

GROWTH & CHANGE



ANNUAL REPORT 2018



**SPARROW
SCHOOLS**
EDUCATIONAL TRUST

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OUR VISION



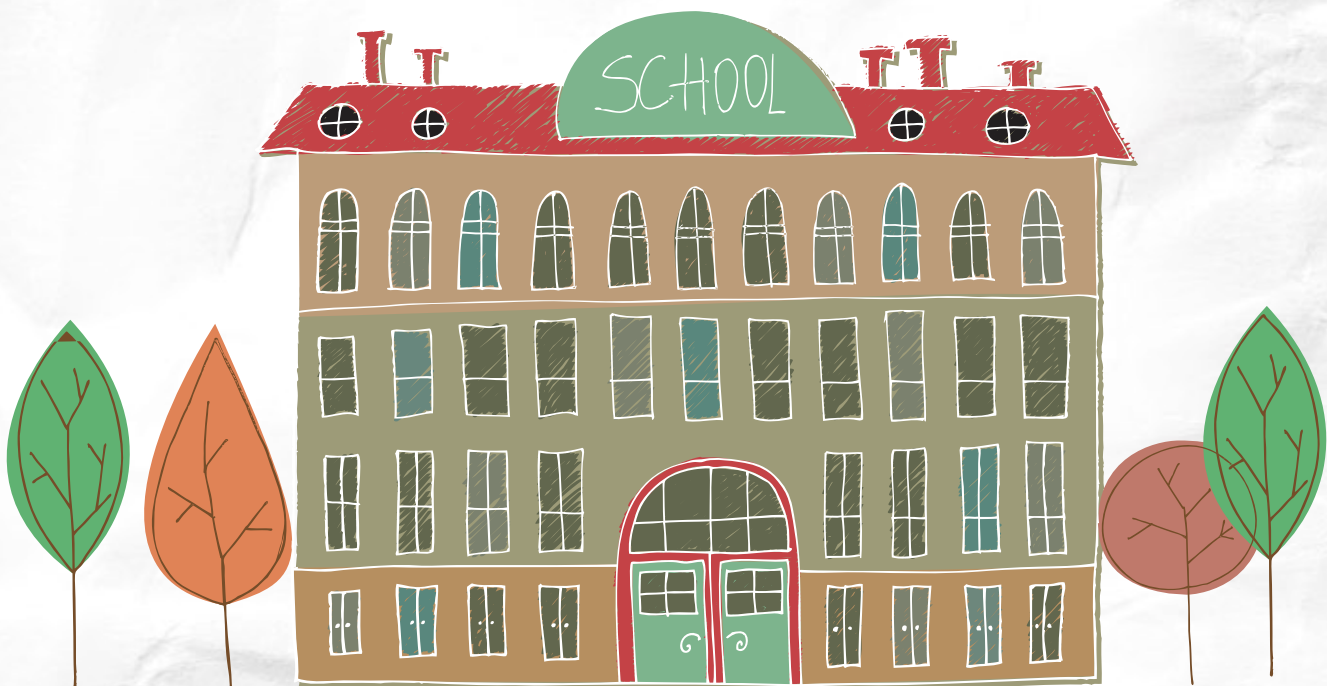
BEYOND ACCESS TO EDUCATION

Sparrow Schools Educational Trust and the FET College strive to improve the lives of children and youth with learning difficulties by creating excellent educational opportunities tailored to their specific needs.



OUR MISSION

We want to prepare children and youth, who experience barriers to learning, for future employment. We do this through a comprehensive curriculum which includes learning support and training in vocational skills.



OUR SCHOOLS

SPARROW SCHOOLS EDUCATIONAL TRUST

Trust Registration Number:
IT 1255/93

NPO Welfare Organisation
Number: 001-401

PBO SARS Tax Exemption
Reference Number:
130001399

THE SPARROW COMBINED TECHNICAL SKILLS SCHOOL

Year 1 - 4

Managed by:
Ashwon Letchman

THE FOUNDATION SCHOOL

Grades
1 - 7

Principal:
Leona Krishna

SPARROW FET COLLEGE

Registered with DHET

SETA Accredited
full qualifications

BOARD OF TRUSTEES:

Rev E Abrahams,
Mrs JW Gallagher
(Founder & General Manager),
Miss R Nel (Chairperson),
Mr GN Hamilton,
Mrs B Keschner, Ms A Mbokazi,
Mr PT Gallagher, Mr SR Grant,
Mrs K Makhohliso,
Ms NR Mabale,

