

Annual Report 2011 – 2012

Vision

To link key leverage areas in the education system with working practice and, where necessary, to create working practice in a way that optimises diversity, values and differences so that the whole is greater than the sum of the parts. Where no innovation exists around key leverage points, BRIDGE will facilitate multi-sectoral innovation to create optimal solutions. Innovation in the context of BRIDGE is not necessarily the creation of something new, but can also mean deepening, recombining and scaling. Thus, innovation is both scaling and relational.

Mission

To contribute to an increased number of successful schools and enhanced learner performance nationwide.

Chairman's Statement: John Gilmour

The key liberating innovation required for significant scale and positive impact within the scarred South African education landscape is without doubt “collaboration”. There are so many people working hard creating pockets of real positive action and creating waves of real change – the ideas are there; the pilot studies are there; the models are there; the materials are there; the practices are there! Active and intentional collaboration is still cautious and tentative within the education sector – this is where the real action must focus. All the more important now is the key focus of Bridge on linking education innovators to combine, deepen and scale great work. Bridge deliberately works across sectors and across silo boundaries to trigger and sustain a positive multiplier effect that will maintain clear focus on addressing the extremes of inequity that are managed daily by the children of South Africa in and outside the classrooms of our schools.



John Gilmour



Ann Lamont



Teboho Mahuma



Allistair Witten

The Bridge Board of Directors



Executive Director's Statement: Zanele Twala

The year 2011-2012 has been an exciting and challenging one for Bridge Innovation in Learning Organisation. As an organisation whose mission is to contribute to an increased number of successful schools and enhanced learner performance nationwide, we continue to work with schools, educational NGOs, donors, universities, research organisations, principals, teachers, unions and both the national and provincial departments of education. This is with an aim to linking the key leverage areas in the system with working innovations, and where necessary to creating working innovations in a way that optimises diversity, values and differences so that the whole is bigger than the sum of the parts.

Through its programme interventions, Bridge has developed a unique approach that has enabled it to build trust and cohesion to achieve defined objectives. This approach includes dealing with fragmentation. These are the focus areas of education in which Bridge works:

1. School Leadership
2. Teacher Development
3. Learner Support
4. Provision of Teaching and Learning Resources

Achievements

- Bridge has built excellent collaborations with government institutions, educational movements, other NGOs, civil society organisations, education institutions, corporates and CSI funders.
- Practitioners have uploaded their stories to Bridge's online network platforms and groups.
- Partnerships have been established with six research institutes.
- Channel partners distribute segmented information to different educational stakeholders using existing channels, e.g. ARGO reaches 250 000 teachers.
- Learnings from communities for effective practice are documented and disseminated through Bridge's platforms, groups and channels.
- Bridge has established a series of provincial communities of practice in the Western Cape.
- Five Teachers Upfront dialogues were held in 2011-12. These focused on Schools and Communities, Teachers' Rights and Responsibilities, Teacher Development, Teacher Networks, and Academic Literacy and Language Competence in Higher Education. Teachers Upfront Dialogues are held in partnership with the Mail & Guardian, the University of Johannesburg and Wits University's School of Education. Sci-Bono Discovery Centre joined the partnership in May 2012. A new series of Teachers Upfront focusing on language in education was launched in May 2012.

- Over the past year, the South African Extraordinary Schools Coalition (SAESC) has increased its number of learners from 3,770 to 5,906. SAESC schools reach learners in difficult socio-economic circumstances.
- Two of the coalition Schools achieved a 100% Bachelors Passes in Matric. Seven of the schools achieved over 50% Bachelors Passes in Matric.
- Bridge has had a steady increase of income from R79, 987 in 2010 to R4, 167, 996 in 2011 to R4, 105, 916 in 2012. The External Annual Financial Audit of 30 June 2012 was conducted and completed by Grant Thornton. This is quite an achievement for Bridge Innovation in Learning Organisation as we can boast of three consecutive years of achieving clean audits.
- The opportunity for our partners to give feedback on 2011 and also share their plans for 2012 was afforded Bridge through the evaluation of the Maths and Science Community of Effective practice conducted by Khulisa Management Services.

