



Spitskop Special Needs School Non-profit Annual Report | 2015



SPITSKOP SPECIAL NEEDS SCHOOL

Registration Number: 2012/104129/09

NPO NUMBER: 117 035

PBO NUMBER: 930040465 (Section 18A)

BB-BEE Compliant

EMIS NUMBER: 961104300

www.spitskopspecialneedsschool.com

office@spitskopschool.com

Contact Details: Salomien Snyman

Cell Number: 072 463 3657

Message from the Chairman

Spitskop Special Needs School opened its doors on the 11th February 2013. The school is situated in Thabazimbi and the first of its kind in the Waterberg District. We are a non-profit organization with Section 18A status, a Public Benefit Organization and B-BBEE certified. The school currently has no formal financial anchor and all funds received has been utilised towards the school and its expenses. We have been registered with the department of education, our EMIS number is 961104300 as a private special need school and still receive no funding from the Government.

The school provides care, stimulation and education for children with pervasive developmental disorders, such as Autism, Down's syndrome, Epilepsy, Brain damage, Cerebral Palsy, learning barriers and other problematic medically diagnosis that affect normal development. The development of basic life skills and cognitive stimulation is very important and most of these children lack communication skills and therefore do not understand the world that they are living in. Our aim is to develop these children to the best of their ability. Our aim is to enable them to function in society and one day possibly becomes a contributing member of society.

We also started an Academic Orientated Centre for children that could not "cope" with the high demands of main stream schooling. After careful evaluation, these children were divided into two groups. The first group follows an 80% CAPS / 20% Life skills curriculum. Our aim is that they obtain a National Senior Certificate. The second group, Vocational group 50% CAPS / 50% Life skills and they will be placed into Specialized Centres where they will learn a craft (Skills Development Centres). These children have a need for an educational system that offers learners classes with fewer learners in a class and assistance with one-on-one education, should it be required.

The school approaches the task holistically to develop and educate these uniquely challenged children's problems. Besides cognitive and academic stimulation, we spend a lot of time outdoors. We have a greenhouse tunnel which is nurtured and maintained by the children. Organized outside activities and play, plays an important and enormous role for these children's social development. They also care for the farm animals and their basic sense of responsibility is developed. We have a temporarily erected swimming pool where the children learn basic water safety, exercise and have a lot of fun. Two Jungle Gyms and a Trampoline also provide exercise through play. The school offers a unique service to teach children to enjoy outside play, to socialise and share and to take responsibility by caring for animals.

The school have a feeding scheme in place that provides two meals per day. A well-equipped Physical therapy room, one-on-one program, learn through play, educational games (the games addresses specific developmental problems). Part of the skills development program is Kitchen Activities, where the children learn the basic skills of cooking as well as kitchen safety. Computer literacy is also part of the development program. Spitskop Special Needs School's aim is to provide all of the above to the best of its ability.

Thanks for reading.

Salomien Snyman
Chairman of the Board



Our Vision and Mission

Main Function

- The main function of this organization is to promote, develop and sustain services for the welfare, training and education of learners with pervasive developmental disorders to the best of their abilities and in doing so preparing them to live a functional adult life.
- To assist children with learning barriers to reach their full potential.

Vision

- To give children with pervasive developmental disorders equal opportunities to fully develop their potential, irrespective of their race or background.
- This must be achieved while still maintaining the child's sense of dignity and self worth and the knowledge that he/she is a unique individual.
- The children should have faith in their own abilities, combined with a feeling of belonging within the community.
- Their families and the community must be educated to understand and accept them.
- The biggest goal is to see these children become adults that contribute to, and have a rightful place in, society.

Mission

- Establishing a school that operates as a learning Centre for children with pervasive developmental disorders;
- Above mentioned Centre must have exceptional facilities, educated and committed staff and therapists to promote, develop and sustain services for the welfare, training and education of learners with pervasive developmental disorders
- Provide training on a continuing basis for staff members and encourage employees to acquire relevant qualifications through further education.
- Early intervention for children with pervasive developmental disorders;
- Collaborate with local and governmental authorities as well as other appropriate bodies and people in pursuance of its objectives.
- Develop and maintain advisory and support services for families.
- Foster and maintain close links with the community to prevent isolation of the learners and also to enlist their support.
- To create awareness for the plight of these children and in doing so getting government more involved to stop the gross neglect of these children.
- **Our beneficiaries are:**
 - Children with pervasive developmental disorders and other problems that affect normal development;
 - Children with learning barriers, referred to us by the local main stream schools;
 - The immediate families and primary caregivers of these children;
 - The local schools and health care workers.

