



ST STITHIANS  
COLLEGE

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# Thandulwazi Trust

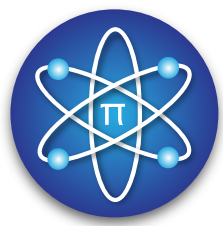
MATHS AND SCIENCE ACADEMY

## ANNUAL REPORT



# 2020





# THANDULWAZI MATHS AND SCIENCE ACADEMY

@TeamThandulwazi [www.thandulwazi.com](http://www.thandulwazi.com)  
@Team Thandulwazi Thandulwazi Maths and Science Academy

EST.  
2005

2020

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

- Poor Mathematics, and Science skills
- Low literacy levels
- Shortage of skilled teachers
- Under-resourced schools

## OUR SOLUTION:

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



## THANDULWAZI SATURDAY SCHOOL

EST. 1991

Quality tuition for Grades 9 to 12

10890

Historically disadvantaged students who have benefited directly, since 2011

150+

Participating Gauteng high schools

2171

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

## CURRENT ENROLMENT:

students

780



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



## THANDULWAZI TEACHER DEVELOPMENT PROGRAMME

EST. 2006

14026

Pre-primary and primary school teachers upskilled to date

## CURRENT ENROLMENT:

470 teachers (Gauteng)

50 teachers (Limpopo)



## THANDULWAZI ACADEMIC SCHOLARSHIPS

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

6 Scholarship Students currently at St Stithians College



## THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

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

184

Young intern teachers trained since 2005

109

Participants who went on to graduate with a professional qualification



80%

Graduates still in teaching

## CURRENT ENROLMENT:

46 interns

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

- Nelson Mandela, November 2007



ST STITHIANS  
COLLEGE



A Recipe for Excellence in Education has Three Ingredients:

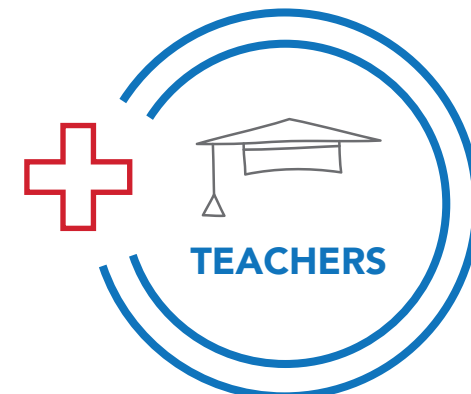


## BUT IN THE SOUTH AFRICAN EDUCATION SYSTEM

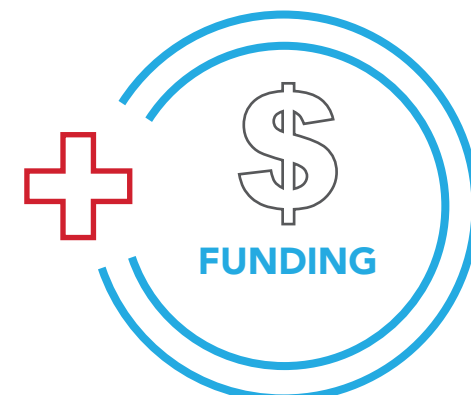
How can we offer more children access to motivated, qualified, experienced, excellent teachers and world class facilities in a country with a **severe lack of these resources?**



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



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



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



Thandulwazi Trust  
MATHS AND SCIENCE ACADEMY

The Thandulwazi  
Maths and  
Science Academy  
Model



## A THRIVING SOUTH AFRICA



# Vision and Mission



## Thandulwazi Trust MATHS AND SCIENCE ACADEMY

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

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

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

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

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



## FINANCE & GOVERNANCE

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

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

Mr John Williams (Chairperson)  
Mr Tshediso Khuzwayo  
Ms Khumo Morolo  
Mr Velaphi Gumbi (Head: Thandulwazi Maths and Science Academy)  
Ms Celeste Gilardi (Rector: St Stithians College)

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

### SATURDAY SCHOOL PROGRAMME

The Programme provides curriculum enrichment and extra tuition to Grade 9 to 12 Learners on Saturday mornings; providing additional teaching time to them, in order to make up for the sub-optimal teaching and learning that is taking place in many under-privileged schools around Gauteng Province. The programme provides effective teaching for Learners from previously disadvantaged communities in the core selected subjects of Mathematics, the Sciences, Accounting and English. The 2020 Saturday School Programme saw 780 Grade 9 to 12 Learners registered to make the most of this free opportunity that was available to them on a first-come, first-served basis regardless of their individual academic abilities. Since 1991 more than 10,890 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. 184 Intern-Teachers have graduated from this programme since its inception in 1996 impacting on 3,960 Learners every year (conservatively based on a class size average of 30 Learners and only one class per Teacher). 2020 saw us support a total of 46 Intern-Teachers 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 improve their teaching skills. This programme focusses on the development and up-skilling of Teachers, ECD Practitioners and School Leaders currently working in Early Childhood Development (ECD) Centres and Schools located within Gauteng Province and providing professional growth to these educators. 14,026 Teachers have directly benefitted from this programme since 2006, impacting an estimated 436,320 Learners every year (conservatively based on a class size average of 30 Learners and only one class per Teacher). In 2020, 470 Teachers registered on a first-come, first-served basis and maximised this free opportunity to have their skills sharpened and upgraded in the different courses that were presented within the programme - ECD Fundamentals, ECD Management (UNISA), Grade R Teaching (UNISA), Foundation and Intermediate Phase Mathematics Teaching (UNISA), and School Leadership.

### 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 15 Academic Scholarships have been awarded and 2020 saw six students being supported at St Stithians College – one boy in Grade 10 and two boys in Matric at St Stithians College, and two girls in Grade 11 and one girl in Matric at St Stithians Girls' College.



**Report for the period 01 January 2020 to 31 December 2020**

## Executive Summary

**“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”**  
– Confucius

The Constitution of the Republic of South Africa, Act 108 of 1996, underpins the basic human right to education as the cornerstone in all the actions to be taken to establish a society based on democratic values, social justice and fundamental human rights. The Thandulwazi Maths and Science Academy was established to support the country's efforts to achieve this basic human right to education. Our conviction is that it is through education that quality life of all citizens can be improved, and the potential of each person can be freed.

It can be said without hesitation that the Academy is capable of embracing uncertainty. Almost seventeen months ago now, we put plans in place to ensure that we remain resilient in the midst of the Covid-19 storm. At the time, the stakeholders realistically estimated that the Academy had enough reserves to sustain operations for a period of 18 months if no funding were to be realised. We now know that almost all our historical funders have been severely disrupted by the pandemic, yet they have not completely stopped funding the educational activities of the Academy. Their commitment to our cause remains steadfast despite reduced budgets. It must be understood that the budgets companies would normally allocate to education are now allocated to saving lives and preserving livelihoods of our people.

As we came to the end of 2020, the number of Corona virus cases had reached unprecedented proportions virtually all over the world by mid November 2020. The South African picture had not improved much, despite the descent recovery rate. The country's major challenges with the pandemic are exacerbated by the lack of proper spatial configuration, lack of service delivery and dense population in virtually all the townships, making it almost impossible to respect the dictates of the pandemic. The country simply does not have the support infrastructure that allows the required washing of hands and proper social distancing, etc. Hence, the growing number of daily new infections.

It gives us such great pleasure to report that the four educational programmes were implemented effectively and successfully despite the challenges and changes that were made in response to the COVID-19 pandemic. For example, a total of 29 sessions of the Saturday school were conducted from the 1st of February to the 31st of October 2020. A total of 12 sessions were conducted onsite before the level 5 hard lockdown and during the level 1 lockdown. The remaining 17 sessions were conducted online during the level 5 hard lockdown. The same meticulous approach was used in the teacher development programme.

