

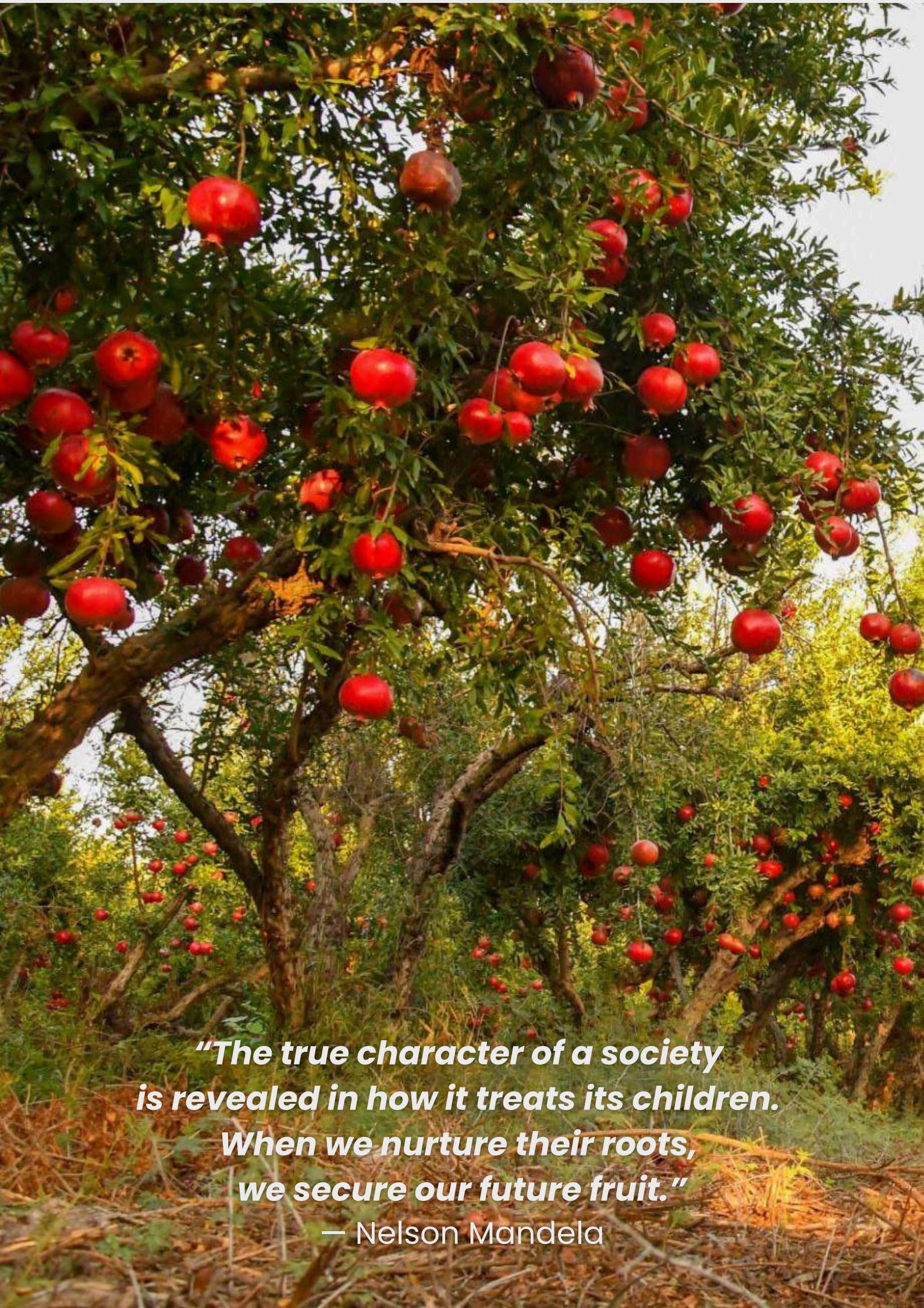
Strong Schools Community Collaborative

From Roots To Fruits



ANNUAL IMPACT REPORT

2025/2026



***"The true character of a society
is revealed in how it treats its children.
When we nurture their roots,
we secure our future fruit."***

— Nelson Mandela

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At the heart of the Strong Schools Community Collaborative is a desire to serve schools with the love of God and to see lives transformed in holistic ways. Inspired by Psalm 1:3 and Isaiah 61:1-3, our purpose is rooted in the belief that God desires people to experience restoration, hope, and wholeness—to be strengthened, renewed, and empowered to flourish. Our well-being strategy seeks to nurture the emotional, spiritual, physical, and overall well-being of learners, teachers, and parents.

PURPOSE

Strengthening schools in underserved communities holistically to be effective, **STRONG SCHOOLS**, so that learners can become whole, independent, and productive citizens.

STRATEGY

- Partner with school leadership and stakeholders to form school support and well-being hubs
- Facilitate practical and effective solutions through our 5-step Change Journey
- Collaborate with like-minded and trusted people and organisations to multiply social impact by improving the quality of education;
- Coordinate and support sustainable interventions in schools.



SERVICE



TRUST



ACCOUNTABILITY



RESPECT



SUSTAINABILITY



COLLABORATION

CORE VALUES



CO-CREATION

REFLECTIONS FROM THE BOARD

The season behind us



Berthold Alheit
(Previous chair,
Advisory Board)

I would like to welcome Palesa Qhalane as the new SSCC Chairperson and Blackie Swart as a new Board Member. Although I stepped back from the Board at the end of January 2026 for medical and personal reasons, I am grateful to know that SSCC is in very capable hands.

I look back with gratitude on the good and exciting times since joining SSCC in 2021. Coming from a corporate background, I learnt much from being part of a small, growing NPO and witnessing the vision of growing “strong oaks of righteousness” in learners of underserved schools take shape.

Over the years, SSCC has developed the 5-step Change Journey, School Support Hubs and Well-being Hubs, and the Compass Calibration Tool, and expanded its work into the Mossel Bay area. These achievements have been built through partnership and collaboration with organisations and individuals who share our values and beliefs.

I am grateful for the growing opportunities for school interventions, volunteer involvement and mentoring, psychosocial support, libraries, community projects and collaboration with faith communities. I can once again only exclaim, “Praise the Lord” for His continued provision and grace. This work is more than structural – it is transformational, bringing change to communities and hope to our nation.

To the new torch bearers – enjoy the journey!

This year has reminded us that building strong schools also requires us to continuously strengthen the organisation behind the work. The 2025/2026 year has been one of both impact and transition for the Strong Schools Community Collaborative. We continued to support school communities through leadership development, educator and youth programmes, psychosocial support, parent engagement and collaborative school support initiatives.

It has also been a year of learning. As we grow, we recognise that sustainable impact requires strong governance, financial discipline, clear accountability and an organisational model capable of sustaining our work over time. The lessons from this year give us an opportunity to strengthen these foundations.

Looking towards 2027, our ambition is not simply to do more, but to deepen what works and build for sustainable impact. We will focus on strengthening our model, measuring the change we create, deepening partnerships and ensuring that SSCC remains responsive to the schools and communities we serve.

On behalf of the Board, I extend my sincere appreciation to our team, school leaders, partners, volunteers, donors and supporters. Your commitment makes this work possible.

We enter the next chapter with renewed focus: stronger foundations, stronger partnerships and stronger schools.

Palesa Qhalane
(Chair, Strategy)





REFLECTIONS FROM THE BOARD

The season behind us



Trudie Schoeman
(Vice-Chair, Finance)

Moving into our seventh year, we sensed God leading SSCC into a different season — a time of rest, release, renewal and realignment. The foundations had been laid, and we recognised that growth does not come through striving alone. This was a season to pause, revisit our vision, release what no longer served the mission, restore what had become tired and trust God for what lies ahead.

The year brought significant leadership transitions, while our mission remained unchanged: building stronger communities through stronger schools. We welcomed new leadership into the team and board, creating space to listen and discern where God was leading us next.

This season called us to simplify and sharpen our focus around seven key values, seven key interventions and seven key stakeholders, strengthening the foundation for what lies ahead. New opportunities also emerged to explore taking our model into the Mossel Bay community, prompting us to refine our approach and ensure that growth is clear, sustainable and true to our purpose.

Our redemptive purpose continues to shape our holistic approach to nurturing the emotional, spiritual and physical wellbeing of learners, teachers and parents.

Looking back, we give thanks for the way God has carried us, provided for us and opened doors that only He could have opened.

Joining the SSCC Board this year has given me the privilege of seeing the organisation from a different perspective — not from the day-to-day life of a school, but from the broader responsibility of governance, stewardship and vision.

What has particularly struck me is the strength of the SSCC community: people with different experiences, skills and gifts coming together around a shared purpose. The commitment to *“Lead the Change – from Roots to Fruits”* is not simply a statement; I have experienced it in the willingness of people to listen, collaborate, support one another and seek practical ways to strengthen schools and communities.

My time on the Board has also reminded me that good governance is ultimately about stewarding the vision well — protecting what is important, asking the right questions and creating the conditions in which people can use their strengths to make a meaningful difference.

I am grateful to have become part of this journey and look forward to seeing how God continues to use the people, partnerships and opportunities He brings together through SSCC.