PHASE 1 (OBTAINING PREMISES)



Through a kind donation from an anonymous donor the school was able to purchase the land to open Spitskop Special Needs School. The property was secure with access to borehole and the house on the property was quickly renovated to turn it into a school. There is more than enough space for this school to grow into one of the top special needs schools in the Limpopo District. Our location is also a perfect environment to teach these very special children.

PHASE 1 (ADDITIONAL CLASSROOMS)



Through various tough fundraising programs and very generous donors, the school managed to raise enough funds to add additional classrooms as there was an overwhelming need. We had such an influx of learners and referrals from other mainstream schools that within 2 months of opening we reached maximum capacity. This caught us off guard and we had to urgently find capital to build additional classrooms. The school is still struggling to accept learners as we have reached full capacity again. Unfortunately the school still can't offer all the services that we would like to, like speech and occupational therapy, as we don't have access or capital available to employ and re-locate professionals to our school and these services are not available in Thabazimbi.

PHASE 1 (IMPLEMENTATION OF OUTDOOR ACTIVITIES)

Spitskop Special Needs School was fortunate enough to receive donations to implement various outdoor activities and skills development programs for the learners. One greenhouse project to teach the learners how to plant, care for and prepare the foods they eat. This helps them understand where produce comes from and encourages them to eat healthy as they have grown their own food. Outdoor activities like jungle gym, trampoline, horse riding and jumping castle encourages the learners to get physical exercises and the learners learn about following a healthy lifestyle and other learners utilize the outdoor equipment to develop and strengthen their muscles. Our feeding scheme that has been able to continue due to our local community have offered and ensured that all children eat a balanced and healthy meal twice a day. In the summer months they dine under the trees or take their food on a hike and go picnic on the farm.



Outdoor activities like puppet shows, teaches the children to listen and to interact with people. The school's holistic approach in teaching methods makes these changes that are usually difficult for these unique children, easier. The school has also taken a bus trip through to Marakele Park as an outing to give the children exposure to activities that they normally would not be able to do. These outings are done often as the school does not have the finances to do this. We were fortunate enough to have received donations for the trip and the children have remembered this trip well and still speak fondly of their experience.



Outdoor art and play is an intricate part of our education system. We often have fun making objects and the children enjoy putting their own creativity to work. Usually these outdoor art projects are enjoyed by children and educators alike and we utilize materials that are recycled teaching the children how to make use of anything you can find and making something out of it. They also put on plays and "shows" to encourage them to enjoy themselves and how to work together. Drama is used to allow the children to release their inner voice and to share the attention and to improve their speech and creative thinking.

The children at Spitskop Special Needs School feel that they belong and enjoy coming to school. Some learners can't wait to go to school in the mornings and they are very attached to their teachers. This safe environment also gives the parents peace of mind knowing that their children are well looked after and most of our learners have shown such growth that it can only be described as a miracle.

Program Impacts

Educational Needs:

There is currently:

- No formal educational structure for learners with developmental and intellectual disabilities in Limpopo district.
- An absence of professional skills to intervene with the individual's specialized needs
- An absence of knowledge about managing disabilities in all spheres of society from the individual up to huge corporate bodies;
- An absence of understanding from the general public, which leads to stigmatization of the child with disability.

Financial/Sustainability needs:

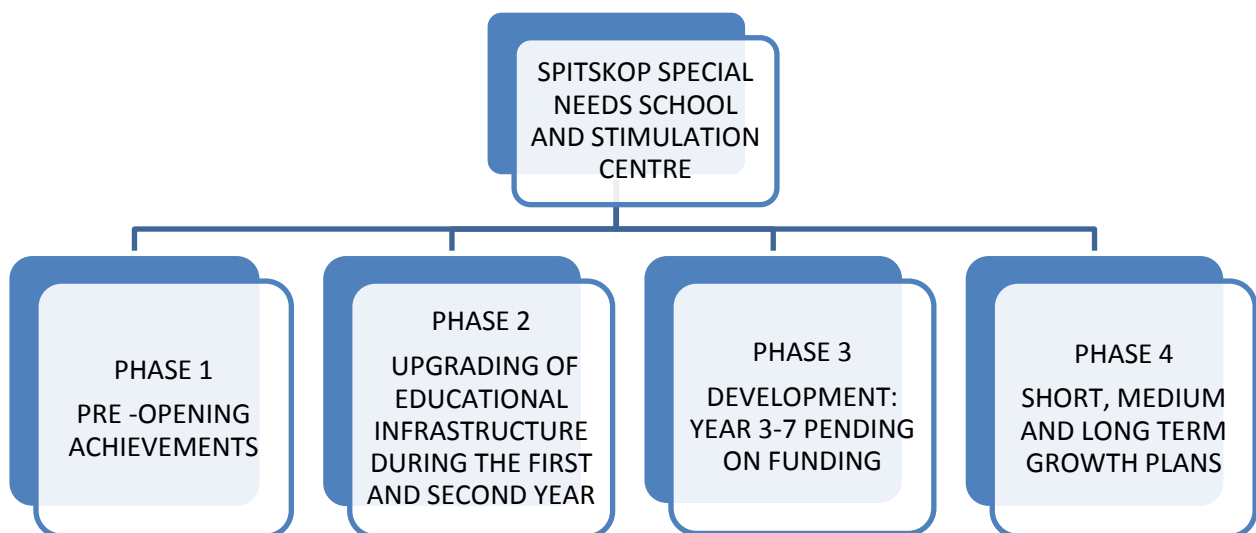
There is currently:

- An absence of sustainable independent and public service providers;
- A tendency that the corporate world will rather support causes that's less stigmatized and more "fashionable".
- A ratio of seven children with two educators per class -high quality education but extremely costly;
- Affordable school fees;
- 50% learners attending school for free;
- Subsidized transport fees for children from rural areas;
- No financial anchor.

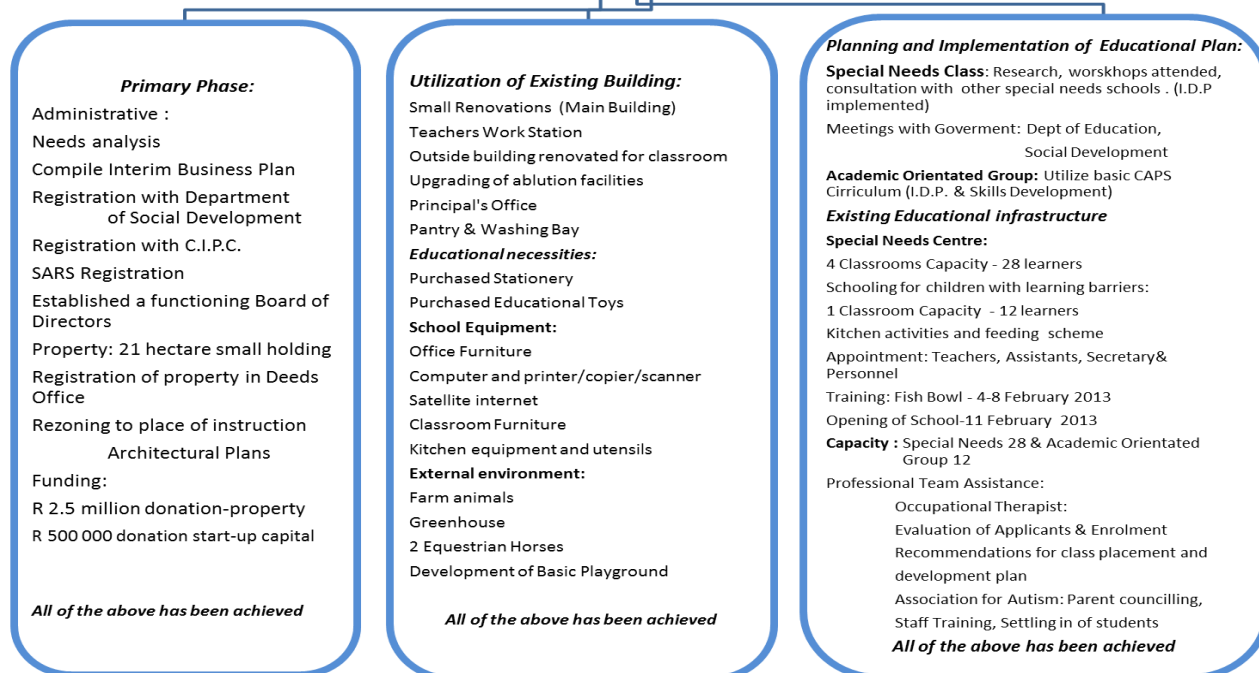
Ethical Value

- The school will not discriminate on grounds of race, faith or gender when evaluating learner applications for entrance.
- The school will not discriminate on grounds of race, faith or gender when evaluating applications for posts at the school.
- The committee will function in-line with the "Code of Good Conduct – Non-Profit Organizations" to ensure proper management and responsibility.
- Spitskop Special Needs School will respect others, ensure equal opportunities and apply righteousness in all our actions in order to promote the spirit of unity.
- The school will promote acceptance and respect for the diversity of people and draw strength from this diversity.