In fact, the Academy had a number of milestones to celebrate in the midst of the pandemic. We became a valuable source of learning for a big number of students when most township public schools closed due to the pandemic. We taught far more students than those registered with the Academy for the year, hence giving hope to matriculants of the Class of 2020.

We want to take this opportunity to salute the teachers in the Academy's educational programmes. We salute them for embracing WhatsApp and Zoom as effective platforms to simultaneously beam lessons to the students. Not all students can afford the data demands for Zoom connection, but the teachers took their time to explain and answer questions on WhatsApp. This is how we define resilience! We also wish to express sincere gratitude to the individual funders and companies who continue to support the Thandulwazi Maths and Science Academy despite the financial challenges experienced as a result of the Covid-19 pandemic. Thank you for ensuring that education is not compromised. Let us all say, **“Honour God, Honour Others and Honour Self”**.

It gives us great pleasure to share the 2020 year-end report of the Academy, highlighting the triumph of the human spirit in the midst of serious adversity.

Please do not hesitate to contact us should you have any queries about the educational programmes and governance of the Academy or if further information is required.



Head of School: Velaphi Gumbi

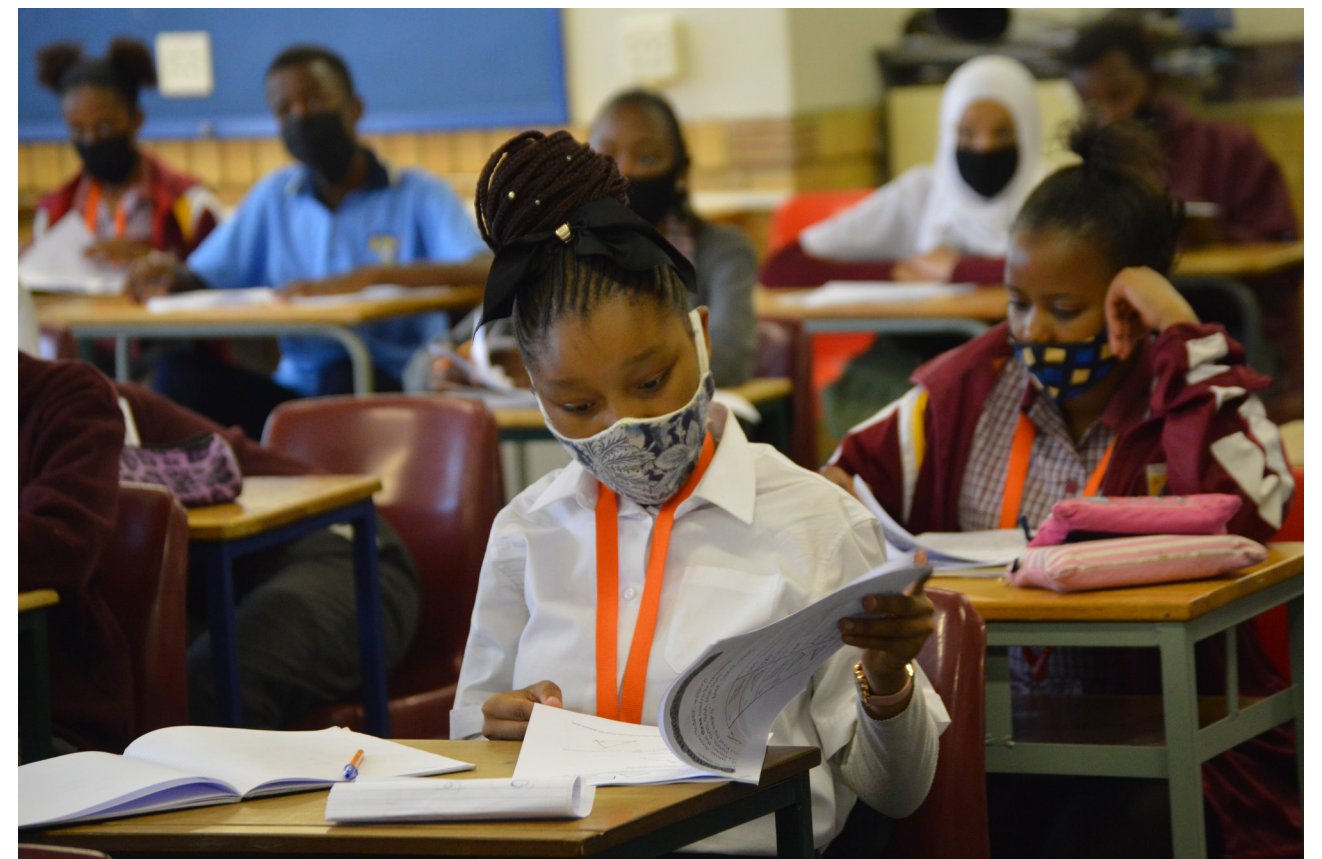
# Introduction

The number of Corona Virus cases reached unprecedented proportions virtually all over the world by mid November 2020. The South African picture has not improved much despite the descent recovery rate. The challenge is the growing number of daily new infections.

As we come to the end of a very difficult year, we unfortunately do not know how the new year is going to start. What we know is that lives and livelihoods of people around the world have been shattered. It is disheartening that despite the encouraging news of numerous vaccine candidates, it has become clear that access to vaccines would be a challenging conundrum.

The College and the Academy in particular had a few milestones to celebrate in the midst of all the Covid-19 challenges. As this report was being compiled, the team was trying to ascertain the number of grade 12 students who are writing the final examinations out of the 144 students. There are national indications that a number of matriculants opted not to write the 2020 National Senior Certificate Examination due to lack of proper preparations.

This report captures the 2020 highlights and challenges as well as the 2021 projected plans of all the Programmes.







The Saturday School Programme was implemented successfully despite the challenges and changes that were made in response to the COVID-19 pandemic. A total of 29 sessions were conducted from the 1st of February to the 31st of October 2020. A total of 12 sessions were conducted onsite before the level 5 hard lockdown and during the level 1 lockdown. The remaining 17 sessions were conducted online during the level 5 hard lockdown and the level 1 lockdown.

REGISTRATION

The Programme started with a total number of 780 students instead of 714 as initially declared and ended with an active enrollment of 727 students.

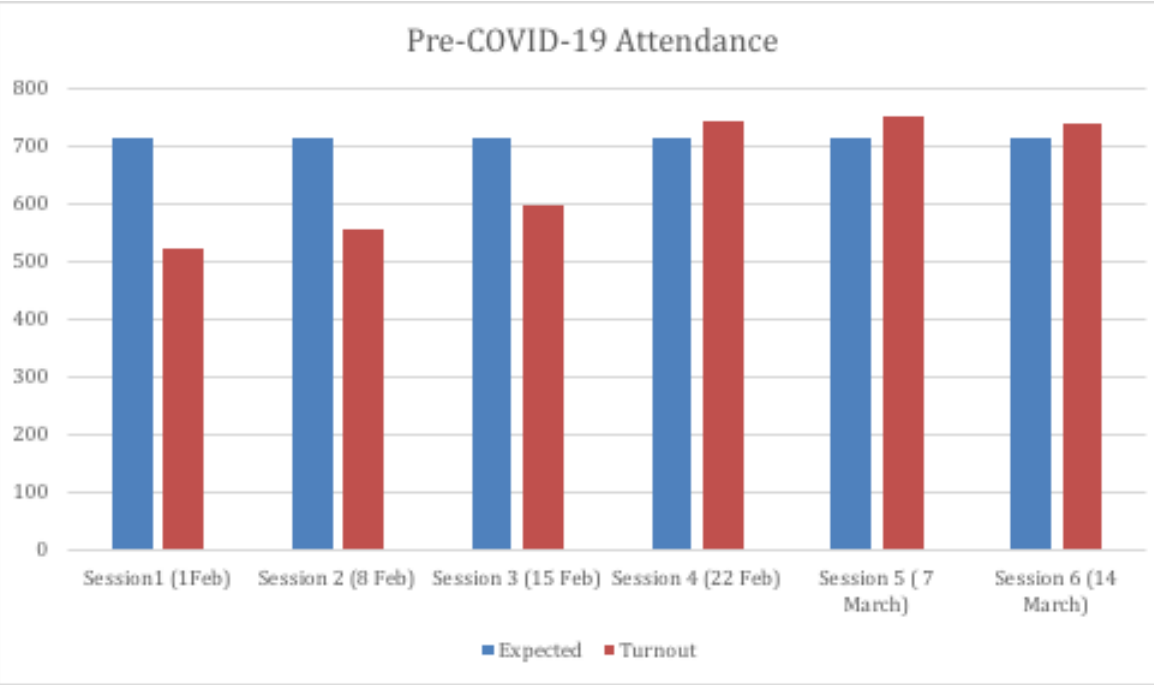


The demographics of enrolled students were as captured in the table below:

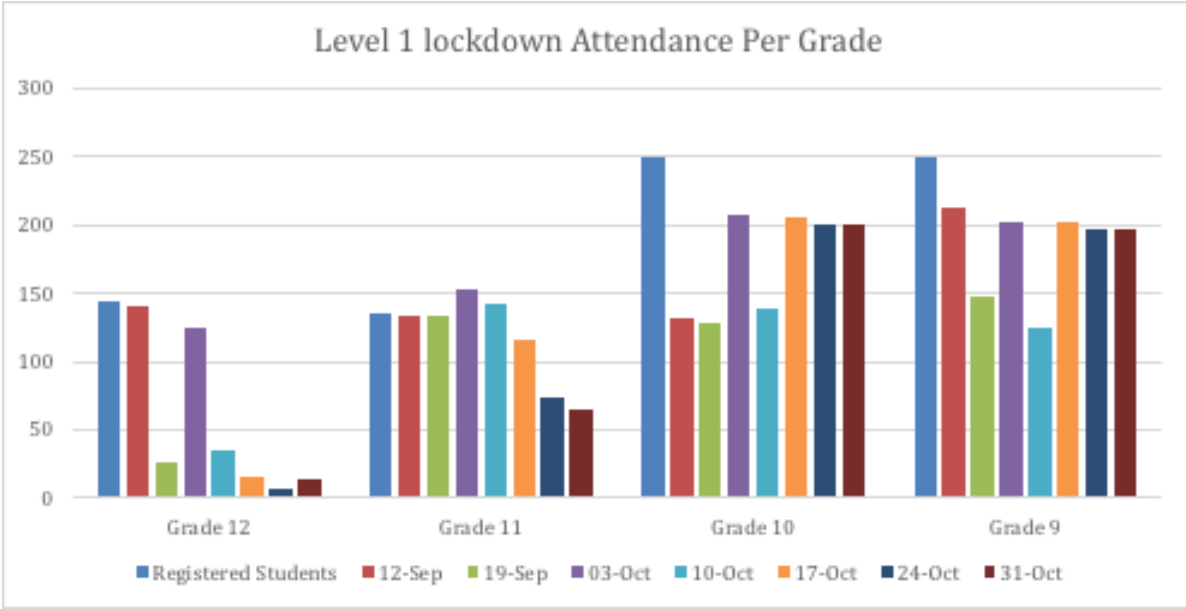
African		White		Indian		Coloured	
Female	Male	Male	Female	Male	Female	Male	Female
483	249	0	0	1	1	24	22
732		0		2		46	



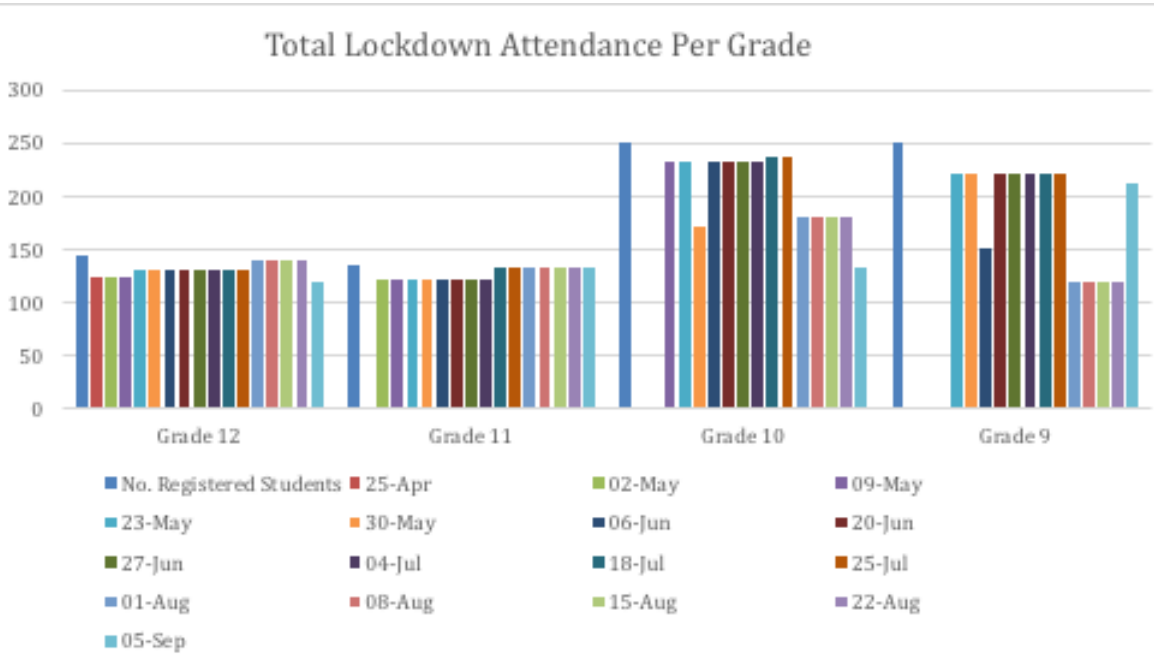




This graph indicates the pre-COVID attendance which was on-site, online attendance during the total lockdown and a hybrid of onsite and online attendance during level – 1 lockdown.



These three graphs indicate that attendance during the Pre COVID-19 and the total Lockdown period was averaging close to the total registered number of students per Grade. However, it can be noticed that there was a drastic drop in the attendance of grade 12 during Level 1 Lockdown. This can be attributed to the aggressive catch-up Programme that DBE put in place for schools.





## SATURDAY SCHOOL STAFF

A total number of 46 teachers and tutors were employed during 2020 to ensure the successful delivery of the Thandulwazi Saturday school programme:

African		White		Indian		Coloured	
Male	Female	Make	Female	Male	Female	Male	Female
20	18	0	5	2	0	0	1
38		5		2		1	



The Table below shows the 2020 Highlights and Challenges:

Highlights	Challenges
Thandulwazi successfully transitioned to online teaching and learning in response to the COVID-19 pandemic. The majority of the Saturday school students were able to access teaching and learning through WhatsApp and Zoom platforms.	Online assessments have its own loopholes in terms of monitoring. As such, the Academy did not conduct online assessments.
The Programme did not only cater for the registered students’ needs, but it supported students that were not registered in the Programme as well.	Some students were only reachable through WhatsApp and not through the preferred Zoom platform.
Teacher workshops provided during this period remain valuable experience to be used in the future plans of the Academy.	A small number of students could not be reached through neither WhatsApp nor Zoom.
Online classes created an opportunity for students and teachers to interact beyond Saturdays.	Some students lost the use of their devices during the Lockdown period.







