



2025

Impact Report

Professionalising school leadership



THE
PRINCIPALS
ACADEMY

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ABOUT THE PRINCIPALS ACADEMY

FOUNDED

The Principals Academy Trust (PAT) was founded in October 2012 by businessman, Rick Haw and well-known retired principals, Alan Clarke and Bruce Probyn.

OUR VISION

To support and upskill school principals and senior leaders to strengthen leadership, improve school culture, and drive lasting impact.

OUR APPROACH

For more than a decade, PAT has developed a distinctive approach to school transformation that recognises the principals as critical levers for educational change and improvement requires building leadership capacity throughout the school management structure.

GOVERNANCE

The Trust is a registered Public Benefit Organisation and governed by a Board of Trustees who bring extensive experience from education, business, and civil society sectors.

PATRONS

PAT is supported by distinguished patrons including Professor Mary Metcalfe, Mr Ralph Mupita and Professor Brian Figaji.



13

Years of Impact

OUR TEAM

EXECUTIVE LEADERSHIP

Executive Director: Jeremy Gibbon
Head Coaches: Bruce Probyn and Keith Richardson
Head of Teacher Support Programme: René Sinclair

TRUSTEES

Charles Richard Haw | Clive John Edwards | Bruce Ernest Probyn | Prof Vuyokazi Sylvia Nomlomo

PATRONS

Prof Brian Figaji | Prof Mary Metcalfe | Ralph Mupita

OFFICE TEAM

Joanne Golding | Bronwen Murray | Linda Roodman | Heidi Short | Tanya Townshend

COACHES

Trevor Alexander | Ronald Balie | Clive Barham | Paul Cassar | David Charles | Alan Clarke | Gavin Fish | Dwane Harris | Justin Harvey | Gregg King | Derrick Moore | Frank Peters | Estienne Rheinicke | Sue Redelinghuys | Midge Hilton-Green | Nomsa Shosha | Anne van Zyl

TEACHER SUPPORT PROGRAMME

Cathy Anderson | Coretha Aucamp | Heather Bailey | Anita Bath | Myles Bing | Reinette Bing Shona Breytenbach | Bonita Engelbrecht | Lesley-Ann Herrmann | Caeleen Holmes | Marilyn Jacobs | Kath Eve | Catherine Meier | Charmain Meintjes | Tracey Micklethwaite | Julene Philander | Michele Pinto | Shelagh Scholtz | Janet Venter | Melinda vd Molen | Julie Womack



CHAIRMAN'S MESSAGE

As one of the founding trustees of the Principals Academy Trust, it is both a privilege and a source of great encouragement to reflect on the progress we continue to make in strengthening school leadership across the Western Cape.

When Alan Clarke, Bruce Probyn and I helped establish PAT, we shared a simple but powerful belief that great principals build great schools. And that investing in school leadership is one of the most effective ways to improve educational outcomes for young people. More than a decade later, that belief remains at the heart of everything we do.

This report highlights the impact of PAT's work during 2025 and, more importantly, the dedication and resilience of the principals, coaches, partners and supporters who make this work possible. Despite the significant challenges facing many schools, we continue to see inspiring examples of leadership, innovation and commitment to learners.

Our model of long-term coaching, leadership development and practical support is helping school leaders build stronger cultures, improve teaching and learning, and create environments where both educators and learners can thrive.

Our Gauteng expansion is progressing well. As in the Western Cape, our approach is to build around outstanding people who share our vision. We are thrilled that Mary Metcalfe and Roger Cameron will lead the initiative, bringing a wealth of experience and an exceptional record of educational leadership.

On behalf of the Board, I would like to thank our funders, partners and supporters for their continued confidence in our work. Together, we are helping to build stronger schools and brighter futures for thousands of young South Africans.

Rick Haw
Chairman and co-founder



EXECUTIVE DIRECTOR'S REPORT

My first day as Executive Director of Principals Academy Trust coincided with the start of the new Senior Leaders Development Programme (SLDP) at the UCT Graduate School of Business. I arrived early, eager to greet participants and colleagues. One of our PAT coaches, a doyenne of South African education and ex-principal of numerous prestigious schools, arrived with four take-away coffee cups and bustled right past me to rush over to greet her principal and three of the school's senior leaders. They embraced, chatted, drank coffee together and readied themselves for three days of learning and collaboration.

I have come to understand that this moment exemplifies the work of PAT.

Deep, genuine, caring relationships, built between wise retired principals and active school leadership teams, provide the foundation for learning, growing, and improving schools for the benefit of the learners they serve.

When I joined PAT, I had the privilege of stepping into an organisation with a proven model, a passionate team, and over a decade of demonstrated impact in the schools and communities of the Western Cape. In the months since, I have visited schools, sat with coaches, and listened to principals describe what this work means to them. **What I have found is not just a programme. It is a relationship, built on trust, sustained presence, and a genuine belief that every learner in every school deserves a confident, capable leader at the helm.**

At the graduation event for principals who completed their executive short course in 2025, the Vice-Chancellor of UCT, Prof. Mosa Moshabela, listened to various presentations and then stood to address the audience. He described PAT's work as "professionalising school leadership." That phrase captures something so important. PAT supports excellent school leaders, and it builds distributed leadership capacity within high-functioning School Management Teams (SMTs). The principal is the lever for change, but the team around the principal determines whether that change takes root.