STRUCTURE OF SPITSKOP SPECIAL NEEDS SCHOOL

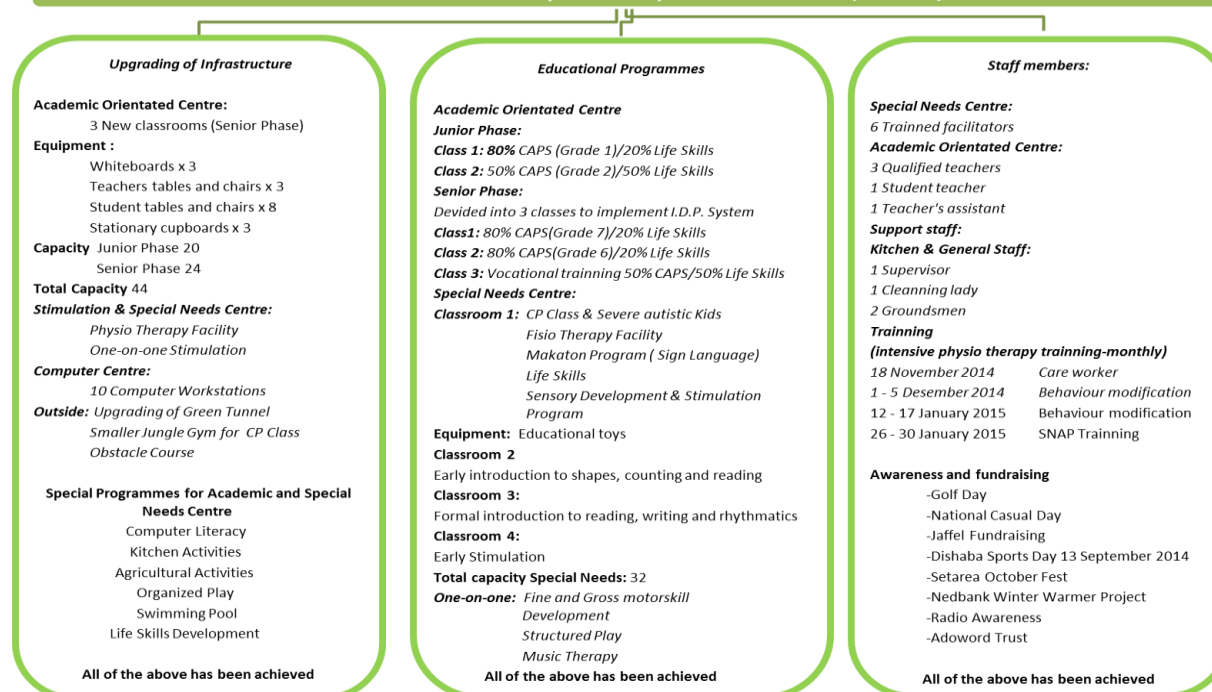


PHASE 1 : PRE-OPENING ACHIEVEMENTS (2010-2012)