## MERITORIOUS AWARDS 2019

It is the tradition of the Academy to host Meritorious Awards Ceremony every year in order to acknowledge the previous year's best performance in each Grade and the year 2020 was no exception. The Awards ceremony for the 2019 academic year was held on 15 February 2020. A number of dignitaries attended the function, including leaders of the College Council and members of the Thandulwazi Trust. A total of 30 students across Grade 9-12 were awarded in the five subjects offered by the Academy.



The awarding of Certificates to students by Mr. Carel Nolte, Chairperson of College Council, Ms. Ntombi Langa-Royds, Deputy Chairperson of College Council, Ms. Thami Moatshe, Chairperson of Thandulwazi Trust and Dr. Tim Nuttall, College Rector.



This picture shows a capacity full Mears Hall during the awards ceremony. In attendance were the 2020 TSS students, their teachers, parents, the Advancement team and invited guests.

Following the success of this ceremony, the Chairperson of College Council, Mr. Carel Nolte and the Deputy Chairperson, Mrs. Ntombi Langa-Royds decided to jointly commit to five years of sponsorship for Saturday School top achiever. The Junior Preparatory School and its PTA also contributed R15 000 to be allocated to the Thandulwazi Saturday School awards ceremony. These incentives will be used to motivate students to aim for excellence.



## 2020 THANDULWAZI-UNISA TEACHER DEVELOPMENT PROGRAMME RESULTS

A total number of 520 teachers were enrolled to take part in the 2020 Teacher Development Programmes at St Stithians College (Gauteng) and Modimolle (Limpopo). These tables illustrate the demographic information of the beneficiaries:

<b>African</b>	<b>516</b>	<b>99.23%</b>
<b>White</b>	<b>2</b>	<b>0.38%</b>
<b>Coloured</b>	<b>2</b>	<b>0.38%</b>
<b>Indian</b>	<b>0</b>	<b>0.00%</b>

	Black		White		Indian		Coloured		TOTAL
	Female	Male	Female	Male	Female	Male	Female	Male	
Thandulwazi Teacher Development Programme Gauteng	450	16	2	0	0	0	2	0	470
Thandulwazi Teacher Development Programme Modimolle	49	1	0	0	0	0	0	0	50
Total by Race and Gender	499	17	2	0	0	0	2	0	520
Total by Race	<b>516</b>		<b>2</b>		<b>0</b>		<b>2</b>		<b>520</b>

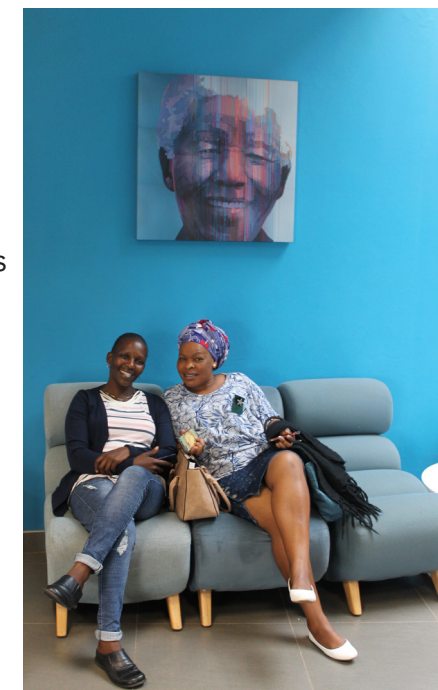


## 2020 GAUTENG TEACHER DEVELOPMENT PROGRAMME

Registration of teachers into the programme for the 2020 academic year started with a pre-registration in 2019 and was completed in February 2020. Teachers were registered for the following programmes:

- UNISA ECD Management
- UNISA Grade R Teaching
- UNISA Foundation and Intermediate Phase Mathematics Teaching
- Thandulwazi ECD Fundamentals Proficiency
- School Leadership

As it has happened in the previous years, a large number of teachers and Grade R Practitioners showed interest and wanted to be part of TDP. Sadly, a big number of teachers could not be registered because of budgetary constraints. There were also teachers that were interested in the programme, but did not meet the requirements, which included proof of attachment with a registered Early Childhood Development Centre.



## UNISA GRADE R TEACHING PROGRAMME

In 2020, 35 black female teachers were enrolled into the NQF Level 5 UNISA Grade R Teaching Programme. This course involves completing five modules: Teaching in Grade R; Language: Emergent Literacy, Writing and Spelling; Emergent Numeracy and Life Skills; Young Learners who experience barriers to learning and development and Practical Teaching

## UNISA ECD MANAGEMENT PROGRAMME:

A total of 35 black female teachers were also enrolled into the NQF Level 5 UNISA ECD Management Programme. This course involves completing three modules: Introducing Management Skills in Early Childhood Development; Managing the Learning Environment in Early Childhood Development; and Managing Administration in Early Childhood Education. Due to COVID19 pandemic, teachers attended only two sessions, which were on 07 and 14 March 2020. A total of 5 sessions were conducted online on the following days: 18 and 25 April, 16 May, 18 and 25 July. The last two sessions conducted on 12 and 19 September were onsite and that gave the presenters an opportunity to prepare the teachers for examinations.



## THANDULWAZI ECD FUNDAMENTAL PROFICIENCY PROGRAMME

A total number of 350 ECD teachers were registered in this programme, which uses the Penreach developed material pitched at NQF Level 4. Teachers of this programme have received certificates of attendance. It is from this group that deserving candidates are chosen for the UNISA qualifications.

## SCHOOL LEADERSHIP

The School Leadership course is conducted by Dr Richard Hayward, who provides SACE-endorsed courses under the aegis of the South African Quality Institute (SAQI). The following are some of the SACE-endorsed topics and workshops that are facilitated by Dr Hayward.

- An Introduction to Total Quality Education (TQE) – 6 hours (10 CPTD Points)
- Challenges of Leaders in a Quality School – 3 hours (7 CPTD Points)
- Conflicts Occur in Every School – 2 hours (15 CPTD Points)
- Ethics is for everyone – 2hours (CPTD points: 5)
- Growing Madiba's values in our schools - 1¼ hours (CPTD points: 5)
- Influential leadership levels and types – 2 hours (CPTD points: 5)

In 2021 the School Leadership course will be structured such that it covers two distinct components, which will be theory and practical. School leaders will be required to produce a portfolio of evidence indicating fully a practical project initiated and completed at their respective schools to certify the practical component. Such practical project will be evaluated on its ability and impact in addressing a particular problem experienced by the school community.



## MAJOR HIGHLIGHTS OF 2020 ACADEMIC YEAR IN TDP GAUTENG

Despite the challenges posed by COVID-19 pandemic, all 10 sessions were conducted for the 470 teachers. The session on 19 September 2020, which was on campus marked the end of the academic year. The attendance in Gauteng averaged at 69%. It is interesting to note that all assignments were done and submitted ahead of time. All the UNISA registered teachers were invited for physical contact sessions on Campus for the last two sessions on 12 and

19 September 2020. The aim was to assist the beneficiaries on some of the difficult areas in their modules as well as preparing them for the imminent examinations. COVID-19 protocols were observed to the letter and this included screening and testing of temperatures for all the teachers. The following picture shows how the teachers were masked during the sessions:





The table and graph below captures the statistics of attendance in Gauteng TDP.