MANAGEMENT TEAM

Jackie Gallagher
General Manager

Melanie Malema
Operations Manager

Alison Bulton
Academic Manager

Romela Pillay
HR Manager

Beverly van Wyk
Finance Manager

Renata Noble
Sales & Fundraising
Manager

Warren Thompson
Wellbeing Manager &
Assistant HR Manager



CHAIRPERSON'S REPORT

REINETTE NEL - CHAIRPERSON



In this annual report you will read how different divisions of Sparrow Schools Educational Trust are celebrating the growth and change that took place during 2018. Management experts will tell you that it is impossible to achieve growth or change without welcoming diversity into an organisation, or as Kline* elegantly puts it: "Diversity enhances thinking because it is true.... and homogeneity, when you think about it, is a form of denial. Therefore, to think well we need to be in as real, as diverse, a setting as possible". Our common-sense understanding would agree with this idea, but our life as a country shows how we struggle to accommodate and engage with different world views, very often because of the stereotypes and limiting beliefs we have of others.

Sparrow challenges this countrywide picture. A guest walking around the different campuses would notice immediately the level of diversity in the organisation: different national, ethnic, class, gender, and abilities are but some of the identities you will find at Sparrow. However, employing a diverse range of people does not guarantee that all the voices who think differently from the dominant ones will be heard in the same way. In other words, making diverse staff appointments

does not guarantee the diverse thinking that the organisation needs in order for its employees to make their best contributions. An organisation needs to create a microcosm where employees can feel valued for their identities and thus for their thinking so that they can feel positive and proactive at work. This necessitates changes in our thinking.

I would like to draw your attention to a few outstanding examples of the ways that staff have had opportunities to develop their thinking and bring their best contribution to Sparrow. Principals of the Foundation and Combined Schools participated in the Partners for Possibility programme, which develops school leaders through co-learning partnerships with business leaders. Principals can then return to their schools and lead changes in education in their different settings.

A group of middle managers at Sparrow undertook a certified course in Generic Management training at NQF level 5. In this qualification, course participants learnt about staff development, relationship management and developing and managing a team, amongst other topics. Course projects then presented

"Diversity enhances thinking because it is true....and homogeneity, when you think about it, is a form of denial. Therefore, to think well we need to be in as real, as diverse, a setting as possible".

***Kline, Nancy 1999: Time to Think, Cassel, London.**

opportunities for managers to transfer and apply this new knowledge in their own working environments. The participants in this course experienced profound changes in the ways they see themselves and their work. In the words of one of the participants: “I became a leader, not just a manager”.

Other leaders at Sparrow journeyed towards new insights on the BBEE Champions course; a programme that addresses South Africa’s need to enable people previously excluded from the economy to participate meaningfully in the world of business. This kind of deep change means that leaders working in the sector must learn how to challenge aspects of their belief systems to work successfully with groups who have borne the brunt of discrimination. Shifts in the ways that leaders accommodate diversity in turn assist people to move from the margins closer to the centre of the economy.

For many participants these courses represented educational opportunities they had previously found difficult to access; tertiary education is a barrier for many in South Africa. For Sparrow, these learning opportunities created a chance to enhance a thinking environment and empower managers to motivate their departments to think better. The time commitment from both the organisation and participants was intense and included time away from work, as well as meeting and study time after hours and on weekends.

My compliments to Sparrow and its staff for embracing growth and change so that the learners and students who we serve can feel the benefits of a diverse, thinking and motivated staff as they themselves embrace education, growth and change in their lives.

*Kline, Nancy 1999: Time to Think, Cassel, London.



ACADEMIC REPORT

ALISON BUTTON - ACADEMIC MANAGER



Recently, I've been hearing an increasing number of organisations, both in the corporate and educational spheres, talking about the importance of developing a growth mindset amongst employees. For example, under the new leadership of CEO, Satya Nadella, the tech powerhouse, Microsoft has embraced a growth mindset — embarking on a difficult journey of changing its image from the old, inflexible bully of the tech world to that of a dynamic, agile, and collaborative organisation.

If it's taken three decades for the corporate world to catch up with Carol Dweck's revolutionary work on a growth mindset, what does this mean for an educational institution like Sparrow Schools?

The answer to this question varies depending on the vision and values of a school's leadership team. Two years ago, when I joined Sparrow's leadership team, I knew that here was a space which would be receptive to the two decades of work I had done around growth mindset, in my previous career as part of Wits University's academic development team.