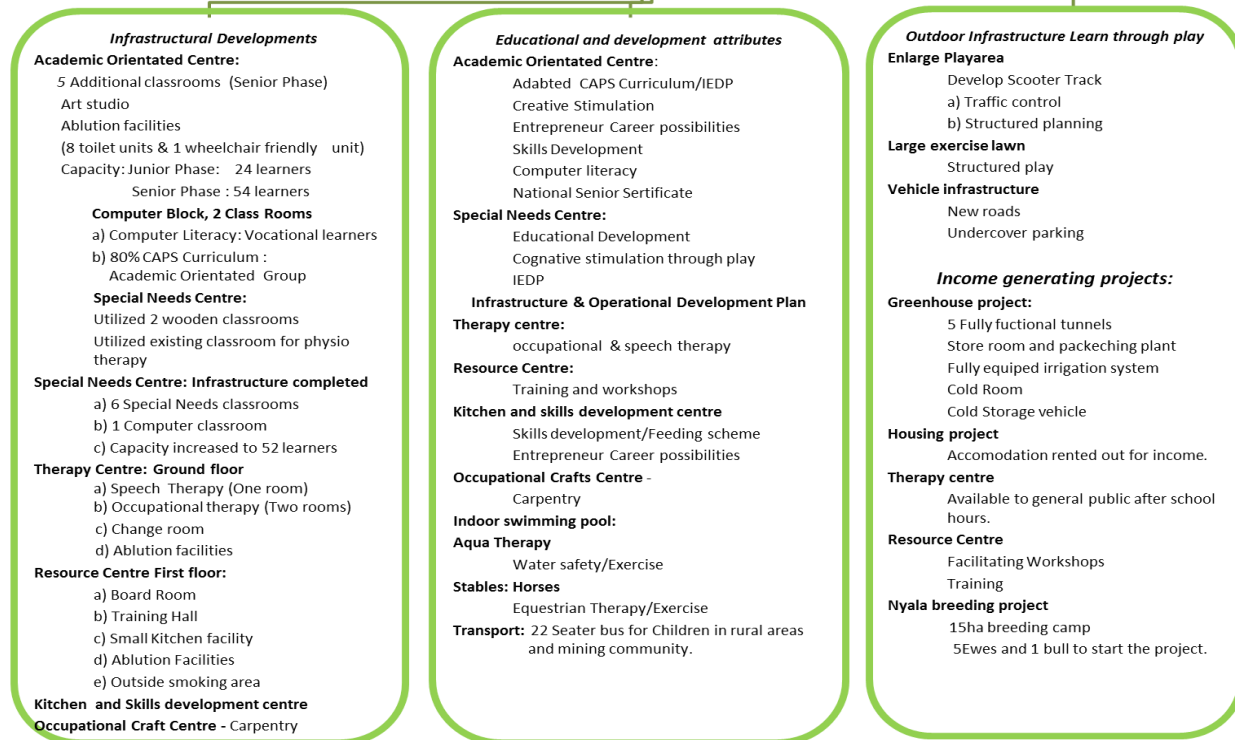


Spitskop Special Needs School has been very fortunate to have raised funds to have grown and achieve so much. It was however not without lots of hard work and extreme stress due to the fact that additional pressure was placed on the school due to demand. We are however still not out of the woods and working systematically towards our ultimate goal of completing the Centre.

Phase 2: Development plan: Year 2 (2014)



Phase 3: Development: Year 3-7 depending on funding



PHASE 4 : SHORT, MEDIUM AND LONG TERM GROWTH PLANS



Spitskop Special Needs School NPC

(Registration number 2012/104129/08)

Annual Financial Statements for the year ended 28 February 2014

Statement of Financial Position as at 28 February 2014

| Figures in Rand | Note(s) | 2014 | 2013 |
|-------------------------------------|---------|------------------|------------------|
| Assets | | | |
| Non-Current Assets | | | |
| Property, plant and equipment | 2 | 2,500,000 | 2,513,855 |
| Current Assets | | | |
| Cash and cash equivalents | 3 | 184,036 | 395,846 |
| Total Assets | | 2,684,036 | 2,909,701 |
| Equity and Liabilities | | | |
| Equity | | | |
| Accumulated surplus | | 2,652,642 | 2,374,223 |
| Liabilities | | | |
| Non-Current Liabilities | | | |
| Other financial liabilities | 4 | - | 500,000 |
| Current Liabilities | | | |
| Other financial liabilities | 4 | 26,898 | 35,476 |
| Accruals | 5 | 4,497 | - |
| | | 31,395 | 35,476 |
| Total Liabilities | | 31,395 | 535,476 |
| Total Equity and Liabilities | | 2,684,037 | 2,909,699 |

Spitskop Special Needs School NPC

(Registration number 2012/104129/08)

Annual Financial Statements for the year ended 28 February 2014

Statement of Comprehensive Income

| Figures in Rand | Note(s) | 2014 | 2013 |
|--|---------|------------------|------------------|
| Funds received | | | |
| Donations received | | 1,176,515 | 2,538,416 |
| School fees | | 175,590 | 3,400 |
| Fundraising income | | 120,264 | - |
| | | 1,472,369 | 2,541,816 |
| Operating expenses | | | |
| Accounting fees | | 2,992 | - |
| Bank charges | | 5,296 | 1,237 |
| Cleaning | | 3,039 | 406 |
| Computer expenses | | 8,171 | 6,969 |
| Consulting fees | | 50,460 | 8,000 |
| Curriculum expenses | | 3,051 | - |
| Depreciation, amortisation and impairments | | 21,875 | - |
| Employee costs | | 763,348 | 44,300 |
| Entertainment | | 73 | 81 |
| Feed for animals | | 3,052 | 181 |
| Feeding scheme | | 21,576 | 56,029 |
| Fines and penalties | | 413 | - |
| Fundraising expenses | | 95,406 | - |
| IT expenses | | 1,926 | - |
| Loose tools | | 4,195 | 809 |
| Motor vehicle expenses | | 4,546 | 2,233 |
| Municipal expenses | | 31,968 | 11,446 |
| Postage | | 810 | - |
| Printing and stationery | | 23,112 | 128 |
| Repairs and maintenance | | 80,488 | 23,163 |
| Staff welfare | | 7,145 | 2,561 |
| Telephone and fax | | 954 | 50 |
| Training | | 60,054 | 10,000 |
| | | 1,193,950 | 167,593 |
| Surplus for the year | | 278,419 | 2,374,223 |
| Total Surplus for the year | | 278,419 | 2,374,223 |

