To help our children and young adults discover the value of biodiversity in our natural world and our place within it, and to identify and nurture Africa’s future conservation champions.
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The year 2021 was the last full year in which all the activities of the Lapalala Wilderness School (LWS) were based at a location that I am sure will be fondly remembered by the thousands of young people and their teachers who have attended our environmental education programmes in and around the buildings illustrated on this page.

In 2022 we will be moving to a new site adjacent to the Lapalala Wilderness. This superb facility, set in an equally attractive environment, has the potential to gain international recognition as a centre of excellence for its design and construction. I invite you to read more about these developments in the director’s report. As we launch our programme at this new facility, our educators will be presented with an opportunity to illustrate how this new, human-built environment can interact and interface with the natural environment. This is a challenge that needs to be addressed by developers throughout southern Africa, given its importance as one of the most biologically diverse places on the planet.

The timing of our move also gives us a great opportunity to introduce the commitment made by the UN General Assembly to declare 2021-2030 as the Decade of Ecosystem Restoration. This is a global rallying cry to halt and reverse the degradation of ecosystems on every continent and in every ocean. The wide range of ecosystem services that sustain the lives of all the people on the planet are facing an unprecedented level of threat from land transformation for agriculture and urban settlement. The challenge lies in raising awareness of how nations should achieve a balance between development for basic human needs and the continuing loss of biodiversity. This deserves a much higher level of attention than it currently receives. For the Decade of Ecosystem Restoration to succeed, environmental education courses have a very important role to play in educating people to move towards a sustainable society. The litmus test of the effectiveness of what we teach will be the acceptance by decision-makers that conserving biodiversity and ecosystem services are essential prerequisites for long-term growth and stability.
Humans are blessed with foresight, and we should be able to judge what actions benefit the environment on which we all depend, and which ones are seriously detrimental to the sustainability of life-support systems. Part of this will be a greater focus on calling attention to wasteful consumption and pollution, and the consequences of continuous economic growth regardless of the environmental consequences. Our future conservation champions should be encouraged to emphasize the imperative of using less of our natural resources and using them carefully, with particular focus on conserving water catchments, wetlands, woodlands and forests, and the many species of plants and animals which receive far too little attention, such as the pollinators so essential for food security.

Once again, it is a pleasure to report that the LWS continues to receive accolades from participants who have been on our courses that were for them a life-changing experience. Our educators deserve to be congratulated for this. It is not just what we teach but how we teach it that is of paramount importance. Here, the LWS is most fortunate to be able to call on a talented team of passionate and enthusiastic educators, many of whom are today widely recognised as truly inspiring mentors. They have the skills to inspire our future conservation champions to embrace the call to reduce wasteful consumption, passing on this imperative to others in their home communities.

The LWS is on the cusp of an exciting new phase of development with the move to the new site, and we must always remember that we are here because of the vision and enthusiasm of Dale Parker and Clive Walker. I know that the thousands of people who have benefitted from attending courses at the school, together with all of the present staff and board members, will join me in sending the Parker family our enormous appreciation for their ongoing, substantial financial support. The legacy they have left, which will be celebrated for many years to come, has been aptly encapsulated by the strategic advisor, Peter Strople, when he said: “Legacy is not leaving something for people. It is leaving something in people.”

I must also thank all our donors for their generous, ongoing support and thank my colleagues on the board for remaining so committed and enthusiastic in these difficult times. Finally, a big thank you to the staff of the LWS under the inspired leadership of Mashudu Makhokha. I have been impressed by their loyalty to the school and by their exemplary dedication to their duties.

Dr John Hanks | Chairman: Lapalala Wilderness School
The year 2022 will witness the emergence of a new Lapalala Wilderness School. This event marks a significant chapter in a story that began 37 years ago.

In 1981, we commenced with environmental education on the banks of the Lephalala River in the Limpopo province of South Africa. The school itself was founded in 1985 and, by the end of this year, over 140,000 children and many teachers would have passed through its doors. How the years have flown! What a tribute to the educators, past and present!