To apply Dweck's words to the context of Sparrow, "every day presents you with ways to grow and to help the people you care about grow." At Sparrow, we've seen this growth present itself in

different forms: on the one hand, growth can be about getting bigger — at Sparrow Foundation School we grew the number of learners to 242, as well as the educators to teach them. On the other hand, growth can be about getting smaller in order to grow in a different direction, as we have seen at the Combined Technical Skills School.

Regardless of size, every year we must reflect on the ways we stimulated change and learning in our schools. In 2018, one of the main drivers of a growth mindset was the Partners for Possibility Programme in which our principals participated.

I draw on the Combined Technical Skills School as an example of the effects of this programme: for 2018 intake numbers were capped at 100, in order for us to consolidate the technical occupational qualification (TOQ). Downsizing was difficult; it meant more responsibility placed on fewer teachers — we had only seven teachers including the headmaster. Of these seven, almost all teachers were new, except for the school leaders. Yet, shrinking the number of teachers enabled the staff to develop as a tight knit team, support each other, and learn to share good practice. We thus look forward to a year of consolidating our skills programme with the high standards of teaching and learning that our team has espoused.



These are growth habits to which principals were exposed during the Partners for Possibility Programme; the most notable result of which was educators and school management teams learning to work productively to develop a team approach to support learners, to assist them to manage their barriers to learning.

However, adopting a growth mindset does not mean everything must change. Rather, it helps us identify what practices are working well, and can develop organically.

A prime example is the learner-centred curriculum we have at the Foundation School. This means we have always had, and continue to have a strong support programme for learners at different levels: there is the LINK reading programme for Grade Two, a drama therapist who completed her year's internship for her Master's Degree at Sparrow, an internationally experienced social worker who volunteers, along with a well-developed music, PE and extra mural programme. This programme is of fundamental importance, as it offers learners opportunities to work in small groups and across age ranges for two hours every week. Here, our learners can excel and build self-esteem through activities like pottery, computer club, cooking, chess, or on the sports field.

It is with regard to things like our extra mural programme that we see how continuity and change go hand-in-hand — while the structure of the programme continues, we focus on innovating our learning practices within that structure. In other words, we have two hours every week where all learners have a chance to learn differently than they would in a classroom. This opens up a number of different areas in which our learners can become “experts” — which is critical for children whose barriers to learning make academic success a challenge.

I'd like to end this report on a more maternal note, by reflecting on the success that a growth mindset is bringing to my children. My daughter and nieces have essentially grown up alongside Sparrow, as both they and Sparrow are now well into their twenties. Nearing their thirties, my children and Sparrow all face a similar challenge: how to embrace the challenges that growing older presents. When I look at the way my girls have managed to turn the uncertainty of adult life into an opportunity for growth, I know that all those years of fostering a growth mindset have paid off. The same is, and will continue to be, true for Sparrow, so long as we keep Dweck's words in mind: “Change can be tough, but I've never heard anyone say it wasn't worth it.”





HUMAN RESOURCES REPORT

ROMELA PILLAY - HR MANAGER

Traditionally, in a school environment we tend to think of growth mainly in terms of learner development. However, for us at Sparrow Schools, the primary growth on which we focused in 2018 was that of our staff and teachers. Talent acquisition and talent development is at the core of a fully functioning Human Resources function. In other words, for any organisation to deliver on its core mission, it must acquire and develop the right talent. In the case of Sparrow, this meant investigating the talent-gaps that existed in two of our schools, as well as assessing the areas in which we needed to train our staff further so that they could deliver the kind of education that would in turn help our learners grow.

When it comes to filling gaps in talent, we saw a number of new staff members hired across two schools. Although the hiring process is a time-consuming and tricky task, the collaborative approach that all managers at Sparrow Schools took towards supporting each other in the talent acquisition process meant that the right people were hired for the right jobs. Moreover, the addition of Jesh Naicker and Warren Thompson to the HR team stimulated our ability to drive this employee-development motion forward with more vigour than had the department remained singular.

In addition to talent acquisition, we knew growth in 2018 needed to come from staff development. The HR Department, together with the schools' Academic Manager, invested considerable energy

into staff training workshops, so that by the end of 2018 Sparrow had 113 employees who attended training and development workshops externally and internally. This exceeded our Workplace Skills Plan for the 2017/2018 financial year. The total employee complement at the end of November was 125, of which 113 were permanent employees, with 12 temporary employees.

