



ST STITHIANS  
COLLEGE

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# Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

## ANNUAL REPORT



# 2021



# THANDULWAZI MATHS AND SCIENCE ACADEMY

EST.  
2005

@TeamThandulwazi

[www.thandulwazi.com](http://www.thandulwazi.com)

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Thandulwazi Maths and Science Academy

## SOME OF THE CHALLENGES FACING SOUTH AFRICAN PUBLIC SCHOOLS:

2021

Poor Mathematics, and Science skills

Low literacy levels

Shortage of skilled teachers

Under-resourced schools

## OUR SOLUTION:

- An inclusive programme, where students and teachers self-select to attend the Academy
- Targeted interventions aimed at improving the quality of teaching and learning in gateway subjects
- Best practice, innovative teaching, new learning technologies and methodologies, and curriculum enrichment
- A caring, empowering, confidence-building environment - Thandulwazi is "Ubuntu in action"



## THANDULWAZI SATURDAY SCHOOL

EST. 1991

Quality tuition for Grades 9 to 12

11670

Historically disadvantaged students who have benefited directly, since 2011

150+

Participating Gauteng high schools

2315

Matric students assisted since 2011 (all taking Maths and a Science subject)

CURRENT ENROLMENT:

students

1000



To change a life and to give a gift of educational upliftment visit our giving page at [www.thandulwazi.com](http://www.thandulwazi.com) or contact us at [donations@thandulwazi.com](mailto:donations@thandulwazi.com) or at 011 577 6193



## THANDULWAZI TEACHER DEVELOPMENT PROGRAMME

EST. 2006

14546

Pre-primary and primary school teachers upskilled to date

CURRENT

ENROLMENT:

470

teachers (Gauteng)



## THANDULWAZI ACADEMIC SCHOLARSHIPS

17 scholarships awarded to date, to historically disadvantaged, high potential students for Grades 10 to 12

5

Scholarship Students currently at St Stithians College



## THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

1<sup>st</sup> Intern in 1996

207

Young intern teachers trained since 2005

132

Participants who went on to graduate with a professional qualification



80%

Graduates still in teaching

CURRENT ENROLMENT:

41 interns



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**"There can be no contentment for any of us when there are children, millions of children, who do not receive an education that provides them with dignity and honour and allows them to live their lives to the full."**

*- Nelson Mandela, November 2007*



**ST STITHIANS  
COLLEGE**

## A Recipe for Excellence in Education has Three Ingredients:



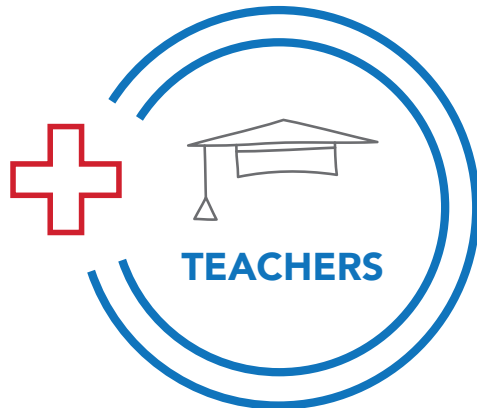
# **BUT IN THE SOUTH AFRICAN EDUCATION SYSTEM**

**How can we offer more children access to motivated, qualified, experienced, excellent teachers and world class facilities in a country with a **severe lack of** these **resources**?**

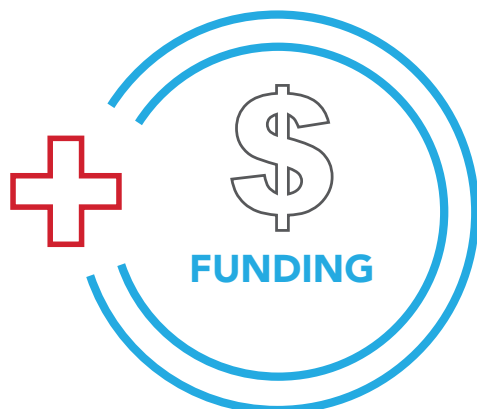




South Africa has some of the best resourced schools in the world; there are times when those facilities are not fully utilised, especially weekends. **Why not use those facilities in the available free time** to offer students access to these facilities?



South Africa has numerous motivated, qualified, experienced, excellent teachers many of whom are recently retired. **Why not offer those teachers an opportunity to share their expertise** with a wider audience?



**Source funding** to ensure that teachers are attractively compensated for their time and expertise and that necessary teaching resources are readily available.



**Thandulwazi Trust**  
MATHS AND SCIENCE ACADEMY

The Thandulwazi  
Maths and Science  
Academy Model



# A THRIVING SOUTH AFRICA

# Vision and Mission



## Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi derives from the isiZulu, meaning "the Love of Learning"

The Thandulwazi Trust Maths and Science Academy was formally established in 2005 by St Stithians College as a nation-building education programme. We recognise that by providing a greater number of young people access to quality education, we are providing them with the knowledge and skills needed to become active and contributing members of our broader South African community and economy; and of course, effective, well-trained, professional Teachers play a critical role if this goal is to be achieved.

***Our overall vision is a South Africa where every child has access to quality basic education and attends a well-resourced school where effective teaching and learning is taking place across all educational phases particularly in gateway subjects (Mathematics, the Sciences, Accounting and English).***

Thandulwazi is well-placed to offer an educational intervention programme to:

- Improve the learning and teaching of core subjects for Grade 9 to 12 Learners in Gauteng Province;
- Provide a professional development programme for Teachers in Gauteng Province;
- Develop and train new Intern-Teachers through in-service formal training; and
- Provide Academic Scholarships to talented FET-phase historically disadvantaged South African Learners.



## FINANCE & GOVERNANCE

The Thandulwazi Maths and Science Academy and its programmes are 100% donor funded and financial transparency is a hallmark where all funds raised go directly to the programmes and are used to the benefit of the beneficiaries.

The **Thandulwazi Trust** is currently made up of the following Trustees:

Mr John Williams (Chairperson)

Mr Tshediso Khuzwayo

Ms Khumo Morolo

Mr Velaphi Gumbi (Head: Thandulwazi Maths and Science Academy)

Ms Celeste Gilardi (Rector: St Stithians College)



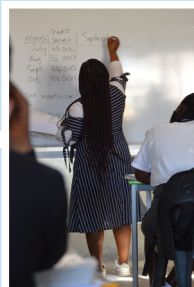
To achieve the objectives of the Thandulwazi Maths and Science Academy, four main areas of focus have been identified:

### SATURDAY SCHOOL PROGRAMME

The Programme provides curriculum enrichment and extra tuition to Grade 9 to 12 Learners on Saturday mornings; providing additional teaching time to them, in order to make up for the sub-optimal teaching and learning that is taking place in many under-privileged schools around Gauteng Province. The programme provides effective teaching for Learners from previously disadvantaged communities in the core selected subjects of Mathematics, the Sciences, Accounting and English. The 2021 Saturday School Programme saw 860 Grade 9 to 12 Learners registered to make the most of this free opportunity that was available to them on a first-come, first-served basis regardless of their individual academic abilities. Since 1991 more than 11,670 Learners have been assisted through this programme.

### TEACHER DEVELOPMENT PROGRAMME

Offering a professional development programme to assist current Teachers and Practitioners improve their teaching skills. This programme focusses on the development and up-skilling of Teachers, ECD Practitioners and School Leaders currently working in Early Childhood Development (ECD) Centres and Schools located within Gauteng Province and providing professional growth to these educators. 14,544 Teachers have directly benefitted from this programme since 2006, impacting an estimated 436,320 Learners every year (conservatively based on a class size average of 30 Learners and only one class per Teacher). In 2021, 468 Teachers registered on a first-come, first-served basis and maximised this free opportunity to have their skills sharpened and upgraded in the different courses that were presented within the programme - ECD Fundamentals, ECD Management (UNISA), Grade R Teaching (UNISA), Foundation and Intermediate Phase Mathematics Teaching (UNISA), and School Leadership.



### INTERN-TEACHER TRAINING PROGRAMME

The training of new Teachers through this programme has a special focus on areas of critical teacher shortages in the subject areas of Mathematics, the Sciences, English and within the Early Childhood Development (ECD)/Foundation Phase of Education. This in-service formal training provided to Student-Teachers transform *apprentice* Teachers into *meister* Teachers. The programme aims at growing the number of Teachers in South Africa and building capacity in the broader education sector. 132 Intern-Teachers have graduated from this programme since its inception in 1996 impacting on 3,960 Learners every year (conservatively based on a class size average of 30 Learners and only one class per Teacher). 2021 saw us support a total of 45 Intern-Teachers that are on course to complete their BED or PGCE Teaching qualifications.

### ACADEMIC SCHOLARSHIP PROGRAMME

On a 50/50 partnership with St Stithians College, this programme provides academic scholarships to talented FET-phase historically disadvantaged South African Learners who are currently learning in a school environment where they will not be able to optimise their talent and affording them an opportunity to be placed at St Stithians College which has an excellent track record of teaching Mathematics and the Sciences. This programme (subject to the availability of dedicated, multi-year funding) provides bursaries to talented Mathematics/Science Learners from Grade 10 to 12. To date 17 Academic Scholarships have been awarded and 2021 saw five students being supported at St Stithians Collge – two boys in Grade 10 and 11 at St Stithians Boys' College; and three girls in Grade 10, and 12 at St Stithians Girls' College.



## Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

### Thandulwazi Maths and Science Academy Year-End Programmes Report Report for the period 01 January 2021 to 31 December 2021

#### Executive Summary

*“Education is not the learning of facts but the training of the mind to think” – Albert Einstein*

The core philosophy of the Thandulwazi Maths and Science Academy is centred on the principle that if South Africa is to thrive in a global economy, all Learners must be provided with equal access to quality learning and teaching opportunities in the subjects of Mathematics and the Sciences, in an ever-changing national, continental and global context.

It became clear that the COVID-19 pandemic was threatening to challenge this core philosophy of the Academy as it exposed glaring disparities between the haves and the have-nots in our country. As it had happened in 2020, educational activities in the townships and rural areas of the country came to a complete halt in 2021, while the more affluent schools were quick to adapt and started to offer online classes.

The Thandulwazi Maths and Science Academy learned some valuable lessons on how to use minimal technology to provide effective online tuition during the first wave of the pandemic in 2020. Once again, online live lessons were delivered by subject Heads or delegated Teachers using Zoom as a platform, while at the same time learning material was also posted on the subject specific group WhatsApp platform for the Thandulwazi Saturday School in 2021. The Academy wasted no time in switching to onsite classes when government announced relaxed lockdown periods. Therefore, tuition for a total of 20 Saturdays was successfully conducted online together with 10 Saturdays which were onsite.

A significant milestone was that the Academy attracted and reached more Learners than those registered when classes were conducted online. This was an indication that Learners were sharing their links with friends in their communities, thereby widening the reach of the Academy. The same online/onsite approach was used in the Teacher Development programme.

One can therefore safely say with confidence that, despite all odds, the Academy delivered on its founding mandate in a caring, empowering and confidence building manner which encapsulates the spirit of Ubuntu In Action. The four Thandulwazi nation-building, educational upliftment programmes strive to provide inclusive education opportunities to Learners, Students and Teachers from all communities. The Academy succeeded in delivering this noble goal during the 2021 academic year.

It is our pleasure to share with you the 2021 year-end report of the Academy, highlighting the successes and challenges experienced in the four educational programmes.

Should you have any queries about the programmes or if further information is required, please do not hesitate to be in touch.

Head of School: Velaphi Gumbi



# Overview

The continued threat posed by the COVID-19 pandemic to the basic education sector in South Africa remains unsettling to the sector and to the Thandulwazi Maths and Science Academy. In response to the second wave of the pandemic the 2021 academic calendar was adjusted by the Department of Basic Education, seeing the opening of public schools only taking place in mid-February 2021. This delay in the start of the academic year brought a lot of anxiety to Teachers, Parents and Learners across the country. However, the Academy continued to be a beacon of hope and light during this time with the commencement of all programmes before the opening of public schools, providing a head start to those Learners and Teachers that successfully registered for their respective Programmes at the end of 2020 and in January 2021.

As the Thandulwazi Maths and Science Academy's programmes started gaining momentum for the year, so did the COVID-19 infection rates in Gauteng, with the Delta variant showing signs of another stricter lockdown announcement being imminent. The Academy proactively responded by moving the Saturday School and Teacher Development Programmes online, utilising the established online distance learning (ODL) resources and platforms to ensure that the four programmes were not interrupted, placing the health and safety of all beneficiaries and staff at the forefront of the decision.

The onset of the COVID-19 pandemic in South Africa in 2020 most certainly assisted

the Thandulwazi Maths and Science Academy to be prepared for the 2021 academic year through the various lessons learnt in adapting quickly to an education environment that changed abruptly. In all programmes, but more specifically in the Saturday School and Teacher Development Programmes, the Academy successfully implemented the on-site-online hybrid teaching and facilitation model which made it possible to continue providing contact-sessions regardless of the lockdown restrictions. In fact, in 2021 the plan was to provide 40% of the Saturday School classes online, however with the onset of the third wave, the Academy was in a position to easily change this to 60% of the year's classes without upsetting the programme's academic planning for the year.



# Saturday School Programme

## 2020 MATRIC RESULTS

Following the delayed release of the 2020 National Senior Certificate Examination results by the Department of Basic Education, the Thandulwazi Maths and Science Academy eventually obtained the 2020 Saturday School Programme's Grade 12 Learners' results. Below is a comparative results analysis for the Saturday School Learners who wrote the 2019 vs the 2020 National Senior Certificate Examinations:



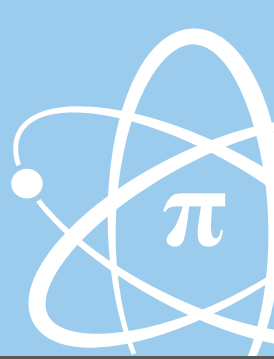
Year	Number of Learners	Number of Learners who Achieved	% of Learners that Achieved	Number of Learners that did not Achieve	% of Learners that did not Achieve	Number of Learners who obtained a Bachelors Pass	Number of Learners who obtained a Diploma Pass	Number of Learners who obtained a Higher Certificate Pass
2019	154	141	91.6%	13	8.4	81 (52.6%)	40 (26.0%)	20 (13.0%)
2020	115	101	87.8%	14	12.2%	63 (54.8%)	28 (24.3%)	10 (8.7%)

While the COVID-19 pandemic disrupted education processes, the intervention by the Academy clearly assisted the beneficiary Learners, as the analysis of the results of the 2020 Thandulwazi Saturday School Grade 12 Learners who wrote the National Senior Certificate Examinations show. It is encouraging that, while the overall pass percentage of 87.8% is lower than that of 2019 (91.6%), the quality of the results has improved with 54.8% of the Learners passing with a Bachelors. The overall performance of the Learners (87.8%) and the percentage of Learners who passed with Bachelor passes (54.8%) is higher than the National results and the top two performing Provinces in the country.





# Saturday School Programme



COMPARISON	YEAR	% ACHIEVED	% BACHELOR	% DIPLOMA	% HIGHER CERTIFICATE
National Pass Rate	2020	76.2%	36.4%	26.0%	13.7%
1. Free State Pass Rate	2020	85.1%	40.4%	31.3 %	13.4%
2. Gauteng Pass Rate	2020	83.3%	45.1%	27.8%	10.8%
Thandulwazi Saturday School Programme Pass Rate	2020	87.8%	54.8%	24.3%	8.7%

The Table above shows the comparison of the Thandulwazi 2020 Grade 12 Saturday School Learners' results in this regard:







## 2021 SATURDAY SCHOOL PROGRAMME

A total of 860 Grade 9 to 12 Learners (68% female and 32% male) were registered in December 2020 and January 2021, 140 less than the targeted number of 1000. Due to the COVID-19 pandemic, this is the first time that registration was done fully online and it might have contributed to the drop in Grade 9 registered Learners. This, together with the fact that public schools only opened in the middle of February 2021, after the school calendar had to be amended for the second wave lockdown regulations and schools were focussed on

their own start and recovery of already lost time in the academic year, probably meant that Learners were not in "school-mode" when Thandulwazi Registrations were open and schools were focused on their own start and recovery of time already lost in the academic year. The Table below shows the demographic distribution of the registered beneficiary Learners:

Black (African)		Coloured		Asian	
Male	Female	Male	Female	Male	Female
266	572	11	9	2	0
838		20		2	
860					



However, with the onset of online classes Learners attending contact sessions increased beyond the registered 860 beneficiary Learners to just above 1,200 due to the fact that registered beneficiary Learners shared the log-in details and WhatsApp Group details with their friends and family members who then also join in to gain access to the extra tuition being provided by the Thandulwazi Maths and



# Saturday School Programme



Science Academy's Saturday School Programme.

The Thandulwazi Maths and Science Academy has successfully implemented the on-site/on-line hybrid model for the Saturday School contact classes.

The programme conducted 30 contact sessions between January 2021 and October 2021, with 10 sessions being hosted on-site and 20 online using both the Zoom and WhatsApp platforms.

Online lessons are presented by the subject HODs or a delegated subject specialist Teacher on Zoom, while at the same time learning material is also posted on WhatsApp where a dedicated tutor interacts with the Learners. The WhatsApp platform has proved to be popular with the Learners due to the fact that it is light on data usage

and allows the Learners to access posted material and engage with their Thandulwazi Teachers in the form of questions and answers beyond the Saturday contact sessions.