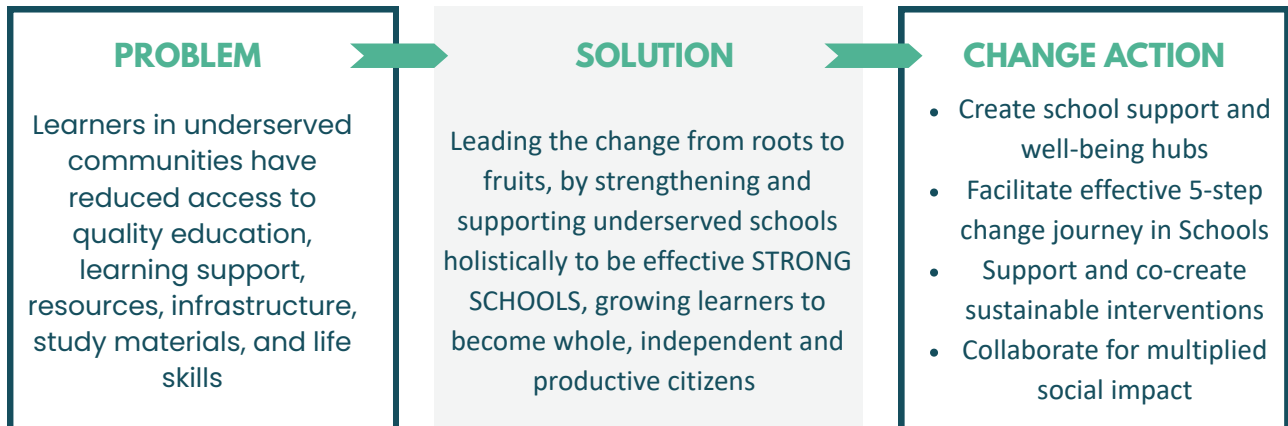
This has not been a season of standing still. It has been a time of listening, realigning and putting down deeper roots — trusting God for the fruit that will come in His time.



Blackie Swart
(Education Specialist, Strategy)

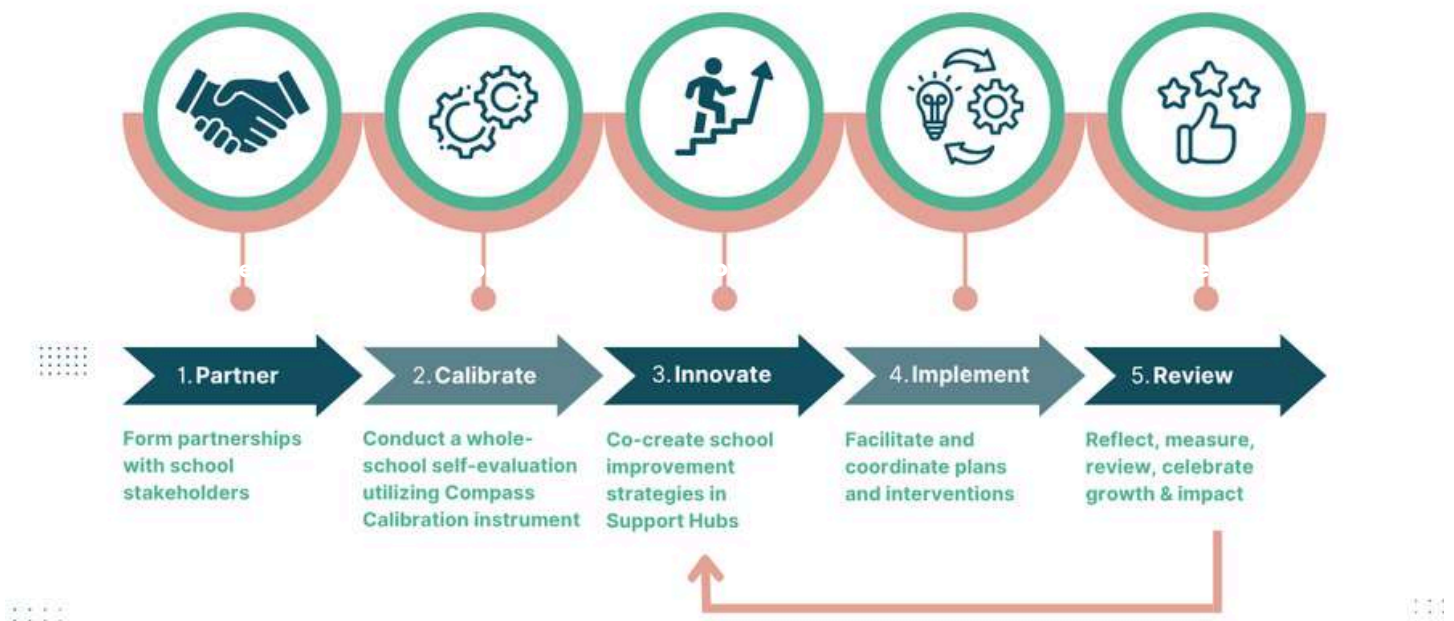
WHAT WE DO

From Roots to Fruit



SSCC CHANGE JOURNEY

Our streamlined 5-step process ensures effective results



Every School
CAN BE A
Strong School



THE YEAR AT A GLANCE

Reflections from our team & facilitators

5

Schools supported in **Helderberg Basin**

3

Schools supported in the **Paarl area** until March 2026

4

Schools supported in the **Wellington area** until the end of 2025

69

Educators and learners participated in **educational hikes**

5

Communities benefitted

7728

Learners enrolled in the SSCC network schools

246

Educators equipped with **leadership development**

162

Learners received **calculators**

811

Learners benefitted from various **Life Skills** Programmes

7

Key Focus Areas

1. Whole-school evaluation through the **Compass Calibration** self-evaluation tool and strategic feedback sessions
2. **Life Skills** for selected groups and grades
3. **Real Deal Life Groups** – presenting the Gospel Programme after school to small groups of learners
4. **Culture Shift Classroom Management Approach** – Teachers & Youth Leaders
5. **Well-being interventions** – Gangsterism, substance abuse, STOP trafficking & psychosocial support (funding dependant)
6. **Parent Support Interventions** – Moms with Purpose & Bright Star LifeStyle Legacy Dad
7. **Literacy & Mathematics Support**

“To know even one life has breathed easier because you have lived. This is to have succeeded.”

— Ralph Waldo Emerson

SSCC TEAM REFLECTIONS



Jannett Skinner

*Executive
Director 2025*

A year of planting seeds, seeing fruit and laying foundations for growth in 2025/2026.

My involvement with SSCC included contributing to vision, planning, and the development of initiatives to strengthen school communities and empower carers.

We recognised the need for mothers in underserved communities to be heard, valued, skilled, and actively involved in their children's schools.

A new seed was sown to pilot *Moms with Purpose*. Through programme development, planning and proposal writing, this vision became a new SSCC programme, supported through the Lord Charles Ladies Club and Business Network, including funds raised through the 2025 Fashion Show.

The fruit began to emerge in 2026, as mothers from Sir Lowry's Pass were trained and empowered as volunteers, school supporters and emerging community leaders.

The growth continues as women gain confidence, skills, purpose and the ability to bring healing and positive change to their families and schools. What began as a seed of vision in 2025 is growing into a tree of empowerment, healing and community transformation.



Niel Thiar

*Executive
Director 2026*

What a season this has been. The past four months, since my journey with SSCC started in March, have been filled with growth, joy, heartbreak and fun. Looking back fills me with deep gratitude.

Our first *Making-Miles-Count* campaign at the Cape Town Cycle Tour took place. Ten cyclists rode as SSCC ambassadors, with MBL Attorneys sponsoring our cycling shirts.

We were honoured to feature in the 20th anniversary issue of JOY! Magazine, sharing real stories from our schools and communities.

In May I joined learners and educators from Hope and Light on our educational hike at Helderberg Farm, a beautiful reminder that growth happens beyond the classroom. Across our schools, our team and collaborators continued delivering life skills, life groups, psychosocial support and interventions for young people at risk.

The most exciting development has been the opportunity to start scaling our model to Mossel Bay and Botlierskop, with Gondwana and African Wildlife Conservation Foundations as new funding partners. We are excited to see the fruit from this new partnership.

To every volunteer, donor, collaborator, educator and learner who has journeyed with us, thank you.

SSCC TEAM REFLECTIONS



Sandra Oosthuizen
Operations Manager

The work is always more than what we can handle as 'Rome is always burning' when it comes to children and youth in schools. We narrowed our focus on strengthening what matters most for learners and teachers – good leadership, holistic care and development of learners and teachers, and academic progression.

Lasting fruit begins with deep roots. We invested in stronger leadership, healthier school cultures, partnerships and practical support.

I learnt that lasting impact occurs with layers of input which creates depth rather than high numbers with only a light surface touch. This depth comes through well-structured appropriate programmes, strong relationships, good communication, following up and following through, and responding to each school's unique context.

The Compass Calibration self-evaluation tool helped schools and SSCC develop shared plans and common goals, guiding our activities and partnerships.

The needs in school communities are dire. Counselling highlighted the need for support as learners have to cope with compounded loss, poverty, violence and complex family circumstances. I noticed extraordinary resilience in learners and teachers. Many educators supported families far beyond their roles.