While hiring and training employees is the first step in creating an agile and effective workforce, the challenge that arises thereafter is that of reviewing and incentivising employees. Much like our Academic Manager must keep abreast with the latest trends in education, so too must the HR Department follow best practices when it comes to looking after our employees. In 2018, we identified the opportunity to ensure that effective employee performance and leadership management systems were followed by revising our formal appraisal system in a way that assesses an individual's out-put, clarifies and defines priorities and objectives in the job role. The appraisal system incentivises staff to grow and perform by identifying training needs, skills development, talent management, leadership and supervisory skills.

Reflecting on 2018, we are aware that we had to make what initially appeared to be daunting changes in order to trigger the kind of growth we envisioned for our staff, yet as American author and journalist Gail Sheehy puts it: "If we don't change, we don't grow."

CERTIFICATE OF APPRECIATION
PRESENTED TO
ALPHA METSHILE



LONG SERVICE AWARD
PRESENTED TO
LUCUS MOOKETSI



LONG SERVICE AWARD
PRESENTED TO
MARY WEBBER



STAFF AWARDS
AND ACCOLADES

PARTNERSHIPS & VOLUNTEERS REPORT



WARREN THOMPSON - WELLBEING MANAGER
& ASSISTANT HR MANAGER

WARREN THOMPSON WAS ELECTED
AS A BOARD MEMBER OF SAWN
(SOUTH AFRICAN WELTWÄRTS NETWORK)



DRAMA THERAPY

Through WITS University, Sparrow hosted 3 Drama Therapy students at the Foundation School. These students use the platform of drama to assist children in therapy and create a new narrative opportunity for their past trauma and life situations.

AUDIOLOGY SCREENINGS

Foundation School learners received full hearing screening by WITS University Hearing Therapy students in their final year of study. Learners identified needing assistance with hearing issues were referred to relevant specialists.

244 LEARNERS RECEIVED
AUDIOLOGY SCREENINGS,
WITH 8 REFERRALS.



SAGE FOUNDATION

The SAGE Foundation brought multiple volunteers to Sparrow through the year of 2018. The volunteers assisted with filing, cleaning, painting and spent time with our learners.

SAWN BOARD

Sparrow's Warren Thompson was elected to the board of Sawn and became the voice for assisting in different needs in Africa.



2 SOCIAL WORKERS WERE BASED AT THE SCHOOLS



SOCIAL WORKER

In 2018 Sparrow had two social worker based at the FET College. The Social Workers are final year students at the University of Johannesburg who are completing their practical placement requirements. Sparrow hosts as well as trains the Social Workers on site. They conducted therapy with learners in the Foundation Phase, conducted group workshops with FET students and initiated a community project that will help to up-skill job coach training.



TEDDY BEAR CLINIC ASSISTED WITH 2 FAMILY INTERVENTION CASES

TEDDY BEAR CLINIC

Teddy Bear Clinic partnered with Sparrow Foundation in 2018 and carried out workshops with the learners.



South African German Network

SAGE NET PARTNERSHIP WAS ESTABLISHED IN 2009

SAGE NET (South African German Network)

Sparrow had 2 volunteers from Germany for the 2018 year. The volunteers assisted in extra murals, teacher assistants, and extra duties across the schools. This allows for cultural exchange as well as development for the volunteers who are here for an entire year.

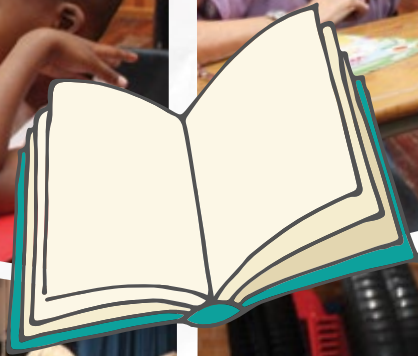




SPEC SAVERS

Spec Savers partnered with our Foundation School providing free eye screening and glasses to 30 learners in 2018.





THE LINK PROGRAM
HAD 30 VOLUNTEERS

LINK PROGRAM

The Link Program provides reading and maths support to grade 2 and 3 learners at the Foundation School. In 2018 all learners in these grades received a weekly session of reading and maths, in a carefully constructed program by the Link.



5 DENTIST
VOLUNTEERS

DR WAJA TRUST

The Dr Waja Trust screened Foundation Phase learners for dental problems, presented educational talks and gave out free tooth brushes and toothpaste. Dental surgery to the value of R30 000 was provided to learners in 2018.