This understanding sits at the heart of PAT's theory of change.

Researcher Linda Darling-Hammond, writing in *The Principal Effect: How investing in school leaders is the key to solving education's challenges*, argues that schools face a multitude of interconnected challenges: low learner outcomes, chronic absenteeism, compounding learning losses, and mental health pressures, to name but a few. Too often, these problems are addressed in isolation. The school principal is the one factor that influences them all, and the greatest return on investment in education comes from investing in school leadership, with the most significant benefits felt in schools serving under-resourced communities. PAT's work is built on exactly this premise.

2025 has been a year of continuity and evolution. The founding team of Rick Haw, Alan Clarke, Bruce Probyn and Jo Haw have built so much of what PAT is today. Keith Richardson and Bruce led our coaching team with expertise and dedication this year, bringing depth of experience as seasoned education leaders. The SLDP is one of several new initiatives that reflect PAT's growth in 2025, extending our reach to the senior leadership teams that principals rely on most. Our Teacher Support Programme continues to grow in reach and rigour. And our data systems, launched in 2024, are now fully embedded, providing richer insight into where our support is making the greatest difference.

We also mark an important transition. After thirteen years, Capitec Foundation concluded their partnership with PAT. Their generosity made the UCT GSB programme possible for hundreds of principals, and we are profoundly grateful. We warmly welcome the Harry Crossley Foundation, who step forward with the same commitment to school leadership that has always defined our work.

This report captures something of what 2025 has looked like, in numbers, in stories, and in the voices of the people at the heart of it all. I hope it gives you a sense of what we have achieved together, and where we are headed.

Jeremy Gibbon
Executive Director



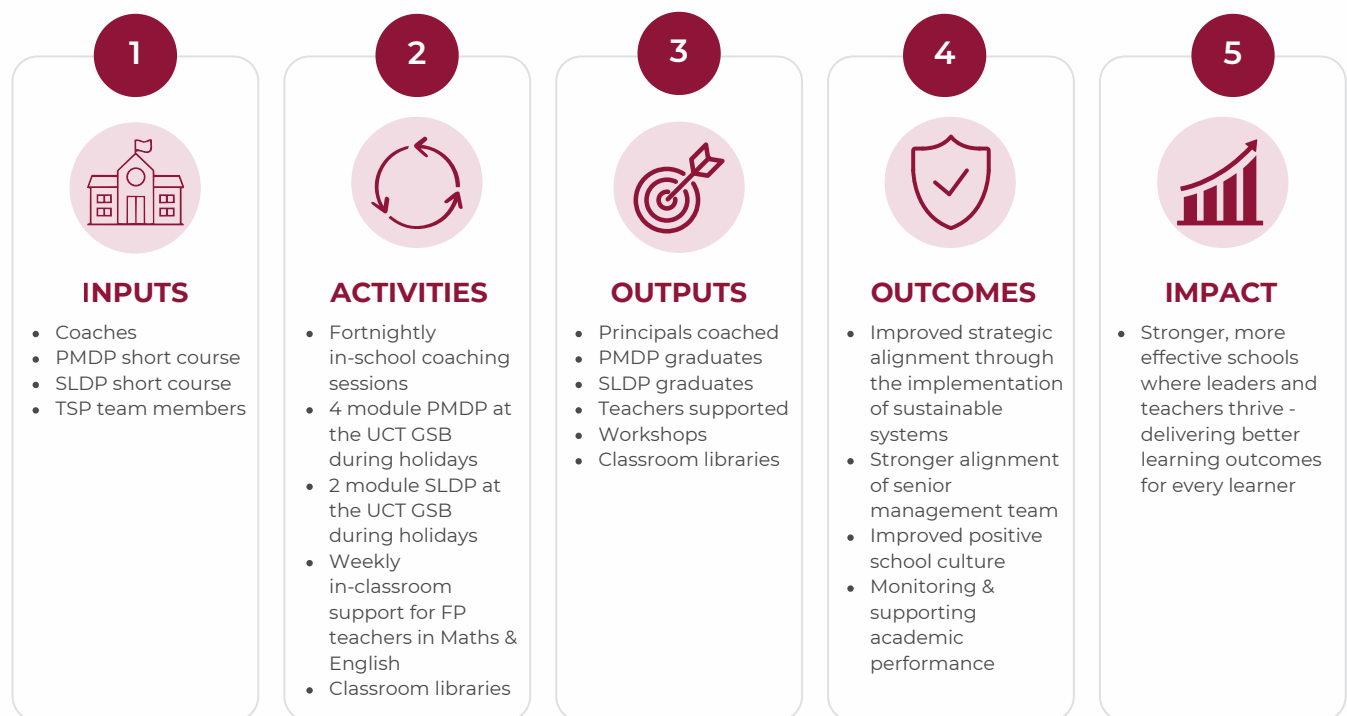
THEORY OF CHANGE

PAT operates from a fundamental belief that school transformation begins with leadership transformation, and sustainable change requires building capacity beyond the principal alone. When principals develop strong systems thinking capabilities, receive sustained mentoring support, and develop their senior leadership teams, they create conditions for profound and lasting change.

