

2022



CHALLENGES FACING SOUTH AFRICAN PUBLIC SCHOOLS



- ◆ Poor Mathematics and Science skills
- ◆ Poor quality Foundation Phase
- ◆ 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 (Mathematics, English, Accounting and the Sciences) and ECD/Foundation Phase
- ◆ Best practice, innovative teaching, new learning technologies and methodologies, and curriculum enrichment
- ◆ A caring, empowering, confidence-building environment - Thandulwazi is "Ubuntu in action"

SATURDAY SCHOOL

Quality Tuition for Grades 9 to 12

Current
Enrolment: **1121**
Learners

12 611 Historically
disadvantaged
Learners who
have benefited
directly, since
2011

150+
Participating Gauteng
High Schools

Matric Learners
assisted since
2011 (all taking
Maths and a
Science subject) **2483**



TEACHER DEVELOPMENT PROGRAMME

15 014
Pre-Primary and Primary
School Teachers upskilled
since 2006

Current
Enrolment: **470**
Teachers



INTERN-TEACHER TRAINING PROGRAMME

Young Intern-
Teachers trained
since 2005 **242**

143 Participants who went
on to graduate with a
professional qualification

Current
Enrolment: **72** Interns
(Gauteng and
Limpopo) **80%**
Graduates
still in
teaching



ACADEMIC SCHOLARSHIPS

19 Scholarships awarded
to date, to historically
disadvantaged, high
potential Students for
Grades 10 - 12

5 Scholarship
Students
currently at
St Stithians
College



To change a life and to give a gift of educational upliftment visit our giving page at www.thandulwazi.com
or contact us at donations@thandulwazi.com
or 011 577 6193



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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**

The South African Challenge

A Recipe for Excellence in Education has Three Ingredients:

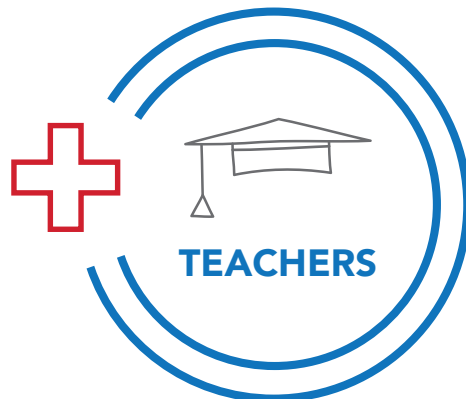


BUT IN THE SOUTH AFRICAN EDUCATION SYSTEM

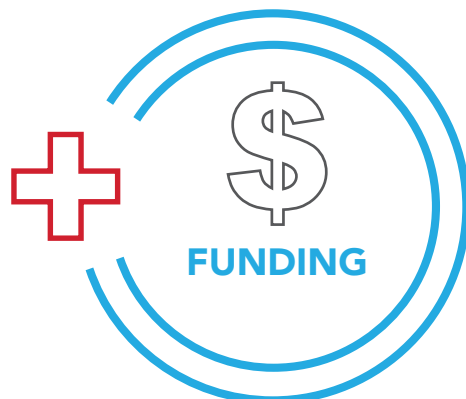
**How can we offer more
children access to motivated,
qualified, experienced,
excellent teachers and world
class facilities in a country
with a **severe lack of these
resources?****



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**



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi derives from the isiZulu, meaning "the love of learning"

2022

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).

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.



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 in Gauteng and Limpopo Provinces
- Provide Academic Scholarships to talented FET-phase historically disadvantaged South African Learners.



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 2022 Saturday School Programme will see 1,121 Grade 9 to 12 Learners registered to make most of this free opportunity that is available to them on a first-come, first-served basis regardless of their individual academic abilities. Since 1991 more than 12,530 Learners have been assisted through this programme.



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. 143 Intern-Teachers have graduated from this programme since its inception in 1996 impacting on 4,290 Learners every year (conservatively based on a class size average of 30 Learners and only one class per Teacher). 2022 sees us supporting a total of 72 Intern-Teachers in Gauteng and Limpopo Provinces that are on course to complete their BED or PGCE Teaching qualifications.



TEACHER DEVELOPMENT PROGRAMME

Offering a professional development programme to assist current Teachers and Practitioners in improving 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 450,360 Learners every year (conservatively based on a class size average of 30 Learners and only one class per Teacher). In 2022, 470 Teachers will register on a first-come, first-served basis to maximise this free opportunity to have their skills sharpened and upgraded in the different courses that are presented within the programme - ECD Fundamentals, ECD Management (UNISA), Grade R Teaching (UNISA), Foundation and Intermediate Phase Mathematics Teaching (UNISA), and School Leadership.



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 19 Academic Scholarships have been awarded and 2022 sees 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 - three boys in Grade 10, 11 and 12 at St Stithians Boys' College; and two girls in Grade 10 and 11 at St Stithians Girls' College.



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)
Ms Celeste Gilardi (Rector: St Stithians College)
Mr Velaphi Gumbi (Head: Thandulwazi Maths and Science Academy)
Mr Tshediso Khuzwayo
Mr Bongani Mbokazi
Ms Nomfundo Ngcobo
Ms Felicity Sibusisiwe



Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

Thandulwazi Maths and Science Academy Year-End Programmes Report

Report for the period 01 January 2022 to 31 December 2022

“Educating the mind without educating the heart is no education at all” – Aristotle

What an impact the Thandulwazi Maths and Academy had in 2022 through its four educational programmes: the Intern Teacher Programme, the Saturday School Programme, the Teacher Development Programme, and the Academic Scholarship Programme.

In addition to the superb Mathematics and Science support that students from public schools receive from the Academy, they also receive life-changing opportunities to interact with the students and teachers from the other schools that participate in our programmes. The Thandulwazi Saturday School brings together students from more than 150 secondary schools, for example. Such a diverse gathering of enquiring minds provides ample opportunities for students and teachers to test and reshape their world views. The connections that they forge during their Saints journey – and they are indeed members of the Saints family in their own right – make beautiful and heart warming human stories.

After the final Saturday School session for 2022, a group of Grade 12 students visited the Thandulwazi offices to bid farewell to me and express their appreciation for the four wonderful years they had spent attending Saturday School on our beautiful campus. These students recalled their first day at the St Stithians College campus, nearly four years before, for their Grade 9 registration. It was raining heavily that morning, and we thought that very few students would show up. But we were wrong: they arrived in their droves, as they always do, albeit soaked through! Not even the downpour could dampen their spirits or extinguish their burning desire for educational support. It is for this reason that the Class of 2022 was dubbed ‘the Class of the Rain’. These students also reflected on the challenging COVID-19 years, during which only a small number of them in the province were able to enrol in the Academy online and receive tuition. Khaliphile Papiyana described it as the highlight of his high-school life.

The Teacher Intern and Teacher training programmes were all delivered professionally and seamlessly and it has been a delight to watch our intern teachers grow in ability and confidence in the classroom. We are grateful that generations of students will benefit from their improved teaching ability. I wish to conclude by expressing sincere gratitude to all of the people who play a role in the implementation of the four Thandulwazi educational programmes. None of this would be possible without the funding from corporate South Africa, the education foundations and our volunteers, many of whom do it for the love of education and nation-building.

I used to think that part of my job as Head of the School was to motivate the students we serve. I can now say for certain that it is quite the opposite: the students definitely inspire me!

Head of School: Velaphi Gumbi

Overview

Welcome to the annual overview of the Thandulwazi Maths and Science Academy, a beacon of excellence and resilience in the realm of education. As we reflect on the past year, amidst the trials and triumphs brought forth by the Covid-19 Pandemic, we are filled with immense gratitude for the steadfast support and unwavering commitment of our stakeholders, educators, and students. In the face of unprecedented challenges, the Thandulwazi Academy not only persevered but thrived, emerging stronger and more adaptable than ever before. This overview serves as a testament to our collective dedication to fostering academic excellence, nurturing talent, and shaping futures. Join us as we delve into the transformative journey of the Thandulwazi Academy and celebrate the remarkable achievements of our community.

It is often said that one's mind is a determinant of both one's binding and one's liberation. Other than the great Maths and Science support that students from public schools receive from the Academy, they also get a life changing opportunity to interact with students from over the 150 schools that participate in the Saturday School programme. Such a diverse gathering of young minds allows ample opportunities

for students to reshape academic and personality defects they might have. The collaborations that are forged by some of the students during their Saints journey make beautiful human stories that are just so inspiring to listen to.