A remarkable increase in the attendance of Grade 10 and 11 Learners have been seen in both the on-site and online contact sessions in 2021. This is attributed to the tendency of schools to focus more on teaching Grade 12 Learners to catch-up on their curriculum in preparation to pass the National Senior Certificate Examinations, neglecting the focus that should be on the other Grades as well. The decline in the Grade 12 Learners' attendance coincides with the Gauteng Department of Education's compulsory Grade 12 catch-up programme conducted in all public schools. However, the

# Saturday School Programme

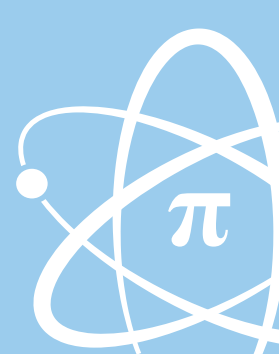
Thandulwazi Grade 12 Learners still benefit immensely from the WhatsApp platform during the week, where they continue to post questions for the Thandulwazi Teachers to assist them. This was especially prominent during the Preliminary Examinations period where engagements on this group increased exponentially as the examinations drew near. The remaining four contact sessions during October 2021 were dedicated to intense revision for all Grades in order to assist Learners in preparing for their final year examinations. A total number of 168 Thandulwazi Grade 12 Learners wrote the National Senior Certificate Examinations. These Learners were provided with additional support on the WhatsApp platform in the weeks leading up to their Mathematics, Sciences and Accounting Examinations.

*Pictures of Learners in class during on-site lessons*

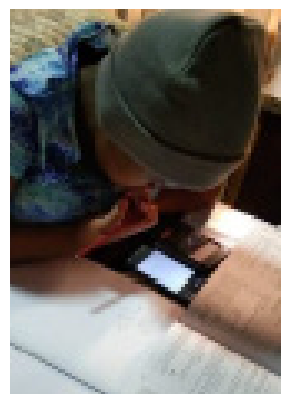
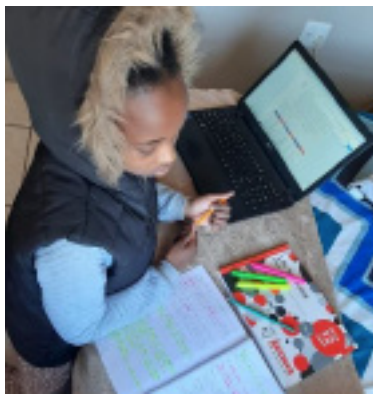
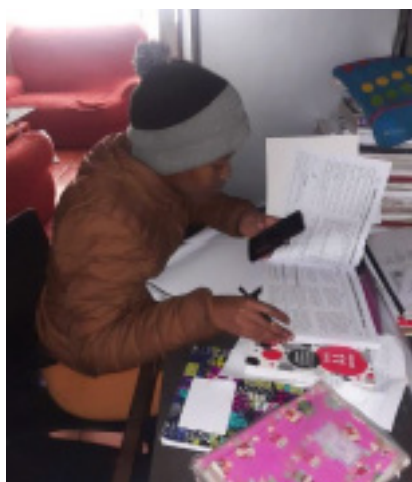




# Saturday School Programme



## ONLINE CONTACT SESSIONS





# Saturday School Programme

## TEXTBOOK DISTRIBUTION

Each beneficiary Learner in the Thandulwazi Saturday School Programme is provided with textbooks in each of the offered subjects. The Learners use these textbooks during their contact sessions, but the Thandulwazi Maths and Science Academy has also come to know that the Learners also take these learning resources back to their own schools for their Teachers and fellow Learners to also benefit from them during the week and in their study groups.



## ADDITIONAL TUITION AND PREVIOUS EXAM QUESTION PAPERS PRACTICE SESSIONS

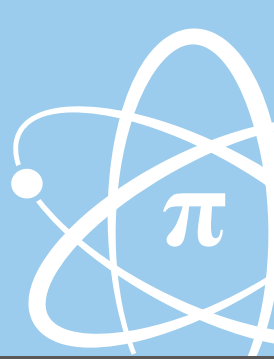
In a quest to strengthen the performance of Grade 12 Saturday School Learners in the subjects of Mathematics and Physical Sciences, the Academy has made extra tuition time available through the adoption of two additional offerings: evening classes and once-a-week homework sessions.

The evening classes were hosted by the Thandulwazi Subject Heads and consist of hour-long live online lessons in each of the two subjects conducted on Zoom and WhatsApp during selected evenings.

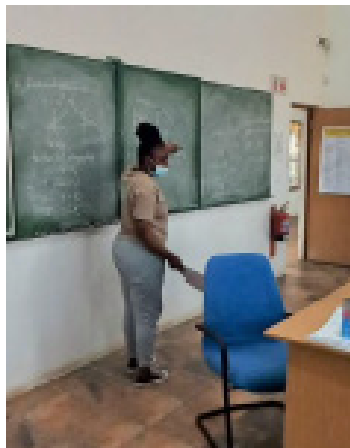
TheThandulwaziMathsandScienceAcademy

partnered with Tutroom, an organization of young people with an interest in Maths and Science, to send practice questions (taken from previous examination question papers) to Grade 12 Learners once a week. Upon receiving each Learner's answers, their work is immediately marked and feedback is provided to both the Learners and their Parents. The Learners' performance was recorded for the Thandulwazi HODs and Teachers to also keep track of their progress.

# Saturday School Programme



## FIDELITY FOUNDATION NPC OLIVER'S VILLAGE GRADE 12 SATURDAY SCHOOL



The Fidelity Foundation NPC requested the additional partnership of the Thandulwazi Maths and Science Academy to assist with the provision of a Thandulwazi Saturday School Programme through the Oliver's Village Community Centre located in Benoni, thereby creating a three-way collaboration funded by Fidelity Foundation NPC.

The programme saw the provision of extra tuition Saturday contact classes by the Thandulwazi Maths and Science Academy for Oliver's Village Community Centre to 21 (instead of the planned for 40) Grade 12 Mathematics and Physical Sciences Learners from partner public schools located around Oliver's Village.

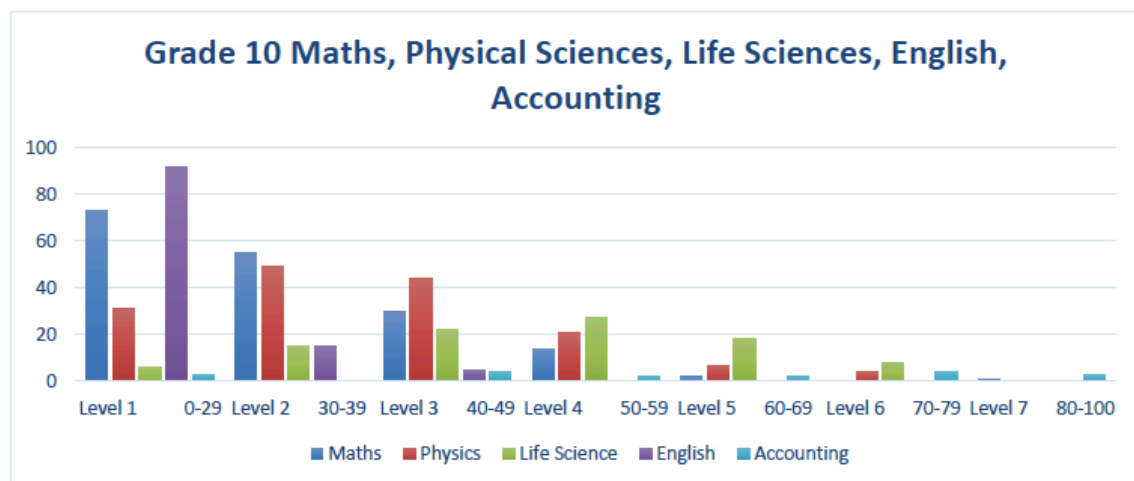
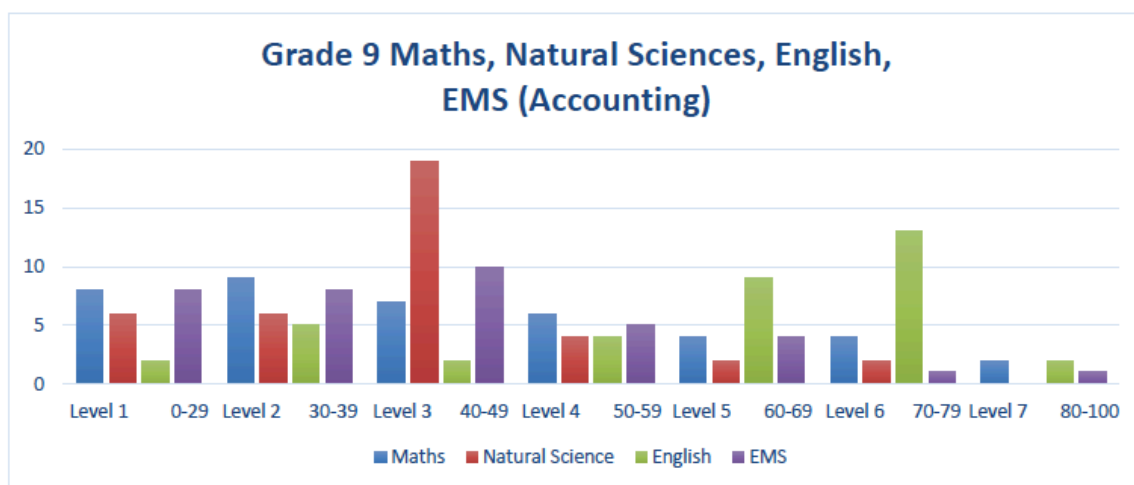
Through the dedicated funding provided by the Fidelity Foundation NPC, two dedicated Teachers (one Mathematics Teacher and one Physical Sciences Teachers) and subject workbooks were provided for the delivery of the contact sessions at the Centre and the Learners were included in the Thandulwazi on-line contact sessions on Zoom and WhatsApp.

