



ST STITHIANS  
COLLEGE

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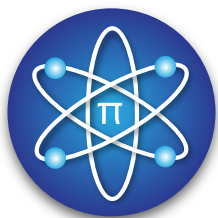


# Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

## ANNUAL REPORT





# THANDULWAZI MATHS AND SCIENCE ACADEMY



@TeamThandulwazi



www.thandulwazi.com



@Team Thandulwazi



Thandulwazi Maths and Science Academy

EST.  
2005

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

2019

- 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

10110

Historically disadvantaged students who have benefited directly, since 2011

150+

Participating Gauteng high schools

2027

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

## CURRENT ENROLMENT:

students

1219



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

13506

Pre-primary and primary school teachers upskilled to date

## CURRENT ENROLMENT:

785

teachers (Gauteng)

228

teachers (Limpopo)



## THANDULWAZI ACADEMIC SCHOLARSHIPS

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

7

Scholarship Students currently at St Stithians College



## THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

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

164

Young intern teachers trained since 2005

93

Participants who went on to graduate with a professional qualification



80%

Graduates still in teaching

## CURRENT ENROLMENT:

47 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:



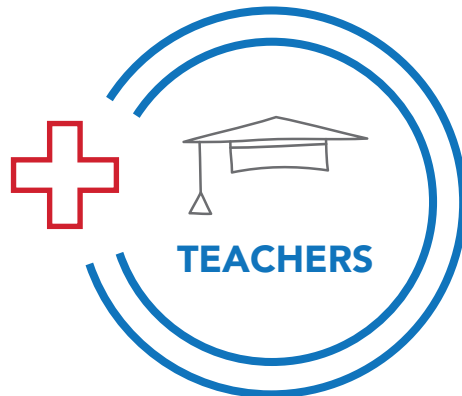
# **BUT IN THE SOUTH AFRICAN EDUCATION SYSTEM**

**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**?**

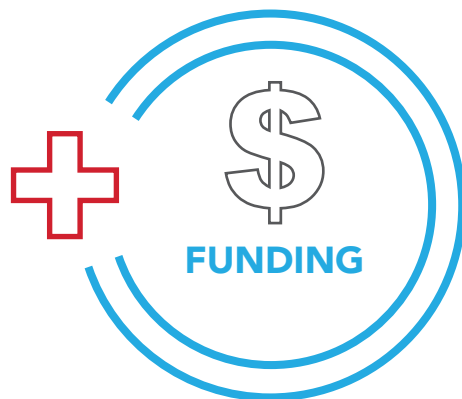




South Africa has some of the best resourced schools in the world; there are times when those facilities are not fully utilised, especially weekends. **Why not use those facilities in the available free time** to offer students access to these facilities?



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**



## Thandulwazi Trust

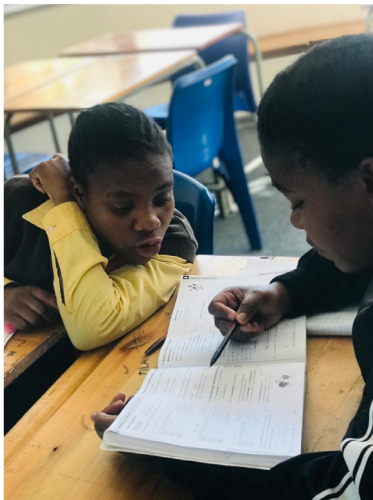
MATHS AND SCIENCE ACADEMY

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

# VISION AND MISSION

***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).***

Established in October 2005, the Thandulwazi Maths and Science Academy is a nation-building educational programme which supports the South African Government's Basic Education Sector goals, as set out in the National Development Plan; Vision for 2030 and the Department of Basic Education's Action Plan 2019; Towards the realization of schooling 2030. 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; attends a well-resourced school; where effective teaching and learning is taking place across all educational phases and particularly in gateway subjects (Mathematics, the Sciences, Accounting and Languages).



Thandulwazi is well-placed to offer an educational intervention programme to improve the learning and teaching of core subjects (Mathematics, the Sciences, Accounting and English) for Grade 9 to 12 Gauteng Province learners and to provide upskilling

workshops and a professional development programme for teachers in Gauteng Province, as well as in Modimolle and Sekhukhune in Limpopo Province.





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

### SATURDAY SCHOOL PROGRAMME

Providing curriculum enrichment and extra tuition to Grade 9 to 12 learners on Saturday mornings; to provide 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 Thandulwazi Saturday School Programme provides effective teaching in the core selected subjects for learners from previously disadvantaged communities. The 2019 Saturday School Programme has seen the registration of 1,170 Grade 9 to 12 learners who are attending their extra lessons over 30 Saturday contact sessions from 2 February 2019 to 19 October 2019.

### TEACHER DEVELOPMENT PROGRAMME

Offering a professional development programme to assist current teachers and practitioners in improving their teaching skills through the Thandulwazi Teacher Development Programme. This programme focusses on the development and up-skilling of teachers and school leaders currently working in ECD Centres and Schools located in previously disadvantaged areas within Gauteng Province and in the towns of Modimolle and Sekhukhune, Limpopo Province; and providing professional growth to these educators. For 2019 1,100 teachers are registered to attend the different course workshops in Gauteng; 60 practitioners are registered to take part in the ECD Management course in Sekhukhune; and in Modimolle 100 practitioners are registered to take part in the Pre-Grade R and Grade R Proficiency Programme and 100 practitioners are registered to take part in the Grade R Teaching course.



### INTERN-TEACHER TRAINING PROGRAMME

The training of new teachers through the Thandulwazi Intern-Teacher Programme, with special focus on areas of critical teacher shortage 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 Intern-Teachers transform apprentice teachers into master teachers. This programme aims at growing the number of teachers in South Africa and building capacity in the broader education sector. 94 Intern-Teachers have graduated from this programme since its inception and 2019 sees us supporting a total of 46 Intern-Teachers that are on course to complete their Teaching qualifications.

### ACADEMIC SCHOLARSHIP PROGRAMME

The provision of 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, for them to be placed in schools which have an excellent track record of teaching Mathematics and Science. The Thandulwazi Academic Scholarship Programme, subject to the availability of dedicated, multi-year funding, provides bursaries to talented Mathematics/Science learners from Grade 10 to Grade 12. In 2019, the programme is in a position to support 7 scholarship learners, 2 of whom are in Grade 10, 3 in Grade 11 and 2 in Grade 12.

## 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:

Ms Thami Moatshe (Chairperson)  
 Ms Khumo Morolo  
 Ms Munene Khosa  
 Mr Tshediso Khuzwayo  
 Ms Kelly Naidoo  
 Mr Velaphi Gumbi (Head: Thandulwazi Maths and Science Academy).



## Thandulwazi Trust

MATHS AND SCIENCE ACADEMY

### Thandulwazi Maths and Science Academy Year-End Programmes Report

***"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"***

– Maya Angelou

The spirit of Ubuntu flowed in every space where the activities of the four educational programmes were taking place in 2019. The Academy spared no effort to create spaces of belonging and empowerment for One and All from early childhood development programmes to post-graduate qualifications in Mathematics and Science.

We wish to take this opportunity to thank you the corporate and individual donors for your partnership and support to make these educational-upliftment programmes possible. Your funding has made it possible for the Academy to positively impact the teaching and learning of key subjects across the Gauteng Province and in the greater areas of Waterberg and Sekhukhune districts in the Limpopo Province. This will certainly have an immense impact on the lives and livelihoods of many citizens in the two provinces.

The educational programmes had the following statistics in 2019:

- A total number of 1,142 Grade 9 to 12 Learners enrolled to take part in the Saturday School Programme. The Academy took a giant step of piloting the live streaming of Mathematics lessons from the Thandulwazi Saturday School sessions at St Stithians College to Grades 10 and 11 students at Westbury. A Mathematics teacher and tutor were deployed to the Westbury centre to ensure the necessary support of the learners and the success of the pilot project. The main goal was to establish a culture of discipline and independence to receive live online lessons. The success of such a pilot has huge implications for using suitably qualified teachers to beam lessons to areas where there is a shortage.
- The Thandulwazi Maths and Science Academy supported seven academic scholarship students. There were two Grade 10, three Grade 11 and two Grade 12 students in the programme. These are dynamic and high-potential young people who have just the right attitudes to succeed in life. Investing in them is surely a worthwhile investment.
- The internship programme welcomed 20 new interns. This brought the total number of interns in the programme to 47. This programme continues to produce suitably qualified Maths and Science teachers who finish their qualifications with the necessary experience.
- A total number of 1 374 ECD and primary schoolteachers enrolled to take part in the Teacher Development Programme at St Stithians College and the Waterberg and Sekhukhune districts of Limpopo. The new and exciting element of this programme is the accredited NQF Level 5 ECD qualifications, which the Academy has started to offer in partnership with UNISA. This qualification can be progressed to a National Diploma or B. Ed in ECD.

The number of beneficiaries as stated above is a testimony that with your partnership and support, we are truly making a world of difference to One and All. Together we have directly and indirectly touched so many lives.

Head of School: Velaphi Gumbi



# Background

The Thandulwazi Trust Maths and Science Academy thanks all of our corporate and individual donors for your partnership and support to benefit the beneficiaries of all four educational-upliftment programmes in 2019. Your funding and gifts have made it possible for the Academy to positively impact on the teaching and learning of key subjects in Schools and Early Childhood Development Centres across Gauteng and in the greater areas of Modimolle and Sekhukhune in the Limpopo Province. Your generosity has made it possible to provide the beneficiaries of the four Thandulwazi Programmes with the relevant and necessary support at no charge to them; with them taking every opportunity provided through the programmes to improve the future trajectory of their lives, the lives of their families and that of our country.

*Benjamin Franklin once said: "If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."*

Over the past years the Thandulwazi Trust Maths and Science Academy has been able to provide a much greater return on investment to all our benefactors than just the direct social upliftment investments made to our beneficiaries. With your partnership and support we are truly making a world of difference to one and all touched directly and indirectly through the four Thandulwazi Programmes.

Although the Thandulwazi Trust was formally established in 2005 by St Stithians College, the Saturday School Programme has

already been changing the lives of Grade 9 to 12 Learners since 1991, with more than 10,100 being reached since 2011; the Teacher Development Programme has been upskilling Teachers within the Basic Education System since 2006, with more than 13,500 Teachers being given the skills and confidence to make even bigger differences to the lives of their Learners and change the trajectory of their schools' broader management and performance; the first Intern-Teacher was taken on in 1996 and since 2005 the formal Intern-Teacher Programme has trained 164 Teachers; and since 2005 14 Academic Scholarship Students have been given the opportunity to complete their High School careers on a stronger footing in a well-resourced, all-round good performing school such as St Stithians College.

We look forward to continuing strengthening and growing our partnerships and Thandulwazi Family to ensure that an endowment legacy is created to see to it that the long-term investment into the knowledge of our South African Youth, the future leaders of our beautiful country, reap the much needed return on investment through education.



# Saturday School Programme

## BENEFICIARIES

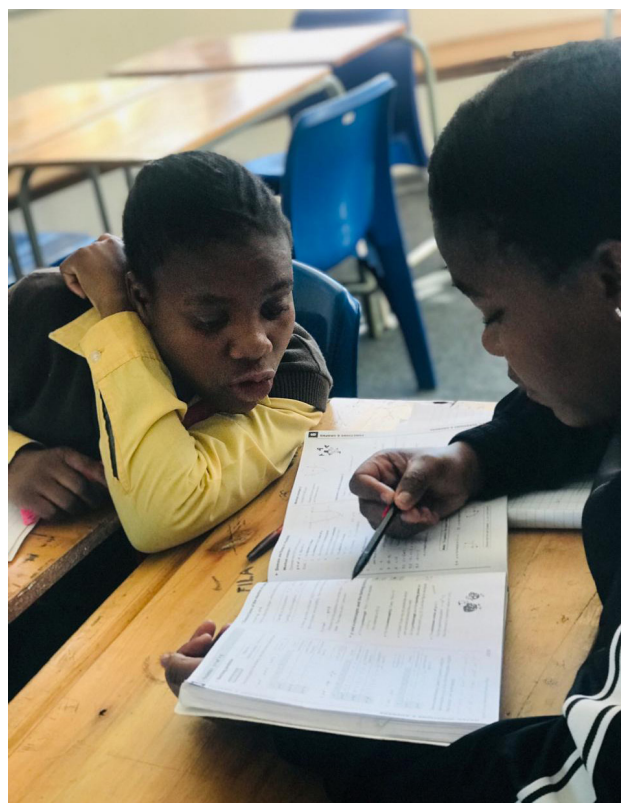
A total number of 1,142 Grade 9 to 12 Learners enrolled to take part in the 2019 Saturday School Programme at St Stithians College:

Black (African)		White		Indian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
307	800	0	0	2	1	7	25
1107		0		3		32	

## REGISTRATION

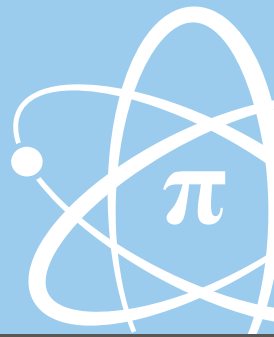
A different registration system was implemented in 2019 with a filtering point being implemented at the St Stithians College Corlett Gate where the Grade 9 to 12 Learners' registration documents were checked. Learners were enrolled on a first-come-first-served basis and those that arrived before the target number was reached, were processed according to their school report Mathematics Levels in order to stream all of the Learners into classes with the same ability and achievement levels in order to ensure that they were taught at a pace suited to their individual needs. Those Learners that did not make the intake list before the cut-off numbers were reached, were placed on a waiting list.

Although the cut-off was set at 1,000 Learners for 2019, the demand on registration day was so great that the number was pushed to just beyond 1,100.





# Saturday School Programme



## SATURDAY SCHOOL STAFFING

A total number of 90 staff members were employed during 2019 to ensure the successful delivery of the Thandulwazi Saturday School Programme:

- 1 x Full-Time Programme Co-Ordinator – Black (African), Female
- 1 x Part-Time Database Administrator – Black (African), Male
- 1 x Part-Time Grade 9 Programme Co-Ordinator – Coloured, Female
- 89 x Freelance Subject Teachers and Academic Tutors

Black (African)		White		Indian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
45	28	3	11	1	1	0	1
73		14		2		1	



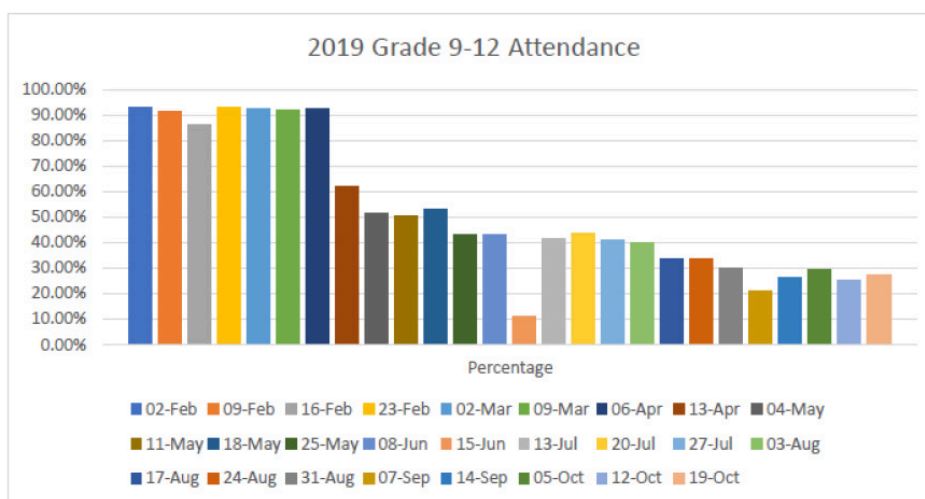
*Thandulwazi Grade 9 Saturday School Team*

# Saturday School Programme

## ATTENDANCE

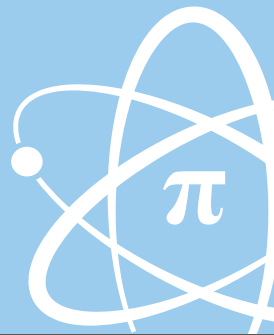
Due to the spike in community violence and xenophobic attacks experienced in the greater Gauteng area this year, the 29 planned contact sessions had to be reduced to 26, as it was not safe for our Learners to be on the streets to travel to the Saturday School contact sessions over this period and the availability of public transportation was also severely affected by the unrest. The usual decline in numbers was also

again experienced as the winter months ensued, and as the Gauteng Department of Education started rolling out their compulsory Secondary School Improvement Programme across all schools in preparation for the July and end-of-year examinations. There has however been an increase in the average attendance towards the end of the Saturday School Programme calendar from what was experienced in previous years.



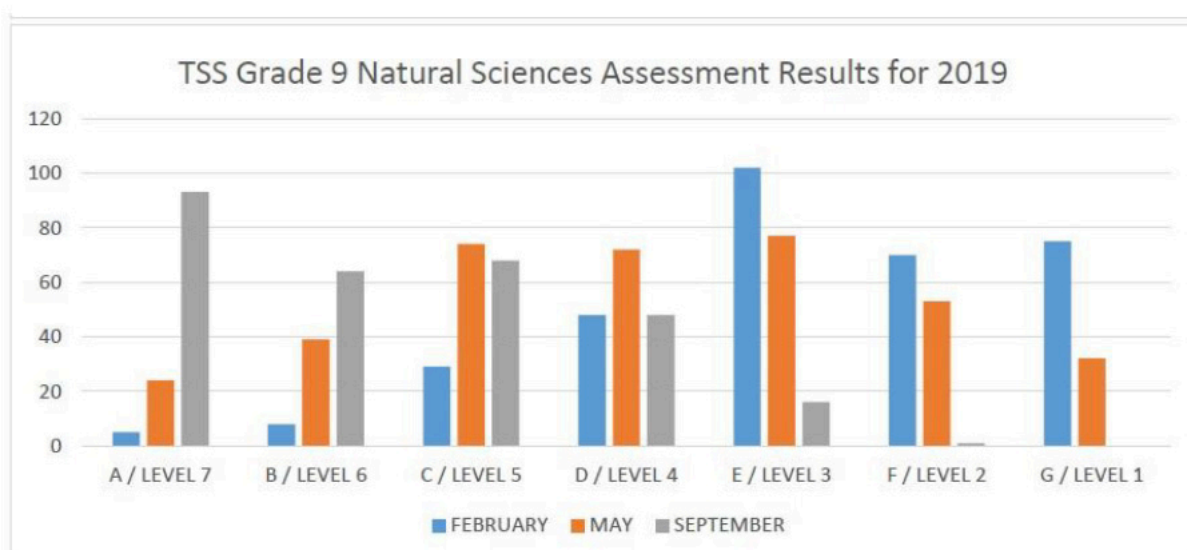
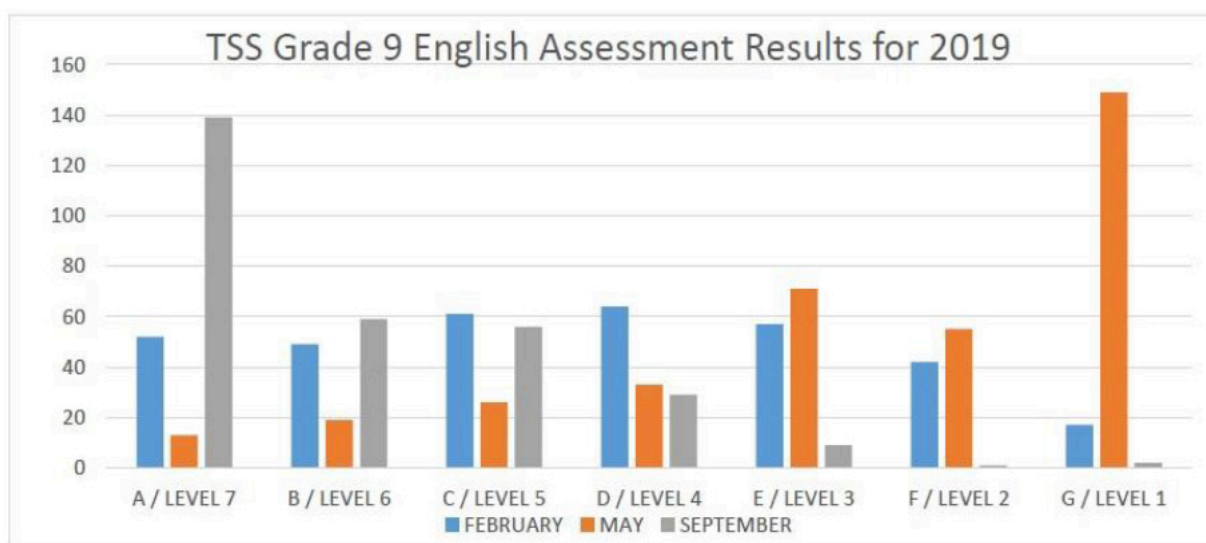


# Saturday School Programme

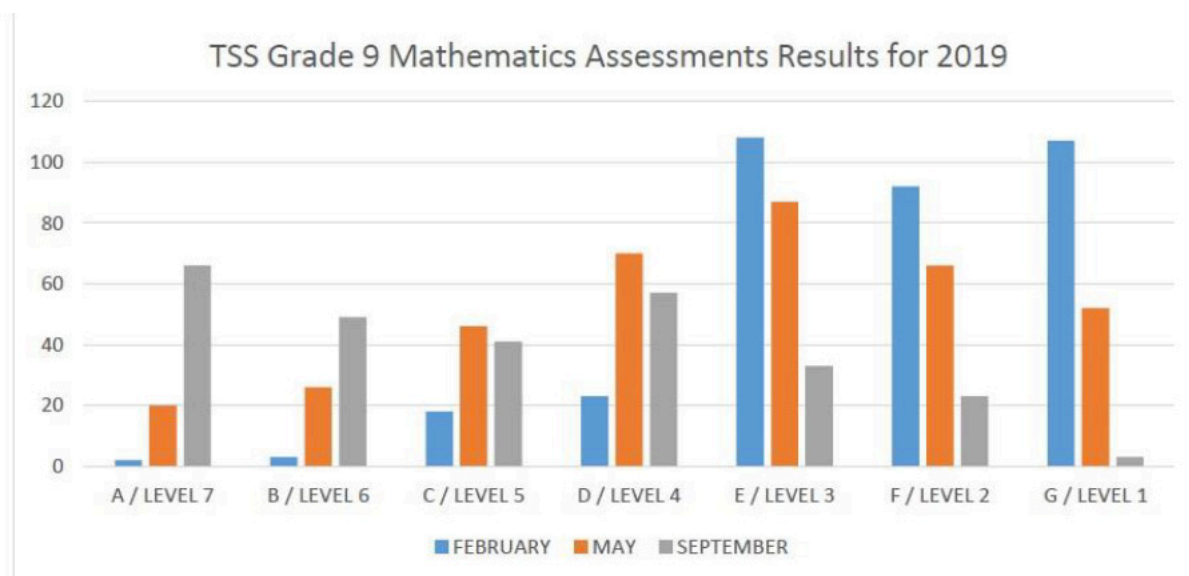


## GRADE 9 PROGRAMME

Assessments were written by the Grade 9 Learners in Mathematics, Natural Science and English on 2 February 2019, 11 May 2019 and 28 September 2019.