Spitskop Special Needs School NPC

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Annual Financial Statements for the year ended 28 February 2014

Statement of Changes in Equity

| Figures in Rand | Accumulated surplus | Total equity |
|------------------------------------|---------------------|------------------|
| Total surplus | 2,374,223 | 2,374,223 |
| Balance at 01 March 2013 | 2,374,223 | 2,374,223 |
| Total surplus | 278,419 | 278,419 |
| Balance at 28 February 2014 | 2,652,642 | 2,652,642 |
| Note(s) | | |

Spitskop Special Needs School NPC

(Registration number 2012/104129/08)

Annual Financial Statements for the year ended 28 February 2014

Statement of Cash Flows

| Figures in Rand | Note(s) | 2014 | 2013 |
|---|---------|------------------|----------------|
| Cash flows from operating activities | | | |
| Cash generated from operations | 6 | 304,791 | 2,374,223 |
| Cash flows from investing activities | | | |
| Purchase of property, plant and equipment | 2 | (8,020) | (2,513,855) |
| Cash flows from financing activities | | | |
| Repayment of other financial liabilities | | (508,578) | 535,476 |
| Net cash from financing activities | | (508,578) | 535,476 |
| Total cash movement for the year | | (211,807) | 395,844 |
| Cash at the beginning of the year | | 395,846 | - |
| Total cash at end of the year | 3 | 184,039 | 395,844 |

Spitskop Special Needs School NPC

(Registration number 2012/104129/08)

Annual Financial Statements for the year ended 28 February 2014

Notes to the Annual Financial Statements

Figures in Rand

2014 2013

2. Property, plant and equipment

| | 2014 | | | 2013 | | |
|--|---------------------|---|------------------|---------------------|---|------------------|
| | Cost / Valuation | Accumulated depreciation and impairments | Carrying value | Cost / Valuation | Accumulated depreciation and impairments | Carrying value |
| Buildings | 2,500,000 | - | 2,500,000 | 2,500,000 | - | 2,500,000 |
| IT equipment | 8,020 | (8,020) | - | - | - | - |
| Other property, plant and equipment | 13,855 | (13,855) | - | 13,855 | - | 13,855 |
| Total | 2,521,875 | (21,875) | 2,500,000 | 2,513,855 | - | 2,513,855 |

Reconciliation of property, plant and equipment - 2014

| | Opening balance | Additions | Depreciation | Total |
|-------------------------------------|--------------------|--------------|-----------------|------------------|
| Buildings | 2,500,000 | - | - | 2,500,000 |
| IT equipment | - | 8,020 | (8,020) | - |
| Other property, plant and equipment | 13,855 | - | (13,855) | - |
| | 2,513,855 | 8,020 | (21,875) | 2,500,000 |

3. Cash and cash equivalents

Cash and cash equivalents consist of:

| | | |
|---------------|----------------|----------------|
| Cash on hand | 4,698 | 6,161 |
| Bank balances | 179,338 | 389,685 |
| | 184,036 | 395,846 |

4. Other financial liabilities**At amortised cost**

| | | |
|---|---------------|----------------|
| S Snyman | 26,898 | 32,912 |
| This unsecured loan bears no interest and has no fixed terms of repayment | | |
| J Snyman | - | 2,564 |
| This unsecured loan bears no interest and has no fixed terms of repayment | | |
| Loan: Egon Mauss | - | 500,000 |
| This unsecured loan bears no interest and has no fixed terms of repayment | | |
| | 26,898 | 535,476 |

Non-current liabilities

| | | |
|-------------------|---|---------|
| At amortised cost | - | 500,000 |
|-------------------|---|---------|

Current liabilities

| | | |
|-------------------|---------------|----------------|
| At amortised cost | 26,898 | 35,476 |
| | 26,898 | 535,476 |

Spitskop Special Needs School NPC

(Registration number 2012/104129/08)

Annual Financial Statements for the year ended 28 February 2014

Notes to the Annual Financial Statements

Figures in Rand

2014

2013

5. Accruals**Reconciliation of accruals - 2014**

| | Opening balance | Additions | Total |
|--------------|----------------------------|------------------|--------------|
| PAYE Accrual | - | 4,497 | 4,497 |

6. Cash generated from operations

| | | |
|-------------------------------|----------------|------------------|
| Profit before taxation | 278,419 | 2,374,223 |
| Adjustments for: | | |
| Depreciation and amortisation | 21,875 | - |
| Movements in provisions | 4,497 | - |
| | 304,791 | 2,374,223 |

7. Comparative figures

The reporting period is shorter than a year, therefore comparative amounts are not comparable to the current balances.