CREATING LASTING IMPACT THROUGH LEADERSHIP

We invest in principals and their teams through high-quality learning and sustained support, leading to stronger schools, improved outcomes and lasting change in education.

OUR THEORY OF CHANGE



OUR BELIEF

When we develop leaders and support their teams with the right knowledge, skills and systems, we create the conditions for schools to excel and learners to succeed.

You don't get a thriving organisation without strong and competent leaders.

GLOBAL STAMP OF EXCELLENCE

EFMD Excellence in Practice Gold Award 2025 - Ecosystem Development

In October 2025, the Principals Academy Trust received one of the most prestigious recognitions in the world of executive education, the EFMD Excellence in Practice Gold Award in the Ecosystem Development category. It was presented at the EFMD Executive Development Conference hosted by the Stockholm School of Economics in Sweden.

The award recognised the partnership between the UCT Graduate School of Business, the Principals Academy Trust, and the Capitec Foundation.

The EFMD, the European Foundation for Management Development, is the world's largest international network for management development, with more than 950 member institutions across over 90 countries. Its Excellence in Practice Awards are a global benchmark for outstanding partnerships in learning and development. A Gold Award places PAT among the world's leading innovators in this field.



Ecosystem Development



Recognising Outstanding &
Impactful L&D Partnerships

“

“UCT GSB is delighted by the award. The final product of the case study was a powerful portfolio of evidence about the transformational work achieved by all the stakeholders, to uplift the South African educational system for educators, learners, and their communities.”

Jodie Martin, UCT GSB Head: Executive Education

”

“

“Bringing hope back into our education system. This is the concept the Principals Academy has put into place in Cape Town schools for over a decade. Serving principals are coached and mentored by retired principals, enabling them to rise up and take ownership of their schools.”

Keith Richardson, Head Coach

”

“

“This recognition reaffirms what we have seen on the ground for years. When a principal is supported and empowered, the ripple effect is incredible.”

Bruce Probyn, Co-founder and Trustee

”

For PAT this award is an affirmation that a small, purpose-driven trust working in under-resourced schools in the Western Cape, can produce results that stand up to global scrutiny. It is a tribute to every coach, principal, teacher, and funder who has believed in this work.

PAT's retired principals bring **over 300 years of combined experience** as school leaders, who spend hours building relationships and trust. The process enables principals to gain the confidence required to develop their own solutions to the realities of the schools they lead.

Pictured: Jodie Martin, UCT GSB Head: Executive Education (left) and Keith Richardson, Head Coach



SMALL WINS MATTER



"Setting targets for small wins is important. It builds confidence and empowers individuals to aim for larger goals. Large social problems should be broken down into smaller, concrete and achievable goals."

**Karl E. Weick, psychologist,
University of Michigan**

Fairdale Primary School is situated in Mfuleni, east of Cape Town. The school serves more than 900 learners and operates as a no-fee public school, with a learner-to-teacher ratio of 39:1.

Fairdale Primary is led by Principal Bongiwe Kuze, who recently completed the 3-year Programme with Principals Academy Trust. Midge Hilton-Green, former Principal of Bishops Prep School, was Bongi's coach during the journey.

"Bongi is an exceptional leader who has continued to grow and strengthen her leadership through her participation in the UCT Graduate School of Business programme a few years ago. She is highly respected by her staff, approachable in her leadership style, and deeply committed to the success of both teachers and learners. She has consistently welcomed and embraced the support offered by the Principals Academy Trust, recognising its value in helping her school flourish. Under her leadership, Fairdale Primary is thriving."

Bongi describes the support provided by the Teacher Support Programme as transformative. Ongoing literacy and numeracy mentoring has equipped teachers with practical strategies to strengthen teaching and learning in the classroom. The introduction of classroom libraries has fostered a stronger culture of reading. These interventions have helped create a more engaging learning environment and improved opportunities for learners to succeed.

Since joining the Principals Academy Trust programme, Fairdale Primary has shown sustained gains in key literacy and numeracy indicators, with several results exceeding provincial averages.

PAT BY NUMBERS

2025

**117**

Number of
Schools Enrolled

**18**

Coaches

**105**

Principals
Coached

**36**

Senior Leaders
graduate UCT
GSB

**22**

TSP Members

**34**

Principals
graduate
UCT GSB

**± 93,500**

Learners Impacted

OUR DATA ECOSYSTEM

Strengthening support through systems

Over the past year, our focus has shifted from collecting data to meaningfully using it to support schools and school leaders. The introduction of our app and online systems has improved the quality and accessibility of programme information, allowing us to identify trends, and respond more effectively across schools and cohorts over time.

Our coaches and TSP team have enthusiastically adopted this new way of working, and their willingness to embrace our online platform has helped make the system an integral part of how PAT connects, reflects, and responds across the programme.

We have also begun to incorporate AI tools to help us identify recurring challenges and encouraging patterns within schools. These developments are strengthening our ability to better understand the realities school leaders are facing and to respond more intentionally through coaching and TSP support.