Challenges

While there have been a number of achievements in this period, Bridge Innovation and Learning has also had the following challenges:

- Limited funding opportunities owing to the global financial crisis and South Africa's current financial situation.
- The departure of the CEO, Linda Vilakazi, in December 2011.
- Staff turnover in our Cape Town office, which is due to South Africa being a highly competitive environment for skilled labour.
- Partnerships with government continue to experience delays, even though breakthroughs have happened.

As the Executive Director, I wish to express my gratitude to the board, our partners and supporters, both past and present, in helping us to achieve these goals. On behalf of the Senior Management Team of Bridge, I would like to commend the staff of Bridge for their extraordinary commitment to improving the state of education in our country.

What is Bridge?

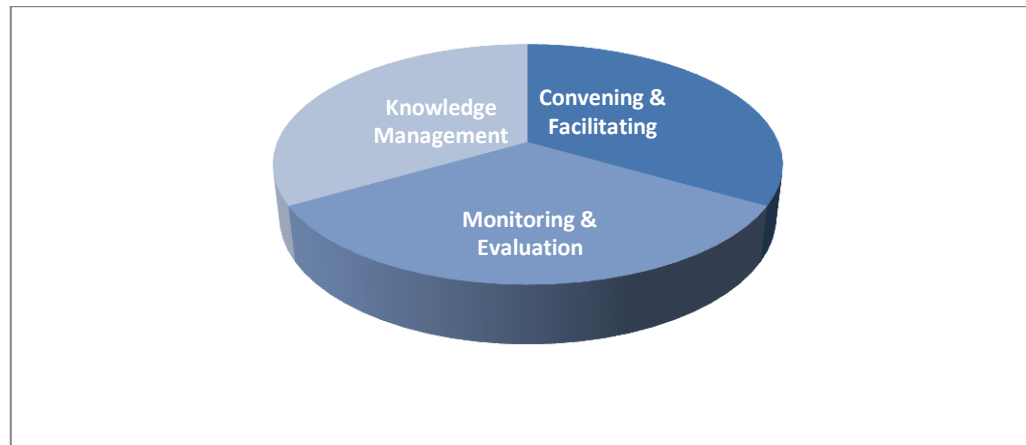
Bridge is an education-focused non-profit organisation in South Africa. Bridge links innovators in education, including representatives from civil society, government, funders, practitioners, teachers, learners, principals, parents, research organisations and unions. We connect them together in communities for effective practice that promote the sharing of good and effective educational practices so that there can be an increase in trust, a reduction in duplication, a maximising of resources, and an impact on policy so that the education system as a whole can benefit.

Bridge focuses on the areas of school leadership, teacher development and accountability, the socio-economic conditions of learners, as well as learning and teacher resources.

Bridge has three principal activities:

1. Firstly, Bridge convenes and facilitates community of practice meetings. Bridge works nationally, provincially and at a district level and it has a particular facilitation methodology.
2. Secondly, we carry out the monitoring and evaluation of our communities' activities. We measure the activities of our communities of practice against specific outcomes that relate to the spreading of good practice, the maximising of resources, and the impact on policy and the system as a whole.
3. Finally, we focus on knowledge management. We record and share examples of good educational practice. We turn information into chunks of usable knowledge, like tools and templates, which helps the work of community members. BRIDGE distributes this information through a range of print and online media channels as well as through media partnerships.

Bridge operates horizontally and vertically. We distribute learnings and document examples of working practice in order that 'what works' can be shared, and so that people can avoid duplicating effort and can more effectively share resources. We link practice with policy and policy implementation because the work and collective power of a community must have an impact on the system.