The Teacher Development and training programmes delivered impressive 2022 results with formidable performance in Limpopo and Gauteng provinces. The teacher intern programme continues to produce suitably qualified teachers for our country. The number of graduating teachers is expected to increase substantially at the end of 2023 as there will be first graduates of the Limpopo teacher intern programme.

Our five Scholarship Students finished strong at the end of 2022, and we are proud of their commitment to their studies.

The Thandulwazi Maths and Science Academy would like to express their deep appreciation to our Rector, Thandulwazi Trustees, College Executive, College Council, Teacher Mentors, Academic Staff and the teams in Human Resources, Operations and Finance for their steadfast dedication to the Thandulwazi programme and the Academy's overarching mission.





Saturday School Programme

2021 MATRIC RESULTS

The Academy started the 2022 academic year highly motivated and energized by mostly the performance of the 2021 Thandulwazi Saturday school students. The 2021 Grade 12 results improved in both the overall pass percentages and in the quality of results with more students getting Bachelor passes compared to previous years' results. The table below shows the 2021 Grade 12 performance results compared to the previous two years.



2021 Grade 12 performance compared to 2019 and 2020 final results.

YEAR	NUMBER WROTE	No. ACHIEVED	% ACHIEVED	No. NOT ACHIEVED	% NOT ACHIEVED	No. OF BACHELORS	No. OF DIPLOMAS	No. OF HIGHER CERTIFICATE
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%)
2021	168	156	92.9%	12	7.1%	122 (72.6%)	31 (17.9%)	4 (2.4%)

Saturday School Programme



The student's performance was a confirmation of the effectiveness of the hybrid approach adopted by the Academy. In a total of 30 Saturday School sessions conducted in 2021, 10 were onsite and 20 online making a 33.33: 66.66 onsite, online ratio. The Academy continued to perform better than the National and the two top-performing provinces, Free State and Gauteng. The table below shows the performance of the Academy in comparison to the National and the top two provinces.

COMPARISON	YEAR	% ACHIEVED	No. OF BACHELORS	No. OF DIPLOMAS	No. OF HIGHER CERTIFICATE
National	2021	76.4%	36.4%	25.2%	14.8%
1. Free State	2021	85.7%	39.9%	30.9%	14.8%
2. Gauteng	2021	82.8%	43.8%	26.8%	12.1%
Thandulwazi	2021	92.9%	72.6%	17.9%	2.4%

The number of students passing subjects with distinctions (80 to 100%) also increased as indicated in the table below:

Numbers of distinctions per subject

SUBJECT	No WROTE	No OF DISTINCTIONS
Mathematics	157	15
Physical Sciences	130	12
Life Sciences	129	29
Accounting	36	9
English FAL	115	8

Saturday School Programme

EXCELLENCE AWARDS

On the 19th of March 2022, the Academy held its Excellence Awards Ceremony to celebrate and award the top-performing 2021 Grade 12 students, top performing 2021 graduating intern teachers, top performing 2021 Teacher Development program candidates, and top-performing TSS subject teaching teams.



Mr Gumbi The Head of Academy on Prize Giving Day

The top performing students, intern teachers, and TDP candidates all received gifts from the Academy donated by various donors.



Prize winners and prizes

Saturday School Programme



Thandulwazi Marimba Band in Action

This was a historic day for Thandulwazi as the first Thandulwazi choir and the first Thandulwazi Marimba band performed to the delight of all the attendees.



Guest Speaker Joyce Malebye



The cherry on top was to have a Thandulwazi Alumni, Joyce Malebye, a bachelor's degree graduate in Business Science, Finance, and Accounting, a qualified chartered accountant, being the guest speaker. It was a proud moment for the Academy and very motivating for the students to hear from a direct beneficiary how attending Thandulwazi changed her life.

Saturday School Programme

The top ten performing Grade 12 students had total pass averages ranging between 87.3% to 80.7% and achieved between them a total of 57 distinctions in different subjects including Mathematic and Physical Sciences. Shown below are the photos of the 2021 top ten performing students, the number of distinctions achieved, pass averages, and Universities and career choices:



Itumeleng Makgabo

7 distinctions
Average = 87.3
Medicine, UCT



Lesedi Kibe

7 distinctions
Average = 86.7
B.Sc. in Biological Sciences, Wits



Tumisang Mohoto

6 distinctions
Average = 84.9
B.Sc. in Actuarial Sciences, Wits



Jenny Elali Folo

6 distinctions
Average = 84.9
Medicine, Wits



Silindokuhle Nene

7 distinctions
Average = 84.0
B.Sc. in Biological Sciences, Wits



Peter Tinashe Chipato

5 distinctions
Average = 83.8
Industrial Engineering, Stellenbosch



Naledi Modipa

5 distinctions
Average = 83.4
Chemical Engineering, Wits



Fana Nyathi

5 distinctions
Average = 82.6
Mechanical Engineering, UP



Kineilwe Precious Tsotetsi

5 distinctions
Average = 81.1
B.Sc. in Clinical Medical Practice, Wits



Emmanuel Hosea Gafane

4 distinctions
Average = 80.7
Medicine, Walter Sisulu University

It is encouraging that all the top ten performing students were admitted to Institutions of Higher Learning and were able to secure scholarships. The Academy takes pride that all the students and many more are pursuing careers within the STEM field.

The 2022 academic year started with a very successful teacher planning session which was held on 22 January 2022, and the focus was on proper planning to improve the quality of teaching and learning.

Saturday School Programme

2022 SATURDAY SCHOOL REGISTRATION

A total of 1087 Grade 9 to 12 students registered for the Thandulwazi Saturday school for the 2022 academic year. The Table below shows the numbers registered per grade:

2022 TSS STUDENT NUMBERS PER GRADE

GRADE	TOTAL NUMBER
09	302
10	267
11	302
12	216
GRAND TOTAL	1087

Black (African)		Coloured		Asian	
Male	Female	Male	Female	Male	Female
299	761	9	13	2	3
1060		22		5	

Demographic distribution of the registered students

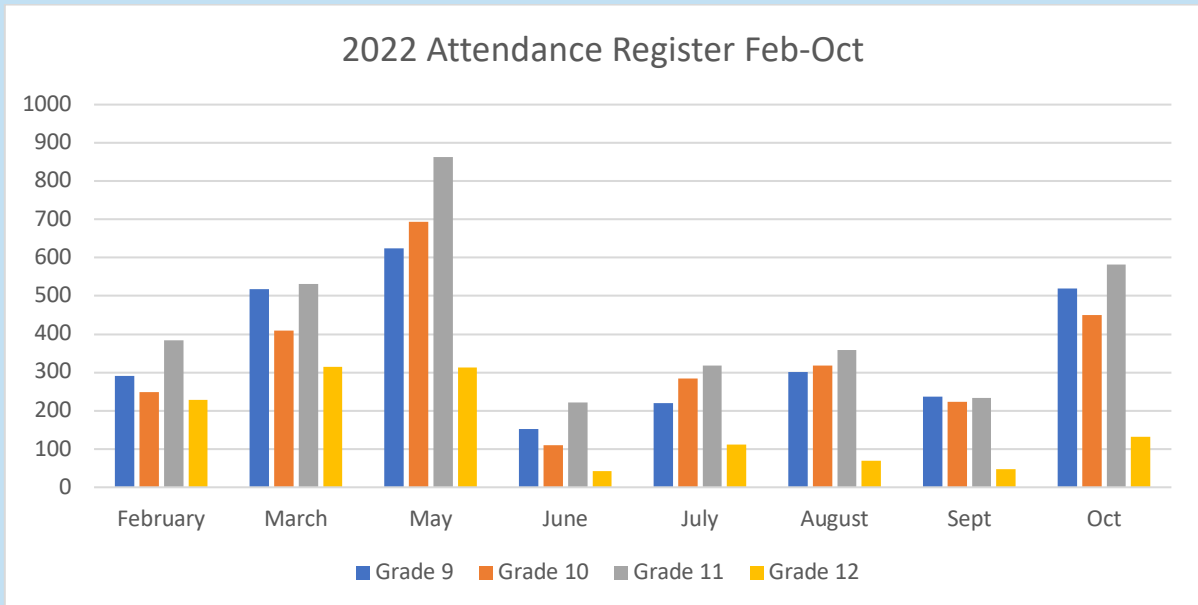
To ensure that at least 60% of the registered students are retained as set out in the Academy's strategic five-year plan, the Academy pre-registered students for the 2022 academic year, and the subject's WhatsApp groups were kept active throughout the holiday season. Listed below are the numbers of 2021 students retained in the 2022 academic year:

- 129 (77,7%) Grade 10 students out of 166 Grade 9 registered in 2021
- 150 (59,5%) Grade 11 students out of 252 Grade 10 registered in 2021
- 147 (54,9%) Grade 12 students out of 268 Grade 11 registered in 2021

The Academy consciously adjusted from the planned 60:40 onsite to online ratio to more onsite sessions to attend to the identified needs of students. A total of 30 Saturday School sessions were conducted with 22 (70.4%) on-site, 6 (22.2%) online, and 2 (7.4%) hybrid sessions (some grades onsite and others online). To further support the grade 12 students to prepare for the preliminary examinations, extra online early evening lessons were introduced in Mathematics, Physical Sciences, and Life Sciences from the 1st of September 2022. In an effort to fully prepare the Grade 12 students for the national final examinations, the last 6 Saturday sessions of the current academic year were designated as focus days, and students were drilled in Mathematics, Physical Sciences, Life Sciences, and Accounting. The last Saturday was designated for English due to the Paper one that was written on the Monday after the last Saturday session.