1



SCHOOL VISITS & COACHING

Coaches and TSP team engage with schools through visits, observations and coaching conversations.

2



PAT APP & ONLINE SYSTEMS

Data is captured digitally via the PAT app and online platforms.

3



LIVE DATA COLLECTION

Information is uploaded securely and made available in real time across the organisation.

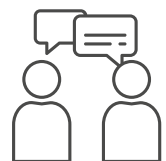
4



ANALYSIS & AI INSIGHTS

Data is analysed through dashboards and AI-assisted tools to identify trends, strengths and areas of concern.

5



TARGETED SUPPORT

Coaches and TSP team use insights to strengthen school support.

EXAMINING OUR IMPACT

We recognise that meaningful improvements in learner outcomes take time and are influenced by many factors. While academic results matter, they are only one measure of success. To understand our impact, we track three key outcomes.

3 key outcome measures tracked

01

Principal Feedback

Annual surveys capturing leadership perceptions and school climate

02

School Functionality

Internal rubric tracking improvements in management and operations

03

Learner Outcomes

Systemic assessments and NSC results over time

Together, these measures provide a broader picture of change over time. The trends we observe suggest that stronger leadership and more functional schools are creating the conditions for improved teaching, learning, and student success.

Principal reflections: Insights from our survey

Annual survey feedback shows that coaching is helping principals grow in confidence, strengthen leadership practices, and drive meaningful school improvement. Principals report stronger systems, more effective leadership teams, improved curriculum and financial oversight, and greater confidence in leading change. Together, these findings demonstrate the programme's role in developing capable leaders and stronger schools.

Principals speak of moving from managing to leading, from reactive decision-making to strategic planning, and from professional isolation to collaborative leadership.



98%

of principals report positive change in their schools as a result of the programme



100%

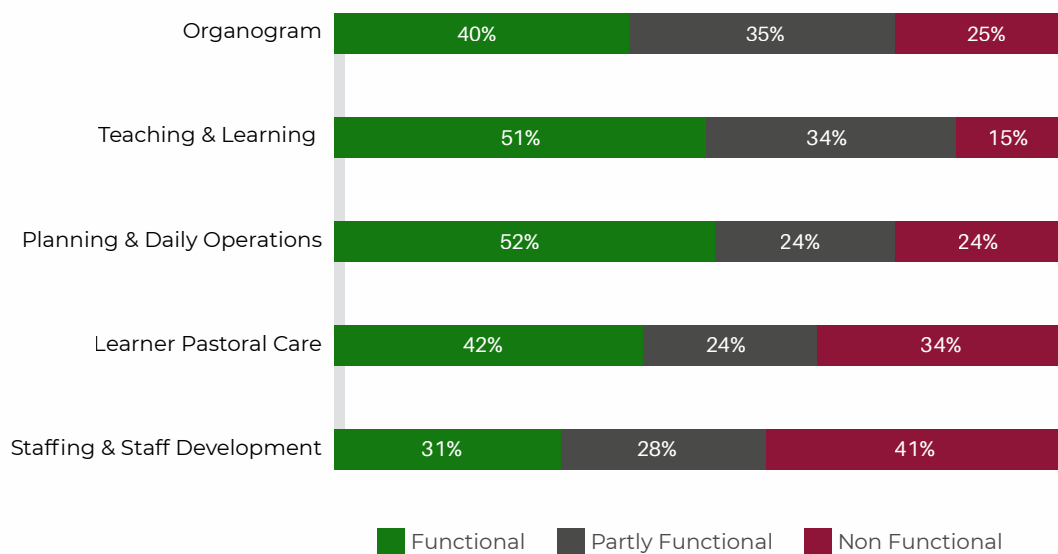
of year 3 principals rated their coach as "good, very good or excellent"

GROWTH IN SCHOOL FUNCTIONALITY OF THE 2023 COHORT

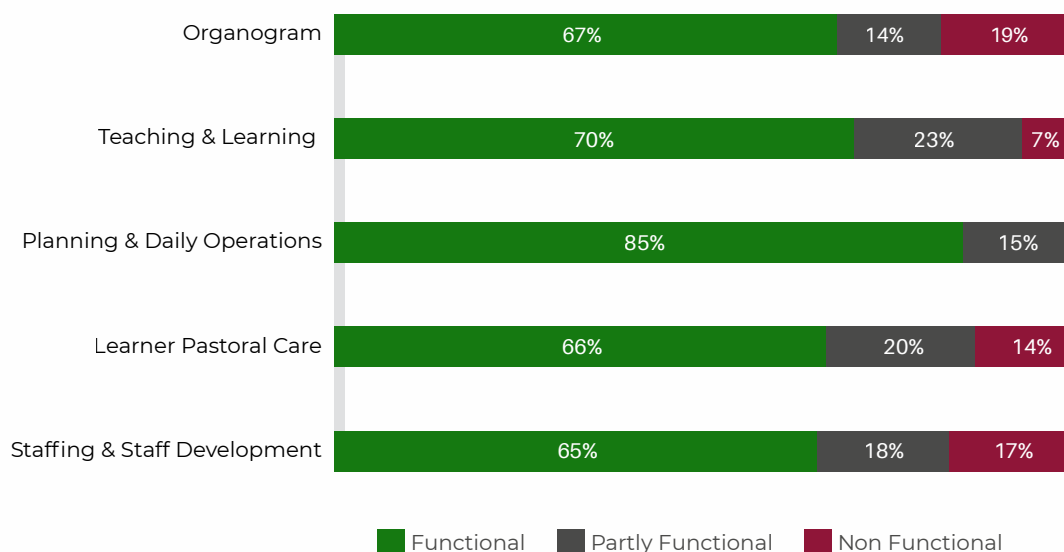
The rubric results for the 2023 cohort show substantial improvements in school functionality across five key areas over the three-year programme. The proportion of schools rated as **functional** increased markedly in every area, with particularly strong gains in **Planning & Daily Operations** (52% to 85%) and **Staffing & Staff Development** (31% to 65%).