Pillars of Bridge's work



Chief Operations Officer:
Barbara Dale-Jones



Office Manager:
Nomagugu Dlamini



**Project and Knowledge
Manager:** Carlene Gonzo



Project Manager :
Bridget-ann Woods



Project Manager:
Lethabo-Thabo Royds

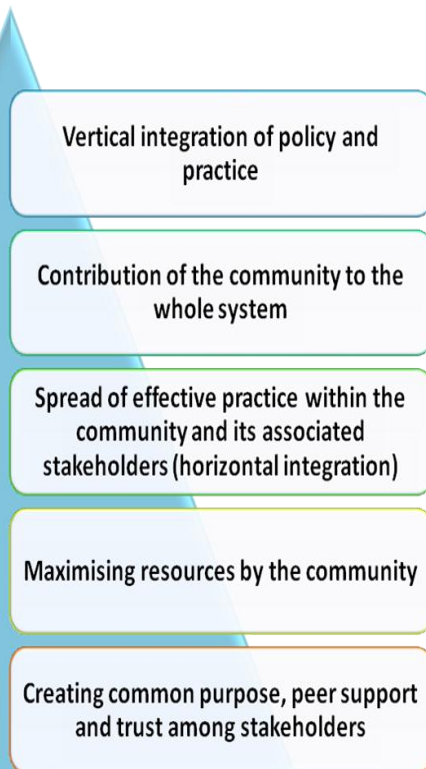


Project Manger :
Fiona Lewis:

The Bridge Team 2012

What are Bridge's Objectives?

Each learning community has its own set of education-focused objectives, for example a community for effective practice on Maths and Science may have an educational outcome that relates to the best practice in training Maths and Science teachers, while a school leadership community may have an educational objective relating to best practice in the mentorship of school principals. There are, however, outcomes that are consistent across the communities for effective practice and which arise by virtue of collaboration. BRIDGE's objectives are depicted in the diagram below.



1. *Creating common purpose, peer support and trust among stakeholders* – this objective relates to stakeholders in a community for effective practice working together in a collaborative, supportive and empathetic way. This is the foundational Bridge outcome.

2. *Maximising resources* – this objective is fulfilled when members of a community for effective practice are able to achieve more with the same resources.

3. *Spread of effective practice (horizontal integration)* – expanding what is working. Getting to the essence of practice and focusing on what makes a project successful as well as what a project does.

4. *Contribution to the whole system* – understanding how multiple players in multiple communities for effective practice interrelate and helping to facilitate the creation of change at a systemic level.

5. *Vertical integration* – this means utilising the communities for effective practice to create a link between practice on the ground and policy creation and implementation.

In this report, we will outline the manner in which Bridge objectives are being met in addition to highlighting the activities of the communities which fall within the following key leverage areas:

- ❖ School leadership;
- ❖ Teacher development;
- ❖ Learner support; and
- ❖ Provision of Teaching and Learning Resources.

South African Extraordinary Schools Coalition (SAESC)

Community Objective

An overarching goal of the SAESC is for a group of third sector schools to be recognised as a community of high-performing schools, Impact Schools, for disadvantaged learners.

The member schools aim to provide quality education for learners from disadvantaged communities and, through partnerships in this community of practice, the Coalition aims to create, modify, and share models of working practices so that the learners of the schools and of this country can benefit.

Key Activities

- The convening of content-based workshops for member schools and organisations;
- Knowledge management and knowledge production shared through the BRIDGE online network and Twitter pages;
- Establishment of the principles and practices of school peer reviews;
- Student level assessments for secondary school grades; and
- Research and measurement of various SAESC defining features.



Focus Areas: School Leadership, Teacher Development, Learner Support and Provision of Teaching and Learning Resources.

Main Funder



Partners

EdVillage

Edunova

KIPP

CoZa Cares Foundation

Centre for Development and Enterprise

Teach South Africa



Bridge Objectives met

1. Creating common purpose, peer support and trust among stakeholders;
2. Maximising of resources by the community;
3. Spread of effective practice within the community and its associated stakeholders.