Spitskop Special Needs School NPC

(Registration number 2012/104129/08)

Annual Financial Statements for the year ended 28 February 2014

Tax Computation

| Figures in Rand | 2014 |
|---|------------------|
| Net profit per income statement | 278,419 |
| Permanent differences (Non-deductable/Non taxable items) | |
| Expenses attributable to exempt income - Local | 1,193,950 |
| Donations (s18A) | (1,472,369) |
| | (278,419) |
| Tax thereon @ 28% in the Rand | Nil |

13 - 01 December 2014 - 11:34

The supplementary information presented does not form part of the annual financial statements and is unaudited

Awareness Campaigns, Fund Raising and Self-sustainability Projects

Awareness Campaigns

Spitskop Special Needs School will aim to start self-sustainable projects during 2016 as finances allows. The school ensures that awareness campaigns are done as often as what time and finances allows. With the support of many organizations we have been able to get the word out about the needs of the school, the funds required and the services that these schools deliver. We are always continuously informing our donors and sponsors of what has happened and we use mediums like articles in the local press of fundraising events, up-coming fundraising events and report back to the public to ensure that they are aware of what the money was used for. Newsletters are emailed to the general public, donors, sponsors and general public. We also make use of media forums such as FaceBook, radio interviews, our website and flyers to keep people informed on the progress of our learners, the school and the financial needs of the school.

We have also had a professional documentary made of our school and we use this documentary at conferences to assist other organizations and donors to see first-hand the good work that we do at the school and the challenges that we face.

We regularly do fundraising events, whether selling boerewors rolls, having a gala evening, invite the ladies of the town for a tea party or down right have a fun day for families to interact with our learners. A local mine has an annual sports day and all profits made on the day are donated to the school. We have many donors, big and small that constantly support us financially by donating cash to ensure that we keep our doors open. None of this would be achieved without the hard work of our employees and the kind hearted donations from our general public. Spitskop Special Needs School has become a landmark in Thabazimbi.

We are happy to announce that we have made it through the first 3 years, but not without lots of blood, sweat and tears. Our consolation is that we have been able to make a huge difference in our learners' lives and some learners have shown tremendous growth. It is this that makes all the hard work worth our while and we will continue working toward our ultimate goals.

Up-coming Fundraising events:

For 2016 we aim to raise money to address the serious need of a Speech and Occupational Therapy Centre, appoint professional therapists and to acquire the necessary equipment. We would also like to upgrade our Satellite Network, Computer Centre, to improve the skills of our educators by providing more training and launch our first self-sustainable project.

Together with Thaba Tholo, we have managed to secure an agreement to start a Nyala breeding program. Trophy hunting and hunting is the second biggest economy and Nyalas is in high demand fetching big profits. The profit of this program will go directly to cover costs at Spitskop Special Need School. This is not the kind of project that will generate immediate profits, but in the long run could deliver a healthy profit. It is these long term projects to will ensure that the school continues operating and all approvals have been obtained to commence this project. We will also teach our older learners the skills of game farming utilizing the project to develop their skills making them employable and creating skills that are lacking.

To prepare the property, we would require to fence of the section of the farm that will be utilized for the Nyala breeding program and prepare the area to transport and relocate the first couple of Nyalas to start the breeding program. Thaba Tholo has committed to share their expertise, donate the first couple of Nyalas and assist us with breeding program. This is a very exciting project and could deliver huge returns for the school.

We are also a registered benefactor of the Casual Day fundraising and every year we sell casual day stickers whereby the school earn 40% of all monies raised. This has been quite a successful tool to raise funds and we will continue doing this annually.

We will also have a gala evening known here as the “Bosveld Makietie”. All proceeds are used to cover expenses, which currently run in the excess of R100 000 per month. It has been a struggle to ensure that we can cover our monthly expenditure which has been kept to the minimum. Our educators and facilitators currently earn below market related salaries and with the ever increase in the cost of living, we will have to review their salaries or they will seek greener pastures elsewhere. Professional and skilled educators are lacking in this area so we can't really afford to lose their skills. They are the backbone of the school and without their valuable skills our learners would not reach their full potential.

We would also like to get our greenhouse projects off the ground to enable that our learners learn more skills as many of them will never matriculate, but with the necessary skills could one day find employment which is our ultimate goal. These projects will also create job opportunities and our learners could one day become our employees.

Breakdown of self-sustainability projects:

- **The Greenhouse Project**

The school aims to have 6 greenhouses one would be utilized for the children's life skills and agricultural entrepreneur stimulation program. Five of these greenhouses will be utilized for commercial purposes to ensure a sustainable income.