At the same time, the proportion rated as not functional declined across all areas, indicating more effective school systems, stronger leadership practices and improved organisational capacity. These findings suggest that schools are becoming more functional and better equipped to create conditions that support teaching and learning.

2023 Cohort: School Functionality at Start of PAT Programme



2023 Cohort: School Functionality at End of PAT Programme



EXAMINING LEARNING OUTCOMES

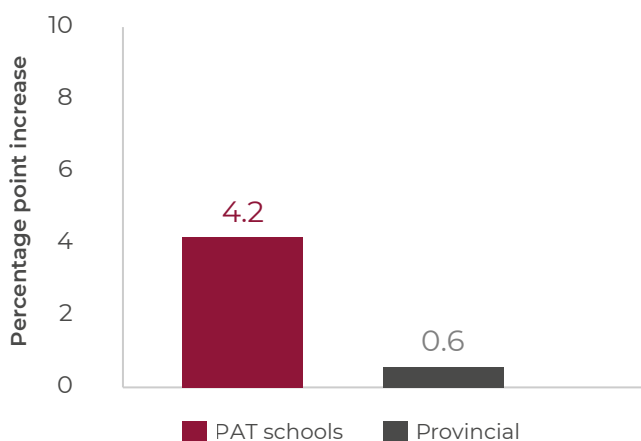
The academic results of PAT schools continue to provide encouraging evidence of progress. Across all completed cohorts (2013–2023), PAT schools improved their Grade 3 and 6 systemic results by an average of 3.2 percentage points over the three-year programme, compared to 1.9 percentage points across provincial schools.

The 2023 cohort showed a different pattern, with PAT schools improving by 7.4 percentage points compared to 9.5 percentage points provincially. Although this cohort did not outperform the provincial average, the substantial gains achieved by both groups remain positive and suggest that schools are continuing to recover following the disruption of Covid.

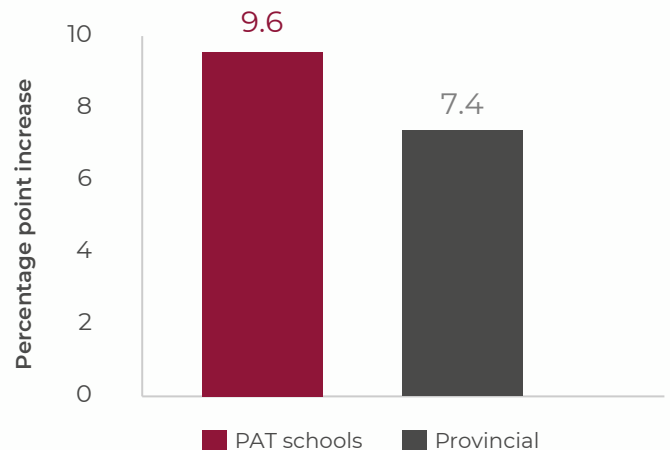
In Matric results, PAT schools showed particularly strong performance, recording an average improvement of 4.2 percentage points across all cohorts, compared to just 0.6 percentage points provincially.

The 2023 cohort continued this trend, with PAT schools improving their NSC pass rates by 9.6 percentage points, ahead of the provincial increase of 7.4 percentage points.

**Improvement in NSC results
across all cohorts (2013 - 2023)**



**Improvement in NSC results
2023 cohort**



Together, these results provide encouraging evidence that improvements in school leadership and functionality are translating into stronger learner outcomes over time.

THE POWER OF COACHING



Pictured: Nomsa Shosha (coach) & Ilse de Villiers-Myburgh (Saffier Primary principal)



[Click to watch coaching video](#)



2,275
Coaching
Sessions



18
Coaches



105
Principals
Coached



72
Coaching
Workshops



1,166
Workshop
Attendees

Every child deserves a great school. Every principal deserves the support to build one.

COACHING REPORT

MOMENTS THAT MADE OUR EYES WATER

“

The tragedy is not that things are broken. The tragedy is that these things are not mended again.

Alan Paton — Cry, the Beloved Country

”

When businessman, **Rick Haw**, discussed his concept of the Principals Academy with retiring Principal **Bruce Probyn** back in 2012, there was much in South African education that was broken. The international Gold Award for Excellence in Practice, presented to the Principals Academy in October 2025, is evidence that much progress has been made over the past 13 years.