Total Attendance of TDP in 2020

ATTENDANCES PER GROUP										
	WRK 1	WRK 2	WRK 3	WRK 4	WRK 5	WRK 6	WRK 7	WRK 8	WRK 9	WK1 0
GRP 1	33	29	29	21	13	14	13	13	19	10
GRP 2	29	28	25	21	16	16	18	19	13	16
GRP 3	24	28	23	24	24	23	19	17	15	13
GRP 4	33	34	27	28	28	29	28	23	18	14
GRP 5	25	25	22	25	18	23	24	24	22	21
GRP 6	32	30	22	23	23	23	23	16	21	19
GRP 7	29	28	17	21	17	20	19	20	14	22
GRP 8	32	28	22	20	16	21	20	21	17	21
GRP 9	27	26	20	21	15	12	12	11	20	19
GRP 10	28	23	27	23	26	23	22	26	21	19
ECD MAN	31	31	34	34	33	34	34	32	20	21
GR R	33	29	27	26	19	28	30	34	20	23
UN MATH	18	20	13	11	11	12	11	11	8	8
SL	29	26	20	17	12	9	8	7	8	8
TOTAL	403	385	328	315	271	287	281	274	236	234



## UNISA GRADE R TEACHING PROGRAMME IN MODIMOLLE

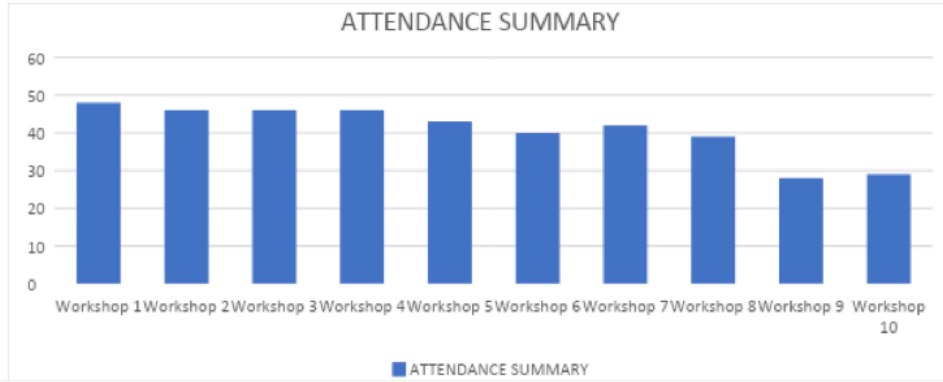
A total of 50 teachers were enrolled in the UNISA NQF Level 5 Grade R Teaching Programme which was sponsored by PEP. It must be remembered that this was the final year of the partnership with PEP in Modimolle. All 10 sessions were conducted online due to the COVID-19 pandemic.

The online attendance in Limpopo was generally good and it averaged at 89%. The following were the 10 workshop dates for Modimolle, Limpopo: 23 March (Collection of study material) 18 April, 01 and 02 May, 17 and 18 June, 18 and 19 July, 19 September, and 17 October 2020.

Attendance in Modimolle

Dates	Attendance
23 March	48
18 April	46
01 May	46
02 May	46
17 June	43
18 June	40
18 July	42
19 July	39
19 September	28
17 Oct	29

This table and graph captures the statistics of attendance in Modimolle TDP



Collection of study material at Phagameng High School





Demographics of the presenters in Gauteng and Limpopo:

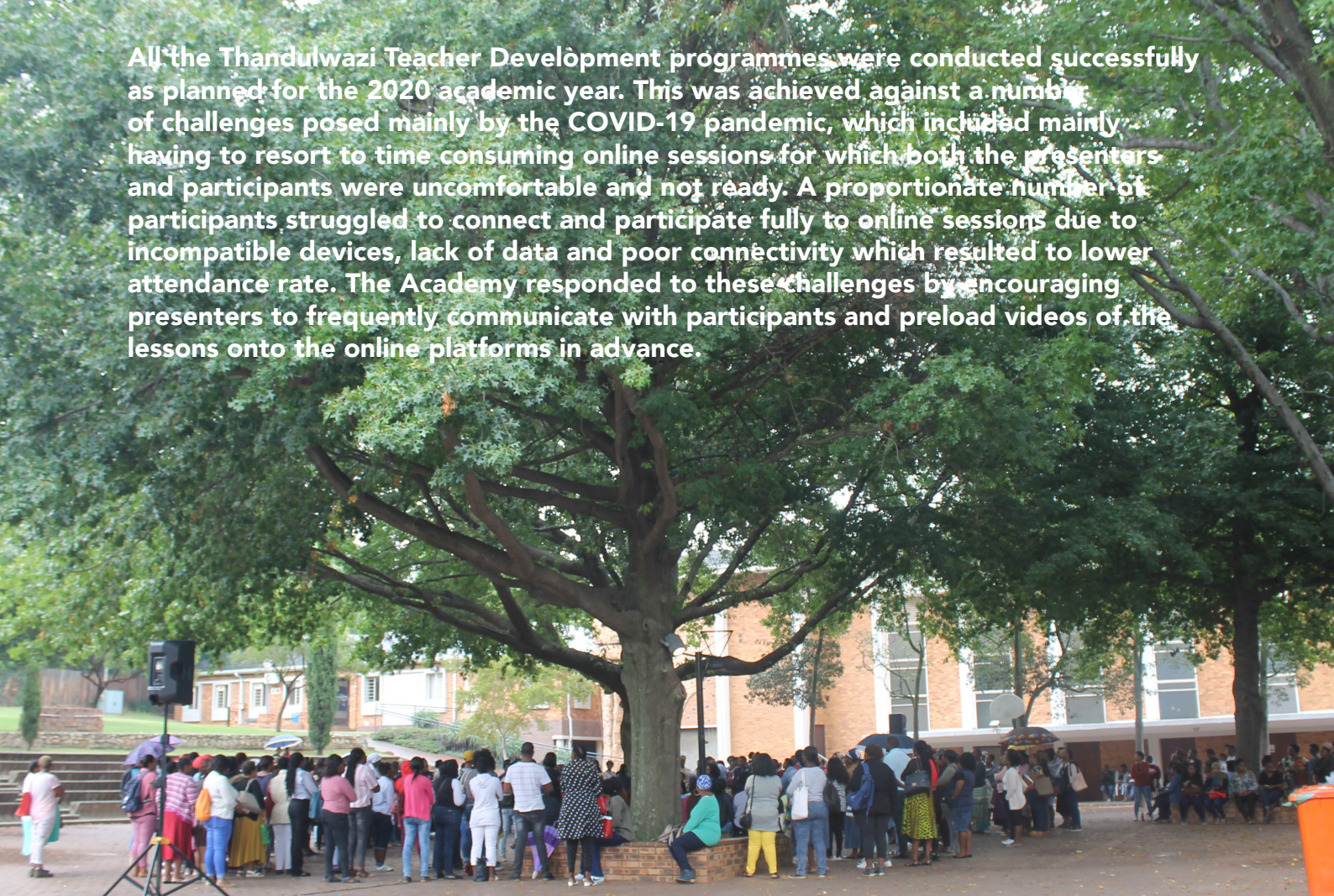
Black		White		Indian		Colored	
Female	Male	Female	Male	Female	Male	Female	Male
5	0	7	1	1	0	2	0
TOTAL 16							

Analysis

African	5	31.25%
White	8	50.00%
Coloured	2	12.50%
Indian	0	0.00%

These are the expected numbers for 2021 enrolment.

GAUTENG GROUPS	No of Beneficiaries	LIMPOPO GROUPS(Modimolle)	No of Beneficiaries
ECD Thandulwazi Fundamentals	350		
UNISA Maths Inter & Senior Phase	10		
UNISA Maths Foundation Phase	10		
UNISA Grade R	35	UNISA Grade R	0
UNISA ECD Management	35		
School Leadership	30		
SUB TOTAL	470		0
TOTAL			470





2020 THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

A total of 20 new intern teachers were enrolled and added to the 27 returning intern teachers, making a total of 47 enrolled intern teachers at the beginning of 2020. Sadly, one intern teacher passed away and was lost by the Academy. All the intern teachers were provided with personal laptops, including data during the COVID-19 lockdown period. This made it easier and possible for the intern teachers to continue with their studies and also participate fully in the online lessons offered by respective schools in which they are deployed.