Greenhouse Project:

- Flower plantation: (2 Tunnels required)
- Strawberries: (1 Tunnel required)
- Cherry Tomato trees: (1 Tunnel required)
- Vegetables: (1 Tunnel required)

All money generated through this project will be utilized to cut costs and expenses for this project. Not all of these tunnels need to be erected simultaneously as it is very costly and thus can be done over a period of time, depending on funding.

- **Speech and Occupational Therapy**

For maximum development, professional intervention in the form of speech and occupational therapy are essential. Speech and Occupational Therapists will make their services available to the community. The school will charge market related fees for this service. When we did our needs analysis it became clear that there is a high demand for these professional services.

- **Nyala Breeding Project**

In a joined venture with Thaba Tholo, one of South Africa's leading exotic game breeders, a conclusion was made that the unused 15 Hectares will be most effectively used for the breeding of Nyalas. Recent studies show that these animals are in high demand and their retail prices are escalating on a rapid rate. These animals are not aggressive and are no threat to the children and low maintenance and give 3 calves in a 2 year cycle implying a potential 300% growth rate.

Without self-sustainability projects we would continue utilizing precious time to raise funds instead of focus on the education of our learners. We need to create a financial anchor for ourselves due to the financial climate in South Africa. Donations are not something you can depend on and the mining sector and local businesses are finding it ever more difficult to contribute financially to any cause. Money is tight!

Donation is More Important than ever before

With the financial constraints of Spitskop Special Needs School and the fact that we are currently receiving no financial contribution for the governmental institutions, we are asking South Africans who are in the position to contribute to consider the school as a benefactor. Our details are available on our website or emails could be sent to our offices and we will contact you back. Our details are also listed below, should you require it. If you would like to be part of our social network and receive feedback, please forward us your email address and we will put you on our mailing list. We will keep you informed of all the happenings, success stories and functions that we have planning. We are looking forward to hearing from you.

Volunteer and Make a Difference

Not everyone can make a financial contribution, but we would appreciate any form of donation, whether it is your time and skills, assistance with training or forwarding valuable information, we will appreciate it. Just complete the information below and we will get back to you, no matter where you are in South Africa or overseas.

| | |
|-----------------------------|------------|
| Name_____ | Phone_____ |
| Address_____ | |
| Email (if applicable) _____ | |

Wish List

It is one of our desires to get an equipped school bus to transport some of our learners as public transport is not available to transport our learners. We would really be able to make good use of it. We also need farming equipment and tunnels for our greenhouse projects, fencing for our Nyala breeding program, irrigation systems etc. This does not have to be new as we could utilize anything as long as it's in working order. Storerooms to store the equipment, books for the school, stationery, printing paper, computers, office furniture and basically anything else that we could use. Anybody that is interested in donating something could just let us know. Your old tractor could be our gem.

In Closing

We would like to take this opportunity to thank each and every single individual, company and organization that has supported Spitskop Special Needs School in the past 3 years. We really appreciate everything that you have done for us.

Attached, please find all the school's information that you might require.

BANKING DETAILS

| | |
|-----------------|-------------------------------|
| Account Name | SPITSKOP SPECIAL NEEDS SCHOOL |
| Bank and Branch | STANDARD BANK - THABAZIMBI |
| ACCOUNT NUMBER: | 241 378 257 |
| BRANCH CODE: | 054 246 |

REGISTRATION INFORMATION

| | |
|--------------------------------|----------------|
| Company Registration Number | 2012/104129/08 |
| Income Tax Registration Number | 1752/527/64/6 |
| NPO Number | 117-035 NPO |
| PBO Number | 930040465 |
| BB-BEE Number | BC0564VNA |

CONTACT DETAILS

| | |
|------------------------------------|--|
| CEO (SALOMIEN SNYMAN) | 072 463 3657 |
| Email | spitskopsns@gmail.com salomien@spitskopschool.co.za |
| Centre Manager (NERISA DIEDERICKS) | 083 601 6957 |
| Email | office@spitskopschool.co.za |
| FAX to EMAIL | 086 772 4780 |
| WEBSITE | www.spitskopschool.co.za |
| Other | facebook@spitskopsns.com |
| PHYSICAL ADDRESS | PORTION 43, FARM SPITSKOP, THABAZIMBI, 0380 |
| POSTAL ADDRESS | PO BOX 755, THABAZIMBI, 0380 |

BOARD MEMBERS

| | |
|---------------------------|-----------------------------|
| S.L. SNYMAN | FOUNDER AND CHAIRPERSON |
| H.T. VAN DER LINDE | 2 ND CHAIRPERSON |
| J.F. DAVEL | TREASURER |
| R. A. ELS | |
| C. WHITE | |
| H. COETZEE | |
| S.V. GUMEDE | |