THE
sky
IS THE
LIMIT





SPORTING EVENTS



WORK HARD AND
PLAY WITH HEART
AND YOU WILL BE
PHENOMENAL.





FOUNDATION TUCK SHOP OPENING

MAKING A DIFFERENCE ON

MANDELA DAY



SPORTING FOR A GOOD CAUSE



SAVING OUR PLANET

ONE ECO BRICK AT A TIME...



CAREER DAY

RESULTS AT A GLANCE

SPARROW SCHOOLS EDUCATIONAL TRUST

Statement of Comprehensive Income

	2018	2017
Income	15 048 635	11 834 575
Tuition Income	5 452 268	5 613 819
Fund Raising	8 372 392	13 002 428
Gauteng Education Department	2 684 888	3 179 218
Other Income	650 672	324 714
Project Funds brought forward	2 643 691	2 150 000
Project funds carried forward	(4 842 000)	(12 643 691)
Interest	86 724	208 087
Expenditure	13 927 273	11 779 001
Salaries and Wages	9 102 711	8 300 279
Running Costs	4 456 661	3 157 208
Teaching Aids	367 901	321 514
Surplus	1 121 362	55 574

Statement of Financial Position As At 31 December 2018

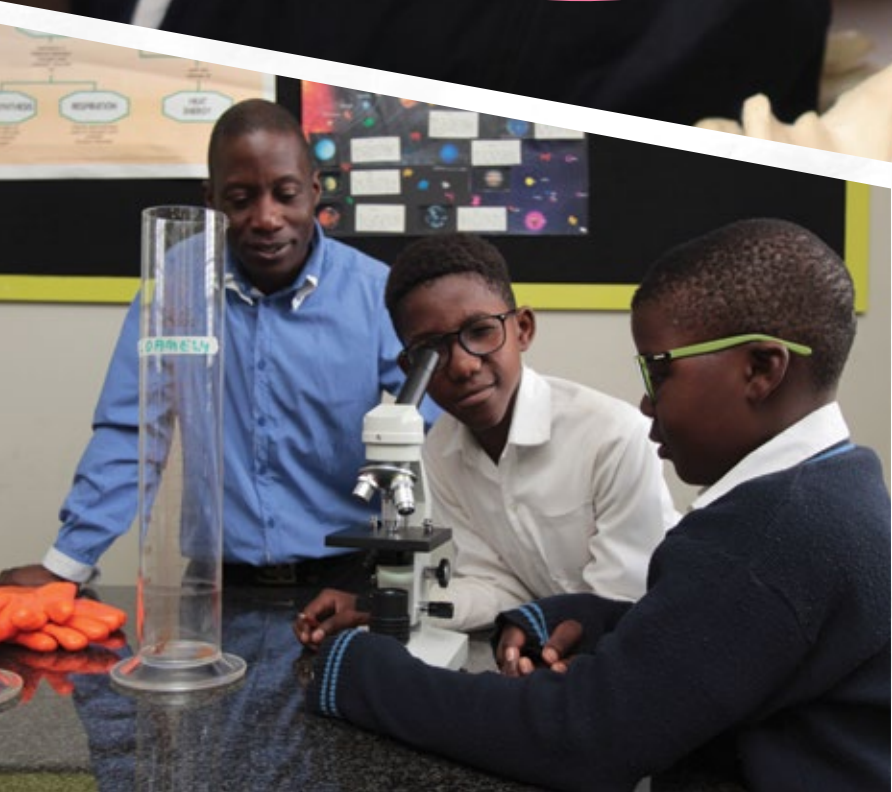
	2018	2017
Assets	27 786 094	28 570 020
Property Plant and Equipment	23 113 008	23 116 369
Debtors	2 669 873	981 759
Bank and Cash	2 003 213	4 471 892
Liabilities	1 214 733	3 120 021
Creditors	1 214 733	3 120 021
Accumulated Surplus	26 571 361	25 449 999

Statement of Changes In Funds

	2018	2017
Cash from Operating Activities	(408 161)	853 761
Cash generated from Operating Activities	(494 885)	645 674
Interest Received	86 724	208 087
Acquisition of Property, Plant and Equipment	(2 060 518)	(156 317)
Change in Cash Equivalents	(2 468 679)	697 444
Cash at the beginning of the year	4 471 892	3 774 448
Cash at the end of the year	2 003 213	4 471 892



SCIENCE & TECHNOLOGY





music



SPARROW FURTHER EDUCATION & TRAINING (FET) COLLEGE REPORT



MELANIE MALEMA - OPERATIONS MANAGER

2018 started with great hope when Cyril Ramaphosa was inaugurated as President. Sparrow witnessed the commitment to creating and offering job opportunities to the youth of our country during SONA.