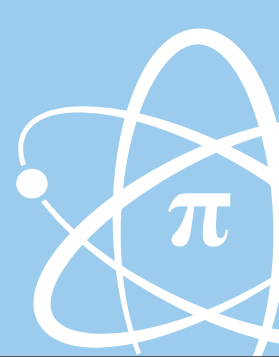
# Saturday School Programme



The Mathematics and Natural Science Results show the correct overall result through the three assessments – very few Level 7's (A Symbols) were achieved in February 2019 (2 in Mathematics and 5 in Natural Science), and by September 2019 this had turned around to 66 Learners achieving Level 7 in Mathematics and 46 Learners achieving Level 6, with 93 achieving Level 7 in Natural Science and 64 at an achievement Level 6. In the May 2019 Assessment there was a Learner that achieved 100% in Mathematics and in the September 2019 Assessment another learner achieved full marks.

The English assessments on 2 February 2019 and 14 September 2019 tested the language and comprehension components and showed a positive correlation as results improved over the year. In the February 2019 assessment 52 Learners achieved Level 7 whereas in September 2019, 139 Learners achieved A symbols. One needs to remember that English is a First Additional Language for our Thandulwazi Learners and therefore they were constantly encouraged to verbalise and act out their work in smaller groups. This made them more confident and fluent in their English speech. In May 2019 the assessment was set at a more difficult language section and the Learners struggled, however, exposing them to this type of assessment and going through it with them afterwards taught them valuable skills.

# Saturday School Programme



The Mathematics Term Marks on the School Reports of three of our Grade 9 Learners are to be highlighted:

Learner	School	Term 1	Term 2	Term 3
Moshala Mogoru	Kaalfontein Secondary School	42%	43%	82%
Buhle Nondilisha	Eqinisweni Secondary School	45%	33%	75%
Rose Mahlangu	Ivory Park Secondary School	64%	66%	72%

## GRADE 10 PROGRAMME

In analyzing the Grade 10s School Reports between term 1 and term 3, there is still a lot of room for improvement for the Learners to achieve their true potential in their schools. The subject that shows the most improvement is Mathematics and this can be accredited to the targeted intervention programme. This group has the most Learners who recorded an improvement of 20% and above between term 1 and term 3.

There is a steady improvement in the English marks although there is an 8% drop in the Level 6 passes in term 3. With the dedication of the Thandulwazi English team this year we have piloted a differentiated teaching approach to accommodate the fact that some of our Learners take English as a Home Language and others as a First Additional Language. To this end we have separated the Learners and focused on the requirements to excel in the subject at those two different levels. We are hopeful that this will start to pay dividends in the next two years within all the Thandulwazi Subjects.

Accounting remains a challenge for the Grade 10s as the jump from Economics and Management Sciences is significant. This year we have started introducing a few classes in the basic principles of Accounting to the Grade 9s in effort to try and bridge the gap and offer the students more opportunities to engage with the subject at an earlier school Grade. This initiative was led by our Thandulwazi Intern-Teachers Nthabiseng Diaman and Nontsikelelo Mokhojane, who were also supported by a team of volunteers from the Johannesburg Article Clerks Association (JACASS).

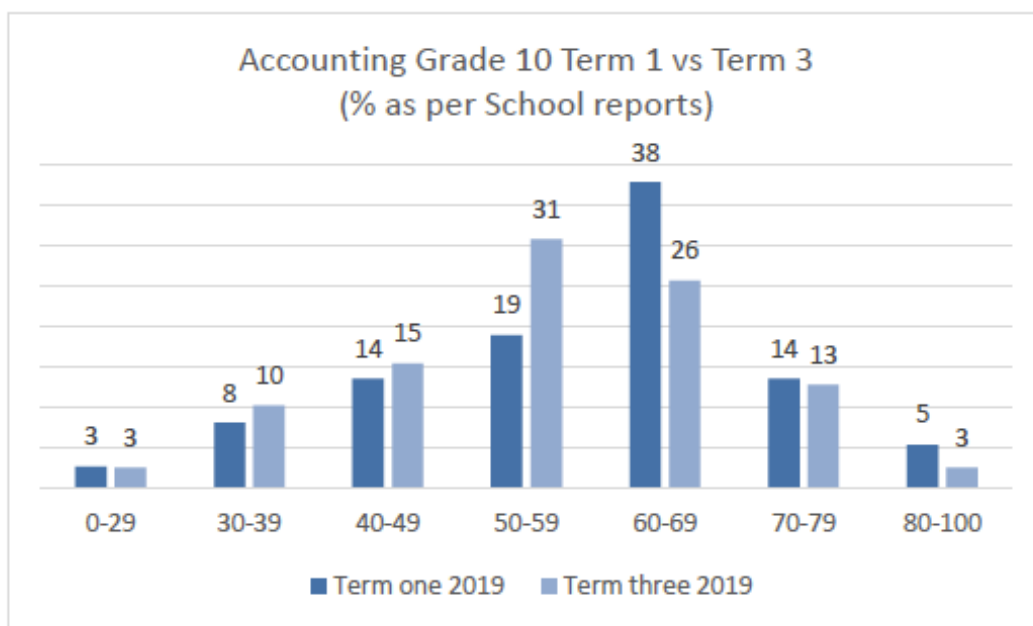
The Physical Science and Life Science results have unfortunately been erratic. The students have generally struggled with the language aspects of the sciences within the Thandulwazi Classes and Assessments and this is evident in their school performance as well. We have seen an improvement in the Life Science Level 7 passes by 5% and the Physical Science Level 6 passes has increased by 8%, but these have also been matched with some significant declines in performance at other Levels as well.



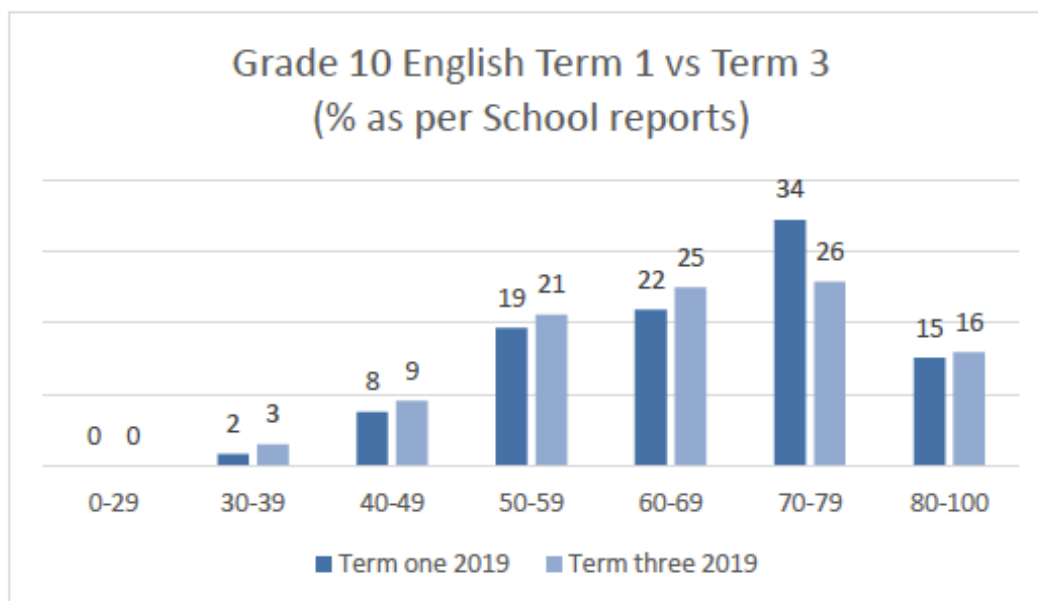


# Saturday School Programme

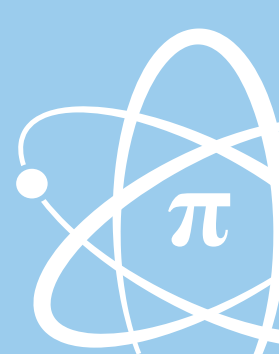
## Grade 10 Accounting Performance



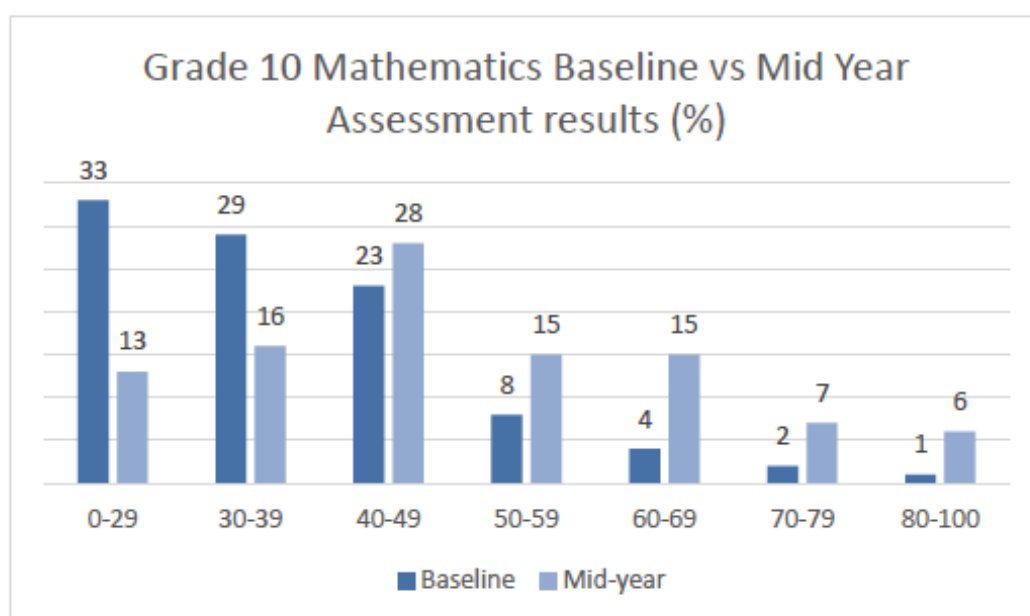
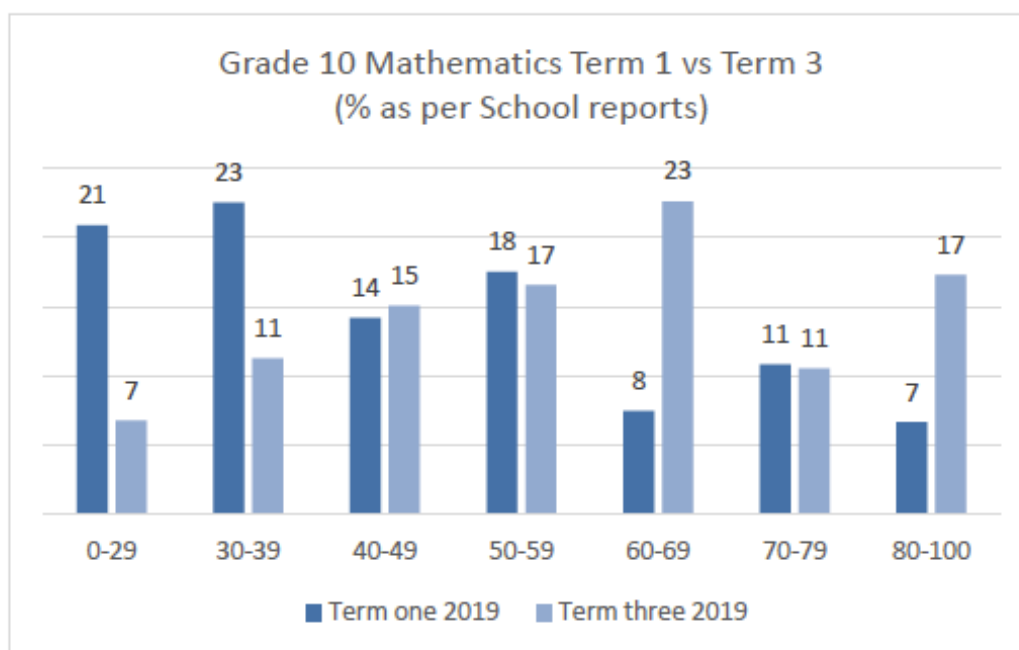
## Grade 10 English Performance



# Saturday School Programme

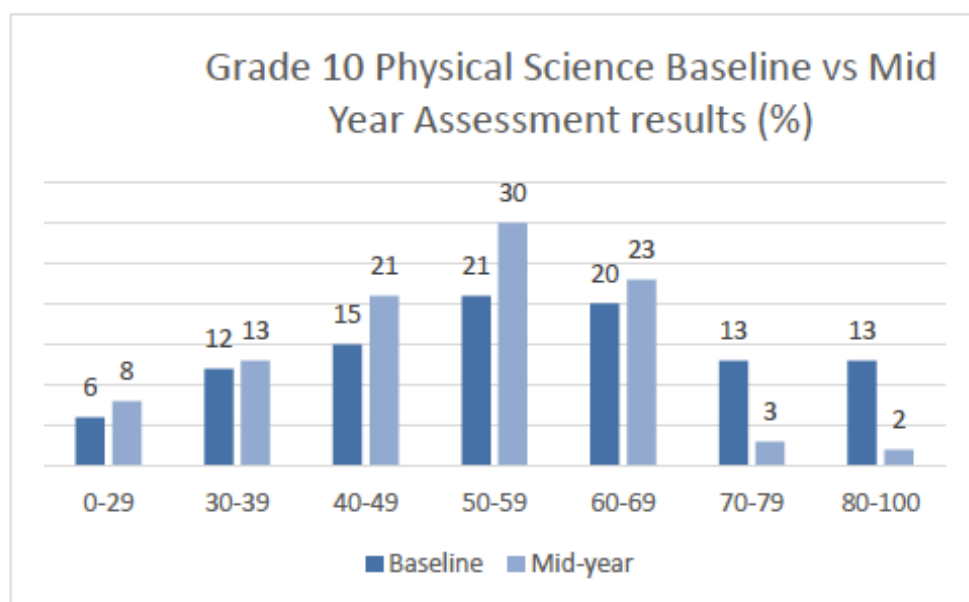
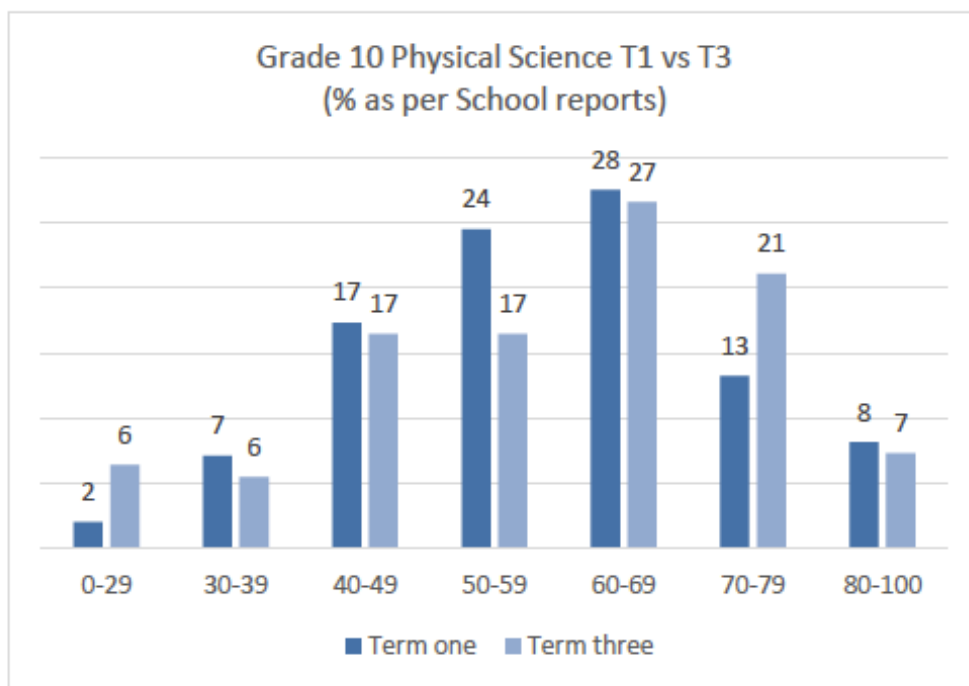


## Grade 10 Mathematics Performance



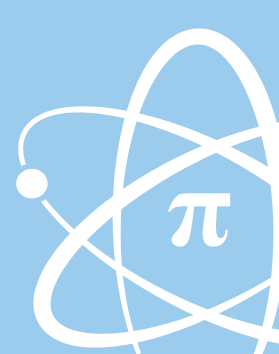
# Saturday School Programme

## Grade 10 Physical Science Performance

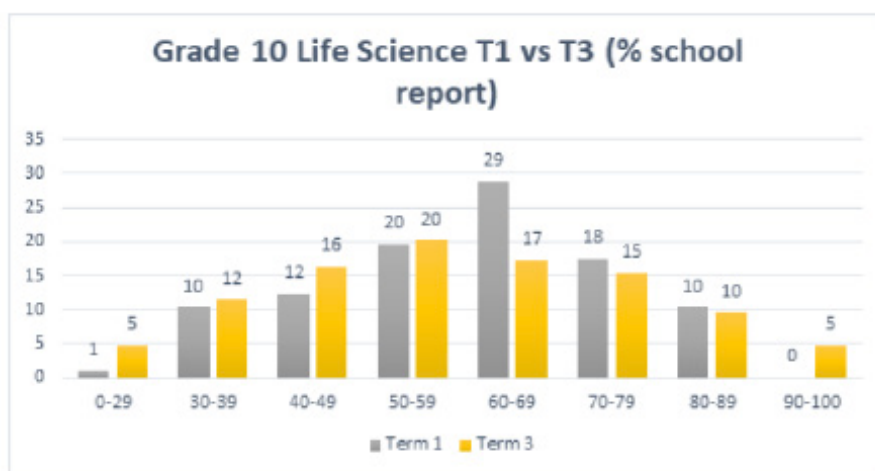
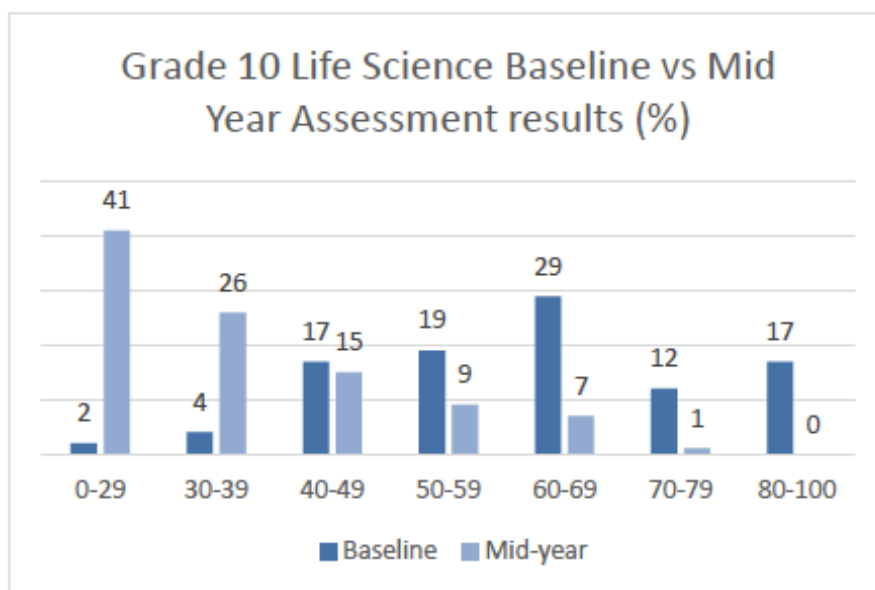