Today we stand on the cusp of a unique change. The school will be relocated to a property bought by Duncan Parker, son of Dale and Elizabeth Parker. Following Dale’s untimely death in September 2001, Duncan stepped into his father’s shoes and – along with Giovanni Ravazzotti – created the 48,000 ha Lapalala Wilderness. The reserve is now home to the Big Five; a feature that makes it necessary to relocate the school to a safer environment for education.

The new property adjoins the south-eastern boundary of the reserve and includes a magnificent section of the Lephalala River, with riverine forest, spectacular cliffs, ravines and savannah. This ideal setting not only fulfils all the requirements for our environmental education programmes, but also offers potential for research projects by future African conservation champions.

The new facilities are breathtaking in their concept, design and scale. Their development is a testament to the confidence of the founding family in the future of our country and its youth, and a commitment to instilling in these young people a culture of appreciation for the environment around them. What a transformation from the humble beginnings of a bush kitchen, campfire sleeping spot and a magnificent river where 10 children and one teacher embarked on this journey all those years ago.

The possibilities are endless.

Clive Walker | Patron: Lapalala Wilderness School
Brenda Thoka joined the Lapalala Wilderness School as an intern in 2011. She spent ten years in her role as an environmental educator, before being appointed as a teacher at the Kgaubohlali Secondary School in Skuilpad Village in the Bakenberg south circuit.

"Being young and new in any field can be overwhelming but Lapalala Wilderness School offered me countless opportunities to explore, grow and find my destiny. I had a chance to learn and understand the interconnected relationships between people and nature, the value of nature, the need for nature conservation and environmental education. I learned about the importance of being a lifelong teacher and a lifelong learner at the same time. Being an educator challenged me to be open-minded and to be willing to learn something new every day.

Over the past ten years I was constantly challenged to reach beyond my comfort zone, and I believe this is one of the reasons behind my numerous achievements and high aspirations. I have redefined my destiny and had the privilege to touch so many young lives. I am inspired to be the change that we so need to help people find their place in the world; to help young people discover their strengths and promote the value of nature.

I am truly grateful to the board of directors, the management and staff of the LWS for the numerous opportunities that contributed to my growth. I hope that, in future, many more people will benefit from their experience with the organisation. I aspire to become a professor in the field of education, but my values and ethics will always be guided by the ‘routes’ of the bush I walked for ten years in the Lapalala Wilderness."

BRENDA THOKA
It is very pleasing to report that, although the global health pandemic is not yet behind us, Lapalala Wilderness School (LWS) continued to weather it during 2021. Our environmental education programme continues to be a beacon of hope for the children and young adults of our society, for which our competent and hardworking staff deserve much praise for their achievements over the past 12 months. The reporting period has been a challenging, yet productive, year for the LWS. Government regulations and restrictions negatively affected an already ailing economy and education system; the latter continues to be plagued by stark inequality, poor teaching and chronic underperformance at the primary and secondary levels. I have confidence that the conservation champions we are nurturing will rethink how we teach in our society. We remain committed to assisting both the Basic and Higher Education Departments in dealing with learning losses from our schools in the coming years.

Our clients too – our children – have had to deal with all these challenges. They have had to contend with rotational learning to allow for social distancing in normally over-crowded classrooms, the loss of quality time with their friends and, in some cases, a loss of livelihood when breadwinners have lost their jobs. Some pupils, particularly those in KwaZulu-Natal and Gauteng, found themselves in even more difficult situations as they witnessed unrest and looting that left some schools in a state of disrepair.

Nevertheless, as an organisation, we have met and exceeded our targets in almost every area of endeavour, despite economic and pandemic-related uncertainty. The LWS has experienced a slow metamorphosis of sorts over the years, from the banks of the Lephalala River to the Moerdyk Farm. We now wait in anticipation for the completion of the new Lapalala Wilderness School, which will be opened in mid-2022. Our staff have been involved in the development of the new facility, from identifying the site to engaging with the design and construction processes. This has been a wonderful opportunity for us to learn and use all the lessons that have been accumulated by the school over its 37 years of existence.

Fundraising has become more and more difficult, as most of the major local and international donors are channelling their funds to urgently needed feeding programmes and poverty relief activities linked to mitigating the impacts of COVID-19.