We keep asking ourselves what successful change truly looks like for us. Our output impressed the judges in Stockholm, however we are driven by more: whether our outcomes show a genuine change of heart, better systems, innovative thinking and deeper relationships. Without these, there can be no sustainability of good habits in our schools.

In preparing this report, I asked our coaches to share examples of outcomes that show our system is being mended. **Real change never arrives with a fanfare, it announces itself in small but significant actions and quiet comments.**

One coach was deeply moved when he described a principal who began every coaching session by holding hands and saying a prayer of thanks, so grateful for the coach's presence in her life and for the inspiration to keep achieving.

Across the network, principals are giving learners, even in primary schools, a chance to find their own voices: leading assemblies, chairing discussions, taking on leadership roles. At one Ceres High School, this led to a noticeable shift in learner awareness, with pupils actively addressing issues like bullying and disrespect.

“

One learner came to ask if she could give a talk to motivate others not to give up despite their circumstances.

”

“Many coaches reported a cultural shift extending beyond the classroom with teachers, secretaries, even security staff beginning to greet one another in the mornings. At one school in Westlake, the security guard insisted on giving every pupil a fist bump as they left through the gate each afternoon. Principals who began praising teachers publicly and sending handwritten notes of appreciation, saw a perceptible change in staff attitude.

This is what PAT’s Theory of Change looks like when it lands. One Stellenbosch school described by the Western Cape Education Department (WCED) as a ‘failing school’ and placed under provincial and national review, has completely turned around. Assisted by a committed coach and the UCT GSB course, the principal built a powerful Senior Management team, developed young teachers into management roles, and established a culture of clear roles and shared goals.

“

The discipline improved, the absentee rate dropped, and the sense of pride and belonging became clearly visible. It is now undoubtedly the school of choice in the area.

”



Pictured left to right: Sharon Poole (Principal of Harvester Primary), Dwane Harris (coach) & Fahiema Mosavel (Deputy Principal of Harvester Primary)



Pictured: Paul Cassar (coach) & Shamiegra Charity (Levana Primary principal)



Coaches pictured left to right: Sue Redelinghuys, David Charles & Nomsa Shosha

Then there are the moments that show trust has truly taken root. One coach knew he had made the breakthrough when his principal arrived at a Monday morning meeting holding a drawing of a huge block of ice on her shoulder, her contribution to Idiom Week (which many pupils struggle to understand). She was showing a cold shoulder!

Her coach was ecstatic: **“This kind of playfulness shows the growth of her confidence and says everything about the developing culture of this school.”**

In one of coach Paul Cassar's newsletter's he writes to our principals about tenacity not making the headlines. You can feel it in the corridors and the classrooms. The principal becomes the role model, and that grit and perseverance spreads throughout the school.

The stories in this report are not about statistics. They are the pulse of our Theory of Change, showing growth in our principals and, in turn, in their teachers, their learners, and their communities. I am grateful to the coaches who shared what moved them. Their words are the true measure of the outcomes in this Impact Report.

“

I hope Alan Paton would be impressed that mending is taking place.

”

Keith Richardson
Head Coach

GSB IN THE SPOTLIGHT

PRINCIPAL MANAGEMENT DEVELOPMENT PROGRAMME (PMDP)



34

Graduates



100%

Pass Rate

The University of Cape Town's Graduate School of Business Principals Management Development Programme (**PMDP**) equips school principals with critical leadership and management skills.

The intensive **four-module** executive leadership short course is conducted over **15 contact days** throughout the year, in the school holidays.



Pictured: Estienne Rheinicke (coach), Johan Vermeulen (Bredasdorp Primary principal), Jaco Windvoet (BF Oosthuizen Primary Principal), Joaniel Pieterse (WCED Circuit Manager)

THE LEADER I BECAME

“As last year's top-achieving student at the Principals Academy and UCT Graduate School of Business, this programme fundamentally transformed how I lead. It challenged me to view schools as interconnected systems, equipped me with practical tools for sustainable growth, and deepened my self-awareness as a leader.

Collaborating with principals from diverse communities built a powerful network committed to elevating education - reinforcing that leadership is less about authority and more about enabling people and building lasting relationships.”

Coralie Thompson, Principal of Sun Valley Primary School

“Achieving Top Student at the Business School was a fitting reward for Coralie. She has put a huge amount of effort into the course and has grown in confidence and competence. Sun Valley is a school of significance under Coralie's leadership.”

Keith Richardson, Head Coach

“

These principals have the foundation to engage at a deeper level of cognitive complexity once they have attended the UCT GSB Executive leadership course. They will have the language, have practised the model at their school already, and we can push them to a higher and higher level.

”

Dr Elanca Shelley, GSB Programme Director.



Graduates pictured left to right: Rachel Goliath, Brenda Wilson, Saphokazi Tshikini, Ilse de Villers-Myburgh & Lee Hoffman

STRENGTHENING SENIOR LEADERSHIP



14

Schools



2

Modules



36

Senior
Leaders



5

Contact
Days

Great principals don't lead alone. The most transformative shifts in a school happen when the senior leadership team shares a common language, a common vision, and a common commitment to doing things differently.