Saturday School Programme

Attendance for all the grades from February to October:



The Academy continued to provide all the students with the necessary support including learning material to maximize teaching and learning. The 9th of April 2022 was yet another exciting day as textbooks were issued to the students. Each Grade 9 student received a Mathematics textbook and each of the Grades 10, 11, and 12 students received Mathematics, Physical Sciences, Life Sciences, Accounting, and English textbooks.



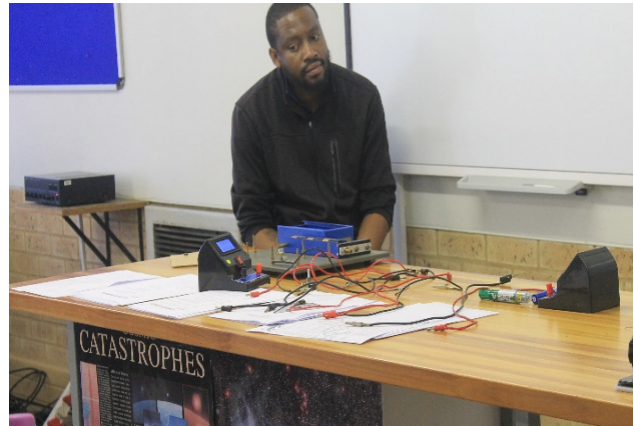
Thandulwazi Officials issuing textbooks to students

Saturday School Programme

Each student was further supplied with a scientific calculator and a mathematical instrument set. All these teaching and learning materials are meant to give our students a chance to perform at their optimal learning potential.

To ensure that the necessary practical work was conducted efficiently, two Lab technicians attached to BC and GC were appointed to help with the preparation and presentation of practical experiments for both Physical Sciences and Life Sciences. It must be noted that the Academy is well-resourced with all materials required for practical work. The photos below show the lab technician and the students during the performance of a practical experiment.

The lab technicians were not only classroom-based but also allowed students to conduct experiments during break times. Furthermore, the technicians allowed students to handle and familiarize themselves with the apparatus under their supervision.



Moleboheng Dlamini - Lab technician preparing for an experiment



Students conducting a practical on electric circuits



Saturday School Programme

PSYCHOSOCIAL SUPPORT

On the 11th of June 2022, the Academy introduced a Wellness and Psychosocial Support Programme, which is driven by a team of three St Stithians College staff members. Their mandate was to work with the students to identify, and address educational hindrances and establish intervention measures that would allow the students to become the best they can be. Psychosocial support was also aimed at supporting and empowering students emotionally and psychologically to be in a better position to face life in general. The team conducted the first one-hour group session on 13 August 2022 with a group of Grade 9 students.

Small group sessions continued with the aim to present the program to all the students in all grades

during the onsite sessions. A Zoom meeting with the parents of the students was held on 03 September 2022 to introduce and clarify the program to the parents.

The Academy also partnered with Infinity Learning, which facilitates a social transformation program aimed at assisting students to improve their academic performance. The program is based on experiential learning and includes learning strategies that are aimed at helping students to think and learn more effectively. A total of 22 students in various leadership positions in their respective schools voluntarily signed up with the program and sessions were conducted virtually using MS Teams.



Keamogetswe Mekgwe, an educational psychologist intern in action during a session.

Saturday School Programme

EXTRA-CURRICULAR ACTIVITIES

In line with one of the Academy's strategic goals to offer students an opportunity for holistic development, Thandulwazi strengthened its extra-curricular offering. Students had an opportunity to choose from a variety of extra-curricular activities to participate in, which included marimba, choir, soccer, netball, basketball, chess, and robotics every Saturday from 14:00 after classes. The photos below show students actively involved during a robotic session, basketball, marimba session, and soccer practice sessions:



Robotics session



Basket ball training



Marimba session



Soccer training

The extra-curricular program has contributed immensely to the motivation and constant attendance of the students.

Saturday School Programme



The highlight of the Thandulwazi extra-curricular program was the participation of the Thandulwazi soccer team for the first time in the St Stithians College Sports Festival, which took place from the 13th to 19th of April 2022. Through the tireless work of the fundraising team, a new soccer kit was bought and each of the players received a pair of new soccer boots and a sports bag donated by *Play it Forward Jozi*.



Thandulwazi Soccer team

Saturday School Programme



Throughout the Sportsfest the Thandulwazi boys had an opportunity to play on the world-class St Stithians sports fields and test their skills against players from well-resourced schools including St Stithians Boys' College.

Saturday School Programme

CAREER EXHIBITION

The Academy successfully hosted the annual Saturday School Careers Day on 28 May 2022, the first since the beginning of COVID-19 in 2021. A total of 1 266 students consisting of 373 Grade 9 and 893 Grades 10 to 12 students attended and benefitted from the event. The event started with a meeting hosted in Mears Hall which was filled to capacity, where students were addressed by several speakers including a representative from Moshal Scholarship Programme, a law graduate from Wits, and a Thandulwazi intern teacher program alumna who is now a Saturday School Teacher. A total of 24 exhibitors graced the event and they included Mirae Robotics which displayed interactive robots, Standard Bank which assisted students to open student bank accounts and Fidelity which displayed a security vehicle involved in cash-in-transit. The photos below show students interacting with various exhibitors.

The day was further made special by the Saint's Moms who prepared and dished out lunch packs to all the students, teachers, and exhibitors.



Saints moms dishing out food!

Saints Moms! A group of PTA moms provided hot dogs and fruit to all students. Promasidor provided juice and Fidelity offered popcorn.



Students visiting various exhibitions



Fidelity cash-in-transit security vehicle



South African National Zoological Gardens



Mirae Robotics

Saturday School Programme

The Academy has developed a healthy relationship with all the exhibitors for future collaborations. This is confirmed by the message of appreciation below, sent by one exhibitor.

RE: Appreciation- Thandulwazi Careers Day



jennifer@purecare.co.za

To: Mpho Bili

Cc: 'elfas'; chris@purecare.co.za; 'Mark Pretorius'

(i) This sender jennifer@purecare.co.za is from outside your organization.

Reply

Reply All

Forward



Thu 2022/06/02 09:3

Good morning Mpho

Pure Care would like to Thank You for allowing us the opportunity to be at the Thandulwazi Careers Day. It was great to interact and talk with the next generation of our country. Myself and Elfas sure felt the energy and interest amongst all the learners. We took many contact details and look forward to sharing with them our regular company newsletter hopefully aimed at their interests and potential recruitment opportunities that may arise in our organization based on what career interest they may have.

We were excited to share with them the Water Treatment project we did with St Stithians at the Corlett Gate and Elfas did a great job sharing the fact the water we drink on campus has come from the plant that they frequently walk past when entering the school campus.

A great successful day, thank you for the organization and putting it all together.

Jennifer Marques



C: +27 82 825 0495

E: jennifer@purecare.co.za

T: +27 31 914 2232

www.purecare.co.za

Unit No 5, 23 Beechgate Crescent, Southgate Industrial Park, Amanzimtoti, South Africa 4126



The Academy is always on the lookout for exceptional South Africans who make a difference in the lives of ordinary citizens. Such individuals are invited to address students during the morning assembly. As such, on 10 September 2022, Siyanda Sibusiso Dlamini, a young South African from KZN made a stop at the Academy on his way to Pretoria. Siyanda walks across the country raising funds and motivating communities to collectively solve their problems peacefully. The photos below show Siyanda addressing students and teachers.