However difficult the work might be, I am inspired by these learners and school teams, motivating me to continue towards sustainable positive impact.



Sharene de Besch
Support Hub Coordinator

This year has been one of growth, learning and deep gratitude for the opportunity to walk alongside our schools and communities.

As Support Hub Coordinator, my role included supporting schools, strengthening relationships and overseeing programme implementation. I helped develop our Life Skills curriculum, mentored facilitators and led the development and launch of Moms with Purpose, creating a space for mothers to rediscover their worth, grow in confidence and become active partners in their children's schools. Introducing wellbeing programmes created safe spaces for healing, reflection and personal growth. Seeing participants' courage, vulnerability and growth reminded me that meaningful change begins by investing in people.

It has been a year of learning, stretching and growing, not only for those we serve, but for me personally.

Impact is not always measured in numbers. It can be seen in a learner beginning to believe in their potential, a mother finding her voice, an educator feeling supported, or a school experiencing renewed hope. I am grateful to have witnessed these roots strengthening through relationships, faithful presence and a willingness to keep showing up. As we continue the journey "from roots to fruits", I am encouraged by the fruit beginning to emerge in our school communities.

SSCC TEAM REFLECTIONS



Nokuthula Shezi

*Support Hub
Coordinator for Hope
and Light School and
Nomzamo High School*

There is a kind of joy that comes from watching someone grow, up close, week after week, in ordinary moments. That is the joy I have found across Hope and Light School and Nomzamo High School.

Some days I walk alongside facilitators leading Life Group and Life Skills sessions. Other days, it is knowing a learner's name, remembering what they shared, or checking in with an educator after a hard term. It is relational work before it is anything else.

I have seen prefects walk out of Culture Shift standing taller and speaking up where they once remained quiet. Learners return from hikes breathless and proud, discovering they can do more than they thought possible. These moments may not appear in a spreadsheet, but they are the whole point.

Behind every session, hike and conversation is a team offering guidance, encouragement, wisdom and prayer. That foundation holds everything in place.

Growing future leaders is daily, patient, relational work. Roots first, always. Then, in time, unmistakably, the fruit.

Above all, I am grateful to God for placing me here for such a time as this. Like Esther, I see this as a calling, and I do not take that privilege lightly.



"Every child deserves a champion—an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be."

— Rita Pierson

SSCC FACILITATOR REFLECTIONS

Philip Adewumi *Life Skills & Real Deal facilitator*

My experience working with SSCC has been truly rewarding as I serve learners at Nomzamo High School and Hope and Light School, sharing real-life experiences and life-changing principles from the Word of God.

I had the privilege of **engaging with learners on identity, purpose, positive choices and overcoming negative influences, encouraging them to believe that their circumstances do not determine their future.**

The openness and participation of learners created opportunities to invest in their lives and strengthen them. It has been a meaningful experience, and I look forward to seeing the impact of this work continue to grow.

Fiela Opperman *Life Skills & Real Deal facilitator*

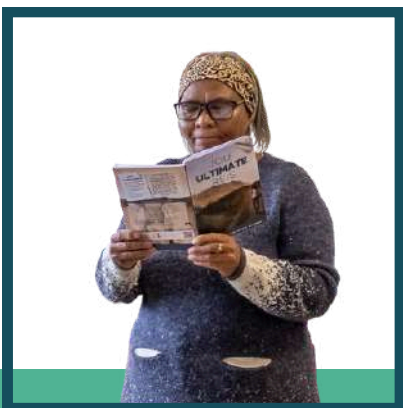
It is wonderful to present the Word of God to our children. It is good for them to hear true testimonies and stories and to learn how God can change a person. God can do this for anyone, including the children themselves.

They are very happy when we walk into their classrooms because they get to listen to another true story and read for themselves. This also helps them improve their reading.

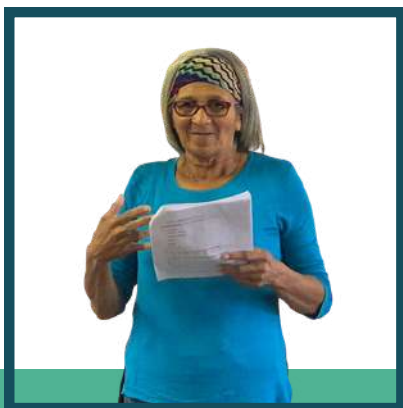
Our life skills sessions are just as good. They seem to me a little more practical than the usual bookwork at school. I myself learn a lot from the Life Skills lessons.

Beula Blom *Life Skills & Real Deal facilitator*

It is a blessing to offer the children the Life Skills and Real Deal sessions. We teach the children, but I also learn so much myself. It feels so good to see how attentive they are to the questions. Some children are a little restless, but others listen and answer. They enjoy every little game, as well as the singing and dancing. **One girl asked me, "Can't we stay in the classroom? We don't want you and Auntie Fiela to go home."** It feels so good to see their enjoyment and to learn alongside them as we share these sessions.



Fiela Opperman



Beula Blom



Philip Adewumi

SSCC FACILITATOR REFLECTIONS

Esethu Mdolomba *Life Skills & Real Deal facilitator*

It is such an honour to work with young people from different backgrounds and cultures, even though it is not always easy. Sometimes, our role is simply to bring content and structure, and facilitate the flow of conversation.

This year, I have learnt much and chosen to focus on the rewarding moments. ***Working with young people is planting trees you might never sit under. And one day, you realise the shade is real. The impact outlives your contract, your programme and your bad days.***

You realise you simply held up a mirror until they saw they were worth saving. God does the rest. I am grateful to help them grow and to see Christ working through them.



Esethu Mdolomba

Lito Shone *Life Skills & Real Deal facilitator*

Being part of Strong Schools in 2025 had a profound impact on my life. The Unashamedly Ethical training strengthened my ability to engage learners and helped me grow in relationship building and emotional intelligence.

SSCC has opened doors to reach learners and disciple them in the Lord. Through mentorship, boys approach me for advice on school and life. We have built genuine friendships, and some have joined our church, where we continue to disciple them.

These relationships help learners find belonging and a safe space to talk. We have seen learners who struggled academically begin to improve as they make better decisions and focus on their studies.



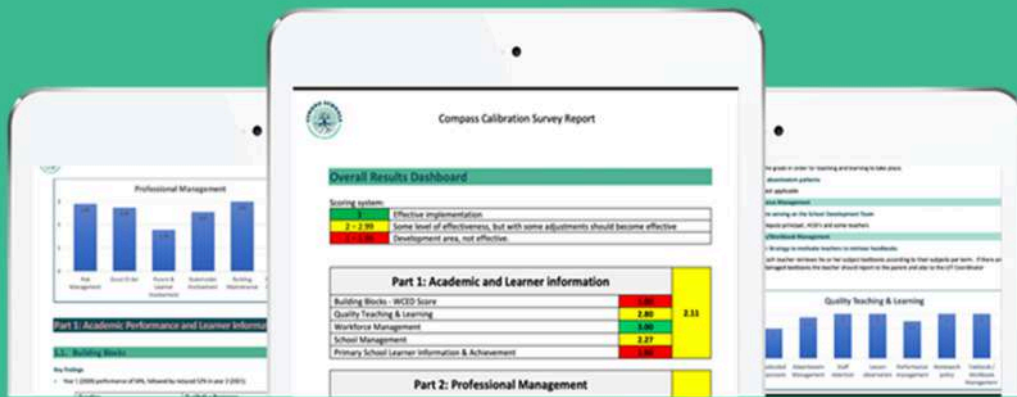
Lito Shone

Amplifying Impact: We cannot buy the passion that a dedicated volunteer brings, nor can we replicate the breakthrough moments created by a skilled facilitator. Together, they turn our resources into real-world change.





Data-driven Excellence



"Effective measurement is not about reducing people to numbers. It's about validating the work being done, identifying opportunities for improvement, and demonstrating accountability to the communities being served."

– Berndt CPA (Nonprofit Advisory)

MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

1 The Compass Calibration self-evaluation tool

Whole-school Evaluation and Strategic Feedback

SSCC developed and tested an online whole-school self-evaluation tool with automated feedback reports incorporating qualitative and quantitative measures. Completed by school leadership teams and staff, the tool was tested and used by 13 schools during the past year.

We also received funding and began developing an Afrikaans version of the tool and feedback report to support Afrikaans schools in their home language.

The tool has three main objectives:

- To **assess** schools' basic functionality and identify gaps requiring intervention.
- To support monitoring and evaluation, helping SSCC, stakeholders and funders **track progress**.
- To **inform strategic planning** alongside schools' development and improvement plans.

"The Compass Calibration self-evaluation tool has become an invaluable resource in our school improvement journey. Its confidential staff survey gave us an honest picture of our strengths and areas needing attention.

Our initial results highlighted gaps in systems, leadership, and communication. Although some findings were confronting, they gave us clear priorities and guided our school improvement planning. Strong Schools linked these findings to relevant training, development, and team-building initiatives.

When we repeated the evaluation, the results reflected significant improvement across several areas. Trust and collaboration have grown, our leadership team is more cohesive, and staff morale is high. As a principal, I value this practical tool for honest feedback, informed decision-making, and monitoring progress."