# Saturday School Programme



## Grade 10 Life Science Performance

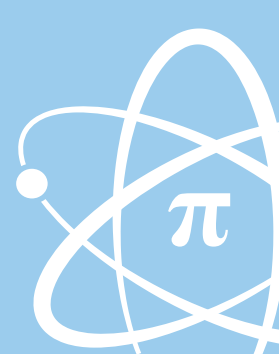


# Saturday School Programme

The Grade 10  
Learners who  
achieved a 20% and  
higher improvement  
in Mathematics:

	Surname	Name	Term 1	Term 3	% Difference
1	Chauke	Sibusiso	8	65	57
2	Khuduwe	Muziwakhe	5	60	55
3	Mulovhedzi	Mulamuleli Nelda	30	81	51
4	Mawungela	Gugu	13	62	49
5	Nkosi	Nqobile	35	79	44
6	Mmapulane	Natasha	52	94	42
7	Ngwenya	Noel	45	87	42
8	Rambuda	Zwivhuya	51	92	41
9	Dube	Angela	41	81	40
10	Ngobeni	Amukelani Idah	30	69	39
11	Baloyi	Vutlhari	18	57	39
12	Segage	Lesego	49	88	39
13	Nkoana	Patience Lethabo	23	61	38
14	Dineni	Nasiphi	24	61	37
15	Mokoena	Nyakallo Kirtsy	35	72	37
16	Sebata	Palesa	42	77	35
17	Khumalo	Sandisiwe	33	66	33
18	Mello	Anna Ramatsemela	11	44	33
19	Pootona	Mosibudi Cecilia	33	66	33
20	Chobede	Ntsakiso	26	58	32
21	Lebepe	Keabetswe	35	67	32
22	Makwela	Pollet	35	66	31
23	Mohlala	Lethabo	12	42	30
24	Ndlovu	Dumisani	7	37	30
25	Sithunzela	Odwa	35	65	30
26	Dube	Happiness	30	59	29
27	Mbatha	Nosipho	10	38	28
28	Ndlovu	Thandi	35	62	27
29	Ngamlana	Unam	53	80	27
30	Mphahlele	Boitumelo	28	53	25
31	Sibanyoni	Athenkosi Siphesihle	48	73	25
32	Makwala	Magwane Rachel	52	76	24
33	Moyo	Katlego	53	77	24
34	Molekwa	Tshepiso	36	59	23
35	Pitja	Prisca Munzhedzi	19	42	23
36	Makgabo	Itumeleng	79	100	21
37	Mokgope	Eshley	16	36	20

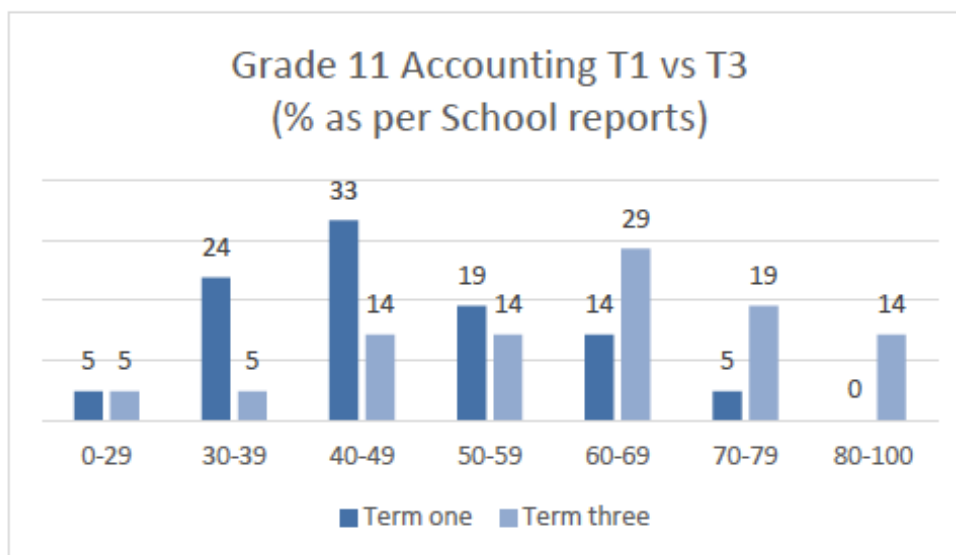
# Saturday School Programme



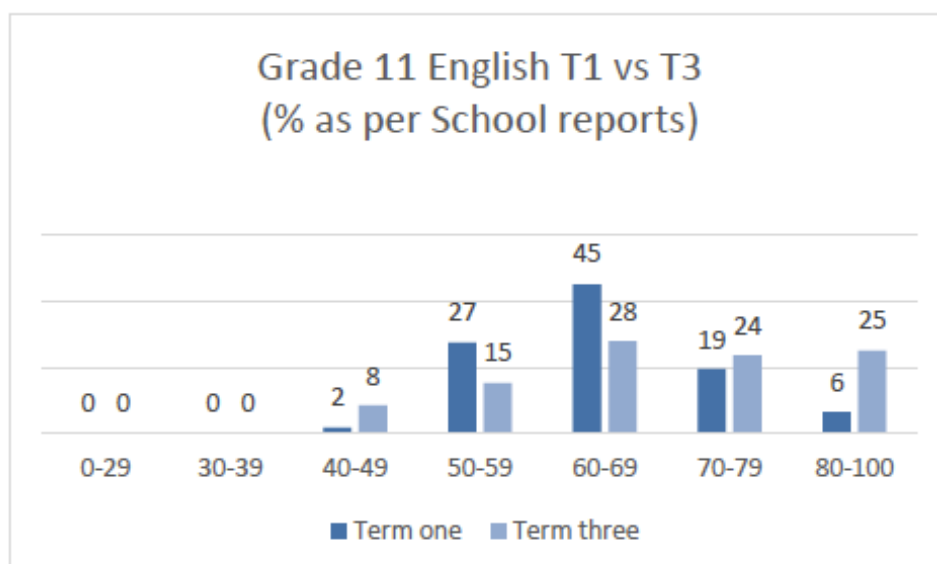
## GRADE 11 PROGRAMME

The Grade 11 results have been positive this year. The steady increase across all subjects is indicative of the hard work and commitment that goes into every Saturday School class. Worth mentioning, is the improvement in English where 74% of our learners were scoring 69% and below and now 77% of learners are scoring 60% and above. In Physical Science, the level 1 passes dropped by 60%.

### Grade 11 Accounting Performance



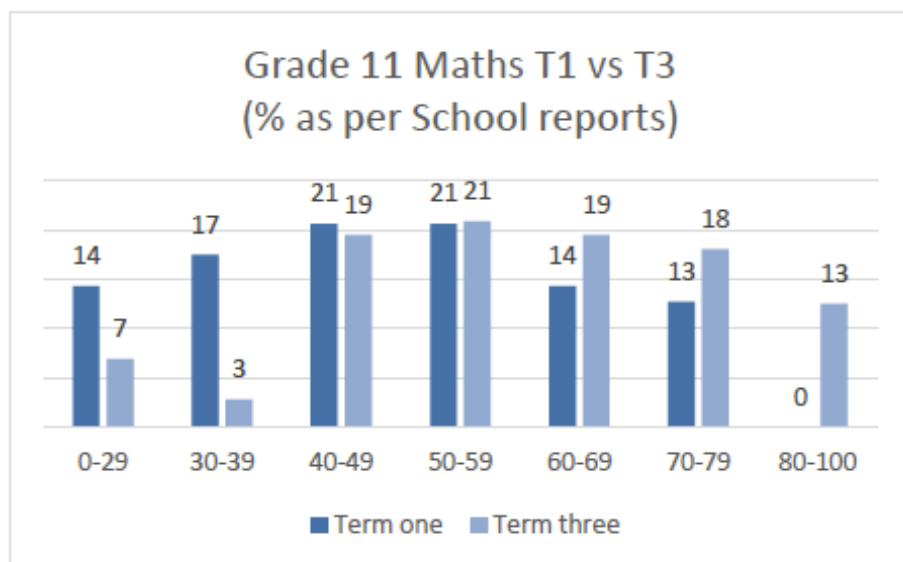
### Grade 11 English Performance



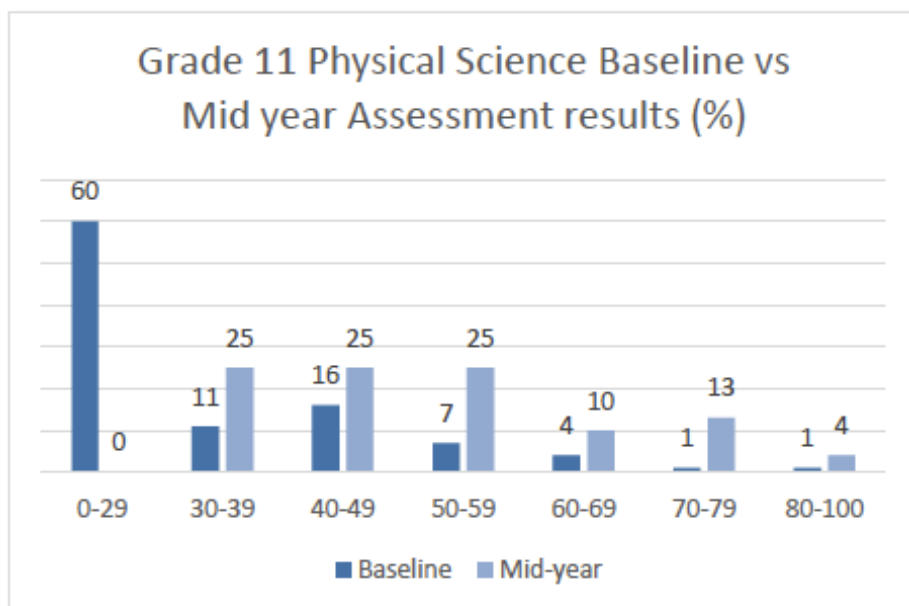


# Saturday School Programme

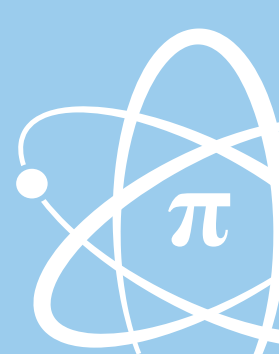
## Grade 11 Mathematics Performance



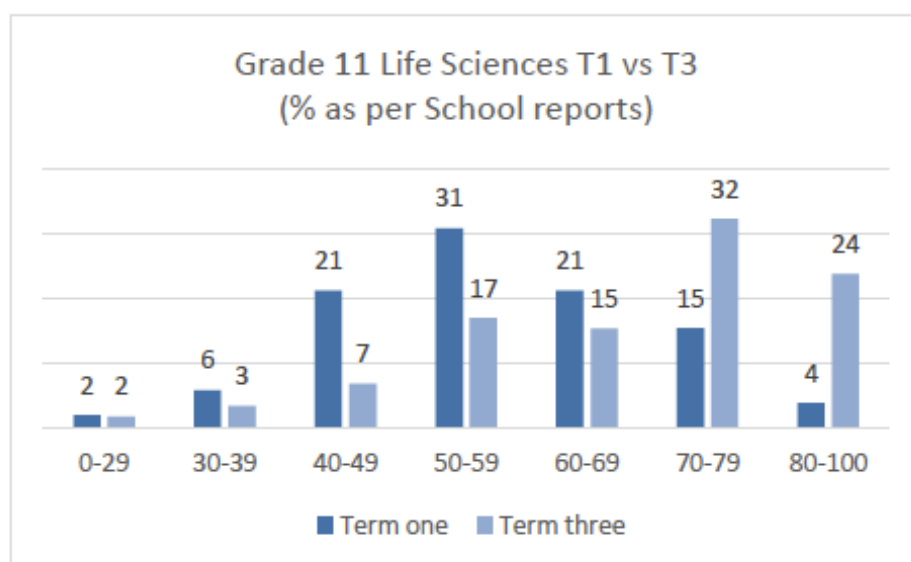
## Grade 11 Physical Science Performance



# Saturday School Programme



## Grade 11 Life Science Performance



## Grade 11 Learners who achieved a 20% and higher improvement in Mathematics

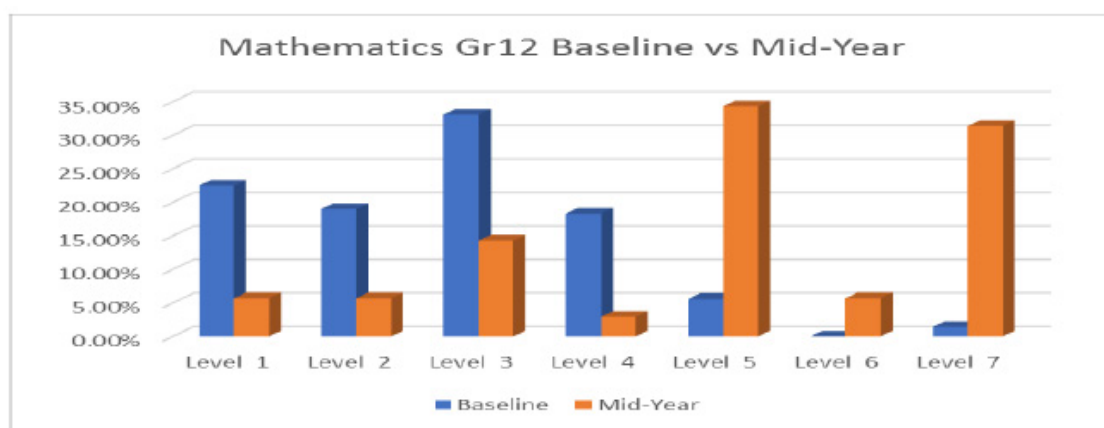
	Surname	Name	Term 1	Term 2	% Difference
1	Monene	Keitumetse	25	77	52
2	Rammupya	Mmapula Bridget	27	73	46
3	Mathonsi	Ntombencane	28	70	42
4	Ngono	Zandile Mamajo	51	90	39
5	Msibi	Thobile	60	97	37
6	Mokgabudi	Boitumelo	10	46	36
7	Mafuba	Prizelle Mildred	57	92	35
8	Buthelezi	Palesa	40	72	32
9	Lamola	Otancia Puisano	40	72	32
10	Posholi	Thato	29	61	32
11	Nkweng	Neo	17	44	27
12	Hadebe	Yonela	42	67	25
13	Zulu	Sabelo	48	73	25
14	Makgobatlou	Princess Makoma	31	55	24
15	De Noroonha	Lee-Anne Amukelani	38	60	22
16	Mncwabe	Andiswa	39	60	21
17	Majola	Unathi	48	68	20
18	Mogano	Mahlatse Edith	42	62	20

# Saturday School Programme

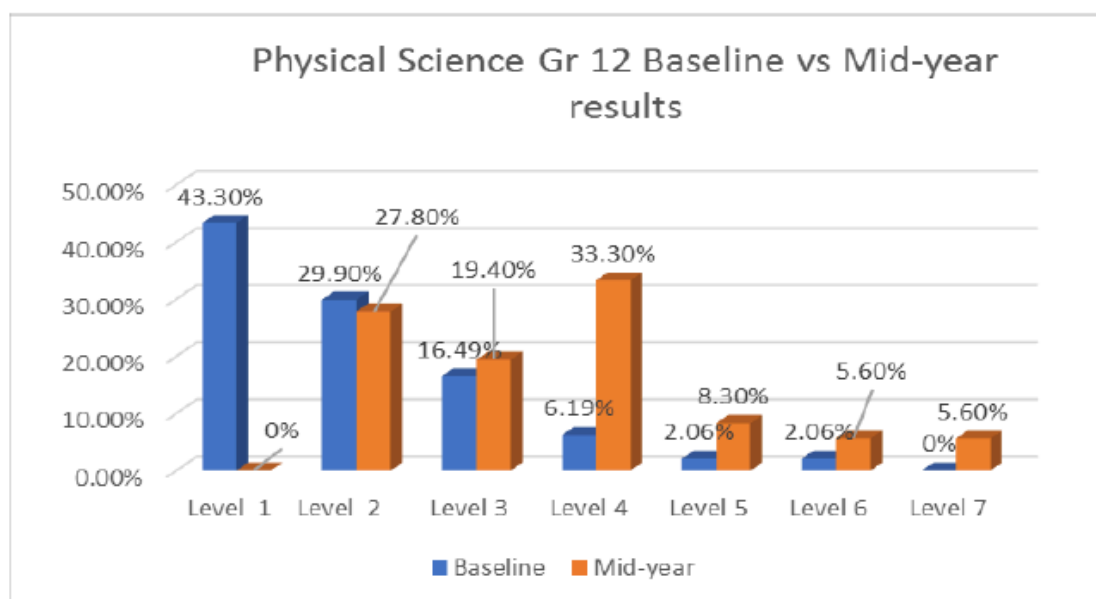
## GRADE 12 PROGRAMME

The Grade 12 analysis across all the subjects also show that much work has been done by the Thandulwazi Learners and Teachers this year. We look forward to good Matric Results in January 2020.

### Grade 12 Mathematics Performance

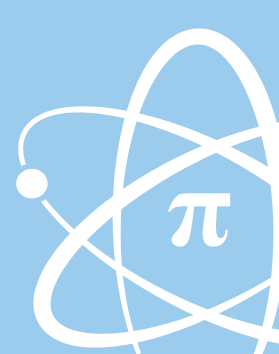


### Grade 12 Physical Science Performance

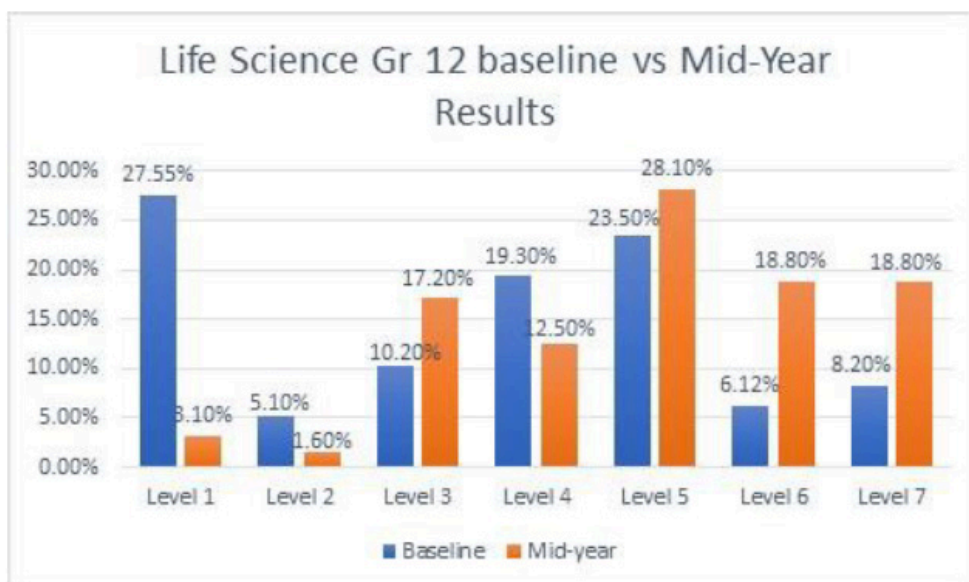




# Saturday School Programme



## Grade 12 Life Science Performance



## MATHEMATICS IMPROVEMENT

During 2019 a decision was made to add an additional Mathematics lesson in the timetable for the Grade 10 to 12 Learners, we believe that this decision has resulted in a total of 84 Grade 10 Learners improving their results between Term 1 and Term 3, 37 of whom achieved an improvement of 20% and above. 18 Grade 11 Learners also achieved an improvement of 20% and above and we look forward to the Grade 12 results in the National Senior Certificate Examinations to analyze their improvement in this year.