Sparrow FET continued to work closely with industry identifying skills gaps and training in various areas. In 2018 Sparrow FET managed to get the Tyre Fitment programme accredited with Merseta working closely with the Michelin Tyre Company who supported and guided us through the process. Sparrow FET is currently the only training provider that offers the Tyre Fitment programme, a great achievement.

Due to the request from industry to train more disabled learners, Sparrow FET went ahead and had an additional two programs accredited with the Services Seta. Business Administration NQF 3 and NQF 4 to accommodate disabled learners. The number of disabled learners increased from 14.2% in 2017 to 27.4% in 2018. With such an increase it meant Sparrow FET had to source additional space to accommodate our disabled learners. Implementing the Business Administration programme not only allowed Sparrow to place learners in companies for work experience, but gave an opportunity to conduct disability awareness training in the partnership companies.

Due to changes happening in the education

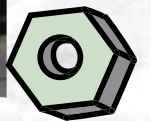
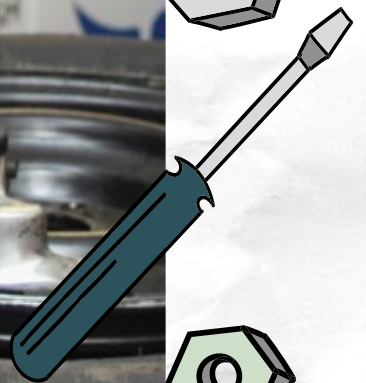
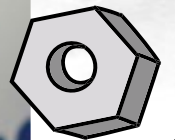
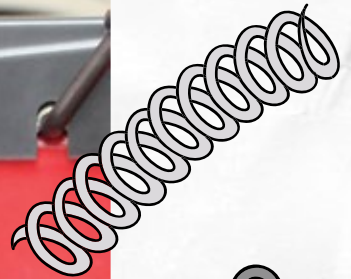
and training framework, mandated by the DHET (Department of Higher Education and Training), Sparrow FET College is obligated to implement these changes and align with the new QCTO – (Quality Council, Trades and Occupations). This is a lengthy process and will be completed at the end of 2019.

With all the changes, and Sparrow's commitment to reaching marginalized students, it has become apparent that this footprint must be broadened. Sparrow FET are in the process of converting some of the programs in conjunction with a partner to an online platform. The future is in information technology, online education and training is a solution to reach the youth.

Sparrow acknowledges there are many hurdles to achieve the ultimate objective, an online education and training platform expressly designed for the needs of the youth in South Africa, is essential.

As a social enterprise training model, Sparrow FET continues to address the challenges in education, and the skills deficit in our country. This historic deficit has not been adequately resolved since independence and continues to expose widespread unemployment and poverty. Sparrow FET are committed to providing youth, including persons with disabilities, the opportunity to gain access to a formal qualification and, hopefully, employment.







ACCREDITED PROGRAMMES ON OFFER AT SPARROW FET COLLEGE 2018

			Duration
	Construction	National Certificate: Construction: Installation of Floor Coverings NQF 1	SAQA 24296 12 Months
		Apprenticeship: Occupational Certificate Electrician NQF 4	SAQA 91761 36 Months
	Education Training & Development	FET Certificate: Early Childhood Development NQF 4	SAQA 58761 12 Months
		Higher Certificate: Early Childhood Development NQF 5	SAQA 64649 12 Months
	Hospitality	National Certificate: Professional Cookery: NQF 4	SAQA 14111 12 Months
		Skills programme: Assistant Chef NQF Level 2	HSP/AssChf /2/0022 6 Months
	Sports Coaching Programme	FET Certificate: Sport Coaching: Junior/Beginners NQF 4	SAQA 64369 12 Months
	Information & Technology	National Certificate: Information Technology: End User Computing	SAQA 61591 12 Months
		FET Certificate: Information Technology: Technical Support NQF 4	SAQA 78964 12 Months
	Engineering	National Certificate: Automotive Repair and Maintenance NLRD 6410 NQF 2	SAQA 78523 12 Months
		National Certificate: Welding Application and Practice NLRD 58534 NQF 2	SAQA 57881 12 Months
		Skills Programme: Fluid Power Hose Assembling Skills Phase 1 & Unit Standard 244709 & 259604 NQF 2&3	SP0870/14-7 6 Months
		Skills Programme: Tyre Repairing Skills NQF 3	NLRD 0856/13-17 6 Months
	Services	National Certificate: Business Administration Services NLRD 23655 NQF 3	SAQA 67465 12 Months
		FET Certificate: Business Administration Services NLRD 35928 NQF 4	SAQA 61595 12 Months