Principal Tauhira Fanie
Dr G. J. Joubert Primary School

"The Compass Calibration self-evaluation tool gave every staff member a voice and helped us move from guessing to understanding where our school needed to grow.

The feedback enabled us to develop practical action plans around communication, school culture, learner well-being, and professional management. Our staff embraced the findings as an opportunity for growth, with Buddy Care Groups already being put into practice.

"The Compass Calibration helped us stop guessing where we needed to improve. It gave every staff member a voice and provided us with a clear roadmap for meaningful school improvement."

Principal Blackie Swart
Hope and Light School



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

2 School Support and Well-being Hubs

Our “think-tanks” for collaborative school support

Our Support Hub Coordinators facilitate and coordinate at least four hub meetings per school each year. Each school leads its Support Hub through its principal and Senior Management Team (SMT).

Stakeholders come together to discuss priorities identified through the Compass Calibration self-evaluation tool, the School Development Plan (SDP) and the School Improvement Plan (SIP). Challenges and highlights are shared, possible solutions are brainstormed, and successes are celebrated.

These conversations help organisations working in a school align their support with its strategic plan. Holistic interventions are discussed and implemented according to each school’s unique challenges, needs and priorities.

“The Headmaster Hub has strengthened strategic planning, communication, teamwork, and decision-making within our School Management Team, contributing to improved leadership practices and collaboration.”

Principal Chris Mgubanto
Nomzamo High School



“The School and Principal Support Hubs have become an important source of encouragement, professional growth, and collaboration. They provide a safe space for school leaders to share challenges, learn from one another, and find practical solutions.

They have also connected us with professionals and partners who have strengthened initiatives such as Buddy Care Circles, Action Teams, staff well-being, and strategic planning. Through this community of schools, we have experienced the value of supporting and encouraging one another.”

Principal Blackie Swart
Hope and Light School



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

3 Life Skills for selected groups and grades

Practical skills for personal and academic success

The Life Skills programmes form part of the heartbeat of SSCC's interventions. They guide small groups of learners in Grades 6, 7, 8 and 9 to discover their identity and purpose, develop self-awareness and acquire practical skills for personal and academic success.

The trained facilitators present the material in practical, engaging ways, encouraging participation and helping learners take their first steps towards applying what they have learnt.

"The Strong Schools Life Skills Program has become a valuable part of the support we provide to our Joubies. It gives learners a safe space to talk openly, ask questions, and discuss things they may not feel comfortable sharing in the classroom. We have seen how much learners enjoy the interactive sessions and how eager they are to participate. For some, having someone who listens without judgment makes a significant difference. The program also helps us identify learners who may need additional emotional or psychosocial support. The contribution goes beyond lessons. It helps create an environment where learners feel seen, heard, valued, and supported as they discover their strengths and find their voices."

Deputy Principal Chrystel Williams
Dr G. J. Joubert Primary School

"Our Grade 7 Life Skills Project encouraged learners to develop self-awareness, personal responsibility, positive values, and decision-making skills through meaningful activities and reflection."

Through the SHINE and Strength Program, learners in Grades 8A and 8B explored self-development, leadership, resilience, and positive decision-making in weekly sessions. Their enthusiasm and willingness to participate showed how meaningful the program became to them."

A motivational session with Dr. Gillian Arendse challenged our Grade 8 and 9 learners to believe in their potential and strive for excellence. His engaging, humorous approach created an atmosphere of laughter while reinforcing important life lessons."

School feedback
Sir Lowry's Pass Primary School



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

4 Real Deal life groups

Gospel-centered identity and purpose discovery



The Real Deal Life Groups create opportunities for small groups of learners to explore the Gospel and discover their identity and purpose in Christ. Through these after-school groups, facilitators encourage conversation, participation and practical steps towards living out what learners discover. Together with our Life Skills programmes, these groups remain at the heart of our investment in young people.

"SSCC has been a tremendous blessing to our Student Christian Organization (SCO). Through Real Deal Life Groups, resources, and a facilitator's support, our learners are growing in faith, developing as young leaders, and becoming more confident in sharing the Gospel with their peers. We have seen positive changes in learners' discipline, confidence, and sense of identity. This is especially visible in our Monday morning assemblies, where Life Group learners now lead worship with confidence and enthusiasm."

Ms. Adams, SCO Coordinator
Nomzamo High School

"The Real Deal Club worked with our Grade 5 learners on bullying, gangsterism, anger management, and conflict resolution. Through real-life examples and practical strategies, learners were encouraged to make responsible choices and build healthy relationships."

School feedback
Sir Lowry's Pass Primary School

"The School- and Principal Support Hubs have become an important source of encouragement, professional growth, and collaboration. They provide a safe space for school leaders to share challenges, learn from one another, and find practical solutions. They have also connected us with professionals and partners who have strengthened initiatives such as Buddy Care Circles, Action Teams, staff well-being, and strategic planning. Through this community of schools, we have experienced the value of supporting and encouraging one another."

Principal Blackie Swart
Hope and Light School



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

5 Culture Shift Classroom Management



Equip teachers and youth leaders

The Culture Shift values-based classroom management approach addresses one of the biggest challenges teachers face daily: managing large numbers of learners in their classrooms.

The workshops focus on five core values practices that complement schools' existing values and make them practical for teachers and learners. The training challenges mindsets, encourages engagement and helps school staff build a positive culture throughout the school.

It equips teachers with practical classroom management skills and prefects with leadership skills to support that culture. Regular coaching and feedback help schools monitor progress and adjust their practices.

Presenter Amanda Goncalves brings a practical, interactive approach, creating an atmosphere that is both meaningful and fun. Teachers were reminded that, while learners arrive with an existing culture, teachers can shape the culture they create in their classrooms.

Staff left the sessions motivated and ready to shift narratives. In 2026, additional facilitators were trained to deliver workshops and continue with follow-up sessions. The workshops were also presented to youth leaders.

*"Culture Shift challenged educators to move away from focusing on learners' weaknesses and instead "look for the gold" in every child. It encouraged positive relationships, personal responsibility, and classrooms where values, encouragement, and hope are part of everyday practice. Our prefects learned that leadership is about influence, service, and modeling the school's values. We have seen greater confidence, empathy, and responsibility among our young leaders. As our deputy principal reflected: **"Culture Shift helped us see our learners through a new lens, and that shift in perspective has made a remarkable impact."***

Principal Blackie Swart
Hope and Light School

"The Culture Shift workshop helped staff reflect on their role in creating a positive, learner-centered school culture. It strengthened conversations around teamwork, shared values, accountability, and communication, while offering practical ways to improve collaboration and support learner success. The workshop was relevant to the realities educators face and renewed our commitment to excellence, respect, and continuous improvement."

Acting Deputy Principal
Nokwazi Jobela
Nomzamo High School



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

6 Well-being interventions and psychosocial support

Our well-being focus includes responding to risks facing young people and supporting their physical and emotional wellbeing. Psychosocial support is provided where funding allows.

Counselling and Care

*"More than 15 learners from Nomzamo High School have benefited from SSCC's counseling support in the past year. The service has **helped learners facing emotional and psychosocial challenges while supporting their confidence, academic engagement, and overall well-being.***

One learner is a particularly encouraging example. Initially identified as being at risk because of academic and personal challenges, the learner has made significant progress through consistent counseling and support. The learner is now performing well academically, with increased confidence and improved well-being.

*The **counselling room** and **sick bay**, established by SSCC at our school also remains a valuable addition, providing a dedicated space for learners who become ill at school."*

Ms. Jonas, SBST Coordinator
Nomzamo High School

STOP Trafficking

STOP Trafficking forms part of our interventions for young people at risk, supporting awareness of human trafficking and personal safety.

"Our Grade 8 and 9 learners gained important knowledge about personal and online safety, the dangers of trafficking, and where to seek help."

School feedback
Sir Lowry's Pass Primary School



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact



Breast Cancer Awareness

Check. Know. Prevent. is a non-profit organisation promoting breast cancer awareness. Thank you to Jenny De Olivera and Pauline Basera for bringing the Bra-by-Bra Campaign to the school. Girls who required follow-up at a clinic were successfully referred.

Samaritan's Feet

Nomzamo High School received four pairs of good pre-loved netball shoes and 15 pairs of socks from Samaritan's Feet for its netball teams. Thank you to Hermien Louw, CEO of Samaritan's Feet, for this practical support.

7 Parent Support Interventions

Equipping parents in the school communities

Moms with Purpose

Moms with Purpose is a volunteer programme for mothers who want to grow, serve and uplift their children's schools and communities through love, learning and leadership. The pilot was launched with ten mothers of learners at Sir Lowry's Pass Primary School and was warmly received. Their lovely testimonies are shared in our Stories of Hope and Change section.

Legacy Dad

In most underserved school communities, fathers and father figures are almost entirely absent from the formal structures of school life. Legacy Dad Workshops bring fathers and father figures into the school community in a structured, intentional, dignified way. Not to lecture them. To equip them, encourage them, and call them into the specific role that no one else can fill.



MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact

8 Mathematics Support

Thanks to Capitec, Sharp, and MD Technologies, SSCC was able to continue distributing calculators to schools. This year 60 more learners of Nomzamo High School, 60 learners of Sir Lowry's Pass Primary School, and 42 learners of Hope and Light School received calculators through.

"SSCC helped turn collaboration into tangible support by helping us obtain scientific calculators and an AVBOB Road to Literacy mobile library trolley. Alongside Thuma Mina EMS online teaching tools, these resources formed part of the support that strengthened our people and systems and helped us work toward a shared vision."

Principal Blackie Swart
Hope and Light School

9 Sharpening the saw

Strengthening the SSCC team behind the work

Virtual workshops:

- One of our on-line workshops last year was presented by Michelle Lotz on good governance for Not-for-profits.

Sharing our story in JOY! Magazine:

An article in JOY! Magazine provided an opportunity to share the Strong Schools story and the work taking place in our school communities.

Transformational Leadership on Demand (TLod)

Our team, together with volunteers and facilitators, completed the eight-week TLod training provided by Unashamedly Ethical.

The training equipped us with tools to positively influence others, build healthy relationships, overcome constraints, understand leadership styles and strengthen communication across teams and partnerships. We gained knowledge and practical tools to become transformational leaders!

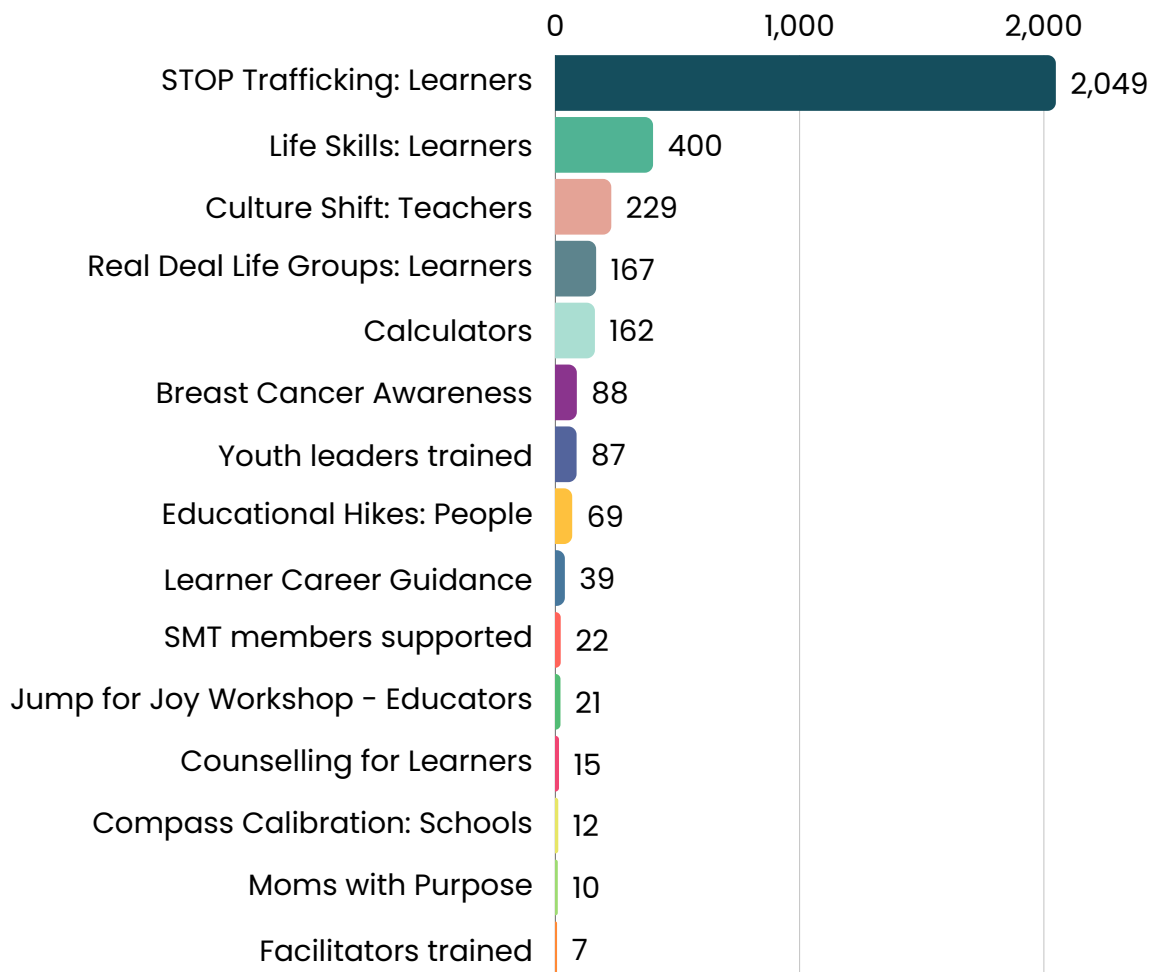
Thank you to Bertram Davids and the team at Unashamedly Ethical for this invaluable opportunity.

"The safe space created by a great coach, together with easy access to excellent learning materials, tools and resources, resulted in a superb learning experience. It helped me become aware of what I need to change within myself to elicit different responses from others. This opportunity is very much appreciated!"

— Sandra Oosthuizen

MAIN INTERVENTIONS & IMPACT

Nurturing what matters, from effort to impact



PRINCIPALS: STORIES OF CHANGE

Growing leadership from within

Since my appointment as principal in 2023, our partnership with Strong Schools has helped transform Dr. G. J. Joubert Primary School. **Their support has empowered our staff, strengthened our leadership, and helped us turn goals into tangible achievements.**

By identifying needs, taking action, and reviewing progress together, we have developed stronger collaboration and a more positive school culture. We are grateful for a responsive partnership that continues to guide our school improvement journey.



Tauhira Fanie

(Dr. GJ Joubert Primary School)



Chris Mgubanto

(Nomzamo High School)

On behalf of the Nomzamo High School community, we sincerely thank Strong Schools for its meaningful support and partnership.

We value the investment in our learners' emotional well-being and the development of our learner leaders and school management team (SMT). **These initiatives have strengthened confidence, collaboration, and leadership across our school.**

We look forward to continuing this valuable partnership as we work together to create greater opportunities and brighter futures for our learners.

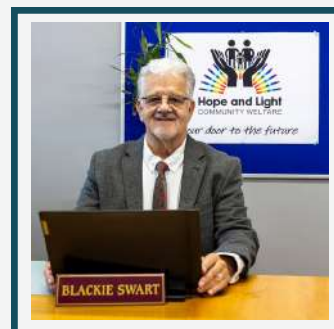


PRINCIPALS: STORIES OF CHANGE

Growing leadership from within

Through SSCC, we have experienced far more than programs. We have become part of a community of schools that supports, encourages, and challenges one another to grow.

Perhaps the greatest gift SSCC has given us is hope: that schools do not have to work in isolation and that investing in people brings positive change. We are deeply grateful to the team for walking this journey with us and helping us build a stronger school and community.



Blackie Swart

(Hope & Light
Community Welfare
School)



Delphine May

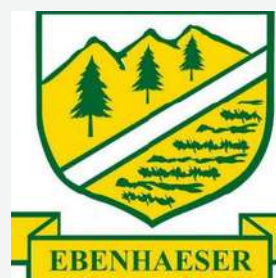
(Sir Lowry's Pass
Primary School)

Our partnership with Strong Schools continues to create opportunities for learners, teachers, and mothers to feel supported, encouraged, and equipped to grow.

We sincerely thank Strong Schools and the program facilitators for their commitment, care, and investment in our school community. Their contribution has made a meaningful difference.

We are grateful for a partnership that goes beyond individual programs and continues to strengthen life skills, resilience, and positive relationships throughout our school.

The partnership between Strong Schools and **Simondium Primary School** has created a sustainable, positive impact on the entire school community through a relational approach based on trust, mutual respect, and a shared vision. By implementing programmes like Life Skills, Legacy Dad, and various staff development initiatives, the partnership has successfully improved learner performance and discipline while increasing both educator and parent engagement. Key contributors like Strong Schools Champion Ilze Spannenberg and Support Hub Coordinator Sharene De Besch have been instrumental in fostering a collaborative culture of care, love, and continuous improvement, proving that lasting educational transformation happens when schools and organisations work together to help learners reach their full potential.