Notable Achievements

- Training of review team members in Newark, New Jersey through the partnership with EdVillage;
- Plans to begin the School Peer Review process with SAESC schools piloting, reviewing, and refining the process and related tools;
- Member schools' Matric results remain above the national average;
- Refining of the Coalition's strategy, target areas for work, and focus streams;
- National Workshops held in Gauteng, and the North West (with the Western Cape also planned for the following reporting year);
- School visits and classroom observations;
- The financial modelling work-stream worked with a group of MBA students from Yale University to develop a financial model for third sector schools, using inputs from the various Coalition schools;
- Case Studies on models for financing educational aspects, and Continuing Professional Development (CPD) as they exist at member schools; and
- The sharing of instructional practices such as lesson plan templates, and data analyses.



Maths and Science Learner Support Community of Practice

Community Objective

This national community for programme implementers and key investors supporting learners in Maths and Science aims to have an increased impact on the number of quality Maths and Science graduates in the country.

Key Activities

This community conducts its activities through facilitated meetings and strategic information-sharing.

The Maths and Science learner support community convenes meetings in five groups namely the Main National community of practice, the Tertiary Access focus group, the Learner Selection focus group, the Saturday Schools focus group and the Monitoring and Evaluation focus group.

Bridge Objectives Met

1. Creating common purpose, peer support and trust among stakeholders
2. Maximising of resources by the community
3. Contribution to whole system
4. Spread of effective practice

Notable Achievements

The main community spent the latter part of 2011 unearthing the key leverage areas in which they felt this community could make a solid contribution to the system. This culminated in the creation of two action groups in early 2012 that focus on teacher development and donor coordination for curriculum delivery. The teacher development group created a matrix which highlights key qualities an effective teacher should have; this matrix is now the basis of the mapping of service provider work in teacher training.

Focus: Learner Support and Teacher Development

Main Funder



Partners

Gauteng Department of Education

RMB Fund

Sci-Bono Discovery Centre

Sasol Inzalo Foundation

University of the Witwatersrand

Barloworld



Notable Achievements

The donor coordination group is actively working with the chief directorate in GDE's Ekudibeng region and is in the early stages of developing a model for donor coordination in the South African context in partnership officials in the GDE region of Ekudibeng. Representatives from the region's chief directorate are members of the community and are leading conversations and exchange on donor issues with personnel from the five districts of the region.

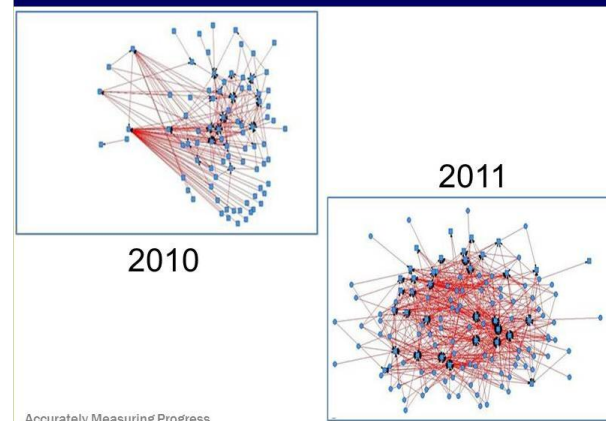
The Tertiary Access focus group has developed a second iteration of the Tertiary Access Chain. This has been made possible by facilitation of discussions in this group by the Sasol Inzalo Foundation. The group has identified areas for urgent research and action by the group; these include career guidance issues and factors which influence learner subject choice for Grades 10 to 12.

This community was the subject of a developmental evaluation process in November 2011. In February 2012 Bridge and its evaluators, Khulisa Management Services, led the Monitoring and Evaluation colloquium sharing first-hand the manner in which this community is seen to be assisting the development of collaborative relationships in the sector. Overall, the evaluation found that the community's activities activated new connections and encouraged the development of collaborative relationships between organisations previously in contact with each other. The group continues to explore current thinking in monitoring and evaluation and assessment.