The LWS continues to take the lead in environmental education and youth development programmes in our country. Our efforts aim to build on our rich history of transforming lives through nature and biodiversity-based programmes, and green skills development. In this reporting period, our clients have commended us time and again on the efficient and timeous delivery of our programmes. We remain committed to the achievement of our sustainable development goals within our local communities and the country at large. These goals will address inequality, the unrelenting exploitation of resources, and activities that cause environmental harm. We will work to balance our needs while also striving to build value in people’s perceptions of our planet.

Lapalala Wilderness School will give attention to the Paris Agreement arising from the United Nations Climate Change Conference (COP-26) in Glasgow, where political leaders representing more than 200 nations engaged in two weeks of discussions. Leaders are still at odds around a range of issues, including financial flows to compensate developing nations for climate-driven disasters. We understand that what we teach is of paramount importance: how we use energy in our homes and for travel; reducing waste and pollution; promoting recycling, and reducing our carbon footprint.
We have forged and nurtured many important relationships, enhanced our marketing and outreach, and entrenched ourselves as a respected and successful environmental education organisation.

One of these partnerships is with the organisation previously known as the Cape Town Environmental Education Trust (CTEET), now called the Sustainable Schools Programme, within the newly-branded Nature Connect. This programme provides a platform for schools throughout Africa to connect, share lessons and celebrate successes with each other.

The LWS has developed new relationships with Native Nosi (from African Honey Bee) and veteran beekeeper, Chris Nicklin. Given the vital importance of bees within the ecosystem, these partnerships offered an opportunity for LWS staff members to participate in courses concerning beekeeping. We are also grateful for the partnership we have with the Ford Wildlife Foundation, which opened doors for us to attend BEECON 2021, an annual conference of the South African Bee Industry Organisation (SABIO). We learned a lot from the one-day conference, which took place in the Vhembe district in Levubu. It was also a valuable opportunity to meet potential partners, with the result that the LWS will establish several beehives at its new site, for educational purposes.

Our new relationship with UK author Helen MacGregor, of LoveReading4Kids, will greatly assist LWS with the design of its learning materials, for both on-site and outreach education.

Finally, our partnership with Roots & Shoots is growing from strength to strength, with both organisations offering virtual training programmes for their local communities. We are especially delighted that Jane Goodall has participated as one of the celebrities on our income-generating project with Redrhino scarves, based in Ireland. We hope for a long-lasting relationship between ourselves, Jane Goodall, Roots & Shoots, and Redrhino.
The past 19 months have tested the resilience of all people worldwide, and the effects of COVID-19 will be felt for many years to come. Many children from private schools, particularly those who had lost family members, were able to use their wilderness experience as a therapeutic time and place during their personal grieving period. May the souls of their loved ones rest in peace.

LOCAL COMMUNITY SCHOOLS

We continued to support local schools by teaching in their classrooms as a way of responding to the challenge of lost teaching time (and teachers) due to the pandemic. During this time our staff have become acutely aware that there are many children who struggle to read with comprehension. So, I am delighted to report that our new reading club initiative is creating a buzz in our local schools. As a pilot scheme, we have established reading clubs at five local schools. We have found that these clubs not only facilitate reading, but also help develop social-emotional learning and self-motivation.

Reading books increases knowledge, enhances inventiveness, builds vocabulary and develops critical thinking skills, particularly in the early years when learning is easier and faster than at any later time of life. Reading is also key to a learner’s mental and emotional growth. Unfortunately the school-leaving examination results at rural government schools in South Africa are generally disappointing. One reason for this is the poor standard of reading with comprehension at an early age. It is a worldwide phenomenon that poorly developed, oppressive reading instruction results in learners developing negative attitudes towards this essential skill. We are hopeful that our reading clubs will inspire children to read for the pleasure of it!

FEE-PAYING SCHOOLS

Our relationship with private schools continues to grow. In the year under review, we are very pleased to report that most of the private schools that were unable to visit the LWS in 2020 have started returning, albeit in smaller groups as required by lockdown regulations. They have unanimously remarked on their ‘house fatigue’ and how they had missed visiting Lapalala. We hope that the fourth wave of COVID-19 will not deprive learners of the opportunity to visit us in the coming year.

Two perennial questions informed the activities that we planned for the year 2020/2021: Are we doing enough and can we do more to change behaviours and attitudes, and lead people to greater care for their environments?