STORIES OF HOPE & CHANGE

The fruit of transformation

A Learner's Story of Hope

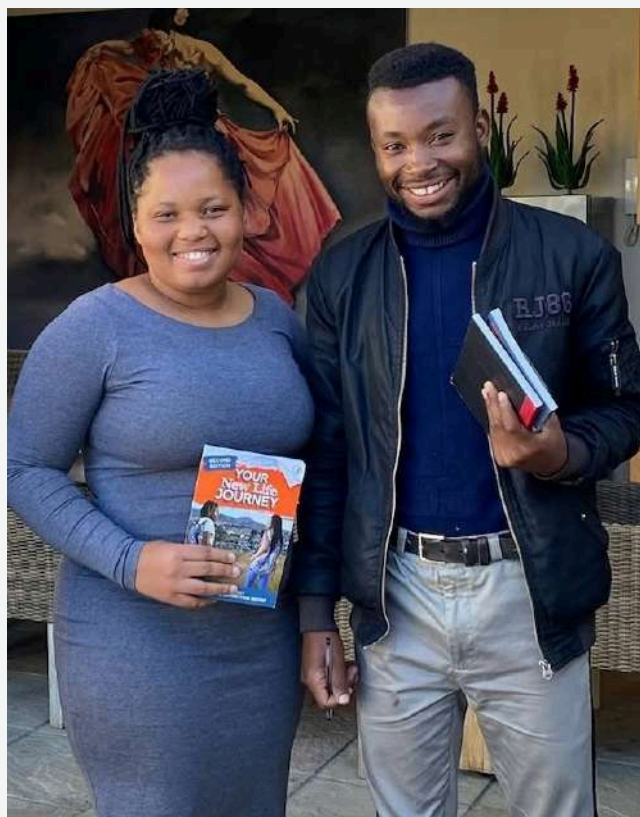
Last year, when I was in Grade 11, life at home was hard. My father drank and became abusive. He would come home drunk and beat me, even when I was studying. I was scared, and I thought I would fail.

I decided to speak up and told a teacher. I was offered professional counselling, which helped me in four ways:

- It gave me a safe place to talk without being judged.
- I learnt that what happened was not my fault.
- It taught me how to stay calm.
- It helped me study even when things were hard at home.

Because of that, I passed Grade 11, and I am now in Grade 12.

To everyone going through the same pain, I want to say this: please don't suffer alone. Talk to someone you trust—a teacher or a counsellor. Going for counselling does not mean you are weak. It means you are strong and want to help yourself. Your home situation does not decide your future. Please keep going and don't lose hope. Thank you



Life Group Story of Change

“At one of our schools, a girl was very rude when she first started attending the small-group lessons and would not listen at all. By the middle of the year, however, she was leading other learners. She even brought her Bible to the Life Group, sharing that she was now reading it every day.”



STORIES OF HOPE & CHANGE

The fruit of transformation



Feedback from a father who attended Legacy Dad

"It is an excellent programme for dads because many of us grew up without fathers, or our fathers were physically present but not really involved. We want to break that generational cycle and become involved, loving, and caring fathers for our children."

With thanks,
Marco Douries

Moms with Purpose Stories

"My experience of Moms with Purpose is unique. I can do anything if I do not doubt myself. I have learnt how to listen and relax, and I look forward to every session on Thursdays. The love that exists between us is truly wonderful. I am unique, and the best part is that God's Word is never left out. None of us are the same, but our hearts speak the same language. Moms with Purpose has radically changed my life. I am a new person through the grace of the Lord, whom we all love."

— Beula Blom

"This programme reignited the seed in me—my passions and dreams are important and valuable. To 'shine' means being the best version of myself and sharing my light with others."

— CarolAnn Douries



PARTNERSHIPS & COLLABORATIONS

Stronger Impact together

Amanda Goncalves — Honey Badger for Schools CEO

Culture Shift Programme - Looking for Gold

The power of Culture shift programme lies in the experiential journey, where each participant's own thinking and deeply held beliefs are challenged and refined in ways unique to them.

One teacher realised that her own insecurities contributed to classroom challenges. Through a fun activity, good questions and honest reflection, she recognised her responsibility to work through her triggers.

A Grade 7 learner discovered something equally powerful during the rope activity: asking for help is different from giving up. That learning came through experience, not notes or presentation slides. My personal highlight has been seeing the growth of the facilitators I have trained. Culture Shift is much more of an art than a science, with facilitators as the artists. It is flowing with the river, not building another copy-and-paste dam.

It is fantastic to see them grow in asking questions, finding the gold in participants and confidently guiding others through growth and discovery.

I look forward to what is still to come!



Juanita Möller — Communities of Abundance COO



Communities of Abundance is committed to transforming schools into enablement centres. Our partnership with SSCC has contributed meaningfully to this vision across Bergendal, Joostenberg and Simondium Primary Schools. Through Compass Calibration and the Support Hub process, schools identified strengths, areas for development and priority needs, then worked collaboratively on strategies to address them.

SSCC supported interventions including Culture Shift, Life Skills, Real Deal, educator development, Youth at Risk and wellbeing initiatives. Across the three schools, Youth at Risk programmes alone reached 1,344 learners.

What has been valuable is the holistic and responsive nature of SSCC's approach. The partnership has helped us respond to each school's identified needs and support its ongoing development.

We are grateful for SSCC's commitment and practical support in helping these schools move closer to becoming enablement centres for their communities. This partnership has been of great value to Communities of Abundance, schools and the communities we serve.

Thank you for the opportunity to partner with SSCC.

PARTNERSHIPS & COLLABORATIONS

Stronger Impact together

Amanda Swanepoel — BrightStar Lifestyle CEO



Another year, another opportunity to make a difference together! Our collaboration with Strong Schools continues to bring creativity and joy. Journeying with the SSCC team around their Gallup strengths and coaching them to use these to strengthen their team has been an absolute joy for me. We started the year with a Flamingo Intentional Living session, creating space to pause, reconnect and be intentional about how we live and work together. We were delighted when a Strong Schools team member trained as a BrightStar facilitator, adding another pair of hands and a new voice to the journey.

The Legacy Dad workshop also reached schools, encouraging and equipping fathers to make a meaningful difference in their families' lives.

Collaboration is more than working alongside one another. It is sharing ideas, growing people, creating opportunities and bringing hope, with joy along the way.

We look forward to another year of standing together, growing together and making an impact together.

Yes to Joy!

Mariaan Malan — STOP Trafficking COO



Over the past year, our partnership with SSCC has continued to be meaningful and rewarding. We visited seven of the SSCC partner schools through our preventative awareness programmes, helping learners recognise the dangers of human trafficking, both in everyday life and online.

Each visit reminded us how important it is to build learners' confidence and equip them with knowledge and tools to keep themselves and their loved ones safe.

Teachers and learners welcomed us warmly, creating a positive environment for our presentations. Teachers' feedback has been uplifting and encouraging. Their knowledge of their learners helps us understand what resonates and where we can improve.

We value this partnership and the opportunity to continue learning, improving and working together to help keep learners and their communities safe.

Nanine Steenkamp — Real Deal CEO



We are thankful for the purposeful journey of school-based discipleship in partnership with Strong Schools.

It is truly encouraging to hear and see how lives are transformed through the understanding of the word, the willingness of volunteers and the sharing of testimonies – leading to more!

LESSONS LEARNT & CHALLENGES

What this season has taught us

Every year brings its own opportunities, challenges and lessons. This year reinforced that meaningful, sustainable impact depends not only on what we do in schools but also on the strength of the relationships, people and systems that support the work.

1 Sustainable growth requires capacity

We have been reminded that vision must be matched by capacity. Strong programmes need equally strong governance, financial controls, leadership, operational clarity and measurement. As SSCC grows, we need to ensure that our staffing, funding, time and leadership capacity grow with it while making good use of the strengths of our staff, volunteers, partners and supporters. This also means understanding our team's strengths and areas for development, protecting managers from overload and keeping strategic, governance and operational responsibilities clear.

2 Relationships require time and listening

Strong relationships with schools and stakeholders do not happen on their own. They require time, trust, consistent communication, clear structures and intentional follow-up. Listening to schools and seeking regular feedback help us remain accountable, responsive and relevant to their needs.

We have also learnt that every school operates within a particular cultural and social context. Sensitivity to the school environment and local community is essential when developing programmes and working with partners. We also need to adapt to the changing rhythms and requirements of the Western Cape Education Department (WCED) and the schools we serve.

3 Our people matter

Our team's wellbeing is an important part of sustainable impact. Pressure and busy seasons can affect unity, morale and resilience, making it necessary to nurture trust, communication and mutual support intentionally.

This year reinforced that when our team feels supported and works well together, we are better equipped to serve schools effectively.



LESSONS LEARNT & CHALLENGES

What this season has taught us

4 Schools face complex realities

Schools continue to operate in demanding environments. Full timetables, limited space and infrastructure, competing academic priorities and the many responsibilities carried by educators and principals can make it difficult to introduce and sustain additional programmes.

Timetable changes, transport challenges and changes in learner groups can also affect Life Skills and other interventions. Parents may find it difficult to participate when they are working or facing other pressures.

Beyond the school environment, poverty, unemployment and limited access to psychosocial support continue to affect learners, families and educators. Grief and loss, abuse, gangsterism, substance abuse and social media bullying are among the daily challenges that schools and communities face.

These realities remind us that change takes time and that resilience is built collectively.

5 Funding and sustainability

Reliable, timely funding remains important for planning and delivering consistent programmes. Where possible, securing programme funding before the start of the year gives teams greater stability and allows interventions to be planned well in advance. However, funding cycles are not always within our control.

We also see an ongoing need for teacher and leadership development. Creating space for these opportunities within demanding school schedules remains a challenge.

6 Understanding our contribution

Measuring impact in schools requires humility and a long-term perspective. Schools are complex environments, and many organisations, partners and individuals contribute to the changes taking place. We therefore seek to understand and document SSCC's contribution within this wider network of support, recognising that outcomes cannot be attributed to our work alone. This strengthens our commitment to listening, gathering feedback, reviewing our interventions and learning from what we observe.