## PRE-REGISTRATION FOR 2020

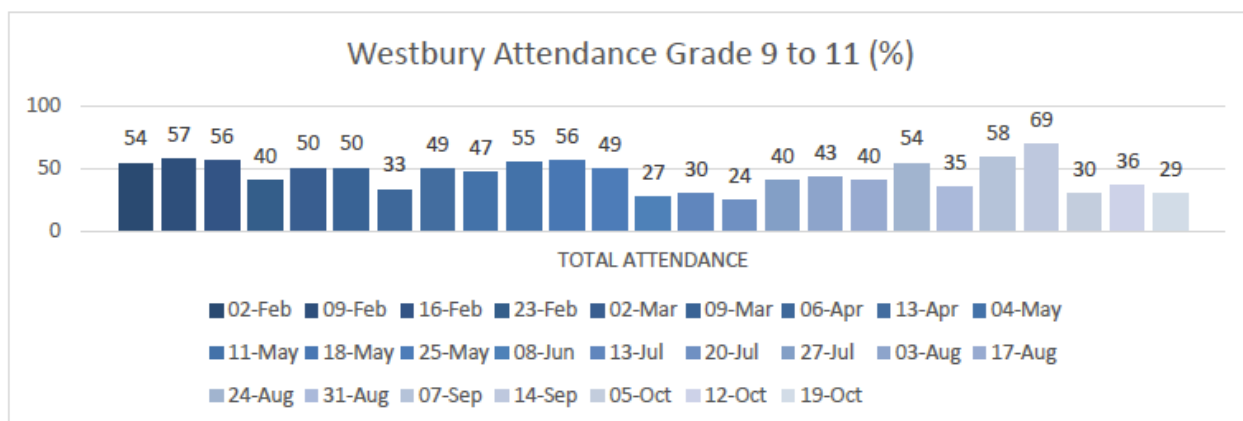
Pre-registration for the 2020 Grade 10, 11 and 12 cohorts were done with the 2019 Grade 9, 10 and 11 Learners. Registration for the Grade 9 cohort and remaining spaces for Grade 10, 11 and 12 to take place on 25 January 2020.



# Saturday School Programme

## WESTBURY

2019 saw the completion of the second year of the Westbury Community Centre Thandulwazi Satellite Programme. The programme was expanded to include Grade 11 Learners in 2019, and in total 56 Grade 9, 38 Grade 10 and 50 Grade 11 Learners were enrolled at the Westbury African Digital Education Trust (ADET) Community Centre. The programme was co-ordinated by Ms Christine Boxall with the support of Thandulwazi Teachers and Tutors.



The pilot involved livestreaming Thandulwazi Mathematics lessons from the Thandulwazi Saturday School sessions at St Stithians College to one class per Grade at Westbury. Whilst one class was being taught via livestreaming with the assistance of an on-site Thandulwazi Teacher and Tutor, the other class would be busy with tasks on the online Mathematics Programme, Mathletics, with the assistance of another on-site Thandulwazi Tutor. The provision of an on-site Teacher and Tutors is to assist Learners that have questions and to provide continuity to the lessons whenever technical connectivity problems were experienced with the livestreaming link-up, resulting in poor audio visual quality and breaks in transmission.



Due to the fact that the second year of the pilot has also seen a failure in technology allowing for the seamless livestreaming of lessons, a strategic decision was made that the Grade 9 to 12 Westbury Learners will be attending the Thandulwazi Maths and Science Academy's Saturday School Programme at St Stithians College in 2020 and that ADET will then focus on their Primary School Learners at the Westbury Community Centre.

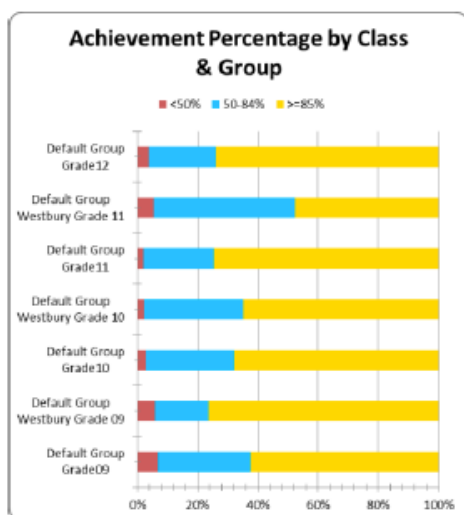
# Saturday School Programme

## MATHLETICS

The online Mathematics programme, Mathletics, remains a pillar of the Thandulwazi Maths and Science Academy's Saturday School across all the Grades, also allowing the Learners to be exposed to ICT in education. A total number of 1,042 certificates were achieved this year – 3 Gold, 98 Silver and 941 Bronze:

Grade	Gold	Siler	Bronze	Total
9	1	73	757	831
10	2	19	100	121
11	0	4	68	72
12	0	2	16	18
<b>Total</b>	<b>2</b>	<b>98</b>	<b>941</b>	<b>1042</b>

Grade	Approximate Time Online
9	3288h1m
10	652h35m
11	809h38m
12	134h47m
Thandulwazi Saturday School	4885h01m



*Mathletics certificates are handed out to Learners during the year*





# Saturday School Programme

## PROGRAMME HIGHLIGHTS

The 2018 Grade 12 Thandulwazi Learners were recognized for their achievements in the 2018 National Senior Certificate Examinations on 2 February 2019, where all of the 2019 Grade 9 to 12 Thandulwazi Learners, Supporters, Donors and the Thandulwazi Trustees could celebrate the success of the 2018 Matrics who had been supported by the Thandulwazi Maths and Science Academy. The Learners and Guests were motivated by Mr David Motswagae, a Thandulwazi Saturday School Alumnus who has been a Project Outreach Co-ordinator since 2009 and is a leader in many areas but with particular focus in areas of fighting stigma and creating diversity through innovation.



During the Careers Day on 9 March 2019, the Thandulwazi Learners were exposed to robotics through a Tech Talk by Karen Walstra from Evolveschool; palaeosciences through a presentation and interactive exhibition by Lindsay Hunter from the Cradle of Humankind; Kailen Padayachee from KaiNav Conservation Foundation spoke to the learners about conservation; Prof Dev Laubscher from Greenside Design Centre College of Design opened the world of design to them; and Sibusiso Muhlenga, a Thandulwazi

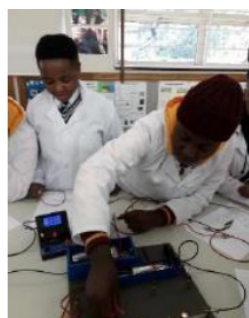
Alumnus, spoke to the learners about biomedical engineering and the work he is now doing since leaving the Thandulwazi Saturday School Programme and successfully completed his school career and studies.

In addition to The Answer Series Workbooks, scientific calculators, geometry sets, stationery, Mathletics log-ins and free wi-fi that were distributed and provided to all the Thandulwazi Learners, the Grade 9 Learners were also issued with Maths Buddy Mathematics Dictionaries for which they attended a workshop to learn how to use this new dictionary as part of their school Mathematics journey. Due to a dedicated funder agreement for the Grade 9 programme, the Grade 9 Learners were also provided with a light snack and transport from selected partner schools on contact days; however due to budgetary constraints caused by South Africa's dire economic situation these will unfortunately no longer be provided in 2020.



# Saturday School Programme

The Thandulwazi Saturday School received a generous donation of BIC Pens and Pencils to the value of R30,000 through a nomination made by one of the St Stithians Boys' College PTA Moms, Debbie Spazzoli in a competition that ran on the Hot 91.9 Radio Station. The BIC activation Team involved all of the Thandulwazi Learners during the hand-over on 11 May 2019 with some spot prizes also being handed-out for our talented Learners that took part in the dancing and singing festivities.



*The Grade 12 Girl Learners were particularly engaged during the Physical Science focus day experiments*

The Grade 12 Physical Science focus day took place on 15 June 2019. 36 Grade 12 Learners attended the session and focused on the practical component of the curriculum. They conducted their electricity practical for Physics and titration in Chemistry. We are grateful to the Physical Science Departments in the St Stithians Boys' College and Girls' Preparatory for the lab coats, goggles, chemicals and apparatus that were used during these experiments. The Learners were fully engaged and gave positive feedback on the day.

The 15th of June 2019 also saw the Thandulwazi Maths and Science Academy's first music and sports day integrated into the Thandulwazi Saturday School and Teacher Development Programmes. Learners were involved in activities ranging from a fun and interactive marimba experience with St Stithians College's Marimba Director, Mike Sibanda; and also participated in an introduction into squash with the St Stithians Boys' College's Squash Master In Charge, Ilze Nel, in partnership with Egoli Squash. The Teacher beneficiaries of the Thandulwazi Gauteng Teacher Development Programme had the opportunity to attend an International Choir Conductor Course led by St Stithians Boys' College's Kevin Walker and Yvette Schoeman.



*Thandulwazi Learners learning through music and sports*



# Saturday School Programme

A team of Life Science Teachers and the Thandulwazi Maths and Science Academy Programme Co-Ordinator accompanied a group of 30 Grade 12 Learners to the Cradle Nature Reserve on 5 July 2019. The Cradle Nature Reserve provided the Thandulwazi Learners and Teachers with an exclusive, private guided tour within the UNESCO-designated Cradle of Humankind World Heritage Site. The Learners had an opportunity to learn about the Nature Reserve and visited one of the key attractions – Gladysvale. This archeological site has yielded 38,000 animal fossils, including the skull of a giant Hyena. The tour started with a lesson on how illegal hunters use snares to poach different animals; the Learners participated in an activity to locate illegal snares and one was found which is used to capture big game like rhinos. The Learners learnt more about the skull of an Australopithecus Africanus that existed more than 2 million years ago, as well as Mr Ples who was born more than 2 million years ago, and lived and died in the Cradle. Part of the Natural Science excursion also allowed the Learners to visit fossil bearing caves and provided them with an opportunity to see and learn about Warthogs, Springboks, Kudus and Giraffes as they drove through the reserve.



*Searching for snares and finding one that can be used to trap a rhino*



*Mr Ples was born more than 2 million years ago, and lived and died in the Cradle where his skull was found*



On 7 July 2019, the first Youth Hike organised by the Johannesburg Hiking Club (JHC) for Thandulwazi Maths and Science Academy Saturday School Learners took place at Suikerbosrand south of Johannesburg. The location was chosen for its proximity to the Orange Farm township where the Learners live. The four young women who took part

were Boitumelo Mohale, Dumisile Tshabalala, Mosa Kibe and Lerato Motaung. They were accompanied by Pim Commissaris, Mosula Ntshona, Anita Musevenzo and Mary Reynolds, all experienced hikers with the JHC. The hike followed the 11km Bokmakierie route which winds its way through the hills and valleys of the Suikerbosrand Nature Reserve. The JHC hikers relayed that it was a privilege to accompany these fine young women on the hike and to get to know them a little - the Learners shared that they are all focusing on doing well in their Matric exams and have all set their sights on careers in the sciences (e.g medicine, aeronautical engineering and biological sciences). If they set about their careers with the same determination that they set about the hike, they will surely go far.

# Saturday School Programme

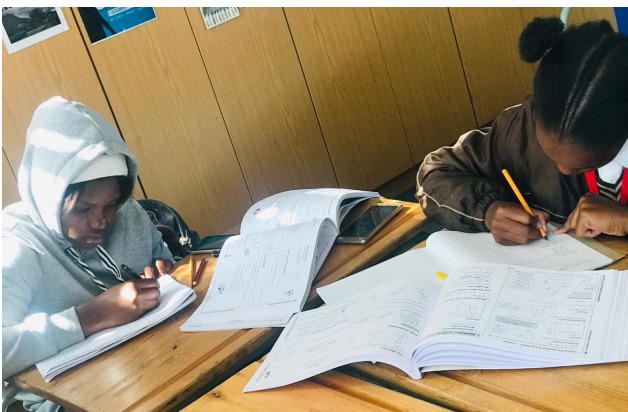
On 13 July 2019, the Johannesburg Article Clerk Association (JACASS) donated 100 scientific calculators and geometry sets to the Grade 10 to 12 Learners in the Thandulwazi Saturday School Programme. Some of their Members have also been volunteering as tutors during Saturday School contact sessions throughout the year.



On 20 July 2019 the Thandulwazi Saturday School Programme commemorated Nelson Mandela International Day, where Learners shared their 67 minutes of kindness that they gave on the actual day (18 July 2019). Some Learners shared that they cleaned their schools, others shared that they washed their Teachers' cars; and some spent time with other people that needed some love and kindness and helped them to feel loved and appreciated.



The Thandulwazi Maths and Science Academy continued its collaborative partnership with the Kliptown Youth Programme in 2019 and welcomed 30 Learners from the Programme – 10 in Grades 9, 10 and 11 respectively.





# Saturday School Programme

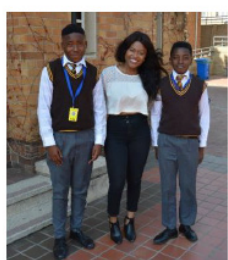
The second Careers Day, which was focused on the Grade 9 Learners, was held on 3 August 2019. The Learners were addressed by Dikeledi Lydia Theleki, a Thandulwazi Alumnus who is originally from Dewetsdorp and joined Thandulwazi in her Grade 10 year. She relayed her struggles to learn English in order to do well in her subjects and shared how she overcame all her obstacles to now be in a position to be in her fourth year of studying teaching. Dikeledi made use of the opportunity to encourage the Grade 9 Learners to think about becoming professional Teachers. The Learners were also captivated by the talk presented by Gary Jackson on business management and entrepreneurship. 28 Gary is the owner of Jacksons Real Food Market (with two stores in Bryanston and Kyalami) and shared his experiences as a business owner starting as a McDonalds franchisor to starting his own hybrid supermarket/restaurant business. Amy Thomas is an Actuary and shared with the Learners what an Actuary does and why businesses need them. JACASS representatives, Irene Chikobvu and Dean Walker, also made use of the opportunity to speak to the Grade 9 Learners about the career possibilities in the field of accounting and what it takes to make sure that you have the right groundwork in your life to achieve your goals. Irene is studying to become a Chartered Accountant and is currently busy with her third year of articles at KPMG; she shared with the Learners what her experiences have been on her path of an accounting career and where she sees herself growing into it as she has now completed all of her Board Exams. Dean is also studying accounting and shared what the three important pillars are in one's life: confidence, working hard (and smartly), and good moral values. Cassie Bourgeois and her whole Paramedics Team arrived with an ambulance with wailing sirens and shared what they do as paramedics on a daily basis and demonstrated how CPR should be performed and what should be done in emergency situations. The team of six fielded many questions with Learners using their daily experiences to ask how they should react if something happens to them or their friends and family.



Cassie Bourgeois and her team of Paramedics



Gary Jackson in action



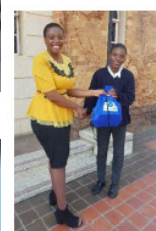
Irene Chikobvu



Dean Walker

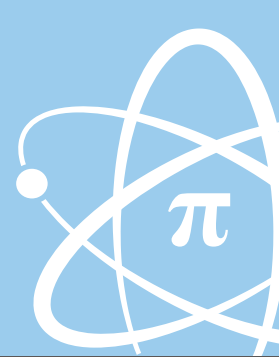


Amy Thomas

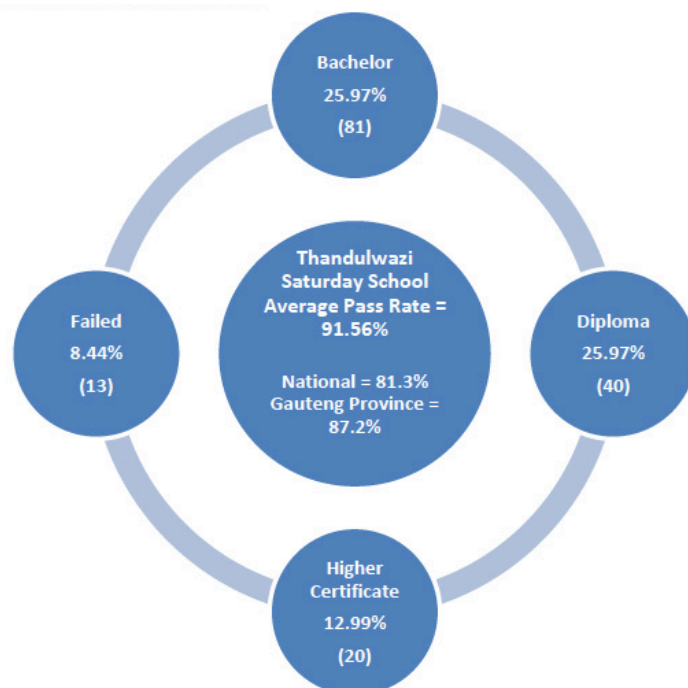


Dikeledi Lydia Theleki

# Saturday School Programme



## 2019 NATIONAL SENIOR CERTIFICATE EXAMINATION RESULTS (Ie Matric Results)



The 154 2019 Grade 12 Thandulwazi Saturday School Learners wrote the October/ November 2019 National Senior Certificate Examinations.

Overall the 2019 Thandulwazi Grade 12 cohort achieved 12 distinctions, with 1 in English Home Language, 1 in Mathematics, 3 in Physical Science and 4 in Life Sciences. With the 2019 Grade 12 Thandulwazi Saturday School Stars being:

1. Denga Netshiavha achieved 84 in Life Sciences
2. Karabelo Mokoatle achieved 85% in Life Sciences and 81% in Physical Science
3. Matekele Pleasure Mogano achieved 85% in Life Sciences and 90% in Physical Science
4. Mosa Kibe achieved 89% in Mathematics and 85% in Physical Science
5. Noxolo Siko achieved 82% in Life Sciences
6. Tshegofatso Mkhabela achieved 80% in English Home Language

The Thandulwazi Trust Maths and Science Academy congratulates all of our 2019 Grade 12 Saturday School Learners that passed the exams – we are extremely proud of them; and we encourage those that have failed or would like to improve their results to continue working hard to achieve those goals that will allow them to become the future leaders of their communities.

# Saturday School Programme

## LETTERS FROM PARENTS

To whom it may concern

Dear Mam/Sir

I am the mother of Midele Sibanda and I would like my girl to attend or be part of Thandulwazi next year because it has been a great help for her. Since she started attending Thandulwazi from last year she has improved a lot, it has been great change.

Thank you Thandulwazi for every good thing you have done for her. I would also like to thank all the teachers for their good work. Hope you keep up the good work and change the world, you doing a marvelous, Awesome Job.

Hope she makes it and be part of the Thandulwazi of 2020

Kind Regards,  
Lethime Sibanda (Ma)

TO WHOM IT MAY CONCERN.

I am very happy and satisfied with the progress and academics of my daughter. ThandSat School has made a very huge difference. It would be a great honour for my daughter to continue with ThandSat School. A lot of things have changed since she started attending. I have noticed that her confidence has improved, she is now able to adhere to doing her school work without pressure. Her results show that she has gained a understanding feeling from her extra classes at ThandSAT School. As a parent I have acknowledge that Dineo attends her Saturday classes every-weekend.

# Saturday School Programme

Letter From parents  
8288 Estonia Streets  
Crown City  
Randburg  
2198  
10 October 2019

Dear Thandiswa Trust.

I as the father of Jeremiah Ovorode appreciate you for your support that you have been giving my child from Grade 9.

I will kindly request that my child continues to attend this programme and that I will support him were necessary especially with the transportation of him coming.

I too am with great happiness because I can see some improvement in his marks, I really appreciate you for all your works.

Kindly regards.

Samuel Ovorode.

Cell number : 074 483 4417

: 073 413 9533.

Motivational letter  
11 OCTOBER 2019

Musa Sekebalo in Grade 10, 15 years old male who is very eager to learn. Ever since my son attends at Thandiswa School there's a huge difference in his studies.

He is in love with the school so is his books. he is taking education very serious since he became part of Thandiswa School.

I believe if he continues attends the Saturday classes, his future looks very bright. It is my wish to see him receive Mathematics and Physical Science awards as a top achiever in Gauteng when he is in Matric and that can only happen if he be given a chance to attend and continue to attend the Saturday classes until matric.