# Saturday School Programme

## BASELINE ASSESSMENTS

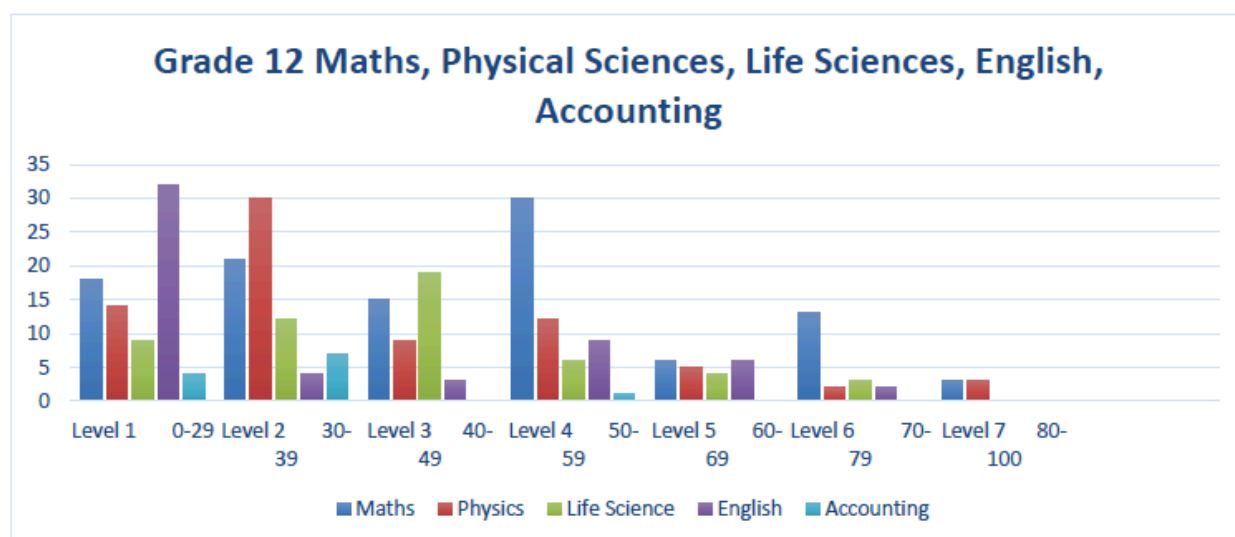
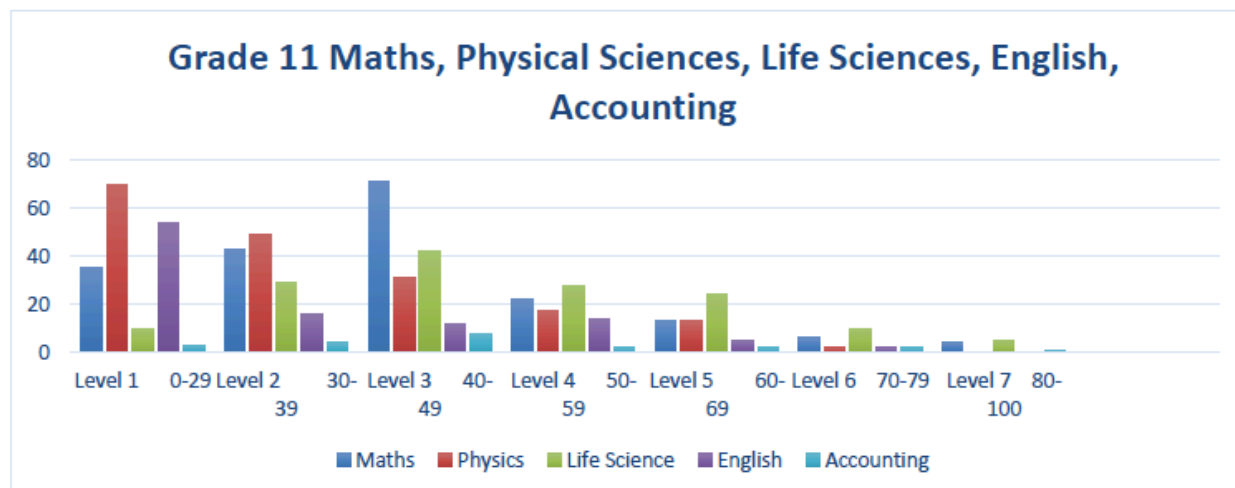
Baseline assessments are administered at the beginning of the academic year and used to determine the knowledge level of the beneficiary Learners, assist the Thandulwazi Teachers to plan their lessons appropriately and allows the Academy to track their academic progress throughout the year. The 2021 baseline assessments were delayed due to the late start of the public schools owing to lockdown restrictions, resulting in low attendance numbers at the beginning of the Saturday School Programme as Learners were easing into their academic

year much later than normal. The intention with the delay was to ensure that there was a good representative sample of all Learner beneficiaries to write the assessments, with the Grade 9 and 12 Learners writing their assessments on 20 February 2021 and the Grade 10 and 11 Learners on 6 March 2021. Below are graphs of a sample of students who wrote baseline assessments to determine the level of knowledge for each Grade on each subject:





# Saturday School Programme



The performance of the Learners in the baseline assessments exposes the worrisome state of the level of knowledge they have in Mathematics, the Sciences, Accounting and English at the beginning of the 2021 academic year, where they face their new Grades during a time where the COVID-19 pandemic has certainly weakened an already underperforming education system to the detriment of Learners across the country and around the world. Throughout the Saturday School's

Grades the majority of Learners performance in the offered subject range between 0 and 59% (Level 1 and Level 4), with the exception of Grade 9 English which stands out with a spike of Learners achieving between 70 and 79% (Level 6). The aim of the Thandulwazi Maths and Science Academy is to see the majority of Learners achieving at Level 3 and above (40% - 100%) through the various interventions implemented in the Saturday School Programme.

# Teacher Development Programme

## 2020 THANDULWAZI-UNISA TEACHER DEVELOPMENT PROGRAMME RESULTS

The final 2020 UNISA results for the Thandulwazi Teacher Development Programme were received as follows:

Gauteng – UNISA ECD Management Course	Average %
Module Name	
Management Skills in Early Childhood Development	79
Manage the Learning Environment in Early Childhood Development	84
Management Administration in Early Childhood Development	80

Gauteng – UNISA Grade R Teaching Course	Average %
Module Name	
Grade R Teaching Portfolio 1	67
Grade R Teaching Portfolio 2	70
Grade R Teaching Portfolio 3	69
Grade R Teaching Portfolio 4	83
Grade R Teaching Portfolio 5	79

Gauteng – UNISA Mathematics Teaching (Foundation Phase) Course	Average %
Module Name	
Teaching Number Sense in the Foundation Phase I	75
Teaching Number Sense in the Foundation Phase II	55

# Teacher Development Programme

Gauteng – UNISA Mathematics Teaching (Intermediate and Senior Phase) Course	Average %
Module Name	
Teaching Number Sense in Intermediate and Senior Phase I	71
Teaching Number Sense in Intermediate and Senior Phase II	73

Modimolle – UNISA Grade R Teaching Programme	Average %
Module Name	
Grade R Teaching Portfolio 1	64
Grade R Teaching Portfolio 2	74
Grade R Teaching Portfolio 3	67
Grade R Teaching Portfolio 4	87
Grade R Teaching Portfolio 5	81





# Teacher Development Programme

## 2021 TEACHER DEVELOPMENT PROGRAMME

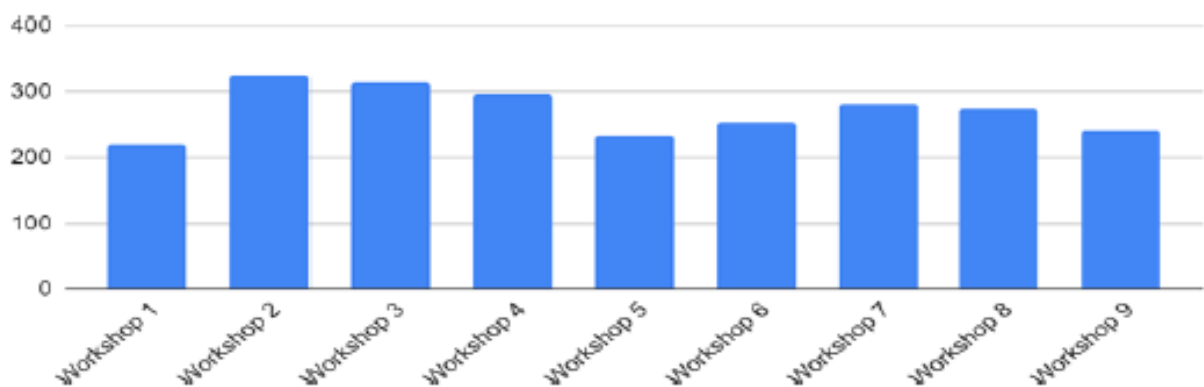
The Thandulwazi Maths and Science Academy recruited and registered 468 Teachers, ECD Practitioners and School Leaders to take part in the following courses:

- School Leadership (30 School Leaders)
- UNISA ECD Management (35 ECD Practitioners)
- UNISA Grade R Teaching (35 Teachers)
- UNISA Mathematics Teaching in Foundation, Intermediate and Senior Phase (18 Teachers)
- ECD Fundamentals (350 ECD Practitioners)

The demographic representation of the registered Teachers are as follows:

Black (African)		White		Coloured		Asian	
Male	Female	Male	Female	Male	Female	Male	Female
17	440	0	2	0	8	1	0
457		2		8		1	
468							

A total number of 9 workshops were conducted for the UNISA registered teachers between January and September 2021 utilising the on-site-online hybrid model. 5 Workshops were conducted on-site and 4 online as contact sessions had to be adapted with COVID-19 lockdown restrictions. The graph below shows the attendance of these 9 sessions by all fourteen groups:



# Teacher Development Programme

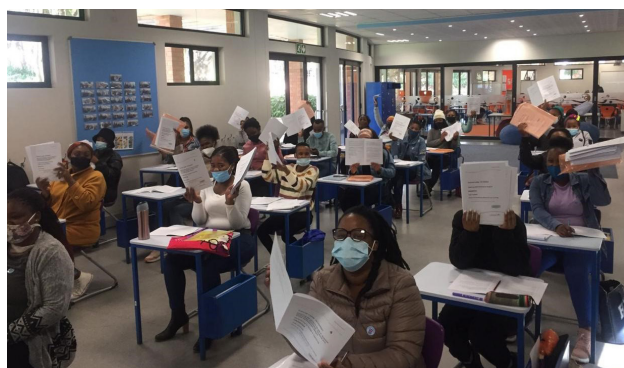
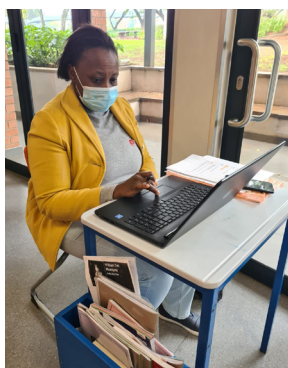
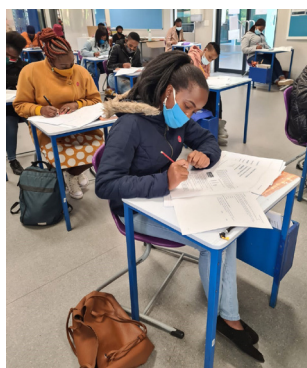
Teachers registered in UNISA courses experienced minimal challenges in submitting their assignments and portfolios online this year as compared to 2020. The IT-Training support provided by St Stithians College alumni and their friends from Tshwane University of Technology certainly empowered the Teachers with the necessary skills to manage their online course requirements.

The teachers registered in the ECD Fundamental Course successfully completed their 12 well planned sessions. The School Leadership group received 10 CPTD points from SACE for completing the prescribed work, which includes the Five Pillars of the Quality School Programme.





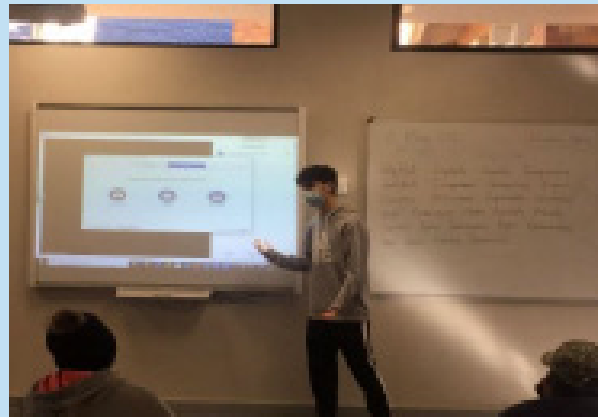
# Teacher Development Programme



# Teacher Development Programme

## IT SKILLS TRAINING

It became evident that the UNISA registered teachers were not confident nor familiar with the IT skills required to cope with their studies during the COVID-19 Pandemic and lockdown measures in 2020. In response to this identified gap, Teachers were the Thandulwazi Maths and Science Academy partnered with senior IT Students from the Tshwane University of Technology, through the leadership of an Old Stithian, to train the UNISA Grade R Teaching and ECD Management Course Teachers on basic computer skills. It is hoped that this training will assist the Teachers to confidently access and submit their assignments and portfolios online as UNISA has become a paperless University from January 2021 due to the pandemic.



*Thank you to Timothy Basson, James McPhail, Aimee Turner, Jaedon van Schalkwyk and John Mackintosh from Tshwane University of Technology*

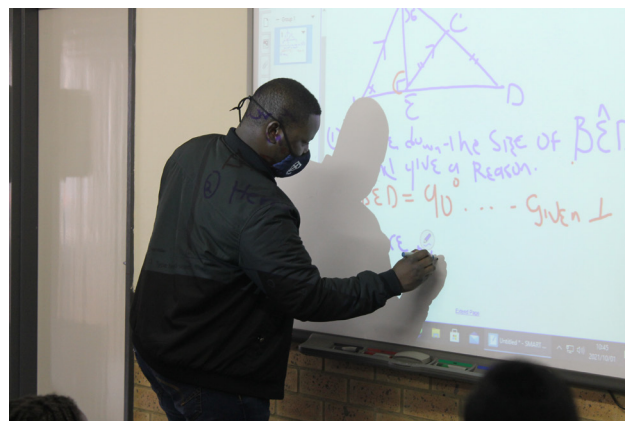
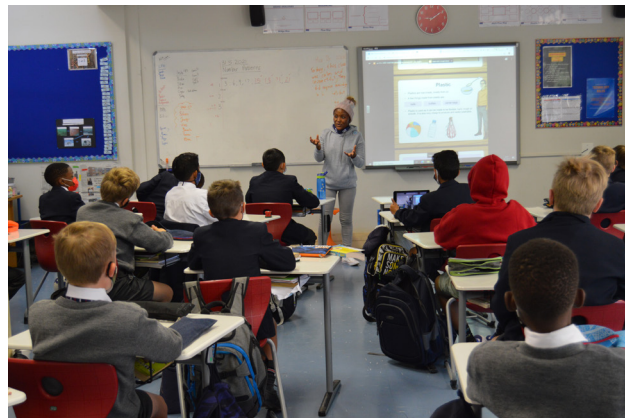


# Intern Teacher Programme

The Academy has a total of 45 Intern-Teachers for the 2021 academic year. A total of 21 were returning interns that were continuing with their BEd and PGCE qualifications and 24 were new recruits for the Thandulwazi Intern-Teacher Training Programme. Three of the 24 new intern teachers were supported by the South

African Mathematics and Science Teacher Intern Programme (SAMSTIP), an initiative of the Independent Schools Association of Southern Africa (ISASA), in partnership with the Thandulwazi Maths and Science Academy. The Table below shows the demographic details of the intern teachers:

African		White		Coloured	
Female	Male	Female	Male	Female	Male
25	12	4	2	2	0
37		6		2	
45					



# Intern Teacher Programme



All the Thandulwazi Intern-Teachers are deployed to the five on-campus schools of St Stithians College based on their chosen University Course (BEd or PGCE), education

phase and subject area of specialization. Each Intern-Teacher is allocated to an experienced St Stithians College Teacher as a Mentor.

St Stithians College School		Junior Prep	Boys' Prep	Girls' Prep	Boys' College	Girls' College
Number of Intern teachers	New	10	1	1	6	6
	Returning	5	6	5	2	3
	Total	15	7	8	9	6

The 45 Intern-Teachers have registered for a combined total of 411 year modules in 2021 and were busy with their end-of-year examinations. 11 Intern-Teachers were in their final year of studies and graduated at the end of 2021; as such only 18 new Intern-

Teachers will be recruited for the 2022 intake. Interviews are currently being conducted with the short-listed candidates, selected out of the 1753 applications received.





# Academic Scholarship Programme

## 2020 ACADEMIC SCHOLARSHIP PROGRAMME

All three of the Academic Scholarship Students that matriculated at the end of 2020 were able to obtain bursaries for their tertiary studies. Lindiwe Mabanga is studying a BSc in Biomedical Engineering at WITS with the assistance of a private family trust; Jr Lindelani Malunga is studying a BSc

in Business Sciences at UCT with a bursary from Deloitte; and Wayne Ndlovu is taking on his BCom Economic Management at the University of Pretoria with the support of a private family trust.





# Academic Scholarship Programme

## 2021 ACADEMIC SCHOLARSHIP PROGRAMME

The active participation of the five Thandulwazi Academic Scholarship Students in both academic and extra-curricular activities at the St Stithians Boys' and Girls' Colleges, and their ability to secure bursaries to take on their tertiary studies and pave the way for them achieving their career goals, indicates that the Academy is successful with the recruitment process of

this programme. The Academic Scholarship Programme had 2 students in Grade 12 placed in Girls' College; 1 Grade 11 student in Boys' College; and 2 new students, a boy and a girl, joining the programme in Grade 10. The beneficiary demographic breakdown is as follows:

Black (African)		Coloured	
Female	Male	Female	Male
2	2	1	0
4		1	
5			



The Thandulwazi Maths and Science Academy appointed three Thandulwazi Intern-Teachers to assist all of the Thandulwazi Academic Scholarship Students with additional academic support and tutorial sessions in the subjects they were struggling with. Cassidy also received additional support from the Intern-Teachers and the Girls' College in order for her to realise her goal of obtaining a 90% average in her 2021 IEB National Senior Certificate Examinations.