The graph below shows the demographic statistics of the Intern Teachers as in November 2020

	Black		White		Indian		Coloured		TOTAL
	Female	Male	Female	Male	Female	Male	Female	Male	
Thandulwazi Intern-Teacher Programme	21	18	5	1	0	0	1	0	46
Total by Race and Gender	21	18	5	1	0	0	1	0	46
Total by Race	39		6		0		1		46
Summary: Beneficiary analysis - percentages:									
African							39	84.78%	
White							6	13.04%	
Coloured							1	2.17%	
Indian							0	0.00%	

The consistent support given to intern teachers resulted in much improved first semester performance compared to the 2019 Intern Teachers’ first term performance. The 2020 first semester results showed a sharp increase in the total number of modules passed, an increase in the number of modules passed with distinctions, and a decrease in module to be supplemented.

SECOND SEMESTER 2019				FIRST SEMESTER 2020			
	Semester 2	Overall Percentage			Semester 1	%	
Total Modules registered	234	--		COMPARISON	138	--	
Total Passed	209	89.3%		%CHANGE	130	94.2%	
Total Modules passed with Distinction	104	44.4%		4.9%	84	68.8%	
Total Supplementary exams to be written	5	2.1%		2.2%	6	4.3%	
Total Failed	20	8.5%		5.7%	4	2.8%	
Average Distinction per student		2.4				1.9	

It is now clear that a total of 23 intern teachers will exit at the end of this year instead of the expected 25. Two of the intern teachers still have a few courses to complete in 2021. The picture of things is going to unfold as captured in this Table:

Name & Surname	Supporting Notes
Thabang Buthelezi	Employed by GP, St Stithians College
Elvis Maine	He still needs to do 8 modules next year and was expected to graduate end of 2020
Takalani Mulidzi	Employed by Michael Oak, Cape Town
Kelsey Glanz	Expected to graduate
Maria Mankge	Employed by St. Mary's
Marcus Nare Mogakala	Has modules to complete in 2021
S'Busiso Shabalala	Expected to graduate
Siyabonga Gwala	Employed by Sandhurst School, Sandton
Bongani Mangwane	Expected to graduate
Nthabiseng Dيامان	Expected to graduate
Alfred Mafatshe	Expected to graduate
Ofentse Vinjwa	Employed by Ramabele Sec, Hamaanskraal
Brennah Coslett	Employed by BC, St Stithian College
Nontsi Mokhojane	Expected to graduate
Solly Moagi	Expected to graduate
Lebogang Magolo	Expected to graduate
Nontobeko Mavundla	Expected to graduate
Nelson Ntyibontyi	Expected to graduate
Lebogang Sewela	Expected to graduate
Nonkosi Magwala	Expected to graduate
Caitlin Cox	Employed by JP, St Stithian Colle
Kgaugelo Pheladi Teffo	Employed by BC, St Stithians College
Rivalani Baloyi	Expected to graduate
Mawande Sisilana	Expected to graduate



2020 INTERN TEACHER TEACHING PRACTICE



The Level 1 Lockdown gave an opportunity to all the intern teachers to do their teaching practice. It must be remembered that this was a concern the Academy had prior to the migration to Level 1 Lockdown. Intern teachers are required to do their teaching practice as follows:

- ECD, Foundation and Intermediate Phase intern teachers, one-week teaching at government school for every year of their internship.
- FET intern teachers, ten Saturdays tutoring at Thandulwazi Saturday School in year 1 and 2 of their studies and one-week teaching at a government school in year 3 and 4 of their studies.



Teaching practice at different schools



Ncamsile Mhlope B Ed, first year intern teacher at Bordeaux Primary school in Randburg.



Some of the Thandulwazi intern teachers helping with marking at Vuleka SSB High School during the teaching practice.



Tandie Mbekembe, a first year B Ed intern teacher delivering a Mathematics lesson also at Bordeaux Primary school in Randburg.



Katiso Madumisi second year B Ed intern teacher at Bordeaux Primary school in Randburg.



## NEW INTERNS FOR 2021

The recruitment of new interns has been completed. As previously reported, a total of 20 interns will be brought in. There is a possibility of bringing in 2 additional intern teachers due to employment of two intern teachers that were to graduate in June 2021. It is also expected that SAMSTIP will be sending a few intern teachers to be part of the intern teacher programme.

The Table below shows names of the new intern teachers and schools where they are allocated:

Allocated School in 2021	Name and Surname	Specialization
BOYS COLLEGE	Khanyisile Hlongwane	L/S
	Sithobile Mjoli	Math &Science
	Karabo Rammakoa	L/S
	Sabelo Nkosi	Math &Science
	Lungelo Khubeka	Technology
GIRLS COLLEGE	Akani Masingi	Maths & Science
	Xavier Mabjeca	Maths & Physics
	Stuart Tarr	Maths & Science
	Keagan Kinnon	Geo & English
BOYS PREPARATION	Sibanyoni Sphehile	Maths & Science
GIRLS PREPARATION	Tholakele Nkadimeng	Maths & Science
JUNIOR PREPARATION	Nonjabulo Sigwebela	Foundation Phase
	Aaliyah Van Wyk	Foundation Phase
	Tebogo Buthane	Foundation Phase
	Nyiko Rivisi	Foundation Phase
	Shaeline Skippers	Foundation Phase
	Mothapelo Mthombeni	Foundation Phase
	Glenda Ntaoleng	Foundation Phase
	Ayanda Shiba	Foundation Phase
	Nomonde Kubheka	Foundation Phase

As reported and budgeted for, the 2021 intern teachers will be attending a comprehensive induction and work readiness programme during the week of 11 -15 January 2021. On the 7 -8 January 2021, the new intern teachers will be attending the new staff induction sessions with the College Rector.





## 2020 ACADEMIC SCHOLARSHIP PROGRAMME

It is believed that the six scholarship students will do well despite the COVID-19 pandemic challenges they have faced. The three Grade 12 students are at a performance level where it is expected that they will achieve a number of distinctions amongst them. It is also believed that all three students will get financial support for tertiary studies. All three of them have

been provisionally accepted to universities, pending their results.

The two girls in Grade 11 and one boy in Grade 10 continued to display acceptable performance throughout the year and were supported with the subjects that they struggled in. It is expected that they will comfortably progress to the next Grades.



## ACHIEVEMENTS AND PARTICIPATION IN THE COLLEGE

The following highlights the extent to which the scholarship students are achieving and participating in College activities:



### Wandile Kunene, Grade 10

- Member of the DTC Committee (Diversity Transformation Committee)
- Executive role in the Interact Committee
- Member of the Community Engagement Committee
- Intends to apply for half colours in academics and Community service for 2021



### Lethabo Aphane, Grade 11

- South African Artist Magazine-Dala Art students competition winner of the (September 2020) Month.



### Cassidy Arendse, Grade 11

- Member of the Matric Dance Committee
- Deputy Head of the Community Engagement Committee that ran the stationery, textbook and sandwich drive with various partnerships including Thandulwazi Saturday school
- Member of a committee that organised a bra drive for Breast Cancer awareness month and the Tin food drive for a partner school.
- Participated in making fleece blankets, collecting, and handing over blankets to three partner schools for Mandela Day.
- Participated in the Santa shoebox drive where the school collected 220 boxes





**Lindiwe Mabanga, Grade 12**

- Awarded academic Honors for excellence in 7 subjects
- Selected to participate in the MIT ISASA Seminar
- Service to Dance Award
- Chairperson of Jabulani Committee
- Deputy Head of Boarding



**Lindelani Malunga, Grade 12**

- Academic Honors for excellence
- Signing a training contract with one of the big five audit firm Deloitte and Touche for training articles after the completion of his Bachelor of Commerce (Accounting)



**Wayne Ndlovu, Grade 12**

- Completed a Toastmasters Course
- Achieved an 'A' in the speech and Drama competition
- Achieved a 'B+' in the Arts Festival
- Selected in the trophy team for public speaking (1st team)

The recruitment process for the 2021 boy and girl scholarship student is at an advanced stage. The written selection assessments (Mathematics and English) were used to shortlist 5 candidates from a total of 27 students who wrote. The total number of students who applied was 107. Interviews of the 5 shortlisted candidates were successfully conducted by a team comprising of teachers from the two colleges and Thandulwazi Academy on 21 November 2020. Two candidates a boy and a girl were identified and recommended as suitable recipients of the scholarship. Processes including background check of parents/guardians and confirming information supplied in the applications, are in full swing to finalise the awarding of the scholarship.