Opportunities like these we need for this future generation and I personally from deep down the bottom of my heart I am grateful and honoured for my son to be part of this initiative and my heart is full of thanks giving. Keep up the good work  
Tshidi Sekebalo (mother) 073 002 7897



# Teacher Development Programme

## BENEFICIARIES

A total number of 1,374 Teachers enrolled to take part in the 2019 Teacher Development Programmes at St Stithians College (Gauteng), Modimolle (Limpopo) and Sekhukhune (Limpopo):

Teacher Development Programme	Black (African)		White		Indian		Coloured	
	Male	Female	Male	Female	Male	Female	Male	Female
Gauteng	23	1087	0	2	0	0	0	2
Sekhukhune (Limpopo)	1	59	0	0	0	0	0	0
Modimolle (Limpopo)	10	190	0	0	0	0	0	0
	<b>1370</b>		<b>2</b>		<b>0</b>		<b>2</b>	

## 2019 GAUTENG TEACHER DEVELOPMENT PROGRAMMES

Registration for the Teachers took place on 9 March 2019 into the following programmes:

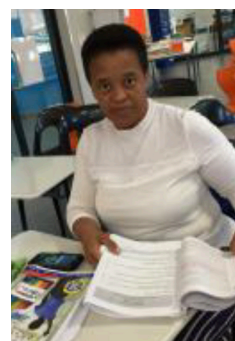
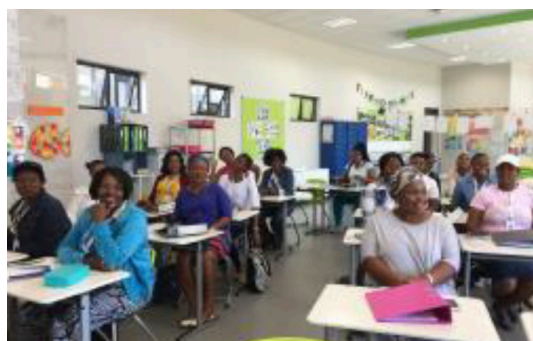
1. UNISA ECD Management
2. UNISA Grade R Teaching
3. UNISA Foundation and Intermediate Phase Mathematics Teaching
4. ECD Proficiency
5. Grade R Proficiency
6. Foundation Phase Proficiency
7. School Leadership (ECD Centres and Schools)



Registration Day

# Teacher Development Programme

The Thandulwazi Maths and Science Academy was once again inundated with Teachers wanting to enroll but unfortunately not everyone that arrived on registration day could be accommodated, as demand far outstripped the number of spaces available. All Teachers that applied to be admitted to the Teacher Development Programmes had to provide proof that they were current Teachers at registered ECD Centres and/or Schools.



## UNISA GRADE R TEACHING PROGRAMME

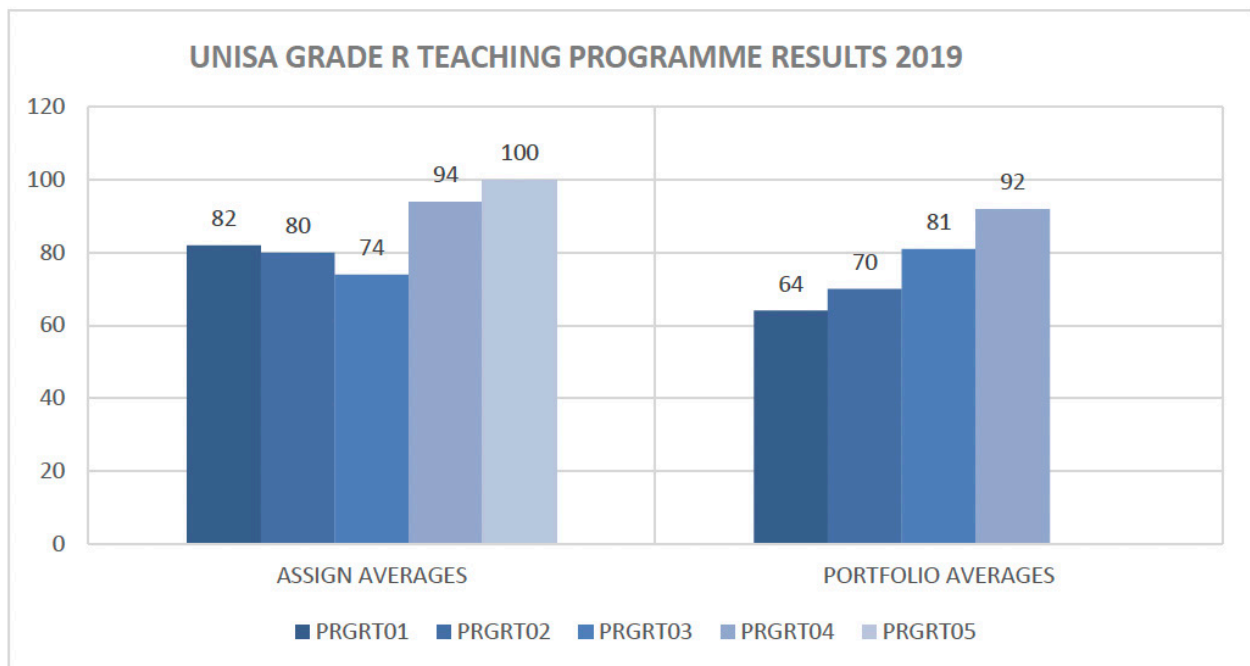
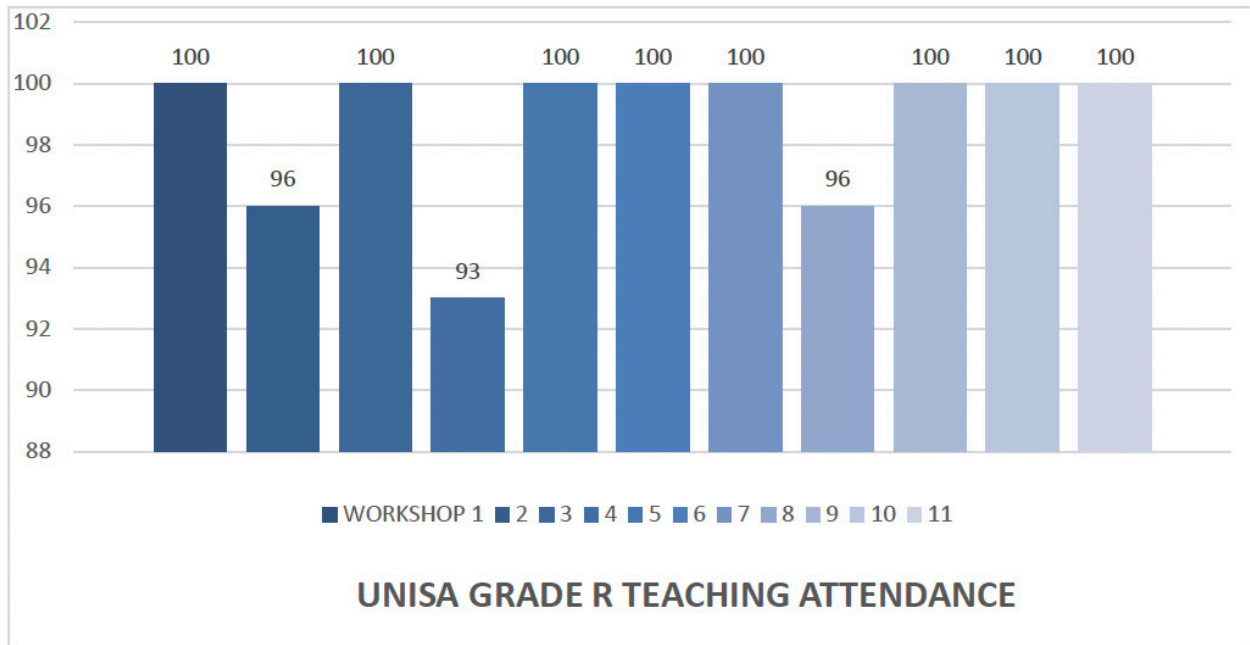
37 Black Female Teachers were enrolled in the NQF Level 5 UNISA Grade R Teaching Programme. These Ladies were truly committed to the programme throughout the year with an average attendance of 98.64% and achieved an overall average of 86% in their assignments and 61.4% in their portfolios. For all of these ladies this was their first opportunity to study at a Higher Education Institution at a University level.

This course involved 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.

30 (81%) Beneficiary Teachers passed the UNISA Grade R Teaching Programme at the end of 2019, with 1 (3%) Teacher failing the course and 6 (16%) failing to successfully complete all the requirements.

*\*Unfortunately the individual results have not been available from UNISA since January 2020 due to loadshedding and then the National Lockdown due to COVID-19 and the declaration of the National State of Disaster since March 2020.*

# Teacher Development Programme

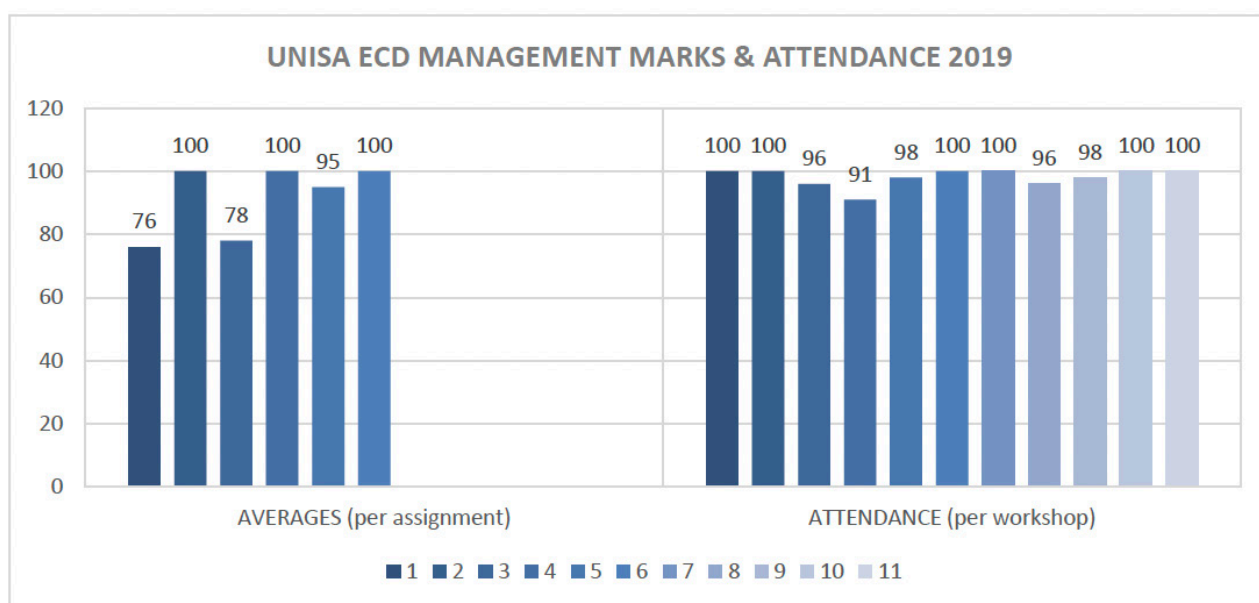


# Teacher Development Programme

## UNISA ECD MANAGEMENT PROGRAMME

45 Black Female Teachers were enrolled in the NQF Level 5 UNISA ECD Management Programme. These Ladies were truly committed to the programme throughout the year with an average attendance of 98.1% and achieved an overall average of 91.5% in their assignments. For all of these ladies this was their first opportunity to study at a Higher Education Institution at a University level.

This course involved 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.



36 (80%) Beneficiary Teachers passed the UNISA ECD Management Teaching Programme at the end of 2019, with 1 (2%) Teacher failing and 8 (18%) Teachers failing to successfully complete all the requirements.

*\*Unfortunately the individual results have not been available from UNISA since January 2020 due to loadshedding and then the National Lockdown due to COVID-19 and the declaration of the National State of Disaster since March 2020.*

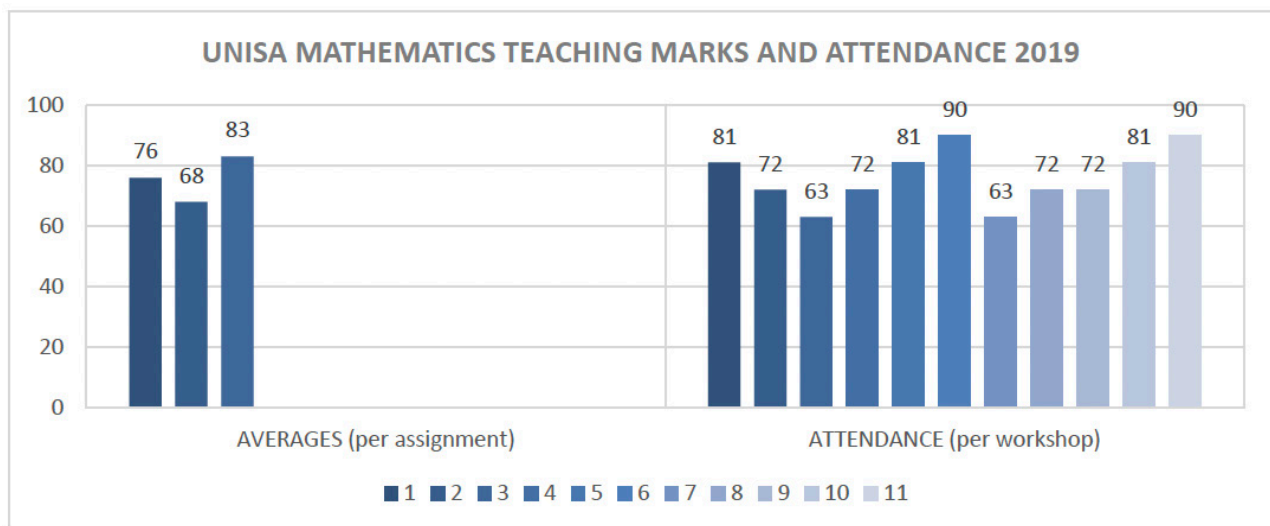


# Teacher Development Programme

## UNISA FOUNDATION AND INTERMEDIATE PHASE MATHEMATICS TEACHING PROGRAMME:

10 Teachers (7 Black Female and 3 Black Male Teachers) were enrolled in the NQF Level 5 UNISA Mathematics Teaching Programme. These Teachers achieved an average attendance of 76.19% and achieved an overall average of 75.67% in their assignments. For all of Teachers this was their first opportunity to study at a Higher Education Institution at a University level.

The two groups were kept small as it needed hands-on one-on-one attention by the facilitator due the focused nature of the course and the integration of classroom teaching into all aspects of the material.



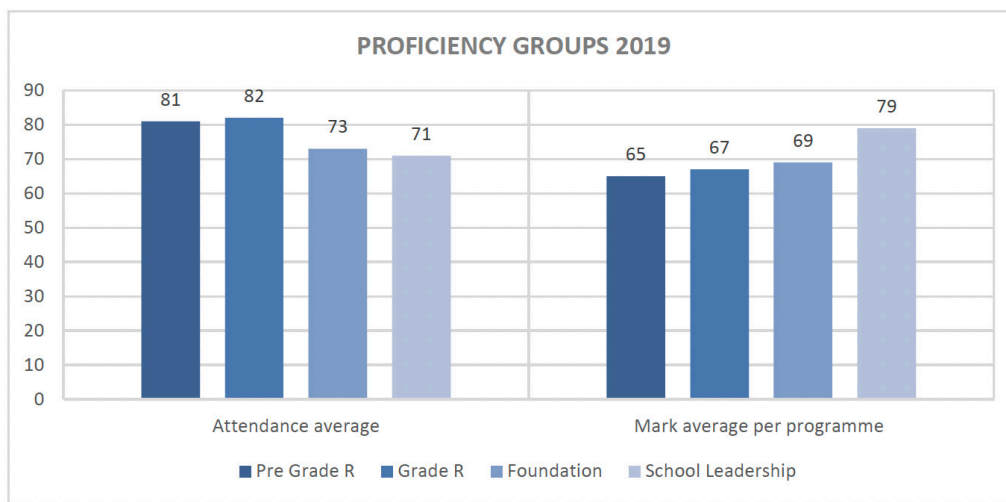
4 (40%) Beneficiary Teachers passed the UNISA Foundation and Intermediate Phase Mathematics Teaching Programme, with 4 (40%) Teachers failing and 2 (20%) Teachers failing to successfully complete all the requirements. These results speak to the dire need for South Africa to upskill current Teachers in the correct pedagogy of Mathematics in these two critical education phases; and supports Thandulwazi's focus and efforts efforts to assist in this arena.

*\*Unfortunately the individual results have not been available from UNISA since January 2020 due to loadshedding and then the National Lockdown due to COVID-19 and the declaration of the National State of Disaster since March 2020.*

# Teacher Development Programme

## PROFICIENCY PROGRAMME:

Overall the ECD Practitioners and School Leaders achieved a 76.75% attendance across all four groups and an achievement average of 70%



The School Leadership course was led by Dr Richard Hayward, who provides SACE-endorsed courses under the aegis of the South African Quality Institute (SAQI). Some of the topics among the thirteen SACE-endorsed workshops that are facilitated by Dr Hayward include:

1. An Introduction to Total Quality Education (TQE) – 6 hours (10 CPTD Points)
2. Challenges of Leaders in a Quality School – 3 hours (7 CPTD Points)
3. Conflicts Occur in Every School – 2 hours (15 CPTD Points)

On completion of the 14 programmes that are presented by Dr Hayward, the names of the attendees are forwarded to SACE in order for them to be recognized on the CPTD register.

The ECD Leadership course was originally earmarked to enroll 35 Teachers in 2019; however, with the great demand for assistance in upskilling themselves, an additional 85 were included in this year's cohort, all with very different school backgrounds and leadership rolls. To address the diverse group some changes had to be made to the content to also include basics like:

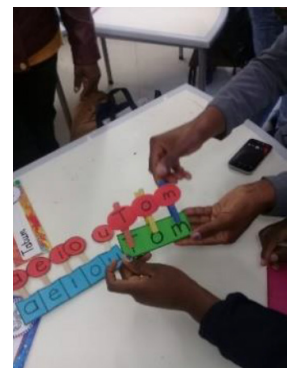
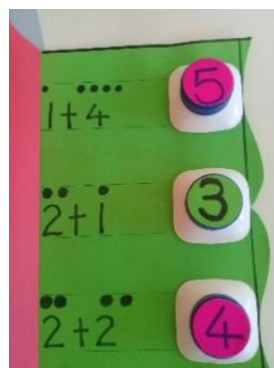
1. Understanding the climate and basic leadership skills
2. Starting an ECD Centre/School
3. Qualifications, Registrations and Administration
4. The ECD Centre/School Environment
5. Policies
6. Business Plans

# Teacher Development Programme

In addition to the ECD Principal Leadership topics:

1. Experiential and Transformational Leadership
2. Communication Skills
3. Conflict Management
4. Practical Examples / Role Play

The Pre-Grade R and Grade R Proficiency groups were accommodated in the St Stithians College Junior Preparatory where Teacher Beneficiaries were allocated to specific Facilitators and classrooms for the year. This allowed the Facilitators and Teachers to build a rapport and for the Facilitators to monitor the progress and homework of the Teachers. The Teachers enjoyed being in the Junior Prep environment and were often observed taking photos in their Saturday Classrooms to use in their own classrooms during the week.



# Teacher Development Programme

## 2019 MODIMOLLE TEACHER DEVELOPMENT PROGRAMME:

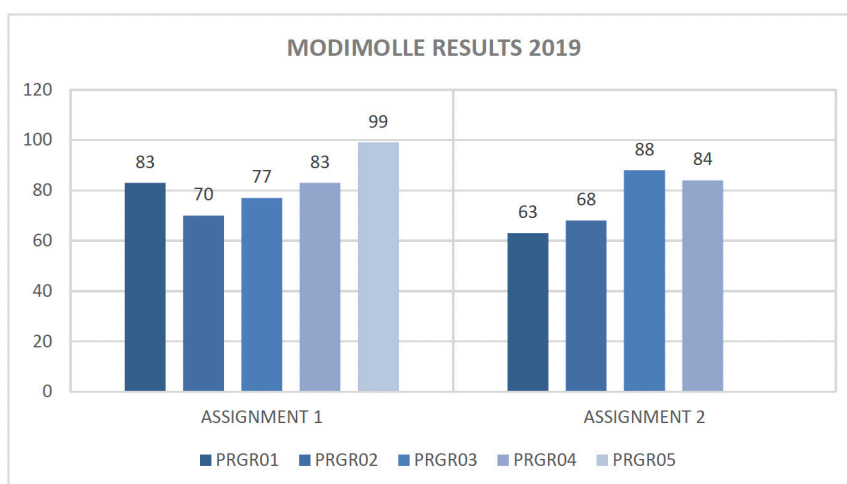
Registration for the Thandulwazi Modimolle Teacher Development Programme took place on 23 February 2019.

94 Qualifying ECD Practitioners were registered for the NQF Level 5 Certificate in Grade R Teaching, with the potential of giving them 108 credits which progresses towards a National Diploma for Grade R Teachers at the University of the North West, should they pass. The purpose of the course is to offer professional training to educators working in the Grade R year of education, and providing a course which is CAPS-aligned and will equip the beneficiaries with the basic tools needed to be effective educators in this critical area of foundation phase education. After successfully completing the programme in 2019, the registered ECD Practitioners would also qualify to register with the South African Council of Educators (SACE), which provides them with an immediate opportunity to be employed as Grade R Educators at Schools across the country, whilst completing their National Diploma with the progression status that is provided by the UNISA course, if they so wish. For many of these ECD Practitioners it was the first opportunity to upskill themselves through a Higher Education Institution at a University level.



100 Registered ECD Practitioners were registered for the Thandulwazi Pre-Grade R and Grade R Proficiency Programme in 2019.

The ECD Practitioners achieved an overall average of 79.44% in their assignments this year.