# Academic Scholarship Programme



**Cassidy Arendse** (Grade 12, St Stithians Girls' College) was awarded the Dux Scholar Award and achieved an Honours Summa Cum Laude in the IEB Senior Certificate Examinations and was accepted into WITS for an MBChB



**Lethabo Aphane** (Grade 12, St Stithians Girls' College) achieved a 71.43% overall average in the IEB Senior Certificate Examinations



**Wandile Kunene** (Grade 11, St Stithians Boys' College) achieved an overall average of 78% for 2021.



**Refilwe Malatse** (Grade 10, St Stithians Girls' College) achieved an overall average of 74% for this year.



**Thomas Madidimalo** (Grade 10, St Stithians Boys' College) achieved an overall average of 83% in 2021.





# Conclusion

While the COVID-19 pandemic remains a threat to all socio-economic activities in the country and around the world, it is pleasing to report that the Thandulwazi Trust Maths and Science Academy was able to implement all its planned activities in all four programmes to the absolute benefit of our 2021 Learner and Teacher Beneficiaries. The dedication displayed by the Teachers, Tutors, Facilitators, Academy Staff Members and the extra support received from various stakeholders and partners, gives us hope for the future of education in our country.

The Thandulwazi Trust Maths and Science Academy remains agile and proactive in providing solutions to emerging challenges presented to the four educational upliftment programmes by the COVID-19 pandemic, and the economic climate in South Africa which is affecting fundraising efforts. It is with the support and partnership of all our Thandulwazi Donors that make it possible for us to continue making a world of difference to one and all through education.

Thank you for providing hope and light to all our Thandulwazi beneficiaries, it is an honour to have you as our supporter and partner. We invite you to follow the Thandulwazi Maths and Science Academy's programmes on all of our social media platforms and to come and visit us when our programmes are active on-site in order for you to see what a difference your valued donations make to all of the beneficiaries that you support.

Kind Regards



Velaphi Gumbi  
Head  
Thandulwazi Maths and  
Science Academy



Charné Haak Fundraising  
Manager

# THANDULWAZI TRUST ANNUAL FINANCIAL STATEMENTS

The Thandulwazi Maths and Science Academy and its programmes are 100% donor funded and financial transparency is a hallmark where all funds raised go directly to the programmes and are used to the benefit of the beneficiaries. The Thandulwazi Finance Committee is chaired by Mr Tshediso Khuzwayo (CA). An annual budget is prepared for the Thandulwazi Maths and Science Academy for each programme and submitted to the Trustees for approval on an annual basis. Any surplus funds that remain, once all expenses have been paid within the financial year-end are allocated towards the cost of the programmes in the following year. The Thandulwazi Trust's financial year, end is 31 December; and PwC Inc are the appointed auditors that complete an audit of the annual financials in March the following year.



# TRUSTEES' APPROVAL AND STATEMENT OF RESPONSIBILITY

Annual Financial Statements for the year ended 31 December 2021

## Trustees' Approval and Statement of Responsibility

The Trustees of the Thandulwazi Trust are required to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the Thandulwazi Trust as at the end of the financial year and the results of its operations and cash flows for the period then ended.

The annual financial statements are prepared in accordance with the basis of accounting as described in the accounting policies and are based upon accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The Trustees acknowledge that they are ultimately responsible for the system of internal financial control established and place considerable importance on maintaining a strong control environment. To enable the Trustees to meet these responsibilities, standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored and all employees are required to maintain the highest ethical standards in ensuring that the Thandulwazi Trust's business is conducted in a manner that in all reasonable circumstances is above reproach.

The Trustees are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The Trustees are responsible for the controls over, and the security of the website, and where applicable, for establishing and controlling the process for electronically distributing annual reports and other financial information to stakeholders and to other stakeholders.

The Trustees have reviewed the Thandulwazi Trust's cash flow forecast for the the next 12 months, in the light of this review and the current financial position, they are satisfied that the Thandulwazi Trust has access to adequate resources to continue in operational existence for the foreseeable future.

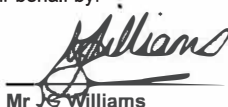
The external auditor is responsible for auditing and reporting on the Thandulwazi Trust's annual financial statements. The annual financial statements have been examined by the company's external auditor and their report is presented on pages 34 - 36.

The external auditor was given unrestricted access to all financial records and related data, including minutes of all meetings of Trustees. The Trustees believe that all representations made to the independent auditor during their audit are valid and appropriate.

The Trustees report on pages 32 - 33 and the annual financial statements set out on pages 37 to 40 were approved by the Trustees on 05 August 2022 and were signed on their behalf by:



Mr VE Gumbi



Mr JE Williams

# TRUSTEES' REPORT

The Trustees submit their report for the year ended 31 December 2021.

## 1. The Thandulwazi Trust

The Trust Deed was approved by the Master of the High Court on 01 December 2010 and the Thandulwazi Trust was formed by the donor on 18 October 2010. During 2012 the Thandulwazi Trust was registered as a Non-Profit Organization under registration number 099-707-NPO.

## 2. Review of financial results and activities

The Thandulwazi Trust operates only in South Africa.

The main activities of the Thandulwazi Trust are the programmes facilitated by the Thandulwazi Maths and Science Academy, an educational project established in October 2005 by the St Stithians Foundation. The Thandulwazi Maths and Science Academy commenced operations in 2006.

The Trustees are not aware of any matters or circumstances arising since the end of the financial year that may bear any relevance on the outcome of the annual financial statements.

The Trustees would like to caution that the ability to raise funds for future operations will come under severe pressure due to the poor South African economy. COVID-19 exacerbated the poor performance already experienced resulting from the country's credit rating. It is expected that in the short-to medium-term philanthropic donations will decrease as corporates and private donors rationalise and cut expenses, focusing on keeping their operations afloat.

However, it must be acknowledged that the Thandulwazi Trust has sufficient liquid reserves in order to sustain operations for a period of 12 to 18 months; and through the assistance of the St Stithians College Advancement Department, continuous fundraising campaigns and donor stakeholder relations activities are being undertaken in order to garner financial support for all four of the Thandulwazi Trust's educational upliftment programmes.

As with all adversity encountered throughout history, COVID-19 has also provided the Thandulwazi Trust with an opportunity to discover new innovative and cost-effective ways of delivering the four educational upliftment programmes through the use of technology, paving the way for the development of new programme delivery models for the future which could see the Thandulwazi Trust impacting the lives of even more beneficiaries in the future.

## 3. Objectives of the Thandulwazi Maths and Science Academy

The overall aim of the Thandulwazi Maths and Science Academy is to actively contribute to the improvement of Maths and Science teaching and learning in schools by:

- **Intern-Teacher Training Programme:** Facilitating the training of new teachers, with special focus on areas of critical shortage, such as Maths, Science and English; and Early Childhood Development (ECD) / Foundation Phase, through part-time academic study through UNISA, formal in-service training, and mentorship by "Meister" Teachers;
- **Teacher Development Programme:** Operating a teacher development programme, in Gauteng and Limpopo to assist current teachers in improving their teaching skills and methodologies, classroom management techniques, particularly in the teaching of ECD, Maths, English, Natural Science and Technology, as well as school leadership;
- **Student Scholarship Programme:** Providing academic scholarships to talented students (from the group described as historically disadvantaged South Africans (HDSA)) who are currently in an environment where they may not be able to optimise their talent, by placing them in schools which have an excellent record of teaching Maths and Science; and
- **Student Support Programme:** Providing extra tuition and curriculum enrichment to Grades 9, 10, 11 and 12 students on Saturday mornings to make up for the sub-optimal teaching capacity in many of the schools in under- resourced areas in and around Gauteng.

Annual fundraising targets for the Thandulwazi Maths and Science Academy are determined by the annual budget for each of the Thandulwazi programmes. The donations are mainly driven and obtained by the St Stithians College Advancement Office who raise funds from corporates, trusts and individuals to finance the programmes offered by Thandulwazi, so that HDSA students and teachers are able to attend the programmes free of charge. A range of fundraising strategies are explored as well as sourcing donations-in-kind and professional services.

# TRUSTEES' REPORT

Financial transparency and good governance is a hallmark of the Thandulwazi Trust. The Thandulwazi Trust is committed to fiscal discipline and the Trustees and Programme Directors remain acutely aware of the need to apply donor funding responsibly and sensibly, with the focus on optimising the teaching and learning outcomes. All funds raised for the Thandulwazi Maths and Science Academy go directly to the programme and are used for the benefit of the students and educators. All expenditure is carefully monitored, in accordance with the authorisation policy of the Thandulwazi Trust.

The operating results and state of affairs of the Thandulwazi Trust are set out in the attached annual financial statements and do not, in our opinion, require any further comment.