This brave young South African spoke about the importance of dialogue and encouraged young and old to work for peace and stability in South Africa. He indicated that he would seek an appointment to meet the President of South Africa in Pretoria on his way to Limpopo, Northwest, and eventually Cape Town. Students and teachers were invited to raise issues they would like taken to the president. The frustrations of both teachers and students poured out and the amphitheater quickly turned into an angry political protest venue, with people addressing their social challenges directly to the president on video.



Siyanda Dlamini addressing TSS assembly

Saturday School Programme



Saturday School Programme

VISIT BY OFFICIALS FROM THE GAUTENG DEPARTMENT OF EDUCATION

On 01 October 2022, the Academy had a historic visit by officials from the Gauteng Department of Education led by the Chief Director of Research. The officials visited various activities of Saturday School and observed teaching and learning, including practical work in Physical Sciences. The Chief Director and her team expressed gratitude to the College for the initiative and marveled at the level of the quality of teaching and learning they observed. They also particularly applauded the quality of learning resources provided in the program. The tour of the classrooms was then followed by a two-hour session of serious discussions on how the Saturday School could be replicated in other strategic areas of the province. The photos below show the engagement between St Stithians College staff and GDE officials at the BP staffroom.

A follow-up carefully designed research questionnaire was sent to the Academy. The visit was commissioned by the HOD of the Gauteng Department of Education.



*GDE Officials in discussion with
St Stithians College Officials*

UBUNTU PROJECT

On 29 October 2022, the College Director of Diversity and Transformation hosted an inaugural 'Dine with a Mentor' breakfast for 47 Grade 09 girl learners. The girls secured their spot by participating in a Grade 9 girls-only creativity writing competition by submitting either an essay, a poem, or artwork on one of the themes indicated below:

- ESSAY WRITING - The future I wish for us, as a youth
- POETRY - I am not my struggles
- ARTWORK – Challenges of today's youth

The girls were paired with carefully selected mentors and the mentors spoke to the girls about persevering no matter what their circumstances and how they must have a vision for their futures.



Saturday School Programme



The mentors and the girls during the breakfast.



The mentors and the Grade 9 girls

The main aim was for the mentors to empower, motivate and offer practical tools to the girls as they pave their way to success. The mentors will periodically connect and work with the girls over the coming years until the girls' complete grade 12.

Apart from the delicious breakfast that the girls were served, they all left with bags full of various gifts which included cosmetics and educational tools.



The mentors and the Grade 9 girls

On the same day 29 October 2022, the Academy conducted its 30th and last Saturday School session. The message of appreciation on behalf of the students was delivered by Wisdom Owethu Jamela a grade 11 student. Wisdom shared his emotional but motivating story.

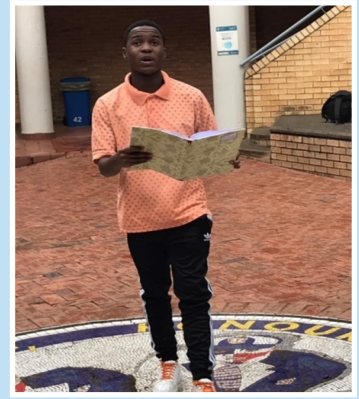


Grade 9 Girls with their goodies

Saturday School Programme

Wisdom Owethu Jamefa

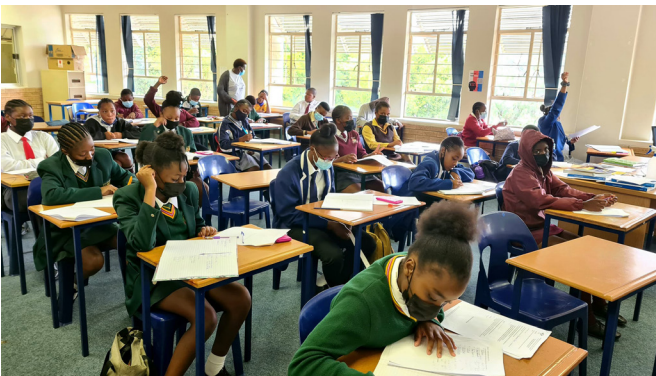
Wisdom joined the Saturday School program in August through friends that he met when he relocated from Cape Town to stay with his Aunt in Cosmo city. Relocating between provinces in the middle of the third term made it difficult for Wisdom to be admitted to a school in Gauteng. Thandulwazi became the only center of learning where Wisdom could be in a class and be taught while waiting to get a school at the beginning of 2023 to repeat grade 11. Wisdom is aspiring to pursue studies in medicine post-matric and Thandulwazi has helped him to keep his desire and aspiration alive.



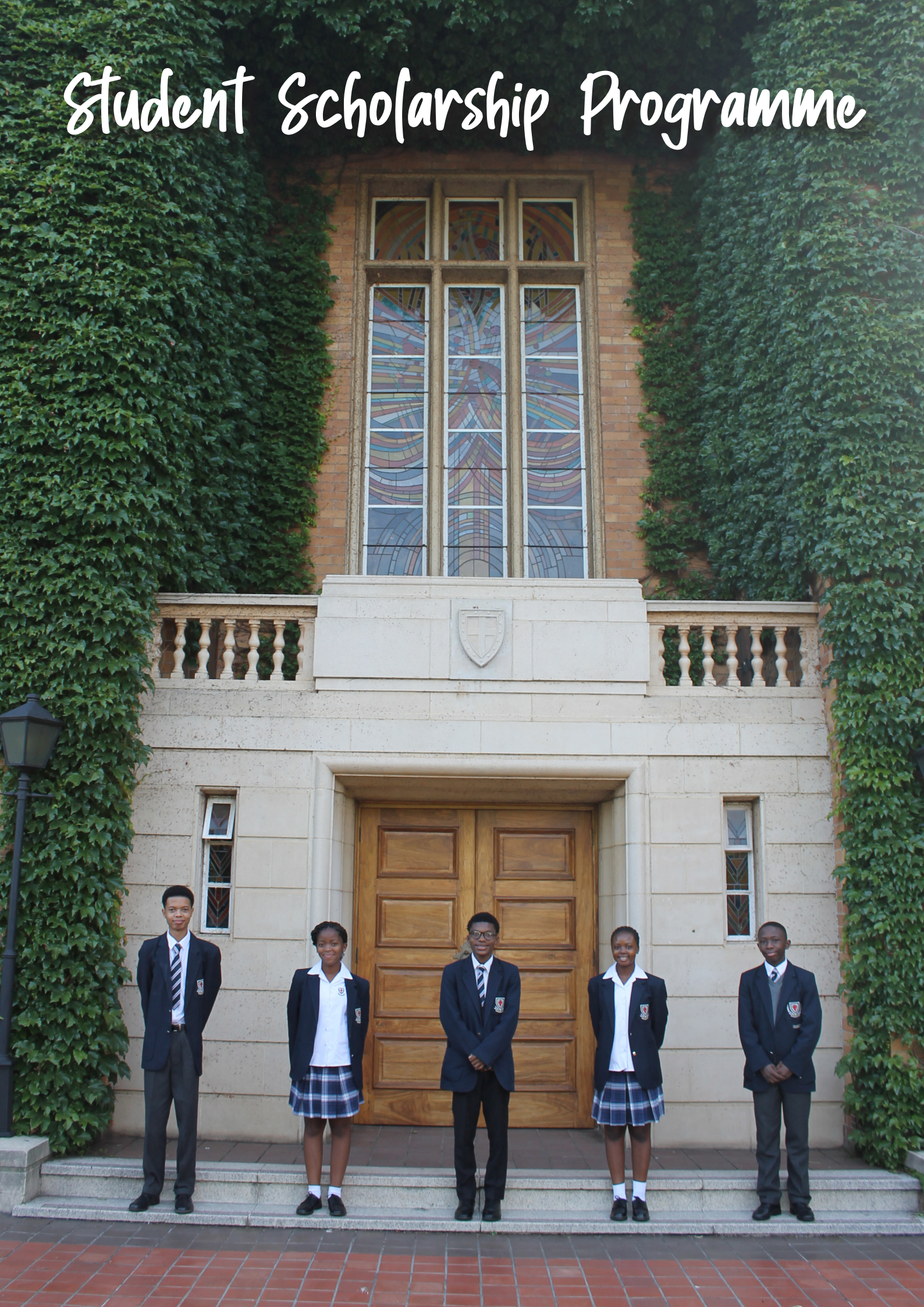
The Thandulwazi Saturday School closed the year on a very high note with great anticipation for the performance results of all the students especially the Grade 12 students. Registration for 2023 is scheduled to be done on 14 January 2023 and will be wholly done at St Stithians College.