That belief sits at the heart of PAT's Senior Leaders Development Programme (SLDP) which launched for the first time this year, and is already changing how schools experience leadership development.

Building on the UCT GSB PMDP course, the SLDP enables principals to nominate senior leaders to take part in a six-month programme focused on strengthening school management teams. It is designed for those who work closely with principals to drive day-to-day leadership and school improvement.

When a principal grows through the PMDP and their senior leaders grow through the SLDP, something shifts. Conversations change. Decisions are made differently and leadership capacity deepens across the whole school structure, not just the individual at the top.



Pictured left to right: Jodi Dawson, Lukhanyo Basso, Nicole du Plessis (Westlake Primary Senior Management Team)



“The course was very insightful and well-structured. I learnt new approaches to leadership. It was an honour to be chosen to attend.”

SLDP attendee



HONOURING A REMARKABLE PARTNERSHIP: CAPITEC FOUNDATION



For thirteen years, Capitec Foundation funded the UCT GSB programme. Since PAT's first intake in 2013, the organisation's generosity funded approximately 24 principals per year putting transformative leadership development within reach of school leaders who would otherwise never have had access to it.

WELCOMING THE HARRY CROSSLEY FOUNDATION



We are delighted to welcome the Harry Crossley Foundation as the new funder for the UCT GSB component of our programme from 2026. Their commitment to education in the Western Cape is well established, and this support ensures that the executive leadership course continues to reach principals who need it most.

"The Harry Crossley Foundation is aware of how important strong leadership is in the success of schools. With this in mind, we decided that the funding the UCT GSB PMDP course was a perfect fit for us. We have funded the Principals Academy Trust over the past few years at a very modest level.

This period gave us opportunity to develop a relationship of trust with PAT and gave us a better understanding of what the organisation was striving to achieve. When the current funder of the PMDP component stepped away, we recognised an opportunity to partner in a more significant way.

We look forward to working with PAT, enjoying your enthusiasm and dedication and celebrating your successes."

Linda Whitfield – Executive Trustee
The Harry Crossley Foundation

TEACHER SUPPORT PROGRAMME IN FOCUS

LIGHTING FIRES IN CLASSROOMS


48

 Schools &
ECDs

22

 TSP
Members

1540

 TSP Classroom
visits

147

 Classroom
Libraries

in


6

 Primary
Schools


Education is not the filling of a pail, but the lighting of a fire.
William Butler Yeats



The Teacher Support Programme experienced another successful and impactful year in 2025.

We are especially proud of the passion and dedication of the TSP team, and of the continued growth of the programme across the ECD, Foundation Phase, and Intermediate Phase sectors.

Increased attendance at our ECD workshops reflects educators' deepening commitment to professional growth and improved classroom practice. Alongside this, teachers have made growing use of our Google Classroom platform, accessing resources, videos, and teaching strategies that have strengthened their confidence in the teaching and learning process.

Classroom libraries and literacy initiatives continued to flourish. Our Book Week, held during National Literacy Week, was among the year's highlights and helped to foster a genuine culture of reading within schools and reminding learners and teachers alike that books open doors.

Coronation Book Week reminded us that a child who reads will be an adult who thinks.

A significant achievement in 2025 was the inclusion of PAT primary schools in the DataDrive2030 pilot programme, using Early Learning Outcomes Measure (ELOM) tools to assess Grade R and Grade 1 learners in literacy, numeracy, and life skills. This partnership gives us a rigorous, data-driven lens through which to understand where learners are, and how best to support them.

No honest account of 2025 would be complete without acknowledging its hardest dimension. **Many educators faced significant emotional strain and burnout, a reality that the TSP team encountered in school after school.** The demands placed on teachers in under-resourced communities are immense, and this year they took a visible toll.

The TSP's approach is grounded in trusted, relationship-based coaching and mentorship, underpinned by consistency, empathy, and presence. Working directly with teachers in their classrooms, the team provided practical support that strengthened resilience and rebuilt professional confidence through everyday practice and conversation.

We support teachers in their practice and as people. That is where the real work happens.

The fire that Yeats speaks of, is not lit in a single visit or a single workshop. It is lit slowly, through sustained relationship building and genuine care. That is what the TSP team brought to schools across the Western Cape in 2025 and we are immensely proud of every one of them.

René Sinclair
Head of Teacher Support Programme

STRONG PARTNERSHIPS



Western Cape Education Department

The WCED remains a valued partner, providing ongoing guidance and collaboration in our shared mission to strengthen school leadership and improve learner outcomes. In 2025, this partnership deepened further as PAT worked alongside the WCED to support principals in the critical early stages of their leadership journey.



DataDrive2030 – ELOM

Our partnership with DataDrive2030 gives PAT access to the Early Learning Outcomes Measure (ELOM), South Africa's leading suite of standardised, locally developed early childhood assessment tools, available in all 11 official languages and adopted by the Department of Basic Education.



Huddle Education

Huddle Education brings an innovative approach to teaching and learning in under-resourced schools. Their blended learning model combines expert teacher-created content, instructional videos, write-in learner workbooks, and real-time data feedback aligned to the CAPS curriculum. By integrating Huddle's approach in selected PAT schools, we are exploring how technology-enabled teaching can complement strong school leadership to improve learner outcomes.