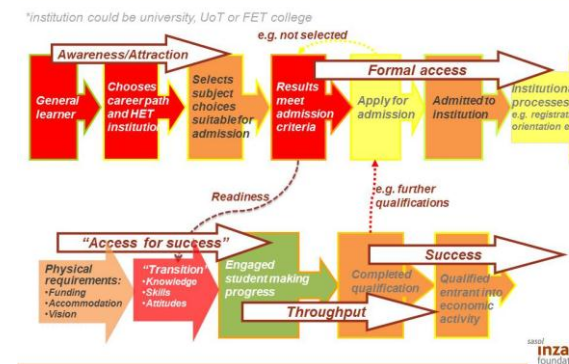
The Learner Selection focus group continues to hold colloquia led by different organisations. For example, a joint presentation by Professor Paul Hobden, the Zenex Foundation and ISASA gave the group a holistic view of the impact detailed evaluations can have on the understanding of selection of programme implementers, funders and evaluators'.

In 2011, the St Mary's Outreach programme was the subject of a dip-stick survey that Bridge conducted on learner selection in after-school and Saturday School programmes. In 2012, the programme director for this initiative came back to the Saturday Schools community to share steps they had taken to simplify and standardise the manner in which learners are selected for the programme.

Social Network "Know Each Other"



Where does the chain break?



Courtesy of
sasol
inzalo
foundation

National School Leadership Community and its Mentorship Focus Group

Community Objective

This community's objective is improved teaching and learning through enhanced learner performance. The work of this community's members includes the effective mentoring and coaching of school leaders and district officials.

Key Activities

This community meets in a six-week cycle in a facilitated community for effective practice. Through this sharing of practice, information, and expertise, tasks and focus areas are identified and plans of action are formulated.

Bridge Objectives Met

1. Creating common purpose, peer support and trust among stakeholders
2. Maximising resources by the community
3. Spread of effective practice within the community and its associated stakeholders
4. Contribution of the community to the whole system

Notable Achievements

This group has maintained its relationship with the Teachers, Education Human Resources and Institutional Development branch at the Department of Basic Education by on-going engagement with the acting DDG. In one meeting, it was agreed that this relationship should also be with the Education Management and Governance Development directorate, and it was agreed that members of this directorate as well as the Director, should be active members of this community and its work.

Focus Area: School Management and Leadership

Partners

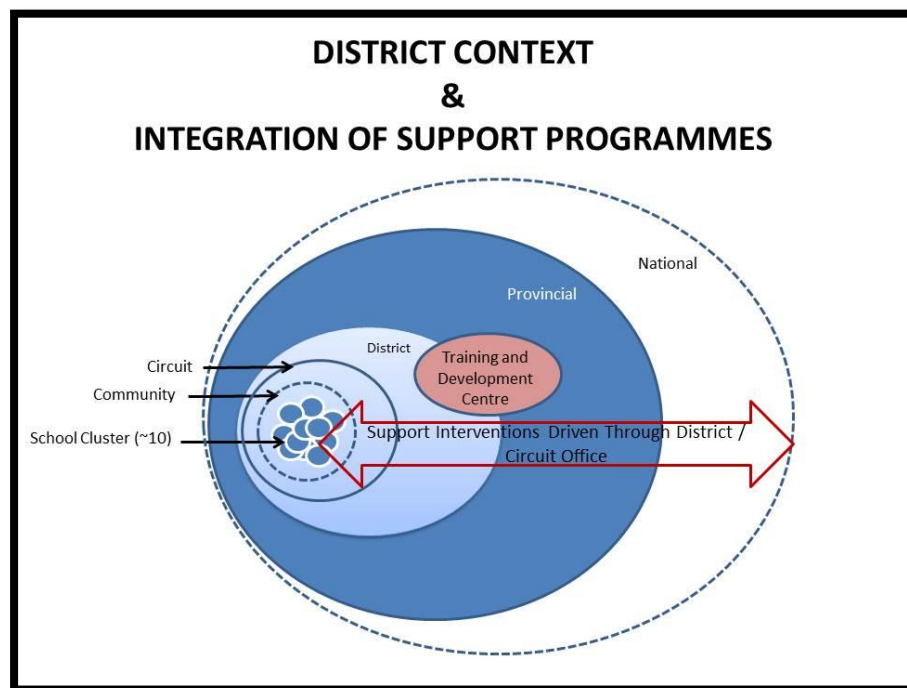
University of Witwatersrand
Department of Basic Education
New Leaders Foundation



Notable Achievements

Through this relationship, the group engaged with the EMGD Director, who was invited to attend the group's meetings as an active member.