Saturday School Programme



Student Scholarship Programme



Student Scholarship Programme

The Academy started the 2022 academic year with a celebration of the 2021 scholarship students' good results. The table below profiles the five scholarship students:



Cassidy Arendse

Grade 12
GC
Term 1 Average 90.42
Term 2 Average 90.42
Average +90%
7 Distinctions
(St Stithians Academic Honours
Summa Cum Laude)
Medicine at Wits University



Lethabo Aphane

Grade 12
GC
Term 1 Average 72.85
Term 2 Average 68.85
Average= 71.4%
Passed with bachelor
Taking gap year



Wandife Kunene

Grade 11
BC
Term 1 Average 81.75
Term 2 Average 73.94
Average=75.9
4 distinctions

Student Scholarship Programme



Refilwe Malatse

Grade 10
GC
Term 1 Average 73.5
Term 2 Average 74.3
Average= 74.9
2 distinctions



Thomas Madidimafo

Grade 10
BC
Term 1 Average 80.13
Term 2 Average 85.13
Average= 85.1
5 distinctions

The two Grade 12 students who were both girls achieved bachelor passes, with Cassidy becoming the only candidate at GC to achieve an average of 90% or above (St Stithians Academic Honours Summa Cum Laude) and therefore was the top student.

The Academy welcomed two new scholarship students a boy and a girl both in grade 10 at BC and GC respectively for the 2022 academic year. The students were selected after a vigorous recruitment process that confirmed the academic potential of the students and their families financial backgrounds. The photos of the two new scholarship students are shown below:



Nqobile Makhubu

Grade 10
From SOWETO



Eiden Edmonds

Grade 10
From Westbury

Student Scholarship Programme

The Academy followed closely the performance of the five scholarship students throughout the year, and tutors were appointed to support the students in Mathematics, Physical Sciences, Life Sciences, and CAT. Tutors were appointed to support the students in the different subjects after students' difficulties were identified in the subjects following the analysis of the first and second results. The Academy is awaiting with great anticipation for the final results of all the students.

The Academy has successfully completed a recruitment process which resulted in four students with the potential to be offered the scholarship to join St Stithians College in 2023. Three of the students a boy and two girls were offered academic scholarships and will be joining St Stithians College in Grade 10, and the fourth student a boy was recruited for a Thandulwazi Rugby Scholarship and will be joining St Stithians College in Grade 9.

QHAMA MABUTHO



Qhama is from Diepsloot Secondary School and has wonderful academic potential.

TAMIA MQALANGA



Tamia is from Diepsloot Secondary school, is quietly determined and ready to study hard.

SANELE GUMEDE



Sanele is from Athlone Girls' School and is determined to take advantage of all the opportunities afforded to her by the Thandulwazi scholarship.

SICELO SAKAWULI



Sicelo from the Buffalo Metro Inner City High School in the Eastern Cape was identified by the St Stithians Rugby coaches for the Thandulwazi Rugby Scholarship.

Student Scholarship Programme

The Academy is very excited that four young deserving South Africans will be added to the four scholarship students making a total of eight students in 2023. It is a special moment that for the first time a student is offered a rugby scholarship and Thandulwazi and BC will do everything to support the boy in his academic studies.



Education breeds Confidence,
Confidence breeds Hope,
Hope breeds Peace.

- Confucius

credit

Month	Sales	September
July	64 000	
Aug	56 000	
Sept	44 000	
Oct	88 000	

the month of

July

ten 01,

Teacher Internship Programme

Teacher Internship Programme

The programme started the 2022 academic year with a total of 53 teacher interns consisting of 31 returning, 15 newly recruited, 3 returning SAMSTIP, and 4 newly recruited SAMTIP teacher interns. The table below shows the demographic analysis of the teacher interns:

The total number of teacher interns was reduced to 49 when four teacher interns left the programme. Tammy Shaw resigned from the programme when she migrated to Europe, Glenda Mothapo resigned to take up employment, Msizi Nhabathi a SAMSTIP teacher intern was excluded due to poor academic performance and Paul Cupido could not secure registration with any University.

Thandulwazi Trust Maths and Science Academy 2022 Internship Programme Beneficiary Statistics

	African		White		Indian		Coloured		TOTAL
	Female	Male	Female	Male	Female	Male	Female	Male	
Thandulwazi Intern-Teacher Programme	28	17	4	0	1	0	3	0	53
Total by Race and Gender	45		4		1		3		53
Total by Race	45		4		1		3		53

Beneficiary Percentage Analysis:

African	45	84%
White	4	8%
Coloured	3	6%
Indian	1	2%

COMMUNITY SERVICE

During the period of 01 to 12 August 2022, all intern teachers were expected to complete their compulsory community service, where intern teachers spent a week rendering services and gaining experience from public schools. Arrangements were made with three public schools, namely Ferndale High School, Vuleka SSB High School, and Bordeaux Primary School to accommodate intern teachers. A total of 48 intern teachers successfully completed their Community Service week. Two intern teachers were requested by St Stithians College to remain behind for College duties.

The community service is helpful in exposing teacher interns to the public school system but also assists in strengthening the relationships between the Academy, St Stithians College, and the surrounding schools.



Felicia Matlatle teaching Grade 11s

Teacher Internship Programme

TEACHER INTERNS EXPECTED TO GRADUATE

A total of seventeen (17) teacher interns are in their final year of studies and started the year as possible graduating candidates. However, Lerato Maseko and Alphina Letsepe had to apply for an extension with the Academy and could only finish their studies in 2023, and extensions were granted in both instances. Lesego Maubane who was on an extension due to ill health was not in a position to finish again this year and requested to be permanently removed from the

programme. A total of fourteen (14) teacher interns are therefore expected to graduate this year. Four (28.5%) of the teacher interns expected to graduate have already secured employment for 2023 and have signed contracts. The table below lists the teacher interns expected to graduate, their subjects of specialisation, qualifications, and employment status in 2023:



**AKANI
MASINGI**

Specialisation:
Mathematics and
Physical Sciences
Qualification:
PGCE
Employed in Limpopo



**ANDREW
MANGANYE**

Specialisation:
Mathematics and English
Qualification:
B.Ed



**FELICIA
MATLATLE**

Specialisation:
Mathematics and Physical
Sciences
Qualification:
PGCE

Teacher Internship Programme



**FEZEKA
MATHEBULA**

Specialisation:
Mathematics and
Natural Sciences
Qualification:
B.Ed



**GUNDO
RAGWALA**

Specialisation:
Physical Sciences
Qualification:
PGCE



**JEREMIA MALEFANE
MOFOKENG**

Specialisation:
Mathematics and Physical
Sciences
Qualification:
B.Ed



**KARABO
RAMMEKOA**

Specialisation:
Life Sciences and Natural
Sciences
Qualification:
PGCE
Fourways High School



**KATISO
MADUMISI**

Specialisation:
Mathematics and Natural
Sciences
Qualification:
B.Ed
Steyn City School, Fourways



**LISA CASSANDRA
HAWKER**

Specialisation:
EMS & Business Studies
Qualification:
PGCE
St Stithians College, BP

Teacher Internship Programme



**MORGAN MALESELA
MANYALA**

Specialisation:
Physical Sciences and
Natural Sciences
Qualification:
PGCE



**NOMUTHI
TSHABANGU**

Specialisation:
Accounting
Qualification:
PGCE



**ONALERONA
MOAGI**

Specialisation:
ECD & Foundation phase
Qualification:
B.Ed



**SEBATSO VIVACIOUS
MAKHALEMELE**

Specialisation:
Physical sciences
Qualification:
PGCE



**AMANDA
SHEZI**

Specialisation:
IsiZulu and Mathematics
Qualification:
B.Ed
Unemployed

Teacher Internship Programme

LETTERS OF APPRECIATION

Thank you!



Katiso Madumisi

To Velaphi Gumbi

Cc Edward Rufu

Reply

Reply All

Forward

Sun 2022/12/04 07:

If there are problems with how this message is displayed, click here to view it in a web browser.

Dear Mr Gumbi,

I am writing this email to you to express my heartfelt gratitude for granting me the opportunity to become part of this internship programme.

Throughout my journey, I have grown immensely as an individual, professional and as a teacher. Sometimes all a young, full of passion, aspiring teacher needs is a platform and Thandulwazi provided that for me. From the bottom of my heart, I would like to say thank you!

My time at Saints has come to an end and I am ready to flourish in my new position at Steyn City School as a Mathematics and Natural Sciences teacher.

Wishing you God's richest blessings for the new year and beyond.

Kind regards,
Katiso Madumisi

Katiso Madumisi

Expression of appreciation



Fezeka Mathebula

To Edward Rufu

Reply

Reply All

Forward

Fri 2022/12/02 10:47 AM

Dear Mr Rufu,

I hope this finds you well.

