, swore and shouted.” This kind of behaviour disrupted her whole class and Zarina did not feel equipped to handle the situation. She referred her to Community Keepers and after a few sessions, she turned into a different child. Her behaviour changed dramatically.” With the emotional needs of the class addressed, Zarina now had the confidence to initiate a stronger relationship with the child and her mother. “This enabled me to build a positive relationship with her and her mother. I felt more confident to contact the mother on a regular basis over uncertainties or any other difficulties I faced when it came to her child. The mother became more involved in the child’s well-being.” Zarina feels much more confident to teach as she now has a one-to-one professional support available when needed and that she can ensure that the children in her class social and emotional needs are provided for.
PARENT NETWORK
Support network for parents

In 2014, a total of 1,262 parents attended 27 parenting events. This is slightly more than the 1,159 parents who attended the 20 events held in 2013. The average attendance in 2014 was 47 parents per event, which is 11 attendees less than the average of 58 parents per event in 2013.

The 2014 parenting sessions included the following: Substance abuse information sessions attended by 60 parents; a parenting event for fathers attended by 98 fathers; an anti-bullying session attended by 65 parents; and an average of 70 parents at a three-week programme on the holistic development of Grade R children. Our parenting committees were the instigators for most of these events and we had a total of 18 parents serving on our parenting committees in 2014.

The following parents served as the coordinators of the Community Keepers parenting committees in 2014: LCDN, Ms. Fiona van Kermel, Vestspore; Ms. Venecia Sales; and, Parents4Parents, Ms Johanna Amos.

VENECIA’S STORY

Venecia Sales is a single parent who has overcome her own parenting challenges to become an inspiration and example to fellow parents at her children’s school. “To be a single parent is very difficult. The challenge is financially provide, spend time with your children and discipline them can be overwhelming.” she explains. Venecia had to be both father and mother to her children and she found it very tough. Not having any support made her feel alone and isolated in her role as a parent. “I needed help. I needed other skills like patience, self-control and hope to be a positive parent.” felt like I needed someone to help me stay sane.” Venecia approached the Community Keepers office at one of her children’s schools.

“I was fortunate enough to get help from Community Keepers, a place and people where I could go whenever I needed support. Community Keepers was always available to guide both me and my children. Their support was endless.”

Through a process of guided reflection and information sharing, Venecia became more confident in her role as parent. “It is this (Community Keepers’ support) which made me a strong parent, and for their support and always will be my guide.”

Venecia is now serving as the Chairperson of one of the parenting committees at her school and is an inspiration for many other parents facing personal challenges.
PEOPLE

<table>
<thead>
<tr>
<th>board members</th>
<th>staff members</th>
<th>donors</th>
<th>partner organisations</th>
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<tr>
<td>8</td>
<td>9</td>
<td>70</td>
<td>9</td>
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OUR BOARD

In 2014 the Community Keepers Board had 5 meetings with an average attendance rate of 83%.

Our 2014 Board members included:

- Johann Aspeling (Registrar of Stellenbosch University; André du Plessis (Community Keepers Chairman and Financial Director of Capitec Bank);
- Leandri Beenzaier (Co-Founder/Co-owner of Interactive Learning Solutions);
- Philip Geldenhuys (Chief Executive Officer of Community Keepers);
- Ernst Hertzig (Founder/Owner of Action Hero Ventures);
- Anemarie Leuenrink (Clinical Psychologist in private practice);
- Anelise Louw (Principal at Bouwer High School);
- Fiona van Renuel (Project Manager of the Words Open Worlds (WOW) project).

Johann Aspeling resigned as a Board member in November 2014 after serving on the Board for the past seven years. He made a significant contribution in the shaping of Community Keepers and we honour him for his commitment and contributions over the years.

OUR STAFF

In 2014, Community Keepers had six full-time and three part-time staff members. It was also the first year we had a Matriculants student in Educational Psychology from Stellenbosch University completing their one-year internship programme with us.