The group has focused on addressing capacity building for individuals in leadership positions, as well as leadership capacity building within teams.



School Principals' Communities of Practice

Community Objective

This community works with principals in three provinces (Gauteng, the North West and the Western Cape) to capacitate and develop them through monthly facilitated community of practice meetings and a constant assessment of principals' needs. The focus of these communities of practice is on empowering school principals to be agents of change in their own leadership contexts.

Bridge Objectives Met

1. Creating common purpose, peer support and trust among stakeholders
2. Maximising resources by the community
3. Spread of effective practice within the community and its associated
4. The contribution of the community to the whole system

Key Activities

These communities have successfully used the Schools That Work Ministerial Report and related Papers and Toolkits, and Bridge engaged with the South African Institute for Distance Education (SAIDE) to develop resources and tools from SAIDE's Caring Schools Resources for use by the principals.

Facilitators meet with clusters of schools in monthly community for effective practice meetings as well as monthly individual meetings. Facilitators also attend monthly report back meetings with Bridge.

Focus: School Leadership

Main Funder

**ANGLO AMERICAN CHAIRMAN'S FUND
TSHIKULULU**

Partners

Adopt-A-School Foundation

Bitou10 Foundation

SAIDE

North West Province Department of Education



Notable Achievements

Bridge has successfully engaged with the Adopt-a-School Foundation and the LaFarge Community and Education Trusts in its work in the North West province.

Bridge has also successfully engaged the relevant circuit manager in the North West province and meets with her on a monthly basis to ensure that its work is in line with the work of the provincial government.

Bridge also works collaboratively with the Chief Director of Gauteng's Ekudibeng region as its Wattville and Actonville community of practice is in her Ekurhuleni North district.

Bridge has successfully mediated the Schools That Work Papers and Toolkits, and feedback from principals about the relevance of these tools has been positive.



Teachers Upfront Seminars

Objective

The objective of these seminars is to foreground the teacher as the key agent in quality education and to enrich public discourse about teaching and teachers. In the second series of seminars, the focus has shifted to “Language in Education”, which involves taking a closer look at the challenges in the system and the avenues teachers use to work around these issues in our nation’s classes.

This dialogue series began as a result of a collaborative partnership between Wits University's School of Education, the University of Johannesburg's faculty of Education, Bridge and the Mail & Guardian. In May 2012, the Sci-Bono Discovery Centre joined this partnership, and the focus also shifted to include language issues.

Key Activities

Teachers Upfront is a series of conversations focusing on key issues that affect educators that are held at least once a quarter in Gauteng. Each of these seminars is documented in detailed articles that are published in the Mail & Guardian soon after the seminar.

The 2011-12 seminars focused on Schools and Communities, Teachers’ Rights and Responsibilities, Teacher Development and Teacher Networks.

The language series started on 9 May 2012 with the topic “Academic Literacy and Language competence in Higher Education”.

Focus Area: Teacher Development

Partners

Mail & Guardian
University of Johannesburg
University of the Witwatersrand
Sci-Bono Discovery Centre

Bridge Objectives Met

1. Creating common purpose, peer support and trust among stakeholders
2. Maximising of resources
3. Spread of effective practice



Notable achievements

At the successful conclusion of the first series of seminars on teaching and teachers, this partnership produced a magazine summarising all the work which had taken place in the first series. The Teachers Upfront magazine was published in the Mail & Guardian on 11 May 2012. This publication enabled the lessons from the first Teachers Upfront to be circulated to a readership of more than 450 000 across the country.