7 Looking ahead

These lessons are helping us become more intentional about how we invest our time, resources and capacity. They reinforce the importance of strong relationships, healthy teams, sustainable funding, responsive programmes and clear evidence of progress as we continue to strengthen schools and the communities they serve.

GOVERNANCE & COMPLIANCE

Strong foundations for the journey ahead

SSCC is governed by a small, dedicated Board of Directors comprising two non-executive directors and one executive director. None of our board members receive remuneration for their service.

During 2026, Mr Swart, principal of one of our partner schools, joined the Board, bringing valuable first-hand insight from the school environment. Following Mrs Juanita Möller's relocation to the USA, she stepped down from the Board and became Chief Operating Officer of Communities of Abundance (COA), one of our partner organisations that supported schools in our network during the past two years.

We are grateful for two Advisory Board members, who joined in 2026 to provide additional expertise and guidance to the Board and organisation.

The Board provides strategic oversight through regular engagement, including financial oversight, governance review and strategic reflection. We remain committed to transparent and responsible stewardship of the resources entrusted to SSCC. Statutory, tax and regulatory requirements are maintained, supported by appropriate financial systems and controls, and our annual financial statements are independently audited.

Accountability extends to our schools, donors and collaborators. We monitor project plans, budgets and agreed outcomes, provide relevant feedback, and use what we learn to strengthen our support to schools.

SSCC is also verified on the **iZinga Assist platform**, where our compliance documentation, policies and procedures are available for review, further supporting our commitment to transparency and accountability.

"Organisations need to practice qualitative corporate governance rather than quantitative governance thereby ensuring it is properly run."

– Mervyn King (Chairman: King Report)



FINANCIAL STEWARDSHIP

Stewarding the resources entrusted to us

Trudie Schoeman
(Vice-Chair, Finance)



Faithful stewardship is about more than what we receive; it is about how we use what has been entrusted to us.

As we reflect on our 2025/2026 financial year, we are grateful for God's continued provision and for every supporter who invests in the work of SSCC. During this season of financial uncertainty, especially in the Not-for-profit sector, every contribution has helped us continue strengthening schools and supporting the communities we serve.

Our financial management is grounded in accountability, careful stewardship and transparency. Our annual financial statements for the year ended 30 June 2026 were independently audited by Pyper Turner Chartered Accountants Inc., with unrestricted access to our financial records and supporting documentation. The audited financial statements are available on request.

The financial overview below provides a snapshot of our income and expenditure, while the accompanying charts show how programme expenditure was allocated and the different sources of income. Selected percentages provide further context, showing how the resources entrusted to SSCC were directed towards our core work with schools.

Behind the figures are people, programmes, partnerships and practical support for schools. We remain committed to using every resource wisely and transparently, as we continue the journey From Roots to Fruits.

Income Statement	2026 (R)	2025 (R)
Revenue	1,770,031	2,221,622
Operating Expenses	(2,018,022)	(2,637,100)
Operating Surplus/Deficit	(247,991)	(415,478)
Investment Revenue	18,760	25,556
Net Surplus/Deficit for the Year	(229,231)	(389,922)

***"I planted the seed, Apollos watered it, but God has been making it grow.
So neither he who plants nor he who waters is anything, but only God,
who makes things grow."
(1 Cor. 3:6–7 NIV)***

FINANCIAL STEWARDSHIP

Stewarding the resources entrusted to us

On the Income and Expenditure side the following should be noted:

Income

- Our donations decreased from R 1,615,248 to R 1,551,558. Some donations for the remainder of 2026 were received after 30 June 2026.
- Other sources of income (virtual workshops, Compass Calibration and services rendered) decreased from R 331 874 to R218 473

Expenditure

- Our programme expenses is 51% of our total operating expenses.
- Operating expenses increased substantially because of the escalation of operating costs and increased Employee costs
 - The hiring and utilisation of qualified presenters and support staff for the Schools' Life Skills and Well-being interventions.
 - The appointment of a new full-time executive manager and new support hub coordinator in 2026.
 - Appointment of competent staff members to ensure quality administration and services for all our schools.
- We invested in staff development and coaching, as we believe it is necessary to invest in our staff and volunteers.

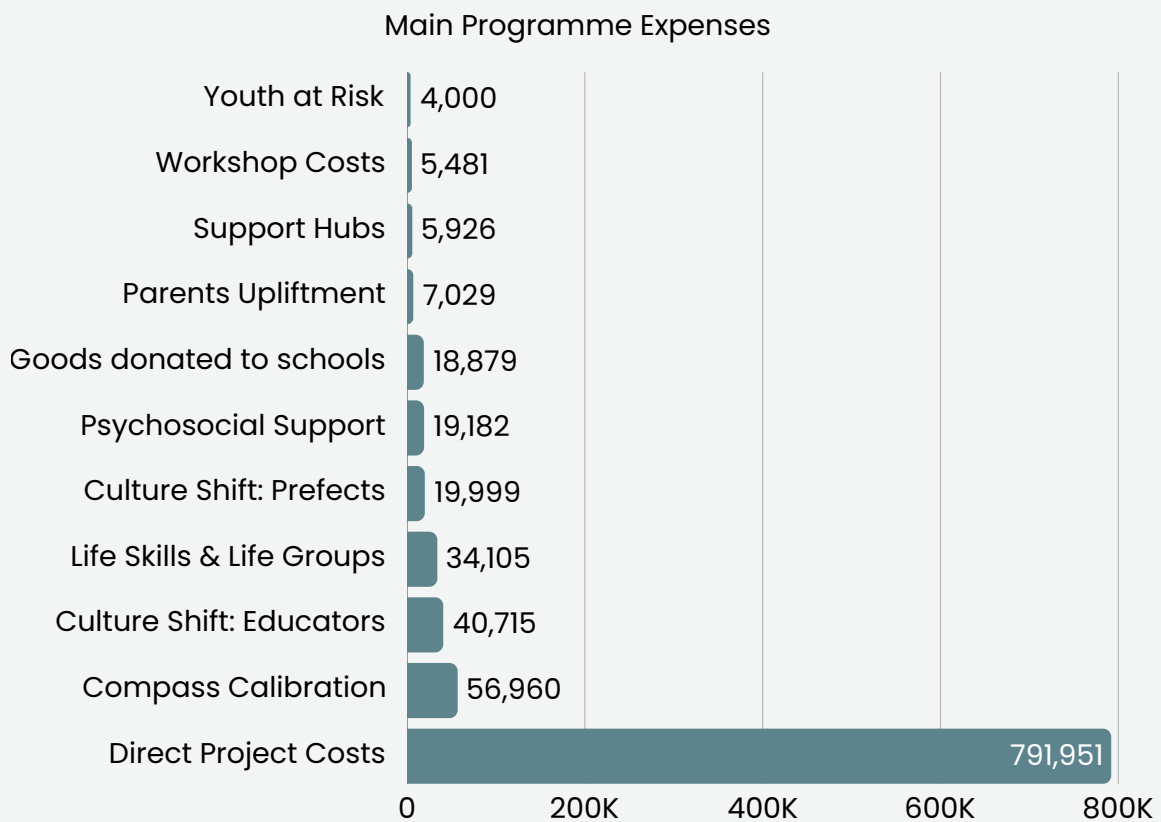
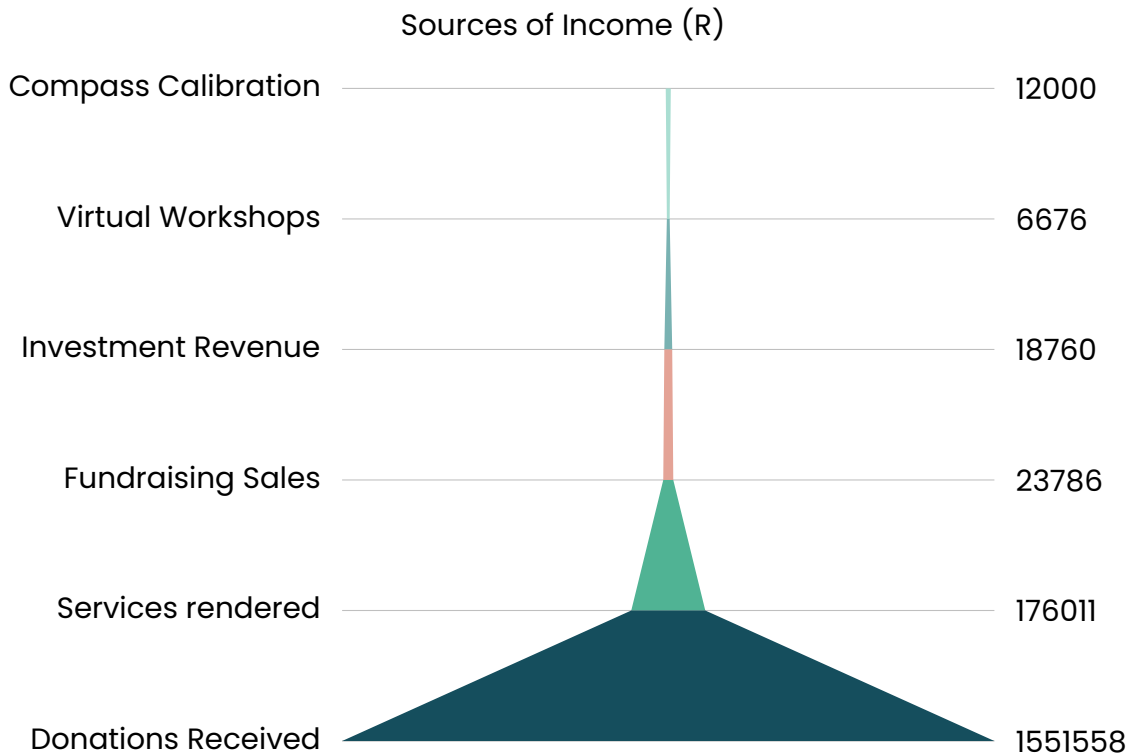


***"We cannot always build the future for our youth,
but we can build our youth for the future."***

— Franklin D. Roosevelt

FINANCIAL STEWARDSHIP

Stewarding the resources entrusted to us



"Moreover, it is [essentially] required of stewards that a man should be found faithful [proving himself worthy of trust]."