I understand that children who have participated in our outdoor environmental education programmes are more likely to embrace pro-environment behaviours and attitudes as they develop in their adult lives. We are regularly reminded of this by personal testimonies. Recently, we were approached by a woman at a shopping mall in Gauteng. She had seen our branded vehicle and ran over to tell us how her childhood experience at the LWS had influenced her behaviour and attitude towards sustainable living ever since. Many more people are following our radio broadcasts and continue to share their positive stories on our social media platforms.

An integral part of education is to ensure that young people are able to read, write and are competent in mathematics. It is not the responsibility of the LWS to address deficiencies in these subjects amongst the children who visit the school. However, our mission to advance environmental education makes it necessary to provide assistance where we can. Our team must be congratulated for the extra work they have been doing with local schools to improve these basic skills.
THE SUSTAINABLE SCHOOLS PROGRAMME
A strategic decision was taken to leave the Eco-Schools programme and join the newly launched Sustainable Schools Programme, offered by Nature Connect. This is a holistic approach to education for sustainable development and aims to cultivate sustainable development practices in a way that is locally relevant for South African schools. This programme combines instruction through an online platform with face-to-face engagements and repeat environmental education sessions to provide ongoing support to participants. The LWS is supporting 39 schools, 370 educators and approximately 10,874 learners through this programme.

TERTIARY EDUCATION PROGRAMME
Throughout the past year our external lecturers continued to impart knowledge to visiting tertiary students (usually post-graduate and honours students) and to provoke insightful discussions. The most topical issues have been conservation and the environment. In this reporting period we hosted two tertiary groups from the University of Venda and Centurion Academy, and provided the practical components of their conservation-related curricula. These two tertiary programmes are influential in producing well-rounded, trained individuals who can make a positive contribution to society. We are confident that, after the successful completion of their programme at the LWS, students can perform essential tasks independently, make decisions and solve problems related to environmental management, conservation management, nature reserve management and the management of natural areas in general. Some of these visiting tertiary students might return to the LWS as interns.
INTERNATIONAL WORLD RHINO DAY
The poaching scourge continues to impact reserves and national parks, in terms of its extent, swiftness and brutality. Frequently their response is reactive, as opposed to proactive (with operations focused on the ground), and neglects the voices of children and youth. The younger generation can often participate in finding ways to solve this critical problem.

For the past six years, the LWS has partnered with the MySchool MyPlanet MyVillage programme, the Endangered Wildlife Trust and many local organisations, to host a public speaking competition to celebrate World Rhino Day. We are aware that rhino horn trafficking is linked to organised criminal platforms around the world. The LWS continues to recognise the critical role which young people must play as guardians of our future.

The annual public speaking contest has a huge impact on participants. It addresses the perception amongst local communities that biodiversity does not deliver tangible socio-economic benefits, particularly to the poor. It is through this competition that communities experience visible social upliftment and the empowerment of the younger generation. Young people attain critical thinking skills and become involved with solving real issues, like rhino poaching. The incentives are greatly appreciated by all participants. Our province, Limpopo, is one of the poorest in the country and has limited resources for teaching and learning. The public speaking competition provides opportunities to close a number of these resource gaps: the lack of proper uniforms, study aids and access to technological equipment. While the contest offers valuable prizes in the form of laptops for the winning speakers, which enhances their educational opportunities, the real prize is the overall engagement with critical conservation topics. In addition, participants go on to become ambassadors for rhinos in their local communities, speaking out against poaching and acting as eyes and ears on the ground.

The 2021 competition was held on 24 September in the LWS Interpretive Centre and attracted 33 learners from different high schools in the Waterberg. Each competitor had between three and five minutes to speak on the following topic: What are the social, political, and economic impacts of rhino poaching in South Africa? Each of the learners developed an argument and presented possible solutions to the impacts and challenges. Each speaker was assessed objectively, based on ten criteria, by a panel of four judges from different collegial organisations: Leticia Motshegwa of the Waterberg Biosphere Reserve, Jessica Babich of the Waterberg Nature Conservancy, and Ndifulani Mulaudzi and Kerushka Pillay of the Endangered Wildlife Trust. This is an exceptional event. It is conducted in such a way that it stimulates a genuinely competitive spirit, while at the same time encouraging new levels of networking, interest and discussion among a wide range of community schools.