This magazine has made an impact on the sector; for example, the magazine has initiated conversations about replicating the series in other parts of South Africa and the SADC region. It has also been used in teacher-training activities in higher education initiatives.



Western Cape Communities

Objective

To define and maintain an aligned vision and to optimise the work being done both in the WCED and outside it in order to make the learning experience for children more meaningful.

Bridge Objectives Met

1. The contribution of the community to the whole system
2. Creating common purpose, peer support and trust among stakeholders
3. The maximising of resources by the community
4. The spread of effective practice

Key Activities

Bridge's Western Cape provincial office convened and managed the work of four communities of practice in 2011-12:

1. Organisations Providing After-Hours Tutoring to Learners from Cape Town's Township Communities
2. Organisations Creating Educational Opportunities for Children Living in Difficult Economic Circumstances
3. Teacher Development
4. ECD

Focus Areas: Teacher Development, Learner Support

Partners

LEAP Science and Maths School
Allan Gray Orbis Foundation
Primary Science Project
KiDS Foundation
The Western Cape Education Department
Anton Lubowski Trust



Notable Achievements

Bridge continued to engage the Western Cape Education Department and its curriculum managers, who regularly attend its community of practice meetings.

Bridge initiated a project with the Western Cape Education Department to create a database mapping NGO involvement and impact in schools. The development of this mapping work began in 2011 and is now at an advanced stage, with technical aspects of the project well-defined and ably supported by Edunova and resources in the WCED. The creation of such a database will ensure that the WCED has a clear view of all organisations offering services to schools within the Western Cape. The database will also ensure that Bridge's community organisations will be able to access much-needed information for future collaboration. The database project is seen as a stepping stone and Bridge and the WCED have discussed future collaborations, projects and research (such as an NGO/WCED call centre) all aimed at enhancing effective practice so that each child's learning experience can be more meaningful.

A focus group which focuses on student sponsorship issues was created within the community on Organisations Creating Educational Opportunities for Children Living in Difficult Economic Circumstances.



Communications and knowledge management

Bridge captures the proceedings of all its community of practice meetings, dialogues and seminars through structured reports that emphasise learning and working practice. These reports are disseminated primarily through email and social media. A growing repository of working practice in the four focus areas is developing on the Bridge Online Network as well. Bridge is a learning organisation that continues to integrate interesting communication approaches which are emerging in the technology sector. The organisational website (www.bridge.org.za) remains the best place to find key documents such as quarterly reports and newsletter.

Future developments

In May 2012, the CoZa Cares Foundation commissioned Bridge to conduct research on projects and products that support education through technology. It is anticipated that the findings of the report will assist the development of a multi-stakeholder community on ICTs in Basic Education.

Notable funders

Bridge would like to express sincere gratitude to the following funders who have supported its work through general funding support during the year under review.





NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements
for the year ended 30 June 2012

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2012

General Information

Country of incorporation and domicile	South Africa
Nature of business and principal activities	The promotion of innovative education in South Africa
Directors	John Gilmour Ann Lamont Teboho Joyce Mahuma Allistair Witten
Registered office	23 Jan Smuts Avenue Parktown Johannesburg 2193
Business address	23 Jan Smuts Avenue Parktown Johannesburg 2193
Postal address	P O Box 85347 Emmarentia 2029
Bankers	Nedbank Limited
Auditors	Grant Thornton Cape Incorporated Chartered Accountants (S.A.) Registered Auditors Grant Thornton South Africa is a member firm of Grant Thornton International
Company registration number	2009/024836/08
Level of assurance	These annual financial statements have been audited in compliance with the applicable requirements of the Companies Act.
Preparer	The annual financial statements were internally compiled by: Camilla Grimbeek
Published	30 November 2012

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024636/08)

Annual Financial Statements for the year ended 30 June 2012

Directors' Responsibilities and Approval

The directors are required in terms of the Companies Act 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 Reporting 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 Reporting 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 minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

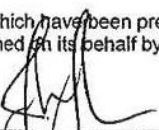
The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial 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 30 June 2013 and, in the light of this review and the current financial position, they are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing 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 3 to 4.