I would like to express my sincere gratitude for the amazing growth opportunity Thandulwazi has afforded me. I will forever cherish every moment I experienced at Saints, from the first day I came to the shortlisting, to my first day standing in front of the students, through every proud moment I've experienced when the students get the "ah ha" moments. I am grateful for the support I've received from your administration and do not take for granted how privileged I am to have been part of the Saints community through Thandulwazi. They say goodbyes are sad, I beg to differ. I think goodbyes are a "Hello" to new opportunities, new dawn, and new adventures. So, I say Goodbye for now.

I wish you and yours a Merry Christmas and hope that 2023 treats you well.

Warm regards
Fezeka

The Academy is excited that schools continue to show confidence in the products of the teacher intern programme and as such two 3rd year teacher interns were recruited and offered permanent employment by two different schools. Moremi Modikoane was recruited by The Ridge School in Randburg and Lungelo Kubheka was recruited by the Curro School in Waterfalls, Johannesburg and both cases are regarded as successful exits.

Teacher Internship Programme

NEWLY RECRUITED TEACHER INTERNS FOR THE 2023 ACADEMIC YEAR

A total of twenty-one (21) prospective teacher intern candidates were offered provisional contracts for the 2023 academic year. Full contracts will be offered subjects to the candidates fulfilling all the appointment conditions which include registration for a teaching qualification with one of the public universities and attending the induction programme conducted in January 2023. The recruitment started in June 2022 when an advert was published inviting candidates to apply. A total of 571 applications coming from candidates across the provinces were received and processed. The twenty candidates were recommended for appointment after an intensive

recruitment process that included a long listing by HR, a shortlisting, and two sets of interviews conducted by the shortlisting and interviewing panel. The selection of suitable candidates was mainly guided by the needs of the different St Stithians College schools and the availability of mentors.

Two (2) new SAMTIP teacher interns were also appointed to join the 2023 cohorts making the total number of recruits for the 2023 academic year to be twenty-two (22). The table below shows the demographic analysis of the prospective candidates and the numbers for specific qualification types:

Categories	Africans	Coloureds	Whites	Indians	B.Ed FP	B.Ed Int & Snr	B.Ed FET	PGCE
No. of Interns	13 (65%)	4 (13%)	3 (13%)	2 (5%)	3	6	12	1

The Academy expects to start the 2023 academic year with no less than 58 teacher interns made out of 35 and 23 newly appointed teacher interns.

The teacher interns programme closed the 2022 academic year on a high note by hosting a beautiful end-of-year function. Graduating teacher interns were awarded certificates of appreciation in

recognition of outstanding performances, good behaviour, and various skills displayed over the years. All the graduating teacher interns further received a gift hamper from Think Teacher which included a free one-year subscription and other goodies. The photos below show the awarding of the certificates and the gift hamper to the graduating teacher interns:



Felicia Matlatle receiving certificate of appreciation



Graduating teacher interns receiving goodies from Think Teacher

Teacher Internship Programme

Waterberg Teacher Intern Training Programme

The Waterberg Teacher Intern Training Programme which enrolled 20 UNISA-registered and NSFAS-funded students from February 2022 had a very successful first year. This group of teacher interns was made up of 16 females and 4 males. A total of 11 teacher interns were registered for second-year BED studies and 9 were registered for third-year BED studies. Teacher interns were placed in 12 Primary schools within the Waterberg District and were each paired with experienced mentors.

The programme is a four-year pilot funded by FEMEF to the tune of R 2,480,600.00 for the first year, 2022. The funding covers a monthly stipend for the teacher interns, learning resources which include laptops, textbooks, and stationery, daily lunch meal for all school days, and development meetings or seminars. The photo below shows the handing over of laptops to all the teacher interns:



District Co-ordinator and teacher interns receiving laptops

The Academy took time before the start of the programme to hold meetings and workshops with all relevant stakeholders which included Circuit Managers, School Principals, Mentors, Programme Coordinator, Teacher Interns, and Labour Formations, for induction and to solicit support for the programme. Roles and responsibilities for each of the parties were outlined during these various meetings and workshops. The District Coordinator continued to hold feedback meetings with all stakeholders and this resulted in the programme receiving overwhelming support from all stakeholders. The photos below were taken during the induction of intern teachers and a meeting with District Officials and Circuit managers.



Induction of Teacher Interns



Meeting with Circuit Managers and District Officials

Teacher Internship Programme

DEVELOPMENT SUPPORT AND WORKSHOPS

One of the highlights of the first-year implementation of the programme was the professional support given to teacher interns by the District Coordinator. The support included constant school visits, continuous engagement with mentors and School Management Teams, and urgent responses to attend to teacher interns' psycho-social issues. One critical workshop that was organised for teacher interns was a SACE workshop on the professional code of conduct.

The various development workshops conducted and continuous school visits by the District Coordinator contributed to the professional growth of the teacher interns which was displayed in their improved contribution in their respective schools.

To further strengthen the professional development of the teacher interns, arrangements have been made with six independent schools within the district to host the teacher interns for shorter periods starting in 2023. This arrangement will offer teacher interns an opportunity to gain experiences in both the public school and the private school sector. The table below lists the independent schools that will host teacher interns starting in 2023.



Teacher interns attending a SACE workshop



SACE Official presenting

School	Grades offered	Circuit	Response
1. Kings College	R - 7	Ellisras	Positive
2. Euphoria	1 - 7	Mookgopong	Positive
3. Thabazimbi Christian	R - 7	Thabazimbi	Positive
4. Academia Private	Pre – R to 10	Warmbaths	Positive
5. Eden Christian	Pre – R to 12	Warmbaths	Positive
6. Hardeskool Academy	R - 7	Ellisras	Positive

Teacher Internship Programme

TEACHER INTERN IMPACT

The professional growth of the teacher interns manifested in the value they added to their schools. The third year teacher interns were quickly able to handle classes on their own and mentors and schools were comfortable in allowing the teacher interns to present more lessons. In many schools, third-year teacher interns became extra resources and were used by schools as substitute teachers when needed.

The presence of teacher interns has added a new vibe in the public schools where they are placed. While there were minor challenges when the programme started which included schools allocating intern teachers permanent classes and poor relationships between mentors and teacher interns, timely interventions by the District Coordinator assisted in alleviating the challenges. Nine (9) teacher interns had to be removed from schools where they were initially placed to new schools due to difficulties that could not be corrected. Challenges that resulted in teacher interns being moved between schools included teacher interns studying home languages that are different from the one used in the school, broken down relationships between mentors/schools and teacher interns, and failure by teacher interns to secure conducive and affordable accommodation.



Teacher intern working with learners



Teacher intern conducting remedial class

INTERN TEACHERS ACADEMIC PERFORMANCE

Hard work by the teacher interns and the support offered by the District Coordinator and the schools assisted and made it possible for all the teacher interns to submit on time all the assignments. All teacher interns were admitted to write examinations in all the modules they registered for. The majority of them went into the examinations with very healthy year marks. The Academy is waiting for the results with great anticipation.



Teacher intern conducting a school choir



*Teacher Development
Programme*

Teacher Development Programme

A total of 468 Teachers were enrolled in the five Thandulwazi Teacher Development Programmes in the 2022 academic year as shown in the table below.

Table showing numbers of beneficiaries in the TDP programme 2022.

Programmes	No of Beneficiaries
Thandulwazi ECD Fundamentals	350
School Leadership	30
UNISA Maths	18
UNISA Grade R Teaching	35
UNISA ECD Management	35
TOTAL	468

The table below shows the demographic representation of the beneficiaries:

Summary Beneficiary analysis in Teacher Development Programme (468)		
African	446	95.29%
White	2	0.43%
Colored	19	4.06%
Asian	1	0.21%

A total of ten (10) workshops were conducted for the TDP programmes. The table below shows the attendance of the beneficiaries during the workshops:

TDP 2022 ATTENDANCES PER GROUP

	WRK 1	WRK 2	WRK 3	WRK 4	WRK 5	WRK 6	WRK 7	WRK 8	WRK 9	WRK 10
GRP 1	22	20	20	19	26	26	21	21	21	20
GRP 2	16	15	27	28	28	27	23	25	27	25
GRP 3	19	19	23	19	19	19	16	15	19	17
GRP 4	17	18	25	18	16	16	18	26	20	20
GRP 5	19	18	26	19	19	20	19	19	20	15
GRP 6	19	15	21	15	10	16	20	18	21	15
GRP 7	24	21	31	26	31	20	27	28	29	26
GRP 8	28	26	33	31	33	27	30	28	24	30
GRP 9	22	18	26	30	29	15	21	17	19	26
GRP 10	18	18	22	22	19	20	18	21	20	12
ECD MAN	33	31	29	23	18	22	19	24	25	19
GR R	28	33	27	27	23	20	34	32	29	23
UN MATH	18	18	17	12	15	16	16	17	15	14
SL	27	29	32	30	30	29	31	30	29	24
TOTAL	310	299	359	319	316	293	313	321	318	286

Teacher Development Programme



Beneficiaries engaged in an Integrated Numeracy Activity



Beneficiaries reflecting after an activity

An extra four workshops were conducted to offer academic support to the UNISA Maths group. The extra support assisted the Foundation Phase Maths Group to submit all 5 prescribed assignments for this academic year. The facilitators worked hard to support the beneficiaries in all the different programmes and supported beneficiaries to complete and submit all prescribed assignments. The UNISA ECD Management and the Grade R Teaching groups submitted all 9 prescribed assignments and portfolios. The Academy is awaiting the results with great anticipation and excitement.