CONFERENCES
The LWS participated in the 39th annual conference of the Environmental Education Association of Southern Africa, held in June. This was the second online conference hosted by the Mauritius Institute of Education (MIE). The highlight of the event was the debate on rethinking education for sustainability in an era of uncertainty, which looked at opportunities and challenges. LWS also made positive contributions to a further five conferences, from the World Conservation Congress to the Business of Conservation Conference (organised by the ALU School of Wildlife Conservation). All these conferences have given rise to new ideas on how to improve elements of our programmes, including the out of school youth programme and building resilient wildlife economies. In 2022, we will implement many of the ideas and lessons learned from our attendance at these conferences.

NEW OPPORTUNITIES FOR THE LWS
Young people are very anxious about the future of the planet but are unable to see a way to make a difference. The LWS shows them that their contributions to citizen science are a way to start that process. We continue to encourage learners and communities to become citizen scientists, through our birding clubs, the adopt-a-river campaign and the iNaturalist online platform. On 27 November 2021, all our bird clubs participated in BirdLife South Africa’s 37th Birding Big Day. We are also looking forward to supporting the newly launched Waterberg Biodiversity Programme and contributing to documenting the plant and animal life of the Waterberg.

We are in the final stage of accreditation with the Culture, Art, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA), having started with the resource guardianship course and the hospitality management course.

We are introducing beekeeping as an activity on the grounds of our new school site. Bees are vital to the preservation of ecological balance and biodiversity. They provide one of the most recognisable ecosystem services – pollination – which is what makes food production possible. Staff members at the LWS have attended a beekeeping course to learn how to begin to maintain bee colonies, commonly in man-made hives.
NEW SITE FOR THE LWS

We are in the process of completing a superbly designed, off-grid campus, which we hope to complete by the middle of 2022. The construction is on schedule and we are happy with the progress to date.

It has been a valuable learning process to have been involved in a project of this magnitude, from design through to construction. I am grateful to our architects, Local Studio and Urban Design, together with Mike Buskeys in charge of the construction team, who have made the journey easier and enjoyable. Words cannot express how grateful we are to the Mapula Trust, which has generously funded the acquisition of a portion of land adjoining the Lapalala Wilderness Reserve, with magnificent vegetation, aspects and terrain. The vegetation alongside the Lephalala River provides suitable habitat for the narina trogon, African crowned eagle, martial eagle and African finfoot. Finally, we are more than appreciative of the support we have received from Giovanni Ravazzotti, and the Italtile and Ceramic Foundation.

SINCERE THANKS

The staff of the Lapalala Wilderness School would like to extend their gratitude to the patron, board and executive committee, and to the Parker family. I know that the LWS board will join me in placing on record our enormous appreciation and thanks to the Parker family for the continuous support that will be celebrated for many years to come.

Finally, I would like to thank all our donors for their support during the year and, above all, to extend my personal thanks to the staff at the LWS, who have made a magnificent effort within the exceedingly difficult constraints of the COVID-19 pandemic.

MASHUDU MAKHOKHA

Mashudu Makhokha | Director: Lapalala Wilderness School
The Lapalala Wilderness School has developed a learning culture that requires a great deal of time and effort, but delivers impressive results over time. In this reporting year several staff members have engaged in online learning which, if it is not managed properly, could have an impact on operational work time. We have made careful decisions that enable our employees to gain the knowledge and abilities they need to perform at their best, better satisfy the needs of our clients, and help the LWS to grow.

The following staff members have engaged in further studies:

- Frans Phago acquired an online diploma in an electrics course, while Stanley Mello is currently completing the same course.
- Paulinah Chauke and Letty Maluleke completed an online course on food hygiene, a hospitality management course, a beverage management course, and a course on English for tourism (hotel reception and front of house).
- Eight LWS staff members (four of the education team members, the Sustainable School Programme coordinator, two hospitality staff members, and one maintenance staff member) have trained for a Comprehensive Accredited Level 3 first aid course.
- Mashudu Makhokha completed an online Diploma in Human Resource Management and a course in operational management.
- Tsumbedzo Munarini continued with his Master’s degree in Environmental Management and a Postgraduate Certificate in Education.
- Ntsako Maluleke studied online for a Diploma in Food Safety and Hygiene, finance for non-financial managers, and a Certificate in Public Administration.