Our 2014 staff was: Jean-Mari Basson (Counselor/Office Manager), Anzila Blument (Fundraising and PR), Christelle Dorken (Educational Psychologist), Philip Geldenhuys (Social Worker/Chief Executive Officer).

Karen Gerber (Interim Educational Psychologist); Jan-Hendrik Meyer (Clinical Psychologist); Krynika Marquard (Counselor/Office Manager); Shawkiera Swart (Social Worker/Office Manager) and Hyggen Rodricks (Counselor/Office Manager).

DONORS

In 2014 we received donations from 62 individuals and businesses. This included 62 new donors who have never supported us before. Their contributions ranged from R46 to R520,000. Two private events were held by hosts who invited their own friends and introduced them to Community Keepers. These events yielded sufficient (more than R250,000) funds for the opening of a new school office in 2014.

We also hosted our first Community Keepers wine and art auction which was a great success and yielded nearly R60,000. We launched an online fundraising campaign and a customised platform on our website through which easy online donations can be made. This campaign has had limited success and we are optimistic that this will grow in 2015.

Community Keepers is a registered public benefit organisation and therefore we offered the prescribed receipts to our donors in terms of section 18A of the Income Tax Act, 1962 (Act No. 58 of 1962 as amended). Corporate donors’ donations also counted towards their B-BBEE scorecard under the Socio-Economic Development element of B-BBEE legislation in South Africa.

We specifically would like to mention the corporate or institutional donors who supported us in 2014: Mccamp Scholtz Leibee Auditors (www.asli.co.za); The Cape Wine Auction Trust (www.thecapewineauction.com); Gifte Group (www.giftegroup.co.za); The National Lotteries Board of South Africa (www.com.co.za); Old Mutual Staff Volunteer Fund (www.oldmutual.co.za); Stellenbosch Municipality (www.stellenbosch.gov.za); PEP (www.pepstores.com); and, ZAG Finance (www.zagfinance.com).

PARTNER ORGANISATIONS

We actively collaborated with nine organisations in order to deliver the most effective service to the children and schools we serve. Our main partner organisations in 2014 included: ABBA; Child Welfare Stellenbosch; Good Hope Psychological Assessments, Khula Development Group, Inc; Izicici; The South African Police Service FCS Unit; Stellenbosch University’s Educational Psychology Department; USAID, the Western Cape Education Department.

A BIG THANK YOU

to all our donors for investing in Community Keepers in 2014. Everything we do is made possible by your generous and dedicated support.
In the 2014 financial year, Community Keepers generated R2, 601, 329 in operating revenue and R1, 538, 875 in operating expenses. Touchstone Liebe Chartered Accountants have been our auditors for the past five years and have again given us a “clean” audit in 2014. Following is an extract from the Annual Financial Statements for the year ended 31 December 2014 (a complete version of the statements is available on request).

**STATEMENT OF FINANCIAL POSITION**

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<td><strong>Total assets and equity and liabilities</strong></td>
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**STATEMENT OF COMPREHENSIVE INCOME**

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<td>Other income</td>
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<td>3,143</td>
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<td>Operating expenses</td>
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<td>1,328,406</td>
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<td>Operating surplus</td>
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<td>Subsidies receivable</td>
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<td>Surplus for the year</td>
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<tr>
<td>Other comprehensive income</td>
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<td></td>
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<tr>
<td><strong>Total comprehensive surplus for the year</strong></td>
<td>1,202,824</td>
<td>693,589</td>
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</table>

**FINANCES**

**SPONSOR A CHILD’S THERAPY SESSION**

(R250 in 1 session)

**SPONSOR A CHILD’S THERAPY PACKAGE**

(R720 = 2 assessment- and 6 counselling sessions)

**SPONSOR A SCHOOL FOR A YEAR**

(R210,000 = R269,989)

**MAKE ANY DONATION**

once-off / monthly

**STEP UP**

Everyone has the power to create change. Here's how you can help the next generation Step Up, today.