The annual financial statements set out on pages 6 to 20, which have been prepared on the going concern basis, were approved by the board on 30 November 2012 and were signed on its behalf by:


Ann Lamont


John Gilmour

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2012

Directors' Report

The directors submit their report for the year ended 30 June 2012.

1. Review of activities

Main business and operations

The company is engaged in the promotion of innovative education in South Africa

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 any further comment.

Net deficit of the company was R 780 084 (2011: R 1 541 239 surplus), after taxation of R - (2011: R -).

2. Events after the reporting period

The directors are not aware of any matter or circumstance arising since the end of the financial year.

3. Non-current assets

There was no major changes in the nature of the non-current assets of the company during the year.

4. Directors

The directors of the company during the year and to the date of this report are as follows:

Name	Nationality	Changes
John Gilmour	South African	
Ann Lamont	South African	
Devrajen Naidoo	South African	Resigned 12 August 2011
Linda Vilakazi-Tselane	South African	Resigned 31 December 2011
Teboho Joyce Mahuma	South African	
Barbara Dale-Jones	South African	Resigned 16 April 2012
Allistair Witten	South African	Appointed 24 January 2012

5. Secretary

The company had no secretary during the year.

6. Auditors

Grant Thornton Cape Incorporated will continue in office in accordance with the Companies Act.

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2012

Statement of Financial Position

Figures in Rand	Notes	2012	2011
Assets			
Non-Current Assets			
Property, plant and equipment	3	18 934	33 441
Current Assets			
Funds and other receivables	4	268 654	51 517
Cash and cash equivalents	5	1 905 908	2 088 135
		2 174 562	2 139 652
Total Assets		2 193 496	2 173 093
Equity and Liabilities			
Equity			
Retained income		761 155	1 541 239
Liabilities			
Current Liabilities			
Trade and other payables	6	1 432 341	631 854
Total Equity and Liabilities		2 193 496	2 173 093

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2012

Statement of Comprehensive Income

Figures in Rand	Notes	2012	2011
Revenue	7	2 564 677	4 167 996
Other income		2 211	-
Operating expenses		(3 404 600)	(2 628 234)
Operating (deficit) surplus	8	(837 712)	1 539 762
Investment revenue		57 628	1 477
(Deficit) surplus for the year		(780 084)	1 541 239
Other comprehensive income		-	-
Total comprehensive (deficit) surplus		(780 084)	1 541 239

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2012

Statement of Changes in Equity

Figures in Rand	Retained income	Total equity
Balance at 01 July 2010	-	-
Changes in equity		
Total comprehensive surplus for the year	1 541 239	1 541 239
Total changes	1 541 239	1 541 239
Balance at 01 July 2011	1 541 239	1 541 239
Changes in equity		
Total comprehensive deficit for the year	(780 084)	(780 084)
Total changes	(780 084)	(780 084)
Balance at 30 June 2012	761 155	761 155

NPC Bridge Innovation in Learning Organisation

(Registration number 2009/024836/08)

Annual Financial Statements for the year ended 30 June 2012

Statement of Cash Flows

Figures in Rand	Notes	2012	2011
Cash flows from operating activities			
Cash (used in) generated from operations	9	(187 859)	1 791 508
Interest income		57 628	1 477
Net cash from operating activities		(130 231)	1 792 985
Cash flows from investing activities			
Purchase of property, plant and equipment	3	(58 382)	(49 863)
Sale of property, plant and equipment	3	6 386	-
Net cash from investing activities		(51 996)	(49 863)
Total cash movement for the year		(182 227)	1 743 122
Cash at the beginning of the year		2 088 135	345 013
Total cash at end of the year	5	1 905 908	2 088 135