**STAFF RESIGNATION**

We take pride in seeing most of our staff members enter our gates as interns and develop over a period of years. The LWS invests time and resources in the lives of our staff members. However, as part of our mission to identify and nurture Africa’s future conservation champions, we also take pride in seeing them find new opportunities.

Our congratulations go to Brenda Thoka, who has moved on to a position as a teacher at the Kgaubohlali Secondary School in Skuilpad Village in the Bakenberg south circuit. Brenda leaves us after more than 11 years. It is always difficult to say goodbye but we must acknowledge that, given the quality of the LWS internship programme and our standards in general, many employers are constantly hoping to recruit our staff. This fortifies our resolve to continue improving our internship and learnership programmes.

We were sad to lose two of our board members, Peter Tsheola and Phoebe Anderson, in this reporting year. Peter enjoyed a 28-year relationship with the LWS, initiated by the teachers’ training programme in collaboration with the Delta Environment Centre. We shall miss Peter’s ability to link the LWS with provincial and national environmental education strategies. Phoebe will be greatly missed by all at LWS. She selflessly gave much of her private time to enhance the activities and reputation of the school. We wish Peter and Phoebe all the very best in their future endeavours.
Jon Gunning first attended the Lapalala Wilderness School as a 10-year-old boy. He was one of the first school children to visit the school after it was officially founded in 1985. Today, he is a senior master at St John’s Preparatory; a school that celebrates a long history with the Lapalala Wilderness School.

“In 1985, I was among one of the first school groups that visited Lapalala. Our class spent two nights in A-frame tents or under the stars on the banks of the Palala River. We swam and went ‘bum-sliding’, and revelled in the privilege of exploring our natural classroom. For our final night, we hiked for what felt like the whole day (to a 10-year-old boy) to reach the most wonderful treehouse.

I have vivid memories of our time at Lapalala. I still recall the trick of sucking on a rock – preferably clean – to prevent thirst! I remember the campfires with marshmallows and the camaraderie of classmates, but most of all the silent peacefulness of being in the bush. When I reminisce with those old friends, they remember that their love for the outdoors was born on that trip.

Over the years, the campsite was developed and the sleep-out spot was established. I was recently fortunate to be given a tour of the new Lapalala Wilderness School. It is spectacular! The board and leadership team of the LWS have conceptualised and built a world-class facility. I cannot wait to see how the school continues to change the lives of South African school children as they are introduced to the bush.

St John’s Prep is privileged to have such a fruitful relationship with Lapalala Wilderness School, and I know that the bush classroom remains a life-changing opportunity for many of our boys. Lapalala and its unique experience lives on in all of us.”

JON GUNNING
To the members of Lapalala Wilderness School

OPINION
The summarised financial statements, which comprise the summarised statement of financial position as at 30 June 2021, the summarised statements of comprehensive income, changes in equity and cash flows for the year then ended, and related notes, are derived from the audited financial statements of Lapalala Wilderness School (NPC) for the year ended 30 June 2021.

In our opinion, the accompanying summarised financial statements are consistent, in all material respects, with the audited financial statements, in accordance with International Financial Reporting Standards for Small and Medium-sized Entities (IFRS for SME’s), and the requirements of the Companies Act of South Africa as applicable to summarised financial statements.

SUMMARY FINANCIAL STATEMENTS
The summarised financial statements do not contain all the disclosures required by the International Financial Reporting Standards and the requirements of the Companies Act of South Africa as applicable to financial statements. Reading the summarised financial statements and the auditor’s report thereon, therefore, is not a substitute for reading the audited financial statements and the auditor’s report thereon. The complete annual financial statements and the audit report thereon will be available at the offices and website of Lapalala Wilderness School (NPC).

DIRECTORS’ RESPONSIBILITY FOR THE SUMMARISED FINANCIAL STATEMENTS
The directors are responsible for the preparation of the summarised financial statements in accordance with International Financial Reporting Standards for Small and Medium-sized Entities (IFRS for SME’s) of the Companies Act of South Africa as applicable to summarised financial statements and for such internal control as the directors determine is necessary to enable the preparation of the summarised financial statements that are free from material misstatement, whether due to fraud or error.