The ECD Fundamentals programme is a non-accredited NQF level 4 course and introduces beneficiaries to ECD teaching. The UNISA ECD Management and the UNISA Grade R teaching programmes are NQF level 5 accredited courses. The School Leadership programme is SACE accredited and beneficiaries on completion of the programme earn 40 Continuous Professional Teacher Development (CPTD) points. Their details were forwarded to SACE for the teachers to be accredited with the points. The table below shows the modules completed and the CPTD points allocated:

Module	Points
An introduction to Total Quality Education (TQE):	10
Conflicts occur in every school –let’s resolve them	5
Growing Madiba’s values in our classroom and school	5
Introverted children: making sure that they shine	5
Is there a bully on your staff	5
Stop teacher stress completely –well almost completely	5
The kids are hell. What can I do	5

Teacher Development Programme



To further improve the quality of the programme beneficiaries were asked to plan and implement a short-term project within their school communities. The aim is to assist and guide beneficiaries on project planning and implementation. Thandulwazi officials accompanied by the facilitator Dr. Richard visited six different projects for monitoring and support. The report on the visits by the facilitator can be accessed using this link: [School Visit Report](#).

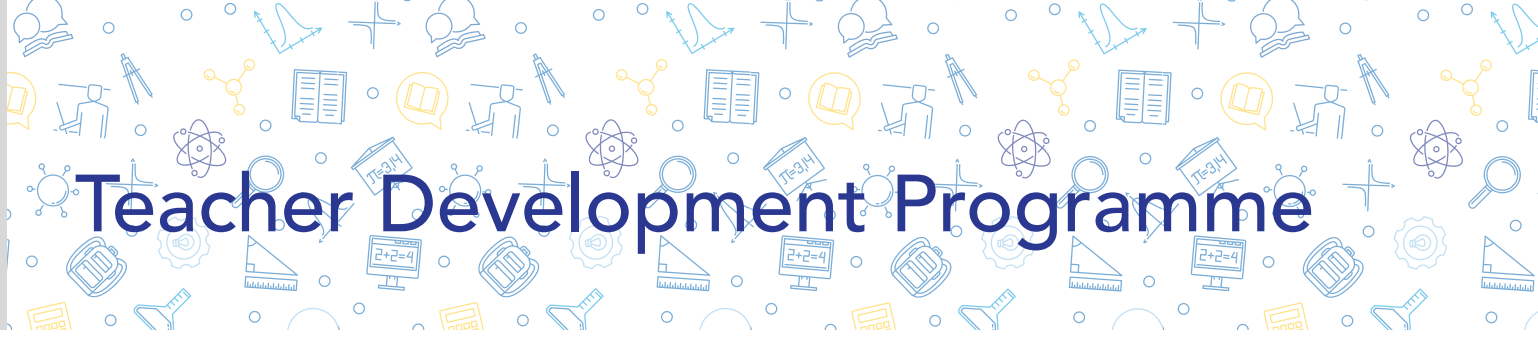
In the non-accredited ECD Fundamentals programme 10 critical topics were covered in preparing beneficiaries to be effective ECD practitioners. The topics covered were the following:

1. Principles and Approaches
2. National Curriculum Birth to 4 years
3. Designing your programmes
4. Assessment
5. Integrated Numeracy and Literacy
6. Story Telling
7. Music, Movement & Games
8. Arts and Culture
9. Science and Developing Resources
10. Perceptual, Visual, and Auditory skills

The Academy is at an advanced stage of negotiations with several service providers within the teacher development space with the aim of forging partnerships that can help in improving the offerings in the TDP programme. This will include introducing accredited courses or modules such as IT to improve the quality of the qualifications.

The TDP programme ended the 2022 academic year by awarding certificates to the ECD Fundamentals and School Leadership beneficiaries. The photos below were taken on the day of certification:





Teacher Development Programme



Teacher Development Programme



Teacher Development Programme

LETTERS OF APPRECIATION

A letter of appreciation



Lindiwe Sibanda <dreamersparadise75@gmail.com>
To: Edward Rufu

Reply Reply All Forward

Mon 2022/12/05 08:45 AM

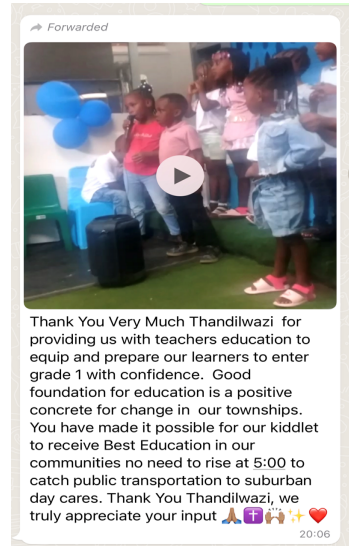
Good day At St Stithian leadership

My name is Lindiwe Sibanda from the Vaal and was doing Leadership this year with Dr Hayward, I'd like to send my sincere and humble appreciation to the leadership of the school for opening doors to uplift teachers and empower us with much needed knowledge.

As you saw the happiness and actions displayed on the closing day, we really appreciate, we wish to do more as our facilitators offer so much. I'm also happy for those who got support or sponsorship from you this year. St Stithian College is simply the best. We thank each and every staff member, from cleaners to Managing Director.

Your efforts may not go unnoticed. Thank you once more. Enjoy the holidays.

Kind regards
L.Sibanda
dreamersparadise75@gmail.com
081 599 5883



THANK YOU LETTER



Lashiwe Mparadzi <faranipreschool15@gmail.com>
To: Edward Rufu

Reply Reply All Forward

Mon 2022/12/05 09:03 AM

Dear Mr Edward Rufu

Let me take this opportunity to thank you for offering us the opportunity to further our Leadership skills. I must admit that I have been always wishing to further my studies but could not make it due to financial difficulties to do it on my own. Through your programme I now have the know how of running and leading different organisations, for example I chair the biggest ECD Forum in Ekurhuleni with a membership of 120 creches under my leadership.

But through your leadership programme I can handle the organisation, the list is endless. Thank you once again for giving us your time during week-ends.

It is your thought and kind gesture that amazed me/us

Keep up the work

THANK YOU!!!!!!!

Kind Regards

Lashiwe Mparadzi
Leadership Group



Conclusion

As we conclude the year 2022, I am delighted with the year that was, our accomplishments, our challenges and the way the Academy adjusted to the return to onsite teaching and learning. The Thandulwazi Academy has remained steadfast in its commitment to providing quality education and support to our students, teacher interns and teachers.

I am proud to report our Academy has adapted swiftly to the return to face-to-face classes. We successfully continued with a combination of online learning and face-to-face learning, ensuring continuity in education for our students. Our dedicated team of educators and staff worked tirelessly to create engaging and interactive classrooms, ensuring that our students continued to receive a high standard of education.

In addition to academic excellence, Thandulwazi Academy remained committed to holistic development. We organized various extracurricular activities, workshops, and seminars to nurture the talents and skills of our students, preparing them for success in the ever-evolving global landscape.

However, it is essential to acknowledge the challenges we faced during the year. The pandemic highlighted existing disparities in access to education, especially in marginalized communities. As we move forward, addressing these disparities will remain a priority for Thandulwazi Academy.

Looking ahead, we are optimistic about the future of the Academy. We remain committed to our mission of fostering excellence in education and empowering future leaders. As we continue to navigate the uncertainties brought by the pandemic, we are confident that with the support of our stakeholders, we will emerge stronger and more resilient.