www.sparrowschools.co.za



011 673 4419/10 or 010 442 5072

CONSOLIDATED STATISTICS 2018

SEMESTER 1: JANUARY 2018 - JUNE 2018

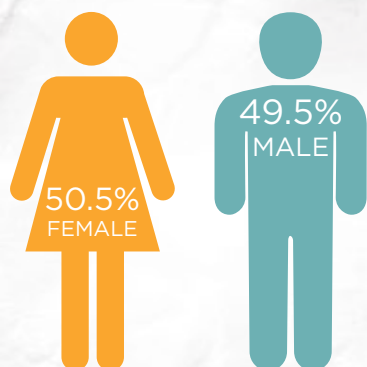
SEMESTER 2: JULY 2018 - JUNE 2019

NUMBER OF LEARNERS: 327

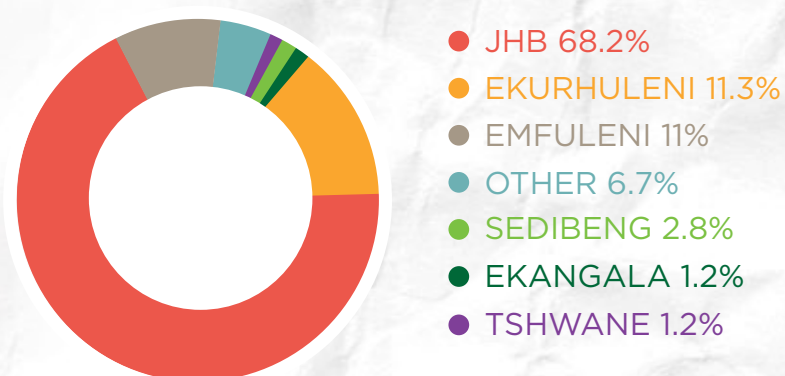
RACE



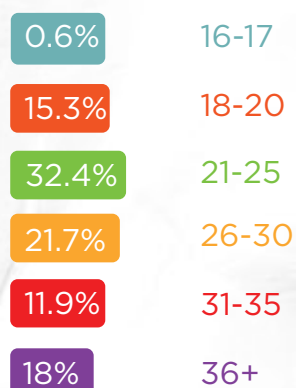
GENDER



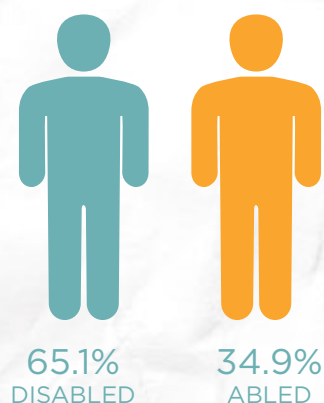
MUNICIPALITY



AGE



DISABILITY



PROFESSIONAL COOKERY PRACTICE

69%
EMPLOYED

Cooking
is about
Passion





ELECTRICAL PROGRAMME



APPRENTICESHIP
STUDENTS



10 LEARNERS
ENROLLED IN 2018

SUCCESS STORIES

*every
success story
started
with a dream*

Tebello Mokgatla.

At 27 years Tebello Mokgatla had been unemployed for 2 years. Opportunities were few, so Tebello decided to go back to school. She enrolled in the Sparrow Professional Cookery Programme in 2015. Opportunities opened and with her qualification she got a job at Spar in Bloet Mall where she worked in the kitchen. A stable income helped to give her security. Her diligence and hard work did not go unnoticed, a few months later she was promoted to work in the front where she continues to work. Tebello's big news, she is the proud owner of her own car! An amazing achievement, well done Tebello!



Kuthu Madumo

Kuthu Madumo was enrolled in Automotive Repair & Maintenance at Sparrow FET College in July 2017. He completed his 6 months of workplace based practical experience in June 2018 at Imperial Ford in Germiston. Even though Imperial Ford Germiston offered him employment, Kuthu decided to return to Sparrow to further his studies in Tyre Repairing Skills. Kuthu was placed at Tyre Plus Michelin Tyre Company in Boksburg for the workplace based practical component of this programme in October 2018, where he remained until December 2018. During his workplace experience, Kuthu was offered full-time employment by Michelin Tyre Company. In January 2019 Kuthu started his new job at Michelin Tyre Company where he is part of the Truck Survey Team.