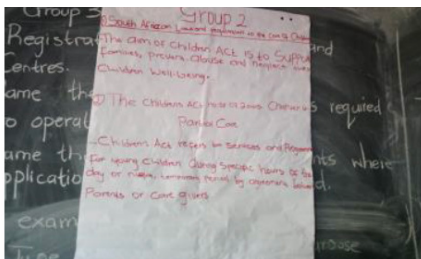




# Teacher Development Programme

80 (85%) Beneficiary Teachers passed the Modimolle UNISA Grade R Teaching Programme at the end of 2019, with 9 (10%) Teachers failing and 5 (5%) Teachers failing to complete all requirements.

*\*Unfortunately the individual results have not been available from UNISA since January 2020 due to loadshedding and then the National Lockdown due to COVID-19 and the declaration of the National State of Disaster since March 2020.*



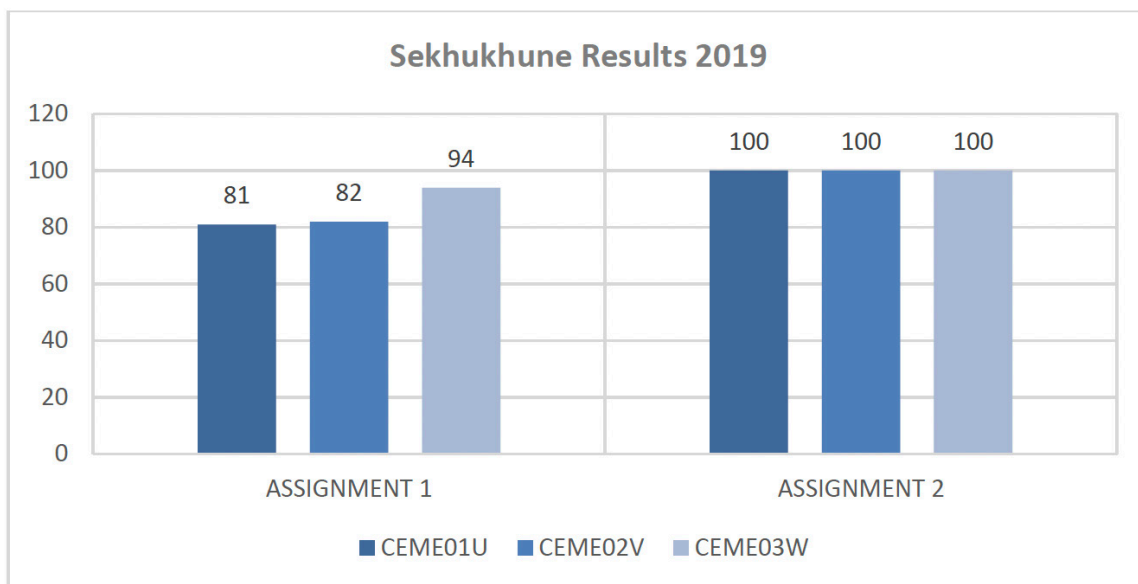
## 2019 SEKHUKHUNE TEACHER DEVELOPMENT PROGRAMME:

On 2 February 2019, 60 ECD Practitioners were registered to complete the NQF Level 5 ECD Management Course. Through the results of the assignments that were submitted this year, it is clear that these beneficiary Teachers made the most of their first opportunity to upskill themselves through a Higher Education Institution at a University Level.



The Teachers achieved an overall average of 92.83% over their two assignments for the three year modules.

# Teacher Development Programme



56 (93%) Beneficiary Teachers passed the UNISA Grade R Teaching Programme at the end of 2019 with, 3 (5%) Teachers failing and 1 (2%) Teacher unfortunately passing away before her final exam.

*\*Unfortunately the individual results have not been available from UNISA since January 2020 due to loadshedding and then the National Lockdown due to COVID-19 and the declaration of the National State of Disaster since March 2020.*



# Teacher Development Programme

## LETTERS FROM TEACHERS

Our Legacy Combined School  
No 14554, Chief Albert Luthuli  
Ivory Park Extension 14  
Midrand 1685

Dear Sir / Madam

REF: Appreciation to all the sponsors of Thandulwazi.

I am Rebecca Marume and I would like to express my gratitude to all the sponsors of Thandulwazi. I am so grateful by studying and learning through Thandulwazi because they give many people including me a great opportunity of learning and the facilitators are the best. Since I started learning with Thandulwazi, I get more skills and knowledge in education and this helps my job easier as a teacher. I applied these skills I learnt at Thandulwazi to our school and the community at large. Now the community likes our school. Our school is recognised as the best with the community. All thanks to the sponsors and Thandulwazi. Without your help our schools will not be the best as they are.

Yours

Rebecca Marume

Dear Thandulwazi / Sponsor

We would like to express our gratitude towards the funding of the project you have offered to give towards Teachers on improving or sharpening our Educational skills in the E.C.D Sector. This project has helped us to love our jobs and to help build the little ones strong Academic foundation for the years to come.

We Can Say So much but, a Simple thank you from us will do.

Yours faithfully  
Group A  
Grade R

### Management in Early Childhood Education.

Dear Donor

I am writing this letter with great joy and love in my heart. Ever since I joined the Thandwaluzi program, I've gained courage and great enthusiasm as a woman in the society. I've gained my pride and confidence through this program.

I joined not so long ago but I am proud to say that through this program I've learned a lot, it has taught me to be a more social being, through the interaction with other members. Now I'm able to work with others in harmony and great joy.

I am willing and dedicated enough to continue being part of this awesome team, I will continue to attend and contribute where my help is needed. When I came to the Thandwaluzi institution, I was warmly welcomed and I felt at home.

These days I enjoy my Saturdays, because they've turned into more educational and I'm enjoying every lesson that I get from my mentors and teachers. And I'd encourage other people to come this one big family and guarantee them that they won't regret joining.

I'd appreciate it if this program could continue, because it has done so much great impact to me and I believe it will also do the same to others.

Thank you

Yours faithfully

Rosemary Nhlapo



# Teacher Development Programme



Dear Thandulwazi

I would like to thank God for giving me these opportunity to love and take care of the young one. Thandulwazi played a big role in my career and my centre (Grow up and Learn pre School). Now I enjoy my work every minute and every hour of my days that I spend with the little one. Now I can work smart not hard anymore irrespective I sometimes lack with the educational resources, but with Thandulwazi I can able to improvise, creative and be more energetic when am around my learners. I've build a good and healthy relationship in my centre and with the parents.

Keep up the good work Thandulwazi for adding value in my centre.

Yours Faithfully

Teelane Khazisi

GROW UP AND LEARN  
PRESCHOOL  
KRUIS HOUSE  
21 KRUIS AND MARAIS STR.  
MARSHALLTOWN 2001  
N.P.O. 267-252  
CELL: 083 465 7456

Thanks to all the donors.

The impact Thandulwazi has in my life resonates with me today, the programme is made possible due to the different companies and individuals that sponsor it.

I thank them all for their contributions, kindness and gratitude.

I have learned and gained a lot of impact through the reach of the Thandulwazi programme, and it would not been possible without the support, love and patience of the various individual benefactors and the funding recieved from companies and all the donors. I don't know how to express my feeling of appreciation on what I have gained through the programme.

Thank you all for your generosity and commitment to providing effective quality education to me.

Words can't describe my sincere thanks to all the donors, facilitators, St Etithians College and everyone involved.

This has not only inspired me and our centre, but my whole community.

Thank you for changing my educational world.

Yours Sincerley  
Johannah Muerika Seimela



# Intern Teacher Programme

## 2019 THANDULWAZI INTERN-TEACHER TRAINING PROGRAMME

### BENEFICIARIES

A total number of 47 Student Teachers were enrolled in the 2019 Thandulwazi Intern-Teacher Training Programme:

Black (African)		White		Indian		Coloured	
Male	Female	Male	Female	Male	Female	Male	Female
18	21	0	6	0	0	0	2
39		6		0		2	

### 2019 GRADUATES

The following 16 Thandulwazi Intern-Teachers graduated and joined the professional Teaching Corps in 2019 and celebrated the completion of their studies at a special function on 29 November 2019:

	Intern-Teacher Graduate	School in 2020
1	Ashlyn Goldstone	Trinity House (Gauteng)
2	Bongani Sithole	St Barnabas College (Gauteng)
3	Bongiwe Dubazana	Curro Edenvale (Gauteng)
4	Busisiwe Xaba	Sancta Maria Junior School (Gauteng)
5	Dumisile Radebe	Employment Secured
6	Hlulani Shilenge	Hyde Park Secondary School (Gauteng)
7	Jafta Motswalo	Waterberg Academy (Limpopo)
8	Keemetswe Tlaka	Curro Midrand (Gauteng)
9	Lerato Sehloho	No employment secured as yet
10	Lesego Kgosi	St Peter's College (Gauteng)
11	Matipa Simango	Spark Midrand (Gauteng)
12	Michaela Rogerson	Valley School (Gauteng)
13	Naledi Manamela	No employment secured as yet
14	Nonkululeko Madi	Trinity College Glenvista (Gauteng)
15	Seetsa Leketsane	Future Nation (Gauteng)
16	Tony Maluleke	No employment secured as yet

# Intern Teacher Programme



Unfortunately, the following 4 Thandulwazi Intern-Teachers have left the programme:

1. Delisiwe Maseko (Resignation due to ill health)
2. Hope Seabi (Resignation due to emigrating to Denmark)
3. Joy Seabi (Resignation due to emigrating to Denmark)
4. Wisani Mathebula (Academic Exclusion)



## RESULTS HIGHLIGHTS

Two Intern-Teachers, Jafta Motswalo and Bongiwwe Dubazana graduated in July 2019, with the remaining 45 Intern-Teachers achieving an average distinction of 2.33 per Intern-Teacher in the Second Semester (an improvement from the average of 1 in the First Semester). A total of 239 modules were registered for in 2020 of which 213 were passed and 105 of these were passed with distinction. The number of modules in which Intern-Teachers were awarded the opportunity to write supplementary exams decreased from the First Semester; however, from the modules in which the Intern-Teachers failed it is clear that they are struggling to pass Linear Algebra and General Chemistry and additional assistance is being provided to them in these subject to assist them in these key areas as far as possible.

# Intern Teacher Programme

## PROGRAMME HIGHLIGHTS

The new Thandulwazi Intern-Teacher Training Programme Student Teachers were formally introduced by the Head of the Thandulwazi Maths and Science Academy, Mr Velaphi Gumbi, and welcomed to the St Stithians College Family at the Staff Chapel Service on 14 January 2019.

The Intern-Teachers were taken on a Johannesburg inner city tour of Hillbrow and Berea through a partnership with Dlala Nje and an Old Stithian Alumna who is the organisation's Communication Officer. Although, many of the Interns are familiar with the Johannesburg CBD, they were quite surprised to learn about the new developments and city improvement programmes that were being undertaken by companies like Dlala Nje.

The experience challenged the Interns to think about their purpose as Intern-Teachers and in the broader education space. They were also inspired by the stories of hope that stem from landmarks such as the Ponte Tower which was filled with litter that stretched to 14 stories high up to only a couple of years ago, and took 30 months to clear in order to start the transformation of this building to its former glory. Following the tour, the Interns were tasked with creating their own legacy project (around the theme of hope, change and impact) that they could implement during their community service hours.





# Intern Teacher Programme

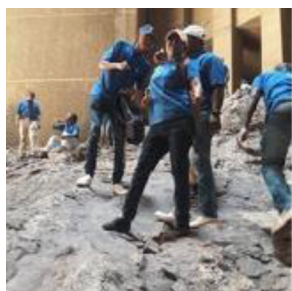
The Intern-Teachers spent some time with the team from Elevate Education and Training who provided a workshop on Time Management and Study Techniques. Elevate Education and Training is an international study skills training provider that operates in South Africa, Australia and the UK, and their workshops are based on studies conducted on students who excel in their examinations, understanding what they do and what they do differently. The Interns expressed that this was a very beneficial workshop for them to attend and found it very relevant in addressing some of the things they were struggling with, especially with having to gain daily experiential training and study at the same time.



*The Interns in their Groups  
Discussing their legacy projects*



*Hard at work*



*The Interns at the bottom  
of the Ponte Building that  
has now been cleared of  
14 stories of rubbish*





# Intern Teacher Programme

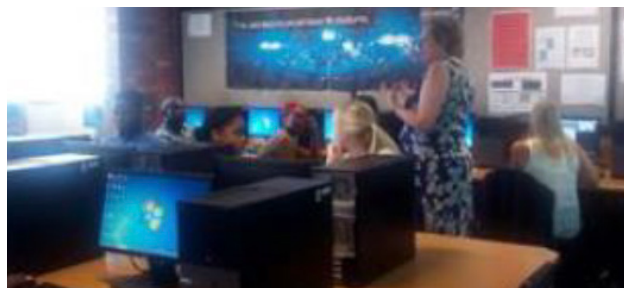
The Interns had weekly further development and training workshops on Thursdays, which included:

Sessions with EdTech Training with Pam MacMillan at St Stithians Boys' College, where they were trained on the use of Google Classroom as a teaching aid;

Workshops with Sister Phumzile Mlangeni, the St Stithians College Clinic Sister, who spoke to them about wellness and healthy life choices. The holistic wellness of our interns is a priority and with the right information, they should be able to make the right decisions and have full knowledge of the consequences that come with making the wrong choices. The Interns also asked her questions related to mental, physical and sexual wellbeing;

Attending SLS training at Vastratech, where they were taken through a beginner's course that also awarded them with 6 CPD points. This training assists them to learn how to integrate technology into teaching and learning and assist learners with these critical 21st century skills;

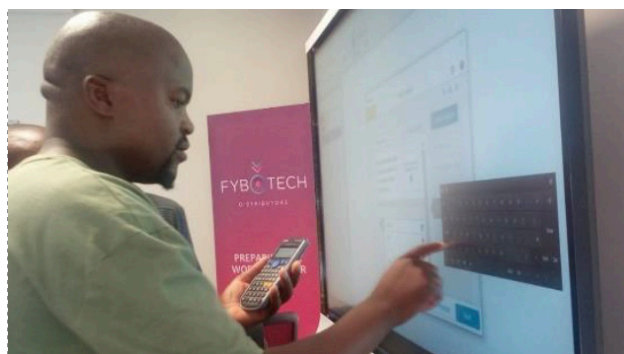
The team from Hill and Knowlton Strategies also presented a workshop to the Interns with regard to teaching across cultures, how to write a curriculum vitae, and personal branding.



*The Interns being trained by Pam MacMillan during an EdTech Session*



*The Interns attending a health and wellness workshop with Sister Phumzile Mlangeni*



*A fun and interactive Learning session at Vastratech*



*The Interns with the Hill & Knowlton Strategies Team*

# Intern Teacher Programme

**Lesego Kgosi** took part in a Student-Teacher exchange to San Francisco (USA) in March/April this year. The exchange was funded by Teach With African and Global Teachers Institute (USA) and offers Intern-Teachers the opportunity to observe educators in the USA, visit schools and undertake research. Lesego opted to focus on "Inclusivity in the School Environment".



*Dear One and All*

*My time in the Bay area has been both exhilarating and distressing. The city mirrors an almost Cape Town atmosphere with its busy harbour and picturesque mountains.*

*Working with children who are traumatized and heavily affected by the recent deportations in America has been heart breaking. It has been so difficult to bear witness as these young learners develop severe emotional barriers to learning due to socio-political factors that are beyond their control.*

*Teach with Africa in collaboration with the Global Teachers Institute has afforded me a marvellous opportunity by selecting me to conduct an action based research project on a topic of my choice.*

*Engaging with the staff at the various schools has been mind-blowing. I have had the privilege of having short stays at various schools in the Bay Area, namely Futures Elementary School, Town School for Boys, Drew School, Gateway Middle School and The Hamlin School. I am grateful for the opportunity to work with Learning needs Specialists at the various school in an effort to broaden my knowledge in a field that I am truly fervent about: Special Needs Education.*

*Now that most of my research is complete, I am excited about my presentation which will take place at Drew School on Friday.*

*I would like to thank the Junior Prep members of staff for the support that I received with regards to my research question prior to my departure.  
I look forward to seeing my Saints family once again.*

*Ngiyabonga One and All,  
Lesego*

# Intern Teacher Programme

## LETTERS FROM THE INTERN-TEACHERS



Dear TC Nkosi and Donors

*I would personally like to appreciate the opportunity you have given me as an intern teacher. I have gained valuable insight into the Education realm over the past 10 months. I worked with highly professional and supportive mentors at St Stithians College. It really helped me to put some of my academic work into practise, this made teaching more captivating. I will forever be grateful for the experience and time I spent at the College.*

Busisiwe Xaba  
Thandulwazi PGCE Intern Jan – Dec 2019  
Girls Preparatory and Girls College

Dear Thandulwazi team

*Thank you for the opportunity that you gave me and for assisting me with funds to register for an honors degree in STEM education. I am happy to inform you that I did well in my research which has led to my supervisor applying for research publication with SAICET & END 2020 conference. The END 2020 conference has already accepted the research paper, due to my performance in research and the importance of my study in township education the UJ faculty of education funded my tuition for the year 2019.*

*Due to the significance of this study, my research supervisor and I has planned to continue and advancing the study with more data from township and rural schools, with the aim of eventually finding a solution for the problem.*



Hlulani Shilenge  
Thandulwazi Honours Intern Jan – Dec 2019  
Girls College & Boys College



# Intern Teacher Programme





# Academic Scholarship Programme

## BENEFICIARIES



The Thandulwazi Maths and Science Academy supported seven Academic Scholarship Students during 2019:

	Name	Grade	School	Scholarship Period
1	Cassidy Arendse	Grade 10	St Stithians Girls' College	2019 - 2021
2	Lethabo Aphane	Grade 10	St Stithians Girls' College	2019 - 2021
3	Lindiwe Mabanga	Grade 11	St Stithians Girls' College	2018 - 2020
4	JR Lindelandi Malunga	Grade 11	St Stithians Boys' College	2018 - 2020
5	Wayne Ndlovu	Grade 11	St Stithians Boys' College	2018 - 2020
6	Thobile Mthimkulu	Grade 12	St Stithians Girls' College	2017 - 2019
7	David Kamanga	Grade 12	St Stithians Boys' College	2017 - 2019

## 2019 ACADEMIC SCHOLARSHIP PROGRAMME HIGHLIGHTS

The two new Thandulwazi Academic Scholarship Students started the year off with a school Life Science and Geography Outing in KwaMadwala Camp. While at the camp, the girls had an opportunity to go on a bush safari and spent some time at the Kruger National Park. Once they returned back to school after their camp, both Lethabo and Cassidy were treated like royalty and officially inducted into the St Stithians Girls' College with a special "Ringing of the Bell" ceremony which marked the start of their journey at the College. Cassidy and Lethabo have embraced every aspect of student life at the Girls' College and have joined the Community Engagement and Jabulani Committees respectively.

Cassidy also took part in the Saints Trek during the August school holidays. This is a 10-day event whereby students get involved in community-based projects, hiking and many other leadership and personal development activities.

Lethabo took great pleasure in participating in the Marimbas and the Girls' College Choir throughout the year.



Cassidy and Lethabo receiving their laptops from Justine Lacey (Simpotech Technologies)

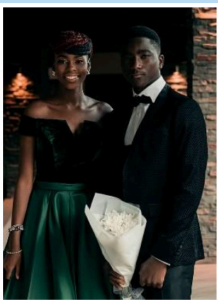
# Academic Scholarship Programme



Wayne saw the year in with a change in subjects. He changed his Physical Sciences subject to Business Studies as this is more in line with his career aspirations. Wayne was awarded with an A Symbol in the National Public Speaking Gauteng League this year and has also been selected as the Deputy Head of Mears Boarding House for 2020.

Wayne and Lindelani joined the Investec Journey 2019 Workshops from 24 to 26 June 2019 and had the opportunity to engage with other scholarship students and Investec employees during their three-day immersion into Investec Life at their Sandton Office. Lindelani has continued being a member of the basketball team and enjoys being on the courts.

Lindiwe Mabanga also started her year being recognized for her academic performance (she achieved 7 subject distinctions in 2018), and is now eligible for academic honours which she is hoping to be awarded with at the start of her Matric year in 2020. She was also awarded half colours for her commitment to Soccer and was appointed to two leadership positions which will see her as the Jabulani Committee Chairperson and Deputy Head of Boarding in 2020.



David Kamanga started his year off receiving his academic honours blazer for outstanding academic achievement in 2018. His transition into boarding this year saw him make the most of his Matric year, gaining self-confidence with from his first step into the boarding house straight through to stepping into his first Matric exams. Thanks to a former Boys' College PTA Mom, Lerato Mokoena, David also had the opportunity to look dapper at his Matric Dance with his new formal suit and dress shoes. As David takes on a new path on his life's journey, he is entering it on a strong foot, having been offered a Tertiary Bursary with a Private Family Educational Trust and also being offered a Moshal Bursary.

Thobile was awarded her Cultural Honours blazer for her involvement and achievement in the cultural activities at the St Stithians Girls College since joining the school through the Thandulwazi Academic Scholarship Programme in Grade 10. She also took part in the isiZulu School Tour during the August school break where she immersed herself in the Zulu culture and traditions in KwaZulu-Natal together with her fellow isiZulu classmates. Thobile looked beautiful at her Matric Dance as she celebrated the end of her school journey with her fellow Matric friends, before taking on the Matric Exams with confidence. We can't wait see her step onto her new path as a University Student, which has been made possible through a bursary by a Private Family Educational Trust.