## 4. Going Concern

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

The Trustees are not aware of any new material changes that may adversely impact the trust. The Trustees are also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the trust.

## 5. Events after the reporting period

The Trustees are not aware of any matters or circumstances arising since the end of the financial year that may bear any relevance on the outcome of the annual financial statements.

## 6. Trustees

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

Trustees	Appointed
Ms KC Morolo	18 October 2010
Mr TD Khuzwayo	22 December 2017
Mrs C Gilardi	03 June 2020
Mr VE Gumbi	12 December 2018
Mr JG Williams	03 June 2020

## 7. Beneficiaries

As detailed in the Thandulwazi Trust Deed, the beneficiaries are the HDSA students and educators who participate in the programmes facilitated by the Thandulwazi Maths and Science Academy.

## 8. Auditor

PricewaterhouseCoopers Inc. have been appointed as the auditor and will continue in office for the next financial period.

## 9. Trust Capital

There have been no changes to the Trust capital for the year under review.

## 10. Trustees' interests in contracts

During the financial year, no contracts were entered into which the Trustees or officers of the Trust had an interest and which significantly affected the business of the Trust.



# INDEPENDENT AUDITOR'S REPORT



## *Independent auditor's report*

To the Trustees of Thandulwazi Trust

### *Our opinion*

In our opinion, the financial statements of Thandulwazi Trust (the Trust) for the year ended 31 December 2021 are prepared, in all material respects, in accordance with the basis of accounting described in note 1 to the financial statements.

### **What we have audited**

Thandulwazi Trust's financial statements set out on pages 37 to 40 comprise:

- the statement of financial position as at 31 December 2021;
- the statement of surplus or deficit and other comprehensive income for the year then ended;
- the statement of changes in trust capital for the year then ended;
- the statement of cash flows for the year then ended; and
- the notes to the financial statements, which include a summary of significant accounting policies.

### *Basis for opinion*

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Independence**

We are independent of the Trust in accordance with the Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards).

# INDEPENDENT AUDITOR'S REPORT



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## *Emphasis of Matter – Basis of Accounting*

We draw attention to note 1 to the financial statements, which describes the basis of accounting. The financial statements are prepared in accordance with the trust's own accounting policies to satisfy the financial information needs of the trust's trustees. As a result, the financial statements may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

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## *Other information*

The trustees are responsible for the other information. The other information comprises the information included in the document titled "Thandulwazi Trust Annual Financial Statements for the year ended 31 December 2021". The other information does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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## *Responsibilities of the trustees for the financial statements*

The trustees are responsible for the preparation of these financial statements in accordance with the basis of accounting described in note 1 to the financial statements and for determining that the basis of preparation is acceptable in the circumstances and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the Trust or to cease operations, or have no realistic alternative but to do so.

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## *Auditor's responsibilities for the audit of the financial statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the

# INDEPENDENT AUDITOR'S REPORT



aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the trustees.
- Conclude on the appropriateness of the trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Trust to cease to continue as a going concern.

We communicate with the trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

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*PricewaterhouseCoopers Inc.*

PricewaterhouseCoopers Inc.

Director: AM Pillay

Registered Auditor

Johannesburg, South Africa

16 August 2022



# STATEMENT OF FINANCIAL POSITION AT

## 31 DECEMBER 2021

	Notes	2021 R	2020 R
<b>Assets</b>			
<b>Non-Current Assets</b>			
Property, plant and equipment	2	118,012	107,588
Investments	3	2,569,065	6,168,625
		<b>2,687,077</b>	<b>6,276,213</b>
<b>Current Assets</b>			
Investments	3	18,246,501	19,665,033
Loans and receivables	4	390,418	659,653
Cash and cash equivalents	5	844,437	1,331,100
		<b>19,481,356</b>	<b>21,655,786</b>
<b>Total Assets</b>		<b>22,168,433</b>	<b>27,931,999</b>
<b>Trust Capital and Liabilities</b>			
<b>Trust Capital</b>			
Trust capital		1,000	1,000
Accumulated surplus		20,774,160	25,890,186
		<b>20,775,160</b>	<b>25,891,186</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Accounts payable	6	420,940	439,146
Income received in advance	7	972,333	1,601,667
		<b>1,393,273</b>	<b>2,040,813</b>
<b>Total Trust Capital and Liabilities</b>		<b>22,168,433</b>	<b>27,931,999</b>

# STATEMENT OF SURPLUS OR DEFICIT AND OTHER COMPREHENSIVE INCOME

	Notes	2021 R	2020 R
<b>Continuing operations</b>			
Revenue	8	5,260,335	11,041,249
Operating expenses	9	(12,748,857)	(9,609,540)
<b>Operating (deficit) surplus</b>		<b>(7,488,522)</b>	<b>1,431,709</b>
Investment income	10	2,372,496	1,665,220
Revaluation gain		-	116,801
<b>(Deficit) surplus for the year</b>		<b>(5,116,026)</b>	<b>3,213,730</b>
Other comprehensive income for the year		-	-
<b>Total (deficit) surplus and other comprehensive income for the year</b>		<b>(5,116,026)</b>	<b>3,213,730</b>



# STATEMENT OF CHANGES IN TRUST CAPITAL

	Trust capital R	Revaluation reserve R	+	Total R
			R	
<b>Balance at 01 January 2020</b>	<b>1,000</b>	<b>117,213</b>	<b>22,676,456</b>	<b>22,794,669</b>
Net surplus for the year	-	-	3,213,730	3,213,730
Revaluation reserve	-	(117,213)	-	(117,213)
Other comprehensive income	-	-	-	-
<b>Balance at 01 January 2021</b>	<b>1,000</b>	<b>-</b>	<b>25,890,186</b>	<b>25,891,186</b>
Net deficit for the year	-	-	(5,116,026)	(5,116,026)
Other comprehensive income	-	-	-	-
<b>Balance at 31 December 2021</b>	<b>1,000</b>	<b>-</b>	<b>20,774,160</b>	<b>20,775,160</b>

# STATEMENT OF CASH FLOWS

	Notes	2021 R	2020 R
<b>Cash flows from operating activities</b>			
Cash (used in) generated from operations	12	(4,129,364)	679,835
Interest received	10	14,792	33,285
Dividends received	10	1,576,236	630,494
<b>Net cash (utilised in) /from operating activities</b>		<b>(2,538,336)</b>	<b>1,343,614</b>
<b>Cash flows from investing activities</b>			
Purchase of property, plant and equipment	2	(148,327)	(41,994)
Increase in capital investments	3	-	(2,500,000)
Capital withdrawal of investments		2,200,000	886,945
<b>Net cash from /(utilised in) investing activities</b>		<b>2,051,673</b>	<b>(1,655,049)</b>
<b>Total cash and cash equivalents movement for the year</b>		<b>(486,663)</b>	<b>(311,435)</b>
Cash and cash equivalents at the beginning of the year		1,331,100	1,642,535
<b>Total cash and cash equivalents at end of the year</b>	5	<b>844,437</b>	<b>1,331,100</b>



# ACCOUNTING POLICIES

## 1. Presentation of annual financial statements

The annual financial statements are prepared in accordance with the accounting policies set out below which are consistent with the previous period. The annual financial statements have been prepared on the historical cost basis. The annual financial statements are prepared in accordance with the Trust's own accounting policies to satisfy the financial information needs of the Trust's trustees.

### 1.1 Recognition of income and expenses

The income received from donations and fundraising activities are recognised when the income is received by the Trust and deposited into the bank account. Should a donor specifically indicate that such income should be utilised in a subsequent financial year, the income is then reflected as income received in advance.

Interest income is recognised when the interest accrues.

Dividend income is recognised when the dividends are received.

Expenses are recognised in the period in which they are incurred.

Donations in kind, including donations of shares, are recognised as income in the year it is received. The amount is equal to the cost at time of receipt. The accounting treatment for the goods or services received will be determined based on the nature thereof.

### 1.2 Property, plant and equipment

Property, plant and equipment are initially measured at cost.

Cost includes all of the expenditure which is directly attributable to the acquisition or construction of the asset, including the capitalisation of borrowing costs on qualifying assets.

Property, plant and equipment are depreciated on the straight line basis over their expected useful lives to their estimated residual value.

Property, plant and equipment are carried at cost less accumulated depreciation and any impairment losses.

The initial estimate of the costs of dismantling and removing an asset and restoring the site on which it is located is also included in the cost of property, plant and equipment, when such dismantling, removal and restoration is obligatory.

The useful lives of items of property, plant and equipment have been assessed as follows:

Item	Average useful life
Office Equipment	5 years
IT Equipment	3 years
Computer software	2 years

The depreciation charge for each period is recognised as an expense.

### 1.3 Investments and other financial assets

Investments in shares in private companies are stated at cost and subsequently measured at cost less impairment. The value of shares donated are deemed to be the cost thereof. Investments are not revalued annually.

Other financial assets are initially recognised at transaction cost and subsequently recognised at cost less investment management fees. Interest and dividends subsequently received are reinvested. Other financial assets' values are increased with portfolio gains made.