AUDITOR’S RESPONSIBILITY
Our responsibility is to express an opinion on whether the summarised financial statements are consistent, in all material respects, with the financial statements based on our procedures, which were conducted in accordance with International Standard on Auditing (ISA) 810 (Revised), Engagements to Report on Summarised Financial Statements.

L. MARSH
VENTER AND CO
REGISTERED AUDITORS
IRBA Reg. No. 930512
SAICA PR. No. 23241
Registered Auditor
Date: 15 November 2021
### LAPALALA WILDERNESS SCHOOL NPC 2005/022175/08

#### STATEMENT OF FINANCIAL POSITION

**AT 30 JUNE 2021**

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<tr>
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<th>2021</th>
<th>2020</th>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
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<tr>
<td>Non-current assets</td>
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<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>2,702,426</td>
<td>2,311,536</td>
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<td>Sustainability fund</td>
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<td>Current assets</td>
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<td>Inventories</td>
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<td>Trade and other receivables</td>
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<tr>
<td>Cash and cash equivalents</td>
<td>997,753</td>
<td>541,411</td>
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<td><strong>TOTAL ASSETS</strong></td>
<td>3,714,794</td>
<td>2,854,443</td>
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| **EQUITY AND LIABILITIES** |       |       |
| Equity                    | 3,630,833 | 2,692,504 |
| Retained income           | 3,630,833 | 2,692,504 |
| Liabilities               |       |       |
| Non-current liabilities   | 23,765 | 27,055 |
| Funds                     | 23,765 | 27,055 |
| Current liabilities       | 60,196 | 134,883 |
| Trade and other payables  | 40,736 | 75,289 |
| Provisions                | 19,460 | 59,593 |
| **TOTAL EQUITY AND LIABILITIES** | 3,714,794 | 2,854,443 |

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#### STATEMENT OF COMPREHENSIVE INCOME

**FOR THE YEAR ENDED 30 JUNE 2021**

<table>
<thead>
<tr>
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<th>2021</th>
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<tbody>
<tr>
<td><strong>REVENUE</strong></td>
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<td>Fee-paying schools</td>
<td>4,361,705</td>
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<td>Donation income</td>
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<td><strong>OTHER INCOME</strong></td>
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<td>Costs recovered</td>
<td>24,836</td>
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<td>TERS: Covid-19 relief</td>
<td>727,935</td>
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<td>Insurance claim received</td>
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<td>Interest received</td>
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<td><strong>GROSS INCOME BEFORE EXPENSES</strong></td>
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<td><strong>OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting and audit fees</td>
<td>4,225,656</td>
<td>4,900,975</td>
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<td>Bank charges</td>
<td>12,000</td>
<td>16,744</td>
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<td>Board of directors’ expenses</td>
<td>135,886</td>
<td>386,521</td>
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<tr>
<td>Catering supplies</td>
<td>19,142</td>
<td>38,616</td>
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<tr>
<td>Cleaning</td>
<td>409,482</td>
<td>409,482</td>
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<tr>
<td>Computer expenses</td>
<td>340,936</td>
<td>409,482</td>
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<tr>
<td>Depreciation</td>
<td>22,304</td>
<td>16,640</td>
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<tr>
<td>Education resources</td>
<td>1,000</td>
<td>1,455</td>
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<tr>
<td>First aid expenses</td>
<td>23,234</td>
<td>–</td>
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<tr>
<td>Fuel and oil</td>
<td>21,082</td>
<td>195,695</td>
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<tr>
<td>Impairment losses: Assets written off</td>
<td>181,617</td>
<td>208,107</td>
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<tr>
<td>Legal fees</td>
<td>8,999</td>
<td>9,000</td>
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<td>Licences and permits</td>
<td>899</td>
<td>7,810</td>
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<tr>
<td>LWS use of Kolobe</td>
<td>14,850</td>
<td>310</td>
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<tr>
<td>LWS shop expense</td>
<td>–</td>
<td>87</td>
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<tr>
<td>Memberships</td>
<td>35,220</td>
<td>–</td>
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<tr>
<td>Printing and stationery</td>
<td>5,877</td>
<td>59,047</td>
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<tr>
<td>Repairs and maintenance</td>
<td>127,313</td>
<td>195,695</td>
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<td>Safety expenses</td>
<td>35,127</td>
<td>35,127</td>
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<td>Staff expenses</td>
<td>202,691</td>
<td>1,093,940</td>
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<td>Staff training</td>
<td>8,769</td>
<td>12,683</td>
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<td>Telephone and communications</td>
<td>26,140</td>
<td>49,923</td>
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<tr>
<td>Transport: Community schools</td>
<td>83,174</td>
<td>200,874</td>
</tr>
<tr>
<td>Travelling</td>
<td>24,836</td>
<td>35,127</td>
</tr>
<tr>
<td>Youth development programme</td>
<td>384,071</td>
<td>44,638</td>
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<tr>
<td><strong>SURPLUS / (DEFICIT) FOR THE YEAR</strong></td>
<td>938,328</td>
<td>(317,046)</td>
</tr>
</tbody>
</table>
Thank you