# Academic Scholarship Programme

## 2019 NATIONAL SENIOR CERTIFICATE EXAMINATION RESULTS



David Kamanga achieved an overall percentage of 77% in his IEB National Senior Certificate Examination Results and bagged four distinctions in the process – 91% in Mathematics, 81% in Physical Science, 89% in Accounting and 86% in Information Technology. David managed to improve his performance in four subjects between term 1 and his final examinations – his Mathematics improved by 26%, his Physical Science by 12%, his Accounting by 4% and his English Home Language by 1%.

Thobile Mthimkhulu achieved an overall percentage of 70% in her IEB National Senior Certificate Examination Results and celebrated obtaining two distinctions in the process – 86% in Dramatic Arts and 88 in isiZulu First Additional Language. Thobile managed to improve her performance in six subjects between term 1 and her final examinations – her Mathematics improved by 7%, her Physical Science by 2%, her Accounting by 8%, her Dramatic Arts by 1%, her English Home Language by 3% and her isiZulu First Additional Language by 3%.



The Thandulwazi Trust Maths and Science Academy congratulates David and Thobile on their excellent results and wish them only the best as they take on their Tertiary Studies and continue excelling through their life journeys.

## 2020 - 2022 ACADEMIC SCHOLARSHIP

After a rigorous and thorough application, short-listing and interview process, Wandile Kunene emerged as the recipient of the 2020–2022 Thandulwazi Academic Scholarship. Wandile attended the Thandulwazi Maths and Science Academy's Saturday School Programme this year as a Grade 9 Learner from the Vuleka SSB and joined the St Stithians College Boys' College as a Grade 10 Boarding Student.



# Community-Based Fundraising

## WINE NOT FESTIVAL – 7 SEPTEMBER 2019

The organisers of The Wine Not Festival used St Stithians College as their venue to host their outdoor lifestyle wine, food and music event on 7 September 2019 and selected the Thandulwazi Maths and Science Academy as their beneficiary. R11,655.00 for the Thandulwazi Academic Scholarship Programme was raised through this community-based fundraising partnership.





# Community-Based Fundraising Campaigns

## THE UV RUN/WALK – 28 SEPTEMBER 2019

A partnership with Glow4Events saw R35,680 being raised by community members that took part in the UV Night Run/Walk held at St Stithians College as the venue for the Joburg event. The funds raised were put towards the Thandulwazi Academic Scholarship Programme.



## THE RUGBY WORLD CUP FINAL 2019

A total of R46,408 was raised for the Thandulwazi Academic Scholarship Programme with the amazing support of Carel Nolte (Chair of Council, St Stithians College), First National Bank and Rand Merchant Bank, who assisted in making eight tickets for the 2019 Rugby World Cup Final in Japan available to be put up for silent auction. We are 100% sure that our Thandulwazi Springbok Fan Magic assisted our boys in green and gold to lift the Webb Ellis Trophy for the third time and to be crowned world champions again!





# Community-Based Fundraising



## DISCOVERY 947 RIDE JOBURG 2019

35 St Stithians College Community Members and Thandulwazi Supporters signed up to ride for Team Thandulwazi in the 2019 Discovery 947 Ride Joburg on 17 November 2019 and raised R98,200 for the Thandulwazi Academic Scholarship Programme.



# Donors, Partners, Volunteers and Supporters

## DONORS, PARTNERS, VOLUNTEERS AND SUPPORTERS

Thank you to all our donors, partners, volunteers and supporters that made it possible for us to make a world of difference to the 2019 Thandulwazi Maths and Science Academy Beneficiaries.

African Digital Education Trust	CN & Co	Franco Gilardi
Afrit	Coface	Gareth King
Aha Hotels and Lodges	CoidLink	Gary Jackson
Alastair Billing	Cole Dodgen	Gautrain Management Agency
Alexia Thomson	Concord Cranes	Gavin Brimacombe
Alison Jennings	Consolidated Power Projects	Gavin Olivier
Alistair and Ruth Stewart	CPS Warehouse	Glow4Events
Andrew Watt	Craig Noyle	Goscor
Anglo V3 Crane Hire	Cunning Gangeni	Grace van Zyl
Anita Gildenhuys	David Crossley	Growthpoint Properties
Ann Hunter	David du Toit	Halette Pretorius
Anne MacKechnie	David Kamanga	Halls Investments
Annie Fyfe-Hitchings	Dean Shekleton	Hannah Schmidt
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Trust August van Heerden	Department of Basic Education	Hill and Knowlton Strategies
Augusta Steel	Devan van Rheeder	HNM Attorneys
Babcock Africa Services	Doreen Winkel	I & M Smith
Barloworld	Dr A Greenwood	Iain Buchanan
Base One Interiors	Dr Kay Karlsson	Interact St Stithians Boys'
Bevan Bryer	Dr Lerato Mtoba	College
BlackJack Events	Dr Sally James	Investec
BottleBlue Design and	Dr Tim Nuttall	Irish Trade Mission
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Bruce Abbott	Edward Rufu	Ivan and Avril Allan
Bruno Del Maso Testamentary	Egoli Squash	Jack Dodgen
Trust Bud Group	Elizabeth Kobilski	Jacqui Matlala
Callum Mitchley	Emmanuel Acheampong	Jakes and Tania Fredericks
Carel Nolte	Empact Group	Jane Conradie
Celeste Gilardi	Epoch and Optima Trusts	Jarrodd Dodgen
Charities Unlimited	ESKOM	Jen Purchase
Charles van Heerden	EthiQs	Johan Loubser
Charné Haak	Federated Employees Mutual	Johann Marnewick
Claire Watson Clare and Sean	Assurance	Johannesburg Article Clerk
Murphy	Fiona Schwartz	Association (JACASS)
Cleo Molepo	Flow Communications	Johannesburg Hiking Club



# Donors, Partners, Volunteers and Supporters

Jonathan James  
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JR Lindelani Malunga  
Judy Beeton  
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Ké Concepts  
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Moshal Scholarship Program  
Munene Khoza  
Natalie Clayton  
Nedbank Eyethu Community  
Trust Nera Naidoo  
Niall and Julie Anne Hegarty  
Nick Wood

Old Stithian Association  
Olga Carr  
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Sithembiso Khumalo  
St Stithians Boys' College  
St Stithians Boys' Preparatory  
St Stithians College  
Advancement Team St  
Stithians College Finance  
Team  
St Stithians College Grade  
7 Class of 2019 St Stithians  
College HR Team  
St Stithians College  
Operations Team  
St Stithians Girls' College  
St Stithians Girls' Preparatory  
St Stithians Girls' Preparatory  
Volunteer Parents St Stithians  
Grade 6 and 7 Parents

St Stithians Junior Preparatory  
St Stithians Squash  
Stephen and Kerry Baytopp  
Stephen O'Brien  
Steve Ball  
Stuart McIver  
Sue Mackenzie  
Sven Vosse  
TC Nkosi  
Teddy Booï  
Tendekai Gombarume  
Thabo Leeuw  
Thando Mkatshana  
The Answer Series  
The Cradle  
The Spa People  
Thethele Mashilwane  
Tim Nash  
Timothy Keegan  
Tom Sherrington  
Tomoko Ueta and Isao  
Hirayama  
Tourvest  
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Val Moodley  
Velaphi Gumbi  
Vibramech  
Virgin Galactic Unite  
Wade Cresswell  
Wayne Ndlovu  
Werksmans Attorneys  
Zandile Ngwepe  
Zanele Nyoka

# Staffing & Financial Management

## THANDULWAZI MATHS AND SCIENCE ACADEMY STAFFING

The year started with a bigger full-time staff compliment for the Academy: Mr Velaphi Gumbi (Head), Ms TC Nkosi (Programme Director), Ms Ruth Everson (Programme Director) and Ms Doreen Winkel (PA to the Head of the Academy); and one part-time employee: Ms Mathuli Nkomo (Administrative Assistant). Unfortunately, Ruth resigned in February 2019 due to health concerns but still volunteers and supports the Thandulwazi Team with the Thandulwazi Programmes.

After Ruth's resignation the Team grew again with two new staff members joining Thandulwazi in July 2019: Edward Rufu (Teacher Development Programmes Co-Ordinator) and Mpho Moroe (Student Programmes Co-Ordinator); and Ms Nkomo was appointed on a longer-term multi-year contract.

The end of the year saw us having to say goodbye to TC, as she takes on a new exciting position at Nova Pioneer Education Group as Global Culture Manager from January 2020. Although it is a sad farewell to the Thandulwazi Family, TC will still be assisting and supporting Thandulwazi where possible. We wish her great success in her new position and cannot wait to cheer her on as she continues to make a world of difference to one and all. Interviews are currently underway to fill the Programme Director position at the Academy.

A new staff member has also joined the Thandulwazi Maths and Science Academy Fundraising Office in St Stithians College's Advancement Office – Mrs Deirdre Lister joined the Thandulwazi Team as Fundraising Assistant in October 2019.

## THANDULWAZI TRUST FINANCIAL MANAGEMENT

The Thandulwazi Trust Maths and Science Academy Finance Committee is chaired by Mr Tshediso Khuzwayo (CA,SA).

An annual budget is prepared for the Thandulwazi Maths and Science Academy and for each programme; and submitted for approval to the Thandulwazi Trustees. Any surplus funds that may remain, once all expenses have been paid within a particular financial year, will be allocated towards the programmatic costs of the Academy in the following year. The Trust's financial year end is 31 December and PriceWaterhouseCoopers Inc are the appointed auditors that will complete and

audit of the 2019 financials in March 2020. The approved budget for 2019 was R14,295,731.00 for the Thandulwazi Maths and Science Academy, however, this was adjusted by the Trustees during the year to R16,703,345.00, to allow for the Teachers in the Modimolle Teacher Development Programme to be registered to be registered for a UNISA course which were not originally budgeted for during the 2018 budget cycle; to allow for the appointment of more Gauteng Teacher Development Programme Facilitators and Saturday School Teachers and Tutors to be appointed; and to capacitate the

# Financial Management

Academy's Administration Office with additional personnel to ensure that the necessary human resources is on hand to deliver on the quality intervention programmes that are provided by the Academy; the increase of transportation and food costs during the year had a major impact on the Grade 9 Programme Budget and due to a lack of dedicated funding for these items next year, the Academy is unable to continue with the provision of dedicated transportation and the provision of refreshments for the Grade 9's in 2020.

Due to the dire economic circumstances in which our country is currently in and the devastating effects that this has on the Private Sector, and therefore also the available funding for Corporate Social Responsibility budgets, the Thandulwazi Maths and Science Academy endeavored throughout the year to cut costs to the bone where possible without compromising on the quality of support provided to all the beneficiaries.

Programmes	Expenditure Items	2019 Budget (R)	Expenditure as at 30 November 2019 (R)
<b>General Administration</b>	Salaries	<b>1,140,652.00</b>	<b>1,183,015.00</b>
	Administration Expenses, Advertising, Computers, IDU Software, Consultancy Services, Audit Fees, Bank Charges, Catering, Flowers/Gifts, Legal Expenses, Photocopying, Printing and Stationery, Telephone and Fax, Training and Development, Travel and Transport	<b>362,700.00</b>	<b>583,061.00</b>
<b>Intern-Teacher Training Programme</b>	Salaries	<b>3,020,756.00</b>	<b>2,543,149.00</b>
	Administration Expenses, Accommodation, Textbooks, Laptops/Computer Equipment, Catering, Meal Allowances, Flowers/Gifts, Tuition Fees, Medical Expenses, Telephone and Fax, Staff development Conferences and Workshops, Transportation	<b>1,272,030.00</b>	<b>1,139,293.00</b>
	Salaries	<b>115,000.00</b>	<b>64,448.00</b>



# Financial Management

<b>Teacher Development Programme – Sekhukhune (Limpopo Province)</b>	Administration Expenses, Accommodation, Computers, Internet Connectivity, Catering, Closing/Awards Ceremony, Flowers/Gifts, Photocopying, Monitoring and Evaluation, Printing and Stationery, Teaching Materials, UNISA Registration, Telephone and Fax, Training and Development, Travel and Transportation	<b>504,406.00</b>	<b>459,970.00</b>
<b>Teacher Development Programme – Modimolle (Limpopo Province)</b>	Salaries	<b>220,000.00</b>	<b>211,547.00</b>
	Administration Expenses, Accommodation, Internet Connectivity, Catering, Closing/Awards Ceremony, Flowers/Gifts, Photocopying, Monitoring and Evaluation, Printing and Stationery, Teaching Materials, Telephone and Fax, Training and Development, Travel and Transportation, UNISA Registration	<b>277,144.00</b>	<b>860,979.00</b>
<b>Teacher Development Programme (Gauteng)</b>	Salaries	<b>569,349.00</b>	<b>882,495.00</b>
	Administration Expenses, Computers, Catering, Closing/Awards Ceremony, Flowers/Gifts, Prizes, Photocopying, Monitoring and Evaluation, Printing and Stationery, Teaching Materials, Registration costs, Telephone and Fax, Training and Development, Transportation, UNISA Registration Fees, Security	<b>1,634,570.00</b>	<b>704,510.00</b>
<b>Academic Scholarship Programme</b>	Administration Expenses, Advertising, Catering, Flowers/Gifts, Scholarship Fees	<b>1,060,824.00</b>	<b>1,014,402.00</b>

# Financial Management

<b>Saturday School Programme</b>	Salaries	<b>3,073,100.00</b>	<b>2,443,252.00</b>
	Administration Expenses, Advertising, Computers, Catering, Grade 9 Catering, Flowers/Gifts, Prizes, Photocopying, Monitoring and Evaluation, Printing and Stationery, Teaching Materials, Registration Costs, Telephone and Fax, Training and Development, Transportation, Grade 9 Busses, Mathletics Licenses Focus Days, Security	<b>1,045,200.00</b>	<b>1,253,621.00</b>
<b>TOTAL</b>		<b>16,703,345.00</b>	<b>13,343,769.00</b>

## 2020 BUDGET

The Thandulwazi Trust is sensitive to the economic circumstances being faced by companies and organisations within the country and therefore the approved budget for the Thandulwazi Maths and Science Academy in 2020 is R12,215,528. This is also in line with the Academy's

strategic review for the next five years, which emphasizes quality over quantity in all of the intervention programmes. 2020 will therefore see the enrollment numbers for the four intervention programmes as follows:

Programme	2020 Enrollment Target Numbers**
<b>Saturday School Programme</b>	<b>(714)</b>
- Grade 9	<b>250</b>
- Grade 10	<b>200</b>
- Grade 11	<b>132</b>
- Grade 12	<b>132</b>
<b>Teacher Development Programme</b>	<b>(520)</b>
- Gauteng	<b>470</b>
- Modimolle (Limpopo)	<b>50</b>
<b>Academic Scholarship Programme</b>	<b>6</b>
<b>Intern-Teacher Training Programme</b>	<b>40*</b>

\*This enrollment target number will only be adjusted upwards if the required dedicated funding is pledged and received to do so.

\*\*The enrollment target numbers will be reviewed annually based on year-on-year donor funding received.

## FUNDRAISING

The Thandulwazi Trust does not pay professional fees to fundraisers, the Thandulwazi Fundraising Team in the St Stithians College Advancement Office drives the fundraising for the Thandulwazi Maths and Science Academy, and manages the donor relationships, partnerships and stakeholder relations.

Fundraising targets are currently determined by the annual budget for the

four educational-upliftment programmes offered by the Academy. The Academy relies on grants, corporate social responsibility funding, donations from individuals and fundraising campaigns to deliver these programmes provided to historically disadvantaged South African Learners, Students and Teachers.

## THANDULWAZI TRUST GOVERNANCE

The Thandulwazi Trust's governance standards remain high and transparency and fiscal discipline remain the hallmarks of the Thandulwazi Trust Maths and Science Academy.

Mrs Thami Moatshe was elected as the Chairperson of the Trust at the beginning of 2019, and following the resignation of Mr Mahlathi Khoza in 2018 the relevant documentation has been submitted to the Mater's Office to have Mr Velaphi Gumbi (Head of the Academy) registered as a Trustee. Mrs Kelly Naidoo resigned as a Trustee at the beginning of the year

following her retirement and departure from St Stithians College; suitable candidates to take over from her are currently being interviewed.

Therefore the current registered Trustees for the Thandulwazi Trust are:

1. Mrs Thami Moatshe (Chairperson)
2. Mrs Kumo Morolo
3. Ms Munene Khoza
4. Mr Tshediso Khuzwayo



# Conclusion

## CONCLUSION

2019 has certainly been a year of transitions and consolidation.

It had its' challenges – not being able to take in all the Teachers, Learners and Students that wanted to take part in the programmes being offered by the Academy; standing by our Intern-Teachers that were disappointed by the ever changing UNISA intake quotas and ensuring that they continue on their study paths to become professional teachers regardless; crying with the families of current and potential future academic scholarship students who are even more hard hit by the economic situation in our beautiful country; weeping with an Intern-Teacher diagnosed with cancer but still soldiering on to excel in her studies; to facing the news from some of our Thandulwazi donor family members, who's companies have been devastated with the declining economic environment and are no longer in a position to live out their social responsibility partnerships, and reassuring them that regardless of what they are able to gift us with, they are and forever will be a part of our special family.

But it has also been a year of celebration and joy - new Team Members were welcomed; the Thandulwazi Offices were enlarged and upgraded to ensure that the larger Team has an appropriate work environment for them to achieve the goals set out for each programme;

Learners and Teachers grabbed the opportunities provided to them with gusto; 18 new Professional Teachers have been injected into the Basic Education Sector; two Academic Scholarship Students wrote their Matric exams and have grown into well-rounded individuals who are ready to take their place as South Africa's future leaders; Colleagues have taken on new growth roles and personal adventures - lives were changed and a world of difference was made to one and all.

We invite you to follow us on all our social media platforms to see what your gift to the Thandulwazi Maths and Science Academy does and what it means to the beneficiaries whose lives you touch (Facebook: @TeamThandulwazi; Twitter: @TeamThandulwazi; Instagram: team\_thandulwazi; LinkedIn: Thandulwazi Maths and Science Academy).

We continue to value our partnerships, friendships and mentorships with everyone in our Thandulwazi Family. Thank you for your continued support and your generosity towards the Thandulwazi Maths and Science Academy, and the beneficiaries of all four educational-upliftment and nation building programmes. Without you it would not be possible – you are all our Thandulwazi Heroes!



Velaphi Gumbi  
Head  
Thandulwazi Maths and  
Science Academy



Charné Haak Fundraising  
Manager

# THANDULWAZI TRUST ANNUAL FINANCIAL STATEMENTS

The Thandulwazi Maths and Science Academy and its programmes are 100% donor funded. 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 2019

### Trustees' Approval and Statement of Responsibility

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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 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 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 have reviewed the Trust's cash flow forecast for the year to 31 December 2020 and, in light of this review and the current financial position, they are satisfied that the 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 Trust's annual financial statements and is engaged to express an independent opinion on the financial statements. The annual financial statements have been examined by the Thandulwazi Trust's external auditor and their report is presented on pages 3 to 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 22 were approved on 06 July 2020 by the Trustees and were signed on their behalf by:

  
Mr TD Khuzwayo

  
Ms KC Morolo





# TRUSTEES' REPORT

The Trustees submit their report for the financial year ended 31 December 2019.

## 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 & Science Academy, an educational project established in October 2005 by the St Stithians Foundation. The Thandulwazi Maths & Science Academy commenced operations in 2006.

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

The overall aim of the Thandulwazi Maths & 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 will 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 and extra tuition 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 & 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 historically disadvantaged South African (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 is a hallmark of the Thandulwazi Trust. The Thandulwazi Trust is committed to fiscal discipline and the Trustees, Head of the Academy 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 & 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 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

# TRUSTEES' REPORT

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 impact of COVID-19 has taken the world by storm. Combined with the economic impact of South Africa's economy being rated as BB+, so-called junk status, and the likelihood of future economic challenges for at least the next five to ten years, the Trustees caution that the ability to raise funds for future operations will be under severe pressure.

The Trustees acknowledge that the COVID-19 pandemic is more than just a global health crisis that is threatening the lives and livelihoods of all South Africans, but coupled with the ailing economy it has also been proven to be the tipping point to break the backbone of business operations within all sectors of our economy and those that we rely on for our operational funding. It is expected that the foreseeable short- to medium- term philanthropic trends will see a decline in funding for educational upliftment initiatives as corporate and private donor citizens are called upon by the South African Government and the thousands of communities around the country to provide for basic human needs such as food and shelter.

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, regardless of the current odds that our country's economic circumstances, paired with the scourge of COVID-19, are presenting.

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.