I would like to express my heartfelt gratitude to our students, parents, staff, donors and stakeholders for their unwavering support and dedication to the Thandulwazi Academy. Together, we have overcome numerous challenges and achieved significant milestones. As we embark on the journey ahead, let us remain steadfast in our commitment to excellence and a thriving South African society.

Thank you.



Velaphi Gumbi
Head
Thandulwazi Maths and Science Academy



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

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 trust's external auditor and their report is presented on pages 5 to 7.

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 3 to 4 and the annual financial statements set out on pages 8 to 17 were approved by the Trustees on 28 August 2023 and were signed on their behalf by:



Mr VE Gumbi



Mr JG Williams

TRUSTEES' REPORT

The Trustees submit their report for the year ended 31 December 2022.

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. 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 the Thandulwazi Maths & Science Academy, 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

3. Objectives of the Thandulwazi Maths & Science Academy (continued)

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 programmes 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
Mrs C Gilardi	
Mr VE Gumbi	
Mr TD Khuzwayo	
Mr B Mbokazi	01 March 2022
Mrs N Ngcobo	01 March 2022
Mrs FS Radebe	01 March 2022
Mr JG Williams	

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 2022 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 8 to 17 comprise:

- the statement of financial position as at 31 December 2022;
- 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



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 2022 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 8 to 17 comprise:

- the statement of financial position as at 31 December 2022;
- 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.

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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.

PricewaterhouseCoopers Inc.
PricewaterhouseCoopers Inc.
Director: AM Pillay
Registered Auditor
Johannesburg, South Africa
28 August 2023

STATEMENT OF FINANCIAL POSITION AT

31 DECEMBER 2022

	Notes	2022 R	2021 R
Assets			
Non-Current Assets			
Property, plant and equipment	2	283,821	118,012
Investments	3	2,197,585	2,569,065
		2,481,406	2,687,077
Current Assets			
Investments	3	17,102,241	18,246,501
Loans and receivables	4	901,839	390,418
Cash and cash equivalents	5	1,067,327	844,437
		19,071,407	19,481,356
Total Assets		21,552,813	22,168,433
Trust Capital and Liabilities			
Trust Capital			
Trust capital		1,000	1,000
Accumulated surplus		18,801,712	20,774,160
		18,802,712	20,775,160
Liabilities			
Current Liabilities			
Trade payables	6	1,373,434	420,940
Income received in advance	7	1,376,667	972,333
		2,750,101	1,393,273
Total Trust Capital and Liabilities		21,552,813	22,168,433

STATEMENT OF SURPLUS OR DEFICIT AND OTHER COMPREHENSIVE INCOME

	Note(s)	2022 R	2021 R
Revenue	8	9,987,534	5,260,335
Operating expenses	9	(13,656,177)	(12,748,857)
Operating deficit		(3,668,643)	(7,488,522)
Investment income	10	1,696,193	2,372,496
Deficit for the year		(1,972,450)	(5,116,026)
Other comprehensive income for the year		-	-
Total deficit and other comprehensive income for the year		(1,972,450)	(5,116,026)

STATEMENT OF CHANGES IN TRUST CAPITAL

	Trust capital R	Accumulated Surplus R	Total R
Balance at 01 January 2021	1,000	25,890,186	25,891,186
Net deficit for the year	-	(5,116,026)	(5,116,026)
Other comprehensive income	-	-	-
Balance at 01 January 2022	1,000	20,774,160	20,775,160
Net deficit for the year	-	(1,972,450)	(1,972,450)
Other comprehensive income	-	-	-
Balance at 31 December 2022	1,000	18,801,710	18,802,710

STATEMENT OF CASH FLOWS

	Notes	2022 R	2021 R
Cash flows from operating activities			
Cash used in operations	12	(2,260,185)	(4,129,364)
Interest received	10	14,703	14,792
Dividends received	10	700,849	1,576,236
Net cash utilised in operating activities		(1,544,633)	(2,538,336)
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(357,379)	(148,327)
Capital investment in Investec	3	(410,167)	-
Capital withdrawal in Investec	3	2,535,069	2,200,000
Net cash from investing activities		1,767,523	2,051,673
Total cash and cash equivalents movement for the year		222,890	(486,663)
Cash and cash equivalents at the beginning of the year		844,437	1,331,100
Total cash and cash equivalents at end of the year	5	1,067,327	844,437

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 asset 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

	2022 R			2021 R		
2. Property, plant and equipment						
	2022			2021		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Office Equipment	9,526	(9,526)	-	9,526	(9,526)	-
IT Equipment	661,207	(377,387)	283,821	397,552	(279,540)	118,012
Computer Software	1	(1)	-	1	(1)	-
Total	670,734	(386,914)	283,821	407,079	(289,067)	118,012

Reconciliation of property, plant and equipment - 2022

	Opening balance	Additions	Disposals	Depreciation	Closing balance
IT Equipment	118,012	357,379	(30,345)	(161,225)	283,821

3. Investments

Non-current assets

Unlisted shares	7,938,739	7,938,739
Accumulated impairment of investment in shares	(5,741,154)	(5,369,674)
	2,197,585	2,569,065

Current assets

Investec Money Market	17,102,241	18,246,501
Total Investments	19,299,826	20,815,566

Investment in shares:

	Carrying value 2022	Carrying value 2021	No of shares 2022	No of shares 2021
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 - Ordinary Shares	1,582,949	1,582,949	2,356	2,356
Main Street 1536 (Pty) Ltd	600,512	971,992	25	25
Main Street 1579 (Pty) Ltd	-	-	250	250
	2,197,585	2,569,065	36,740	36,740

Reconciliation of investment in shares - 2022

	Opening balance	Shares redeemed	Impairment of shares	Closing balance
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 - Ordinary Shares	1,582,949	-	-	1,582,949
Main Street 1536 (Pty) Ltd	971,992	-	(371,480)	600,512
	2,569,065	-	(371,480)	2,197,585

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2022 R	2021 R
3. Investments (continued)		
Investec Money Market		
Balance as at the beginning of the year	18,246,501	19,665,033
Capital investments	410,167	-
Capital withdrawals	(2,535,068)	(2,200,000)
Interest received	980,641	781,468
	17,102,241	18,246,501
4. Loans and receivables		
Accrued income	238,343	-
Prepaid expenses	663,496	390,418
	901,839	390,418
5. Cash and cash equivalents		
Cash and cash equivalents consist of:		
Bank balances	1,067,327	844,437
6. Trade payables		
St Stithians College	1,296,070	405,489
Accrued expenses	70,910	15,316
Salary control accounts	6,454	135
	1,373,434	420,940
7. Income received in advance		
Income received in advance	1,376,667	972,333
Income received in advance consists of funds donated for the following year's respective programmes.		
8. Revenue		
Donations received	9,798,065	5,219,674
Fundraising income		
MySchool Card	22,950	22,408
94.7 Cycle Challenge fundraiser	35,253	9,253
Endowment Fund	131,266	9,000
Fundraising income	189,469	40,661
	9,987,534	5,260,335

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2022 R	2021 R
9. Operating expenses		
Loss on disposal of property, plant and equipment	30,346	4,498
Auditor's remuneration	141,131	156,710
Depreciation	161,225	133,405
Employee costs	2,241,792	1,702,405
Impairment of investments in shares	371,480	3,599,544
Gauteng Intern-Teacher Training Programme	4,027,876	3,298,915
Waterberg Intern-Teacher Training Programme	1,241,332	-
Student Scholarship Programme	620,850	672,358
Student Support Programme	3,054,857	1,856,590
Teacher Development Programme	1,536,757	1,176,040
Other expenses	228,531	148,392
	13,656,177	12,748,857
10. Investment income		
Dividend income		
Dividend received	700,849	1,576,236
Interest income		
Investment income	980,641	781,468
Bank	14,703	14,792
	995,344	796,260
	1,696,193	2,372,496
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 operations		
Deficit for the year	(1,972,450)	(5,116,026)
Adjustments for:		
Depreciation	161,225	133,405
Loss on disposal of property, plant and equipment	30,346	4,498
Dividends received	(700,849)	(1,576,236)
Interest received	(14,703)	(14,792)
Interest received reinvested	(980,641)	(781,468)
Impairment of investments in shares	371,480	3,599,544
Shares redeemed	-	16
Changes in working capital:		
Loans and receivables	(511,421)	269,235
Trade payables	952,494	(18,206)
Income received in advance	404,334	(629,334)
	(2,260,185)	(4,129,364)
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.		

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

2022
R

2021
R

13. Going concern (continued)

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