A SINCERE THANK YOU TO OUR DONORS

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01 MAKE A DONATION
Donors enable the work of the Lapalala Wilderness School. Visit our website to make a secure online donation or download our banking details for an electronic funds transfer.

02 LEAVE A BEQUEST
By leaving a bequest to the Lapalala Wilderness School, your legacy will help us to raise a generation of conservation champions. Please contact us if you are considering a bequest in your will.

03 CONSERVATION AND COFFEE
Your next cup of coffee could help us nurture a conservation champion. The Bean There Coffee Company will donate a percentage of the value of your order to the school. Visit www.beanthere.co.za, place your order and insert the code LAPA before making payment.

04 REDRHINO SCARVES
Redrhino works with talented artists and photographers to create unique, printed scarves. The profits generated from the sale of Redrhino scarves contribute to the running of the Lapalala Wilderness school. Visit the online shop at www.redrhinoembracewilderness.org for more information.
Sifundo Sibiya hails from a small village called Nondweni in Nquthu which is located in the northern part of KwaZulu-Natal (KZN). He is currently the head of WESSA’s two education centres as a centre principal at Bush Pigs Outdoor Education Centre and centre principal of uMngeni Valley Nature Reserve and Education Centre. He is also conducting his scientific research at Lapalala Wilderness, focusing on water quality assessments along the Palala River. He currently contributes to the twitter handle #peoplecaringfortheearth.

“Growing up, I always wanted to work as an environmentalist. My passion has always been driven by my love for plants and animals, and geography in general. Lapalala Wilderness School opened doors for me when I got the opportunity to enrol as a work integrated learning (WIL) student in 2013. Upon my arrival, I was integrated into a dynamic team of environmental education officers with quite diverse skills. I vividly remember joining my colleague, Johannes Monyeki, as he led a hike to baboon rock. I was blown away by his depth of knowledge and his ability to guide and interpret the wonders of nature to young school children. Isn’t that special? What a legend! From that day on, I started to learn from all my colleagues and guest lecturers, such as Mr Richard and Dr Lyn Wadley, Dr John Hanks and Mr Clive Walker. After I had completed my WIL year, I was fortunate to be offered a position as an educator. The role allowed me to grow and start facilitating across all levels, from primary schools to tertiary institutions. I appreciate the Parker family, Dr John Hanks, the team and all the board members of the LWS for their contributions towards my career as a conservation scientist. Everything I do is inspired by these people.”

SIFUNDO SIBIYA
BOARD OF DIRECTORS
Dr John Hanks (Chairman)
Mr Richard Wadley (Deputy Chairman)
Mr Mike Gregor
Mr Peter Anderson
Ms Rose Mosiane
Mr Anton Walker
Ms Ntokozo Mbuli
Ms Phoebe Anderson (resigned November 2021)
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COMPANY SECRETARY
Joan Cameron

PATRON
Clive Walker

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Irene Mbedzi (intern), Naledzani Matsheka (intern)
Hospitality Staff: Ntsako Maluleke (manager), Paulinah Chauke,
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FOR FURTHER INFORMATION
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