The Academy has put in place concrete plans to offer continuous support to all scholarship beneficiaries. Support to scholarship students will include tutorial sessions with third and final year Intern Teachers in specific subjects. Scholarship students will also be offered psychosocial support from identified specialists. The envisaged outcome of the support will be for the scholarship students to achieve and maintain top marks in all their subjects.

The Academy has revised its strategy for the next five years (2021-2026). The revised strategy has a number of crucial activities that were crafted in line with the revised strategic objectives of the four educational programmes. The strategy plan and the Monitoring and Evaluation Framework will be presented to the Trustees in the first meeting of 2021.

Management wishes to thank the staff of the Academy, teachers and presenters of the educational programmes, the Advancement Team, members of FinCom and Thandulwazi Trust for the sterling work and resilience shown during this difficult year. Thandulwazi acknowledges the benevolence of individuals and corporate funders who stood by the Academy during a difficult financial year.

Kind Regards

Velaphi Gumbi  
Head  
Thandulwazi Maths and  
Science Academy

Charné Haak Fundraising  
Manager





The Thandulwazi Maths and Science Academy and its programmes are 100% donor funded. 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

Thandulwazi Trust

(Registration number: IT3025/2010)  
Annual Financial Statements for the year ended 31 December 2020

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 for the year 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 are set and 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.

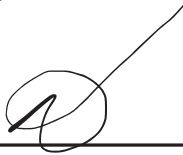
The Trustees are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the financial statements. However, any system of internal financial control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


The Trustees have reviewed the Thandulwazi Trust's cash flow forecast for the year to 31 December 2021 and, in 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 independently reviewing and reporting on the Thandulwazi Trust's annual financial statements and is engaged to express an independent opinion on the annual financial statements. The annual financial statements have been examined by the Thandulwazi Trust's external auditor and their report is presented on pages 3 - 5.

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 annual financial statements set out on pages 6 to 17 were approved on 01 July 2021 by the Trustees and were signed on their behalf by:

  
\_\_\_\_\_  
Mr TD Khuzwayo

  
\_\_\_\_\_  
Mr VE Gumbi



# TRUSTEES’ REPORT

The Trustees submit their report for the financial year ended 31 December 2020.

1. The Thandulwazi Trust

The Trust Deed was approved by the Master of the High Court on 1 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 Organisation under registration number 099-707-NPO.

2. Review of activities

The Thandulwazi Trust operates only in South Africa.

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

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

The Trustees would like to caution that the ability to raise funds for future operations will come under severe pressure due to the poor South African economy. COVID-19 exacerbated the poor performance already experienced resulting from the country's credit rating of BB+ or so called junk status. 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 and Science; 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, classroom management techniques and methodologies, 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.

# TRUSTEES’ REPORT

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

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

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

4. Going concern

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

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	Resignation
Ms MK Khoza	22 September 2015	23 October 2020
Ms N Moatshe	22 September 2015	16 May 2020
Ms KC Morolo	18 October 2010	
Mr TD Khuzwayo	22 December 2017	
Mrs C Gilardi	03 June 2020	
Mr VE Gumbi	12 December 2018	
Mr JG Williams	03 June 2020	

7. Beneficiaries

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

8. Auditor

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

9. Trust capital

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







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 2020 are prepared, in all material respects, in accordance with the basis of accounting described in notes 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 2020;
- the statement of profit or loss and other comprehensive income for the year then ended;
- the statement of changes in equity 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)*.



Emphasis of Matter – Basis of Accounting

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the document titled “Thandulwazi Trust annual financial statements for the year ended 31 December 2020”. The other information does not include the financial statements and our auditor’s report thereon.

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

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

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

Responsibilities of the trustees for the financial statements

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

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

Auditor’s responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the 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: P Pope  
Registered Auditor  
Johannesburg, South Africa  
20 July 2021

	Notes	2020 R	2019 R
<b>Assets</b>			
<b>Non-Current Assets</b>			
Property, plant and equipment	2	107,588	203,506
Investments	3	6,168,625	6,240,021
		<b>6,276,213</b>	<b>6,443,527</b>
<b>Current Assets</b>			
Investments	3	19,665,033	17,050,450
Loans and receivables	4	659,653	85,129
Cash and cash equivalents	5	1,331,100	1,642,535
		<b>21,655,786</b>	<b>18,778,114</b>
<b>Total Assets</b>		<b>27,931,999</b>	<b>25,221,641</b>
<b>Trust Capital and Liabilities</b>			
<b>Trust Capital</b>			
Trust capital		1,000	1,000
Accumulated surplus		25,890,186	22,676,456
Revaluation reserve	6	-	117,213
		<b>25,891,186</b>	<b>22,794,669</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Accounts payable	7	439,146	594,128
Income received in advance	8	1,601,667	1,832,844
		<b>2,040,813</b>	<b>2,426,972</b>
<b>Total Trust Capital and Liabilities</b>		<b>27,931,999</b>	<b>25,221,641</b>





STATEMENT OF PROFIT OR LOSS AND OTHER  
COMPREHENSIVE INCOME

	Notes	2020 R	2019 R
Revenue	9	11,041,249	11,463,629
Operating expenses	10	(9,609,540)	(14,032,759)
<b>Operating surplus (deficit)</b>		<b>1,431,709</b>	<b>(2,569,130)</b>
Investment income	11	1,665,220	2,339,348
Revaluation gain	3	116,801	-
<b>Net surplus (deficit) for the year</b>		<b>3,213,730</b>	<b>(229,782)</b>

STATEMENT OF CHANGES IN TRUST CAPITAL

	Trust capital R	Revaluation reserve R	Accumulated surplus R	Total R
<b>Balance at 01 January 2019</b>	<b>1,000</b>	<b>117,138</b>	<b>22,906,238</b>	<b>23,024,376</b>
Net deficit for the year	-	-	(229,782)	(229,782)
Revaluation reserve	-	75	-	75
<b>Balance at 01 January 2020</b>	<b>1,000</b>	<b>117,213</b>	<b>22,676,456</b>	<b>22,794,669</b>
Net surplus for the year	-	-	3,213,730	3,213,730
Revaluation reserve	-	(117,213)	-	(117,213)
<b>Balance at 31 December 2020</b>	<b>1,000</b>	<b>-</b>	<b>25,890,186</b>	<b>25,891,186</b>
Note		6		



STATEMENT OF CASH FLOWS

	Notes	2020 R	2019 R
<b>Cash flows from operating activities</b>			
Cash generated from (used in) operations	13	679,835	(4,156,511)
Interest income	11	33,285	189,421
Dividends received	11	630,494	945,742
<b>Net cash from (used in) operating activities</b>		<b>1,343,614</b>	<b>(3,021,348)</b>
<b>Cash flows from investing activities</b>			
Purchase of property, plant and equipment	2	(41,994)	-
Increase in capital investments	3	(2,500,000)	(800,000)
Capital withdrawal of investments		886,945	-
<b>Net cash used in investing activities</b>		<b>(1,655,049)</b>	<b>(800,000)</b>
<b>Total cash and cash equivalents movement for the year</b>			
Cash and cash equivalents at the beginning of the year		1,642,535	5,463,883
<b>Total cash and cash equivalents at end of the year</b>	5	<b>1,331,100</b>	<b>1,642,535</b>

ACCOUNTING POLICIES

1. Presentation of annual financial statements

The annual financial statements have been 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.