## 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	
Ms N Moatshe	22 September 2015	16 May 2020
Ms KC Morolo	18 October 2010	
Mrs D Naidoo	18 October 2010	21 May 2019
Mr TD Khuzwayo	22 December 2017	

## 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 & Science Academy.

## 8. Auditor

PricewaterhouseCoopers Inc. have been appointed as 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



## *Independent auditor's report*

To the Trustees of Thandulwazi Trust

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### *Our opinion*

In our opinion, the financial statements of Thandulwazi Trust (the Trust) for the year ended 31 December 2019 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 18 comprise:

- the statement of financial position as at 31 December 2019;
- the statement of 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;
- the accounting policies; and
- the notes to the financial statements.

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### *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 sections 290 and 291 of the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors (Revised January 2018)*, parts 1 and 3 of the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors (Revised November 2018)* (together the IRBA Codes) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities, as applicable, in accordance with the IRBA Codes and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Codes are consistent with the corresponding sections of the International Ethics Standards Board for Accountants' *Code of Ethics for Professional Accountants* and the International Ethics Standards Board for Accountants' *International Code of Ethics for Professional Accountants* (including *International Independence Standards*) respectively.



# INDEPENDENT AUDITOR'S REPORT



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## *Emphasis of Matter – Basis of Accounting*

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

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## *Other information*

The trustees are responsible for the other information. The other information comprises the information included in the document titled "Thandulwazi Trust financial statements for the year ended 31 December 2019". The other information does not include the financial statements and our auditor's report thereon.

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

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

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

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

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

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

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

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

# INDEPENDENT AUDITOR'S REPORT



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

7 July 2020

# STATEMENT OF FINANCIAL POSITION AT

## 31 DECEMBER 2019

	Note	2019 R	2018 R
<b>Assets</b>			
<b>Non-Current Assets</b>			
Property, plant and equipment	2	203,506	346,409
Investments	3	6,240,021	6,517,903
		<b>6,443,527</b>	<b>6,864,312</b>
<b>Current Assets</b>			
Investments	3	17,050,450	15,046,215
Loans and receivables	4	85,129	1,175,926
Cash and cash equivalents	5	1,642,535	5,463,883
		<b>18,778,114</b>	<b>21,686,024</b>
<b>Total Assets</b>		<b>25,221,641</b>	<b>28,550,336</b>
<b>Trust Capital and Liabilities</b>			
Trust capital		1,000	1,000
Accumulated surplus		22,676,456	22,906,238
Revaluation reserve	6	117,213	117,138
		<b>22,794,669</b>	<b>23,024,376</b>
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Accounts payable	7	594,128	1,000,864
Income received in advance	8	1,832,844	4,525,096
		<b>2,426,972</b>	<b>5,525,960</b>
<b>Total Trust Capital and Liabilities</b>		<b>25,221,641</b>	<b>28,550,336</b>



# STATEMENT OF COMPREHENSIVE INCOME

	Note	2019 R	2018 R
Revenue	9	11,463,629	13,705,119
Operating expenses	10	(14,032,759)	(13,367,400)
<b>Operating (deficit)/surplus</b>		<b>(2,569,130)</b>	<b>337,719</b>
Investment income	11	2,339,348	5,018,983
<b>Net (deficit)/surplus for the year</b>		<b>(229,782)</b>	<b>5,356,702</b>

# STATEMENT OF CHANGES IN TRUST CAPITAL

	Trust capital R	Revaluation reserve R	Accumulated surplus R	Total R
<b>Balance at 01 January 2018</b>	<b>1,000</b>	<b>117,138</b>	<b>17,549,536</b>	<b>17,667,674</b>
Net surplus for the year	-	-	5,356,702	5,356,702
<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 surplus for the year	-	-	(229,782)	(229,782)
Revaluation reserve	-	75	-	75
<b>Balance at 31 December 2019</b>	<b>1,000</b>	<b>117,213</b>	<b>22,676,456</b>	<b>22,794,669</b>

Note

6

# STATEMENT OF CASH FLOWS

	Note	2019 R	2018 R
<b>Cash flows from operating activities</b>			
Cash (used in) generated from operations	13	(4,156,511)	3,092,212
Interest income	11	189,421	217,576
Dividend received	11	945,742	23,481
<b>Net cash from operating activities</b>		<b>(3,021,348)</b>	<b>3,333,269</b>
<b>Cash flows from investing activities</b>			
Purchase of property, plant and equipment	2	-	(384,884)
Investment in capital investments	3	(800,000)	(13,992,978)
<b>Net cash from investing activities</b>		<b>(800,000)</b>	<b>(14,377,862)</b>
<b>Total cash and cash equivalents movement for the year</b>		<b>(3,821,348)</b>	<b>(11,044,593)</b>
Cash and cash equivalents at the beginning of the year		5,463,883	16,508,476
<b>Total cash and cash equivalents at end of the year</b>	5	<b>1,642,535</b>	<b>5,463,883</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 Thandulwazi 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 dividend is declared.

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.

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.

### 1.3 Investments and other financial assets

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

Other financial assets are initially recognised at transaction price or fair value where appropriate 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.

### 1.4 Financial instruments

#### 1.4.1 Initial recognition and measurement

Financial instruments are recognised initially at transaction cost 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.

# ACCOUNTING POLICIES

## 1.4 Financial instruments (continued)

### 1.4.2 Loans and receivables

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

## 1.5 Borrowing costs

Borrowing costs are recognised as an expense in the period in which they are incurred.

# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

## 2. Property, plant and equipment

	2019			2018		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Office Equipment	9,526	(9,526)	-	9,526	(9,524)	2
IT Equipment	364,932	(161,426)	203,506	395,861	(49,455)	346,406
Computer Software	1	-	-	1	-	1
<b>Total</b>	<b>374,459</b>	<b>(170,952)</b>	<b>203,506</b>	<b>405,388</b>	<b>(58,979)</b>	<b>346,409</b>

### Reconciliation of property, plant and equipment - 2019

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

### Reconciliation of property, plant and equipment - 2018

	Opening balance	Additions	Depreciation	Closing balance
Office Equipment	2	-	-	2
IT Equipment	163	384,884	(38,641)	346,406
Computer Software	1	-	-	1
	<b>166</b>	<b>384,884</b>	<b>(38,641)</b>	<b>346,409</b>



# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2019 R	2018 R
<b>3. Investments</b>		
<b>Non-current assets</b>		
Investment in unlisted shares	7,938,755	7,938,755
Accumulated impairment of investment in shares	(1,698,734)	(1,420,852)
	<b>6,240,021</b>	<b>6,517,903</b>
<b>Current assets</b>		
Investec	16,967,460	14,969,009
Stanlib Extra Income Fund	82,990	77,206
	<b>17,050,450</b>	<b>15,046,215</b>
<b>Total Investments</b>	<b>23,290,471</b>	<b>21,564,118</b>

Investment in shares:	Cost 2019	Cost 2018	No of shares 2019	No of shares 2018
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	1,103,272	25	25
Main Street 1579 (Pty) Ltd	3,670,940	3,817,542	250	250
	<b>6,240,021</b>	<b>6,517,903</b>	<b>38,286</b>	<b>38,286</b>

## Reconciliation of investment in shares - 2019

	Opening balance	Restructuring of shares	Redemption of debentures	Swop of shares	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 - 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>-</b>	<b>(277,882)</b>	<b>6,240,021</b>

# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2019 R	2018 R				
<b>3. Investments (continued)</b>						
<b>Reconciliation of investment in shares - 2018</b>						
	Opening balance	Restructuring of shares	Redemption of debentures	Swop of shares	Impairment of shares	Closing balance
Bridgehead Real Estate Fund (Pty) Ltd	11,074	-	-	-	-	11,074
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	5,029	-	(1,979)	-	-	3,050
Lightstone Group (Pty) Ltd - Class C Ordinary Shares	16	-	-	-	-	16
Lightstone Group (Pty) Ltd - Ordinary Shares	1,493,330	-	-	89,619	-	1,582,949
Lightstone Group (Pty) Ltd - Deferred Shares	89,619	-	-	(89,619)	-	-
Main Street 1536 (Pty) Ltd	2,524,125	-	-	-	(1,420,852)	1,103,272
Main Street 1579 (Pty) Ltd	-	3,817,542	-	-	-	3,817,542
	<b>4,123,193</b>	<b>3,817,542</b>	<b>(1,979)</b>	<b>-</b>	<b>(1,420,852)</b>	<b>6,517,903</b>

## Stanlib Extra Income Fund

Balance as at the beginning of the year	77,206	69,697
Interest received	5,709	7,741
Portfolio gains through reserves	75	(232)
	<b>82,990</b>	<b>77,206</b>

## Investec

Balance as at the beginning of the year	14,969,009	-
Capital investments	800,000	13,992,978
Interest received	1,198,451	976,031
	<b>16,967,460</b>	<b>14,969,009</b>

## 4. Loans and receivables

Accrued income - Stanlib Extra Income Fund	499	474
Staff debtors	-	900
Prepaid expenses	84,630	184,623
Scholarships paid in advance	-	989,929
	<b>85,129</b>	<b>1,175,926</b>

## 5. Cash and cash equivalents

Cash and cash equivalents consist of:

Bank balances	1,642,535	5,463,883
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## 6. Revaluation reserve

Stanlib Extra Income Fund	117,213	117,138
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# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2019 R	2018 R
<b>7. Accounts payable</b>		
St Stithians College	588,448	989,448
Accrued expenses	5,680	11,416
	<b>594,128</b>	<b>1,000,864</b>
<b>8. Income received in advance</b>		
Income received in advance	1,832,844	4,525,096
Income received in advance consists of funds donated for the following year's respective programmes.		
<b>9. Revenue</b>		
Donations received	11,329,763	13,539,624
<b>Fundraising income:</b>		
MySchool Card	17,723	13,233
94.7 Cycle Challenge fundraiser	116,143	152,262
Fundraising income	133,866	165,495
	<b>11,463,629</b>	<b>13,705,119</b>
<b>10. Operating expenses</b>		
Loss on disposal of property, plant and equipment	15,464	-
Auditors' remuneration	132,440	118,380
Depreciation	127,439	38,641
Employee costs	1,296,213	1,270,580
Impairment of investments in shares	277,882	1,420,852
Intern-Teacher Training Programme	3,769,950	3,428,884
Limpopo Pilot Programme	524,418	735,017
Modimolle Teacher Development Programme	1,072,554	241,221
Student Scholarship Programme	1,014,900	796,317
Student Support Programme	3,731,080	3,336,811
Teacher Development Programme	1,608,025	1,477,152
Other expenses	462,394	503,545
	<b>14,032,759</b>	<b>13,367,400</b>
<b>11. Investment income</b>		
<b>Dividend income</b>		
Dividend received	945,742	3,817,542
<b>Interest income</b>		
Investment income	1,204,160	983,865
Bank	189,421	217,576
	<b>1,393,581</b>	<b>1,201,441</b>
	<b>2,339,323</b>	<b>5,018,983</b>
<b>12. Taxation</b>		

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



# NOTES TO THE ANNUAL FINANCIAL STATEMENTS

	2019 R	2018 R
<b>13. Cash (used in) generated from operations</b>		
(Deficit)/surplus generated from operations	(229,782)	5,356,702
<b>Adjustments for:</b>		
Depreciation	127,439	38,641
Surplus on redemption of debentures	-	(21,502)
Loss on sale of property, plant and equipment	15,464	-
Dividends received	(945,742)	-
Revaluation (loss)/ gain on investments	-	232
Interest received	(189,421)	(217,576)
Interest received reinvested	(1,204,160)	(983,865)
Impairment of investments in shares	277,882	1,420,852
Other non-cash interest received	-	95
Non-cash dividends received	-	(3,817,542)
<b>Changes in working capital:</b>		
Loans and receivables	1,090,797	(189,537)
Accounts payable	(406,736)	196,762
Income received in advance	(2,692,252)	1,308,950
	<b>(4,156,511)</b>	<b>3,092,212</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.

The impact of COVID-19 has taken the world by storm. Combined with the economic impact of South Africa's economy being rated as BB+, so-called junk status, and the likelihood of future economic challenges for at least the next five to ten years, the Trustees caution that the ability to raise funds for future operations will be under severe pressure.

The Trustees acknowledge that the COVID-19 pandemic is more than just a global health crisis that is threatening the lives and livelihoods of all South Africans, but coupled with the ailing economy it has also been proven to be the tipping point to break the backbone of business operations within all sectors of our economy and those that we rely on for our operational funding. It is expected that the foreseeable short- to medium- term philanthropic trends will see a decline in funding for educational upliftment initiatives as corporate and private donor citizens are called upon by the South African Government and the thousands of communities around the country to provide for basic human needs such as food and shelter.

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, regardless of the current odds that our country's economic circumstances, paired with the scourge of COVID-19, are presenting.

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.

# ANNEXURE - SUPPLEMENTARY INFORMATION

	2019 R	2018 R
<b>1. Donations received</b>		
Abbot B	19,278	-
AFRIT (Pty) Ltd	144,000	-
Andrew M	36,000	36,000
Anglo V3 Crane Hire (Pty) Ltd	-	67,000
Anonymous Donors	1,500,000	250,000
Asch P	1,950	1,800
Auditor General of SA (AGSA)	-	88,000
Augusta Steel	36,000	-
Babcock Africa Services (Pty) Ltd	1,332,100	362,760
Babcock Ntuthuko Engineering (Pty) Ltd	-	825,960
Backwell P	1,650	11,800
Ball SG	55,000	55,000
Barloworld Trust	500,000	500,000
Base One Interiors (Pty) Ltd	3,200	2,800
Booi T	1,500	-
Bottleblue Design and Advertising CC	-	55,000
Bryer B & C	3,300	3,600
Buchanan I	7,852	-
Burger R & D	3,300	3,600
Carr O	3,600	3,300
Charities Unlimited	250,000	100,000
Chong RL	1,800	-
Coetzee M	-	900
Coface South Africa Insurance Company Ltd	77,500	-
Collins R	1,000	-
Coidlink (Pty) Ltd	47,000	-
Concord Cranes (Pty) Ltd	33,000	-
Consolidated Power Projects (Pty) Ltd	200,000	-
Cresswell W	120	-
Crest Information Systems CC	-	636,000
Crewe-Brown N & D	1,000	6,850
Dal Maso B	250,000	-
Davidson L	-	100
Delaine AP	1,800	-
Dicks L	-	100
Dlamini J	-	1,800
Dlwati M	6,000	-
Doig Family	-	7,200
Doyle KR	-	1,950
Dreamworld Investments (Pty) Ltd	30,000	23,000
Du Toit A	-	900
Ellis S	3,300	2,100
Embassy of Ireland	-	158,819
Epoch & Optima Trusts	449,100	255,251
Equity Value Consulting (Pty) Ltd t/a Futuresense	-	130,000
Eskom Holdings SOC Ltd	-	150,000
EthiQs Quantity Surveyors (Pty) Ltd	20,000	17,771
Everson R	600	-
First Freight Couriers (Pty) Ltd	-	15,500
Fredericks TJ	1,800	2,500
Gangeni C & B	10,800	-
Gautrain Management Agency	118,750	237,500
Glow4Events (Pty) Ltd	35,680	-
Goscor Group (Pty) Ltd	174,000	78,000
Goscor Access Solutions (Pty) Ltd	10,000	16,000

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

# ANNEXURE - SUPPLEMENTARY INFORMATION

	2019 R	2018 R
Govender L	750	1,050
Greenwood A	50,000	40,000
Grounded Media (Pty) Ltd	80,000	-
Growthpoint Properties Ltd	-	482,000
Gumbi V	1,750	-
HNM Attorneys	20,000	10,000
Haak C	300	-
Hanly P	900	-
Hatchery Communications (Pty) Ltd	-	10,500
Hawinkels Family	-	10,800
Hitchings C	-	1,800
Hollis JP	19,278	-
Holmes H M	-	1,800
Hooker R	-	2,000
Hunter A	5,400	-
Hunter Family	-	3,600
I & M Smith (Pty) Ltd	1,500	-
IMARA BEE Trust	-	200,000
Isichoto Holdings	17,855	-
JACASS (Johannesburg Article Clerk Association)	-	2,000
James J	-	100
James S	-	4,500
Jenkins K	2,400	2,350
K2Capital (Pty) Ltd	-	10,000
Karlsson K	3,600	3,000
Keizan Charitable Trust	-	25,000
Khoza M	250	-
Kobilski E	-	1,500
Ké Concepts (Pty) Ltd	-	25,000
Kwatani (Pty) Ltd	158,000	60,000
La Vita J	-	37,800
Lalla L	150	1,500
Lightstone (Pty) Ltd	-	100,000
Loubser J	10,800	25,200
Mabogoane A	7,500	-
Mackechnie A	100	-
Mackenzie Foundation	100,000	100,000
Magamura A	1,800	-
Malaba J	1,800	-
Malt Capital (Pty) Ltd	40,000	15,000
Martin C	-	8,600
Mary Nash Memorial Trust	300,000	-
Mazi Asset Management (Pty) Ltd	120,000	160,000
Mine & Quarry Supplies (Pty) Ltd	24,000	-
Mkatshana T	40,000	20,000
Mbolekwa S	1,800	-
Mokhobo T	1,500	-
Mokoena L	-	1,750
Molepo C	1,800	1,650
Moloko S	10,000	-
Moodley L & T	-	15,000
Moodley V	14,400	14,400
Mortimer A	-	300
Msibi N	1,800	-
Msololi T	1,000	-
Mthembu S	-	30,000
Mtoba L	2,400	2,150
Multinet Group	-	27,500
Murphy Family	5,000	5,000

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# ANNEXURE - SUPPLEMENTARY INFORMATION

	2019 R	2018 R
Mutugi A & M	1,800	-
Mwale N	2,000	-
Naidoo N	2,700	900
Ncube M	1,800	-
Nedbank Eyethu Community Trust	380,000	360,000
Neser D	-	24,000
Neser Family	25,000	-
Ngwenya N	500	-
Ngwepe Z & N	1,800	1,950
Nkosi TC	1,350	-
Nocton-Smith J	300	-
Nolte C	6,000	8,200
NORM Investments (Johannesburg) (Pty) Ltd	-	26,000
Noyle C	3,000	-
Nyoka Z	300	3,600
OMNIA Group (Pty) Ltd	-	150,000
Oldham M	-	150
Oppenheimer Memorial Trust	1,000,000	650,000
PEP (a division of PEPKOR Trading (Pty) Ltd)	346,715	1,300,185
Parrymore L	-	100
Pretorius R	2,000	-
PricewaterhouseCoopers Inc	132,440	118,380
Project Group Ltd	-	13,500
Protea Chemicals (Pty) Ltd (a division of OMNIA)	-	135,000
Prowalco Tatsuno (Pty) Ltd	24,000	-
Roy McAlpine Charitable Trust	1,000,000	1,000,000
Rufu E	600	-
Sage SA (Pty) Ltd	-	70,000
Schaffer S	6,000	12,000
Schlebusch Family	-	5,500
Sherrington T	21,756	-
Simplified Technology Solutions (Pty) Ltd	-	20,649
Sir Percy Hunting Foundation	200,000	230,000
St Stithians Girls' Prep Gr7	9,840	8,560
St Stithians Girls' Preparatory School	5,994	3,600
Stoutt MJ	3,600	3,900
Subbiah S	-	1,800
Sundersingh K	1,800	-
Tarugarira T	1,800	-
TR Hindson Family Trust	-	10,000
The Federal Employers' Mutual Assurance Company (RF) (Pty) Ltd	1,150,000	1,933,967
The Standard Bank of South Africa Ltd	-	1,710,800
Thorold B	1,800	-
Thomson C & A	-	10,000
Timothy Nash	28,500	-
Uni-span Formwork & Scaffolding (Pty) Ltd	105,000	100,000
Urquhart K	1,950	1,350
Vahinidevi J	1,800	-
Van Den Berg W	1,200	-
Vibramech (Pty) Ltd	300,000	-
Vintage with Love	117,200	-
Wale NM	2,000	-
Watson C	2,150	1,348
Watt A	1,800	52,474
WDS Investments cc T/A BlackJack Events	11,655	-
Winkel D	1,800	-
<b>Total Donations Received</b>	<b>11,329,763</b>	<b>13,539,624</b>

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

# ANNEXURE - SUPPLEMENTARY INFORMATION

	2019 R	2018 R
<b>2. Acknowledgement of donations received in advance</b>		
Anonymous Donors	-	1,500,000
Augusta Steel (Pty) Ltd	-	36,000
Charities Unlimited	-	150,000
Coface SA Insurance Company Ltd	-	17,500
The Federal Employers' Mutual Assurance Company (RF) (Pty) Ltd	817,000	450,000
Goscor Access Solutions (Pty) Ltd	-	84,000
Malt Capital (Pty) Ltd	-	25,000
Oppenheimer Memorial Trust	1,000,000	1,000,000
Prowalco Tatsuno (Pty) Ltd	-	24,000
Roy McAlpine Trust	-	1,000,000
St Stithians Girls' Preparatory School	15,844	12,896
Nash T	-	28,500
Unispan Formwork & Scaffolding (Pty) Ltd	-	80,000
Vintage With Love	-	117,200
<b>Total Donations Received in Advance</b>	<b>1,832,844</b>	<b>4,525,096</b>

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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