1 Cor. 4:2 (AMPC)

GRATITUDE TO OUR SUPPORTERS & FUNDERS

Thank you for helping the work flourish

Change doesn't happen in isolation. It takes a collective heartbeat—and yours is driving ours.

Because of your investment, "brighter futures" isn't a vague hope; it's a daily reality for our students. You gave our learners the tools to dream bigger, our schools the resources to build better, and our community the strength to stand together. We are profoundly grateful for your trust, your partnership, and your unwavering belief that together, we can transform education from the roots up.

SOCIAL IMPACT PARTNERS & DONORS in 2025/2026

Acorn Private Equity Holdings (PTY) LTD – Funding support
Action Volunteers Africa – Career Guidance and Support
Adré Potgieter – Psychosocial Support
Appolog – Compass Calibration School evaluation tool
Blackburn Holdings (UK) – Funding support
BrightStar Lifestyle – Life Skills & Coaching
Check-Know-Prevent – Breast Cancer Awareness
Entle Empowerment – Funding support
Capitec Bank – Funding, Volunteer Teams
Cedar Psychology – Professional Counselling services
Complete Office Solutions – Stationery
City of Cape Town – Grant-in-Aid for Youth at Risk projects
Communities of Abundance – Strategic Funding Partner
Diverso – Mandela Day support
Every Nation Zola Church – Facilitators for Life Groups
Gray Swan – Funding support & Donations
Key Recruitment Group – Funding support
Honeybadger for Schools – Culture shift Programmes
Malan Investment Holdings – Funding support
Mergon Foundation – Project Funding, Organisational Development
Miller Bosman Le Roux – Cycling Campaign support
Nashua – Donations towards Technology
Real Deal – Organisational Development & Discipleship material
SHARP & SMD Technologies – Calculators
STOP Trafficking – Awareness of Human Trafficking
Thuma Mina Teaching! – Digital Teaching Resources
Unashamedly Ethical – Programme support
Private Donors, Supporters, Volunteers & Prayer partners
Local businesses from our community – Gifts for Fundraisers



GRATITUDE TO OUR SUPPORTERS & FUNDERS

Thank you for helping the work flourish

The non-profit sector in South Africa is currently navigating a severe structural funding crisis. A combination of local compliance failures, the withdrawal of substantial international aid and government policy shifts has left many of the country's non-profit organisations (NPOs) highly vulnerable.

To sustain their work, forward-thinking organisations are moving beyond traditional charity models towards innovative, financially sustainable approaches. We are therefore grateful to the funders who helped us translate our Compass Calibration self-evaluation tool into Afrikaans and update our platform. This support will enable us to use the tool as an additional source of income in the next financial year.

"Giving is not just about making a donation. It is about making a difference."
– Kathy Calvin



ENVISIONING 2027

Deepening what works, preparing for responsible growth

As we look towards 2027, our focus is not simply on reaching more schools or delivering more programmes. We want to strengthen what is working, deepen our impact and build the capacity required for responsible growth.

The lessons of 2026 have reinforced the importance of aligning vision, people, partnerships, funding and organisational capacity. We want to scale depth before breadth by strengthening the SSCC model, gathering evidence of what works and deepening strategic partnerships.

Strengthening the SSCC Change Journey

A key focus will be expanding the SSCC Change Journey into the Mossel Bay and Botlierskop communities, supported by a competent and committed Support and Programme Coordinator. This person will work alongside schools and engage local stakeholders to respond to each school's unique needs.

We will continue refining our model and strengthening the Support and Wellbeing Hub approach, with particular attention to mentoring overburdened principals and ensuring the enrichment initiatives remain school-led and responsive.

Building stronger school and community partnerships

We aim to build stronger, longer-term partnerships with service providers, businesses, community – and faith-based organisations, and churches, so that expertise and resources can be brought into schools more consistently throughout the year.

Our vision is for schools to become strong and healthy **beacons of hope in their communities**, supported through prayerful collaboration, local leadership and long-term community engagement.

This includes:

- Strengthening connections between schools, and other stakeholders to promote holistic wellbeing, shared responsibility and community ownership.
- Recruiting and training committed volunteers to facilitate Life Skills programmes and Real Deal Life Groups.
- Increasing parent involvement through **Moms with Purpose** and **Legacy Dad** programmes.
- Supporting community projects in schools to help create safer environments that are more conducive to learning.
- Strengthening prayer networks in and around our schools and communities.



ENVISIONING 2027

Deepening what works, preparing for responsible growth

Investing in school leadership, learners and wellbeing

Supporting the people within schools remains central to our work. In 2027, we aim to:

- Provide focused support and mentoring for principals and school leaders.
- Expand opportunities for teacher development, particularly in literacy and numeracy.
- Improve access to expertise and resources for school libraries.
- Continue developing youth leaders through prefect and monitor leadership programmes, strengthening leadership, social cohesion and learner discipline.
- Create more opportunities for learners to experience new and creative environments through strategic partnerships and sponsorships.
- Strengthen counselling resources to respond to the significant psychosocial needs of learners and teachers.

Strengthening sustainability and resource development

Sustainable impact requires reliable resources. A key priority for 2027 will be implementing a stronger fund development and marketing strategy to improve programme consistency and support responsible growth.

We aim to:

- Increase our base of regular, long-term donors.
- Develop stronger relationships with businesses that want to invest in education within their communities.
- Build strategic partnerships that bring both expertise and resources into schools.
- Continue developing the Compass Calibration school self-evaluation tool as a valuable school improvement resource and explore its wider use in South Africa.

Advancing evidence and learning

We want to become increasingly intentional about understanding and communicating the contribution our work makes.

Through improved monitoring and evaluation practices, we can communicate meaningful outcomes to schools, communities, partners and funders. We will keep exploring tools to support this process.

Success will increasingly be measured not simply by numbers, but by **demonstrable, meaningful and sustainable change** within schools.

Blessed is the one who trusts in the Lord... They will be like a tree planted by the water that sends out its roots by the stream. It does not fear when heat comes; its leaves remain green. It has no worries in a year of drought and never fails to bear fruit.

(Jeremiah 17:7–8)

ENVISIONING 2027

Deepening what works, preparing for responsible growth

A prayerful foundation

Underlying all our plans for 2027 is a continued commitment to prayer for the SSCC team, our schools, principals, teachers, learners and communities.

We want to remain open to God's direction as we strengthen capacity, partnerships and resources needed. Our desire is not only to grow but to grow in wisdom, integrity and purpose, developing strong schools that increasingly become a safer place for learning and growth – both for learners and teachers.



***"If you remain in Me and I in you, you will bear much fruit;
apart from Me you can do nothing."
(John 15:5 NIV)***

FROM ROOTS TO FRUITS

A final word

BECOME PART OF THE CHANGE



Share your skills and expertise: volunteer your time and skills



Invest in lasting change: Support sustainable school initiatives through once-off, monthly, or annual giving



Support as school: Contribute resources, projects, or specialist services where they are needed most



Mobilise your network: Introduce Strong Schools Community Collaborative to your business, church, network, or community



Pray with us: Stand with our team, schools, educators and learners in prayer



Support while you shop: Choose Strong Schools as your Woolworths MyDifference beneficiary

Every person, business and community has something valuable to contribute to stronger schools. Together, we can strengthen schools by sharing our time, skills, resources and influence.

What happens in a school is never the work of one organisation alone. Thank you for walking alongside us, investing in our schools, and being part of the relationships that make lasting change possible.

Warm regards,
The SSCC Board, Team & Facilitators



"The true meaning of life is to plant trees under whose shade you do not expect to sit."

— Nelson Henderson

Celebrate Stories of Hope and Change



*The teacher who chose to
try again.*

*The learner who
discovered new courage.*

*The principal who kept
believing.*

*The community that came
alongside.*

*Change rarely happens
through one person or
one organisation.*

*It grows through
relationships,
faithfulness and many
small acts of courage.*

*THANK YOU
for your Support*

***“If you want to go fast, go alone.
If you want to go far, go together.”***
— African Proverb



NPC: 2020/029980/08 | NPO: 261-739 | PBO: 930070182
Directors: P. Qhalane, G. Schoeman, B. Swart

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