StudyClix

StudyClix is an innovative online platform supporting matric learners and their teachers in targeted exam preparation. Developed with permission from the Department of Basic Education, it breaks down NSC past exam papers by topic and sub-topic, providing teacher-created mark schemes, video explanations, and practice tools across key subjects.



The NOVA Initiative

A leadership development initiative funded by the Noland's Foundation that equips school leaders with the mindset, resilience and practical skills needed to drive positive change in their schools and communities.

The weekend retreats provide an immersive, nature-based weekend away for school leadership teams. A space to reset, reflect and reimagine leadership while focussing on wellbeing and strategic thinking.

FINANCE & FUNDING

PAT is funded entirely by donations and grants. We are grateful to our funders whose generosity makes this work possible. In 2025, the majority of our expenditure went directly to our coaching and mentoring programmes which reflects our commitment to keeping administration lean and impact high.

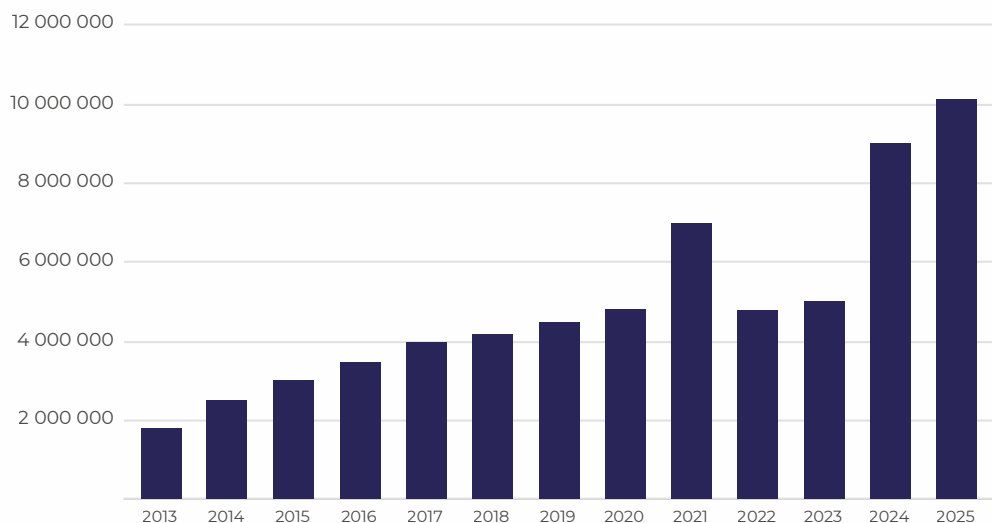
Funding Received: R 10 000 749

Number of Funders: 32

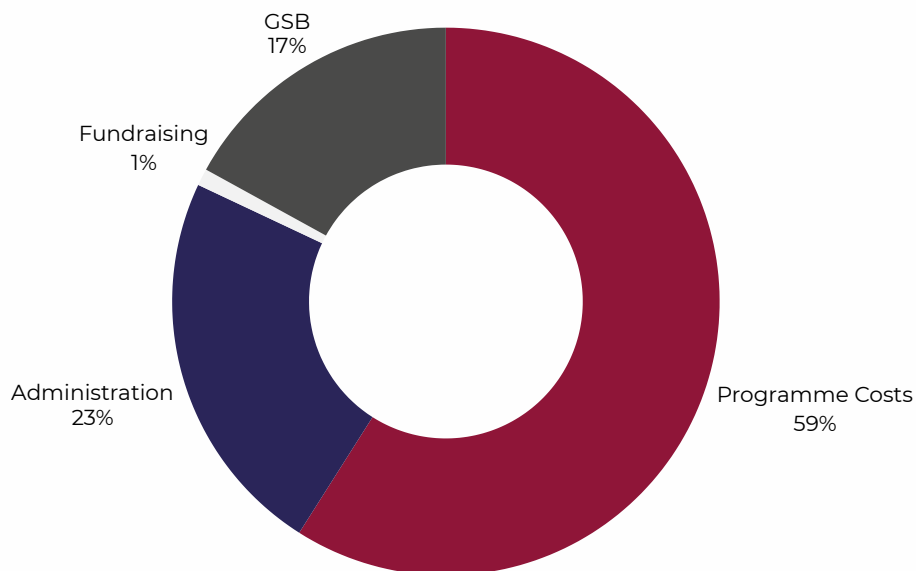
2025 Expenses: R12 527 847

% of budget spent on Programmes and GSB: 82%

Funding growth



Breakdown of 2025 Expenses





We remain deeply grateful to our funders and partners whose shared commitment makes this work possible.

Your support enables us to stand alongside principals and teachers as they lead complex, demanding, and deeply important work in their schools every day. Together, we are strengthening leadership, improving teaching and learning, and helping to create schools that offer every learner a genuine opportunity to thrive.

We look forward to continuing this journey together, with a shared belief that strong school leadership is one of the most powerful drivers of lasting educational change.



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