1.1 Recognition of income and expenses

The income received from donations and fund-raising 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 or accrued.

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.

12 Property, plant and equipment

Property, plant and equipment are initially measured at cost.

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 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.

13 Investments and other financial assets

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

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

Portfolio losses are recognised in the Statement of Comprehensive Income in the year in which it occurs.

Investments are assessed annually for impairment.



14 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.

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 profit or loss.

2. Property, plant and equipment

	2020			2019		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Office Equipment	9,526	(9,526)	-	9,526	(9,526)	-
IT Equipment	292,420	(184,832)	107,588	364,932	(161,426)	203,506
Computer Software	1	(1)	-	1	(1)	-
<b>Total</b>	<b>301,947</b>	<b>(194,359)</b>	<b>107,588</b>	<b>374,459</b>	<b>(170,953)</b>	<b>203,506</b>

Reconciliation of property, plant and equipment - 2020

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

Reconciliation of property, plant and equipment - 2019

	Opening balance	Depreciation	Disposals	Closing balance
Office Equipment	2	(2)	-	-
IT Equipment	346,406	(127,436)	(15,464)	203,506
Computer Software	1	(1)	-	-
<b>Total</b>	<b>346,409</b>	<b>(127,439)</b>	<b>(15,464)</b>	<b>203,506</b>

	2020	2019
	R	R

3. Investments

<b>Non-current assets</b>		
Investment in unlisted shares	7,938,755	7,938,755
Accumulated impairment of investment in shares	(1,770,130)	(1,698,734)
	<b>6,168,625</b>	<b>6,240,021</b>

<b>Current assets</b>		
Investec	19,665,033	16,967,460
Stanlib Extra Income Fund	-	82,990
	<b>19,665,033</b>	<b>17,050,450</b>
<b>Total Investments</b>	<b>25,833,658</b>	<b>23,290,471</b>

Investment in shares:	Cost 2020	Cost 2019	No of shares 2020	No of shares 2019
Bridgehead Real Estate Fund (Pty) Ltd	11,074	11,074	26,858	26,858
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	3,050	7,251	7,251
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	16	16	1,546	1,546
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	1,582,949	2,356	2,356
Main Street 1536 (Pty) Ltd	971,992	971,992	25	25
Main Street 1579 (Pty) Ltd	3,599,544	3,670,940	250	250
	<b>6,168,625</b>	<b>6,240,021</b>	<b>38,286</b>	<b>38,286</b>



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2020 R	2019 R			
<b>3. Investments (continued)</b>					
<b>Reconciliation of Investment in shares - 2020</b>					
	<b>Opening balance</b>	<b>Additions at cost</b>	<b>Donation of shares</b>	<b>Impairment of shares</b>	<b>Closing balance</b>
Bridgehead Real Estate Fund (Pty) Ltd	11,074	-	-	-	11,074
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	-	-	-	3,050
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	16	-	-	-	16
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	-	-	-	1,582,949
Main Street 1536 (Pty) Ltd	971,992	-	-	-	971,992
Main Street 1579 (Pty) Ltd	3,670,940	-	-	(71,396)	3,599,544
	<b>6,240,021</b>	<b>-</b>	<b>-</b>	<b>(71,396)</b>	<b>6,168,625</b>
<b>Reconciliation of Investment in shares - 2019</b>					
	<b>Opening balance</b>	<b>Additions at cost</b>	<b>Donation of shares</b>	<b>Impairment of Shares</b>	<b>Closing balance</b>
Bridgehead Real Estate Fund (Pty) Ltd	11,074	-	-	-	11,074
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	-	-	-	3,050
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	16	-	-	-	16
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	-	-	-	1,582,949
Main Street 1536 (Pty) Ltd	1,103,272	-	-	(131,280)	971,992
Main Street 1579 (Pty) Ltd	3,817,542	-	-	(146,602)	3,670,940
	<b>6,517,903</b>	<b>-</b>	<b>-</b>	<b>(277,882)</b>	<b>6,240,021</b>
<b>Stanlib Extra Income Fund</b>					
Balance as at the beginning of the year	82,990	77,206			
Capital withdrawals	(86,945)	-			
Interest received	4,367	5,709			
Portfolio (losses) gains through reserves	(412)	75			
	<b>-</b>	<b>82,990</b>			
<b>Investec</b>					
Balance as at the beginning of the year	16,967,460	14,969,009			
Capital investments	2,500,000	800,000			
Capital withdrawals	(800,000)	-			
Interest received	997,573	1,198,451			
	<b>19,665,033</b>	<b>16,967,460</b>			
<b>4. Loans and receivables</b>					
Accrued income - Stanlib Extra Income Fund	-	499			
Prepaid expenses	659,653	84,630			
	<b>659,653</b>	<b>85,129</b>			

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2020 R	2019 R
<b>5. Cash and cash equivalents</b>		
Cash and cash equivalents consist of:		
Bank balances	1,331,100	1,642,535
<b>6. Revaluation reserve</b>		
Stanlib Extra Income Fund	-	117,213
<b>7. Accounts payable</b>		
St Stithians College	407,243	588,448
Accrued expenses	31,903	5,680
	<b>439,146</b>	<b>594,128</b>
<b>8. Income received in advance</b>		
Income received in advance	1,601,667	1,832,844
Income received in advance consists of funds donated for the following year's respective programmes.		
<b>9. Revenue</b>		
<b>Donations received</b>	<b>10,951,974</b>	<b>11,329,763</b>
<b>Fundraising income</b>		
MySchool Card	20,346	17,723
94.7 Cycle Challenge fundraiser	-	116,143
Cycle Challenge	2,950	-
Mandela Day	4,354	-
Freedom Day Run fundraiser	61,625	-
Fundraising Income	<b>89,275</b>	<b>133,866</b>
	<b>11,041,249</b>	<b>11,463,629</b>
<b>10. Operating expenses</b>		
Loss on disposal of property, plant and equipment	14,094	15,464
Auditor's remuneration	147,840	132,440
Depreciation	123,818	127,439
Employee costs	1,329,676	1,296,213
Impairment of investments in shares	71,396	277,882
Intern-Teacher Training Programme	3,559,996	3,769,950
Limpopo Pilot Programme	-	524,418
Modimolle Teacher Development Programme	406,376	1,072,554
Student Scholarship Programme	862,705	1,014,900
Student Support Programme	1,730,794	3,731,080
Teacher Development Programme	1,215,339	1,608,025
Other expenses	147,506	462,394
	<b>9,609,540</b>	<b>14,032,759</b>



NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2020 R	2019 R
<b>11. Investment income</b>		
<b>Dividend income</b>		
Dividend received	630,494	945,742
<b>Interest income</b>		
Investment income	1,001,441	1,204,160
Bank	33,285	189,421
	<b>1,034,726</b>	<b>1,393,581</b>
	<b>1,665,220</b>	<b>2,339,323</b>

12. 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.

13. Cash generated from (used in) operations

Surplus generated from operations	3,213,730	(229,782)
<b>Adjustments for:</b>		
Depreciation	123,818	127,439
Loss on disposal of property, plant and equipment	14,094	15,464
Dividends received	(630,494)	(945,742)
Interest received	(33,285)	(189,421)
Interest received reinvested	(1,001,441)	(1,204,160)
Other non-cash interest received	(499)	-
Portfolio gains on investments	(116,801)	-
Impairment of investments in shares	71,396	277,882
<b>Changes in working capital:</b>		
Loans and receivables	(574,524)	1,090,797
Accounts payable	(154,982)	(406,736)
Income received in advance	(231,177)	(2,692,252)
	<b>679,835</b>	<b>(4,156,511)</b>

14. 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.

15. 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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-  TeamThandulwazi
-  Team\_Thandulwazi
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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