Prudence Edzani

Prudence Edzani was enrolled in Automotive Repair & Maintenance at Sparrow FET College in January 2018. She entered the workplace in July 2018 where she completed her workplace based practical experience at Audi Service Centre Sandton. Prudence really excelled in the workplace and was offered an apprenticeship in Automotive Repair & Maintenance at Audi Service Centre Sandton while she was still on workplace experience. Prudence is now currently busy with the first year of her apprenticeship.

ALWAYS
BELIEVE IN THE
IMPOSSIBLE



BE THE
Change
You Wish
to SEE
in the
World

— MAHATMA GANDHI —

MANAGEMENT OVERVIEW- GROWTH & CHANGE

JACKIE GALLAGHER - GENERAL MANAGER

Indian businessman, N.R. Narayana Murthy speaks of growth as “painful” and change likewise. Yet “nothing” he says is as painful as staying stagnant. His approach to growth is one that resonated deeply for us at Sparrow Schools in 2018 — particularly when it came to the changes that were necessary at both the Technical Skills School and FET College.

At the Technical Skills School, we dealt with a number of changes, the most significant of which included getting used to the new curriculum, as well as restructuring our staff. When it came to the new curriculum, although we were excited about the potential for advancement that this would bring to our learners and to the school, it also demanded a renewed approach to the way we had previously done things at the school. This meant that staff needed to adapt and challenge their own traditional teaching methods and ways of thinking. To harness the positive potential of the changes we were making at the Technical Skills School, we therefore needed staff that aligned themselves to our vision. After the initial “growing pains” of these alterations, and under the nurturing long-term vision of our Academic Manager and HR Department, we ended 2018 with the Technical Skills School in the most healthy and dynamic state it has ever been in. Where the Technical Skills School underwent changes associated with the very early stages of growth, the Foundation School and the FET College have long been in the process of adaptation, and this year was one during which we felt the surge of the changes we have been introducing to these two projects over the years.

For example, the FET College experienced a boom in training and additional programmes aligned and accredited to meet industry standards. On the other hand, partnerships at the Foundation School, such as that with Charity Fusion continue to stimulate growth amongst learners who would not have otherwise had access to education.

Lastly, without the financial support received from donors, sponsors and partnerships Sparrow would not have been able to grow and contribute to the much needed changes necessary for the growth we wished to see amongst the youth and staff that form the backbone of our Schools and College.

Sparrow acknowledges, with grateful thanks, the many supporters of our schools, Foundation Phase, Combined and the College for Further Education and Training (FET). All sponsors, funders, individuals, partnerships and international supporters are listed in acknowledgement of their financial support.



RESULTS AT A GLANCE

SPARROW FET ENTERPRISES (PTY) LTD

Statement of Comprehensive Income

	2018	2017
Income	17 965 713	17 000 342
Skills Development	17 085 136	15 565 827
Fees	228 139	255 709
Fund Raising	76 027	96 790
SETA Learnerships	519 690	1 047 917
Interest	56 721	34 099
Expenditure	18 073 588	17 135 012
Salaries and Wages	14 189 963	13 207 960
Running Costs	1 981 704	1 755 748
Teaching Aids	1 901 921	2 171 304
Loss for the year	(107 875)	(134 670)



Statement of Financial Position As At 31 December 2018

	2018	2017
Assets	3 001 903	1 582 572
Property Plant and Equipment	762 286	69 191
Cash and Cash Equivalents	2 239 617	1 513 381
Liabilities	3 427 883	1 900 677
Trade and Other Payables	869 985	1 062 475
Loan from Associated School	2 557 898	838 202
Accumulated Loss	(425 980)	(318 105)

Statement of Changes In Funds

	2018	2017
Cash from Operating Activities	1 595 477	448 692
Cash generated from Operating Activities	1 538 756	414 593
Interest Received	56 721	34 099
Acquisition of Property, Plant and Equipment	(869 241)	(8 228)
Change in Cash Equivalents	726 236	440 464
Cash at the beginning of the year	1 513 381	1 072 917
Cash at the end of the year	2 239 617	1 513 381



OUR PARTNERS



THANK YOU FOR ALL YOUR SUPPORT

ADRIAAN CARTER LOUW TRUST

AJ JORDAN

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