Portfolio losses are recognised in the Statement of Surplus or Deficit and Other Comprehensive Income in the year in which it occurs.

Investments are assessed annually for impairment.

# ACCOUNTING POLICIES

## 1.4 Financial instruments

### 1.4.1 Initial recognition and measurement

Financial instruments are recognised initially when becoming a party to the contractual provisions of the instruments.

Financial instruments are classified on initial recognition, either as a financial asset, a financial liability or an equity instrument, in accordance with the substance of the contractual arrangement.

Financial instruments are measured initially at transaction cost.

### 1.4.2 Loans and receivables

Loans and receivables are carried at cost. An impairment loss is recognised when there is objective evidence that a loan or receivable is impaired as a result of one or more events that have occurred since initial recognition.

### 1.4.3 Accounts payable

Accounts payable are initially measured at transaction price and subsequently carried at their nominal values.

### 1.4.4 Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and demand deposits that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value. These are initially recorded at transaction price and subsequently recorded at fair value.

### 1.4.5 Financial instruments at amortised cost

These include loans, trade receivables and trade payables. Those debt instruments are subsequently measured at amortised cost using the effective interest method. Debt instruments which are classified as current assets or current liabilities are measured at the undiscounted amount of the cash expected to be received or paid, unless the arrangement effectively constitutes a financing transaction.

At each reporting date, the carrying amounts of assets held in this category are reviewed to determine whether there is any objective evidence of impairment. If there is objective evidence, the recoverable amount is estimated and compared with the carrying amount. If the estimated recoverable amount is lower, the carrying amount is reduced to its estimated recoverable amount, and an impairment loss is recognised immediately in surplus or deficit.

## 1.5 Income received in advance

Income received in advance is recognised as an income in the period in which they are contracted to by agreement between the donor and the Thandulwazi Trust.



# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2021 R			2020 R		
2. Property, plant and equipment						
	2021			2020		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Office Equipment	9,526	(9,526)	-	9,526	(9,526)	-
IT Equipment	397,552	(279,540)	118,012	292,420	(184,832)	107,588
Computer Software	1	(1)	-	1	(1)	-
Total	407,079	(289,067)	118,012	301,947	(194,359)	107,588

## Reconciliation of property, plant and equipment - 2021

	Opening balance	Additions	Disposals	Depreciation	Closing balance
IT Equipment	107,588	148,327	(4,498)	(133,405)	118,012

## Reconciliation of property, plant and equipment - 2020

	Opening balance	Additions	Disposals	Depreciation	Closing balance
IT Equipment	203,506	41,994	(14,094)	(123,818)	107,588

## 3. Investments

### Non-current assets

Unlisted shares	7,938,739	7,938,755
Accumulated impairment of investment in shares	(5,369,674)	(1,770,130)
	<b>2,569,065</b>	<b>6,168,625</b>

### Current assets

Investec Business Top5	18,246,501	19,665,033
<b>Total Investments</b>	<b>20,815,566</b>	<b>25,833,658</b>

### Investment in shares:

	Carrying value 2021	Carrying value 2020	No of shares 2021	No of shares 2020
Bridgehead Real Estate Fund (Pty) Ltd	11,074	11,074	26,858	26,858
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	3,050	7,251	7,251
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	-	16	-	1,546
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	1,582,949	2,356	2,356
Main Street 1536 (Pty) Ltd	971,992	971,992	25	25
Main Street 1579 (Pty) Ltd	-	3,599,544	250	250
	<b>2,569,065</b>	<b>6,168,625</b>	<b>36,740</b>	<b>38,286</b>

# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2021 R	2020 R		
<b>3. Investments (continued)</b>				
<b>Reconciliation of Investment in shares - 2021</b>	<b>Opening balance</b>	<b>Shares redeemed</b>	<b>Impairment of shares</b>	<b>Closing balance</b>
Bridgehead Real Estate Fund (Pty) Ltd	11,074	-	-	11,074
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	-	-	3,050
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	16	(16)	-	-
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	-	-	1,582,949
Main Street 1536 (Pty) Ltd	971,992	-	-	971,992
Main Street 1579 (Pty) Ltd	3,599,544	-	(3,599,544)	-
	<b>6,168,625</b>	<b>(16)</b>	<b>(3,599,544)</b>	<b>2,569,065</b>
<b>Reconciliation of Investment in shares - 2020</b>	<b>Opening balance</b>	<b>Shares redeemd</b>	<b>Impairment of shares</b>	<b>Closing balance</b>
Bridgehead Real Estate Fund (Pty) Ltd	11,074	-	-	11,074
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	-	-	3,050
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	16	-	-	16
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	-	-	1,582,949
Main Street 1536 (Pty) Ltd	971,992	-	-	971,992
Main Street 1579 (Pty) Ltd	3,670,940	-	(71,396)	3,599,544
	<b>6,240,021</b>	<b>-</b>	<b>(71,396)</b>	<b>6,168,625</b>
<b>Stanlib Extra Income Fund</b>				
Balance as at the beginning of the year		-		82,990
Capital withdrawals		-		(86,945)
Interest received		-		4,367
Portfolio (losses) gains through reserves		-		(412)
		-		-
<b>Investec Business Top5</b>				
Balance as at the beginning of the year		19,665,033		16,967,460
Capital investments		-		2,500,000
Capital withdrawals		(2,200,000)		(800,000)
Interest received		781,468		997,573
		<b>18,246,501</b>		<b>19,665,033</b>
<b>4. Loans and receivables</b>				
Prepaid expenses		390,418		659,653
<b>5. Cash and cash equivalents</b>				
Cash and cash equivalents consist of:				
Bank balances		844,437		1,331,100

# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2021 R	2020 R
<b>6. Accounts payable</b>		
St Stithians College	405,489	407,243
Accrued expenses	15,316	31,903
Salary control accounts	135	-
	<b>420,940</b>	<b>439,146</b>
<b>7. Income received in advance</b>		
Income received in advance	972,333	1,601,667
Income received in advance consists of funds donated for the following year's respective programmes.		
<b>8. Revenue</b>		
<b>Donations received</b>	<b>5,219,674</b>	<b>10,951,974</b>
<b>Fundraising income</b>		
MySchool Card	22,408	20,346
94.7 Cycle Challenge fundraiser	9,253	-
Cycle Challenge	-	2,950
Mandela Day	-	4,354
Freedom Day fundraiser run	-	61,625
Endowment Fund	9,000	-
Fundraising income	<b>40,661</b>	<b>89,275</b>
	<b>5,260,335</b>	<b>11,041,249</b>
<b>9. Operating expenses</b>		
Loss on disposal of property, plant and equipment	4,498	14,094
Auditor's remuneration	156,710	147,840
Depreciation	133,405	123,818
Employee costs	1,702,405	1,329,676
Impairment of investments in shares	3,599,544	71,396
Intern-Teacher Training Programme	3,298,915	3,559,996
Modimolle Teacher Development Programme	-	406,376
Student Scholarship Programme	672,358	862,705
Student Support Programme	1,856,590	1,730,794
Teacher Development Programme	1,176,040	1,215,339
Other expenses	148,392	147,506
	<b>12,748,857</b>	<b>9,609,540</b>



# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2021 R	2020 R
<b>10. Investment income</b>		
<b>Dividend income</b>		
Dividend received	1,576,236	630,494
<b>Interest income</b>		
Investment income	781,468	1,001,441
Bank	14,792	33,285
	<b>796,260</b>	<b>1,034,726</b>
	<b>2,372,496</b>	<b>1,665,220</b>

## 11. Taxation

Thandulwazi Trust is a registered Public Benefit Organisation. In terms of Section 30 of the Income Tax Act, the Trust is exempt from taxation.

## 12. Cash (used in) generated from operations

(Deficit)surplus generated from operations	(5,116,026)	3,213,730
<b>Adjustments for:</b>		
Depreciation	133,405	123,818
Loss on disposal of property, plant and equipment	4,498	14,094
Dividends received	(1,576,236)	(630,494)
Interest received	(14,792)	(33,285)
Interest received reinvested	(781,468)	(1,001,441)
Other non-cash interest received	-	(499)
Portfolio gains on investments	-	(116,801)
Impairment of investments in shares	3,599,544	71,396
Shares redeemed	16	-
<b>Changes in working capital:</b>		
Loans and receivables	269,235	(574,524)
Accounts payable	(18,206)	(154,982)
Income received in advance	(629,334)	(231,177)
	<b>(4,129,364)</b>	<b>679,835</b>

## 13. Going concern

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

The trustees are not aware of any new material changes that may adversely impact the trust. The trustees are also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the trust.

## 14. Events after the reporting period

The Trustees are not aware of any matters or circumstances arising since the end of the financial year that may bear any relevance on the outcome of the annual financial statements.

# Contact Us

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Thandulwazi Maths and Science Academy



TeamThandulwazi



Team\_Thandulwazi



Thandulwazi Maths and Science Academy

Trust Registration No. IT No: 3025/2010

PBO Number: 930037387

NPO Number: 099/707

Banking details:

Thandulwazi Trust

Standard Bank of SA Limited

Account No. 221043209

Bank Code: 018105





**Thandulwazi Trust**  
MATHS AND SCIENCE ACADEMY