






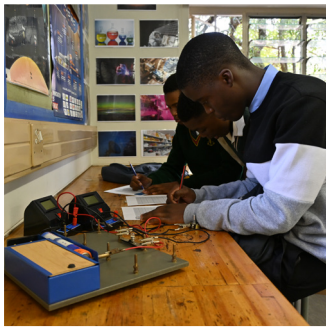























Thandulwazi
MATHS AND SCIENCE ACADEMY

Annual Report
2025

Thandulwazi
MATHS AND SCIENCE ACADEMY



CHALLENGES FACING SOUTH AFRICAN PUBLIC SCHOOLS

- Poor Mathematics and Science skills
- Poor quality Foundation Phase
- Low literacy levels
- Shortage of skilled Teachers
- Under-resourced Schools

OUR SOLUTION

- An inclusive programme, where Students and Teachers self-select to attend the Academy
- Targeted interventions aimed at improving the quality of teaching and learning in gateway subjects (Mathematics, English, Accounting and the Sciences) and ECD/Foundation Phase
- Best practice, innovative teaching, new learning technologies and methodologies, and curriculum enrichment
- A caring, empowering, confidence-building environment - Thandulwazi is "Ubuntu in action"

SATURDAY SCHOOL

Quality Tuition for Grades 9 to 12

Current Enrolment: **900** Learners

16 014 Historically disadvantaged Learners who have benefited directly, since 2011

150+ Participating Gauteng High Schools

Matric Learners assisted since 2011 (all taking Maths and a Science subject) **3041**



TEACHER DEVELOPMENT PROGRAMME

16 370 ECD Practitioners, School Leaders and Primary School Teachers upskilled since 2006

Impacting an estimated **479 700** each year

Current Enrolment:

265 Gauteng

310 Limpopo

INTERN-TEACHER TRAINING PROGRAMME

Young Intern-Teachers trained since 2005 in Mathematics, the Sciences, English and within the ECD/ Foundation Phase **513**

187 Participants who went on to graduate with a professional qualification

Current Enrolment: **122** Interns (Gauteng and Limpopo)

80% Graduates still in teaching

ACADEMIC SCHOLARSHIPS

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

11 Scholarship Students currently at St Stithians College

"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

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The South African Challenge

A RECIPE FOR EXCELLENCE IN EDUCATION HAS THREE INGREDIENTS:



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?

FACILITIES

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?

TEACHERS

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?

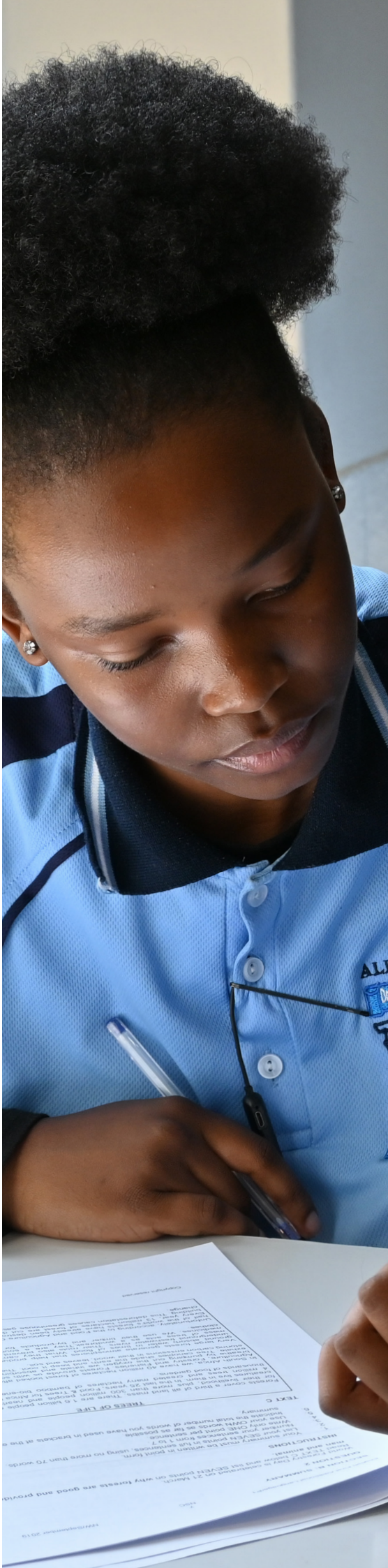
FUNDING

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

Thandulwazi
MATHS AND SCIENCE ACADEMY

The Thandulwazi Maths and Science Academy Model

A Thriving South Africa



Thandulwazi
MATHS AND SCIENCE ACADEMY

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

The Thandulwazi Trust Maths and Science Academy was formally established in 2006 by St Stithians College as a nation-building education programme. We recognise that by providing a greater number of young people access to quality education, we are providing them with the knowledge and skills needed to become active and contributing members of our broader South African community and economy; and of course, effective, well-trained, professional Teachers play a critical role if this goal is to be achieved.



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

SATURDAY SCHOOL

The **Saturday School Programme** offers curriculum enrichment and extra tuition to Grade 9 to 12 learners, providing additional teaching time to help bridge the gaps caused by sub-optimal learning conditions in many underprivileged schools across Gauteng. Held on Saturday mornings, the programme delivers high-quality instruction in **Mathematics, the Sciences, Accounting, and English,** equipping learners from previously disadvantaged communities with the knowledge and skills they need to succeed. In 2025, more than **900 learners** will benefit from this free educational opportunity, available on a first-come, first-served basis—regardless of academic ability. Since its inception in **1991**, the programme has empowered over **16,000 learners**, helping them build brighter futures through education.



TEACHER DEVELOPMENT PROGRAMME

The **Teacher Development Programme** supports current teachers and practitioners in enhancing their teaching skills and professional growth.
This initiative focuses on upskilling **teachers, Early Childhood Development (ECD) practitioners, and school leaders** working in ECD centres and schools across **Gauteng and Limpopo**, equipping them with the tools to improve learning outcomes.
Since **2006**, the programme has directly benefited **16,370 teachers**, who, based on a conservative estimate (one class of 30 learners per teacher), have positively impacted approximately **491,100 learners annually.**
In **2025, 265 teachers in Gauteng and 309 teachers in Limpopo** will have the opportunity to participate in this free professional development programme on a **first-come, first-served basis**. The programme offers a range of specialised courses, including:

- **ECD Fundamentals Course**
- **B.Ed Foundation Phase Course**
- **School Leadership Course**

By empowering educators with advanced skills and knowledge, the programme continues to strengthen South Africa's education sector.



INITIAL TEACHER INTERN TRAINING

The **Initial Teacher Training Programme** is dedicated to addressing critical teacher shortages in **Mathematics, Sciences, English, and Early Childhood Development (ECD)/Foundation Phase Education**. Through structured in-service training, student teachers transition from apprentices to highly skilled **Meister Teachers,** equipped to make a meaningful impact in the classroom. By increasing the number of qualified teachers in South Africa, the programme strengthens the broader education sector. Since its inception in **1996**, it has successfully graduated **187 intern teachers**, who, based on a conservative estimate (one class of 30 learners per teacher), have positively impacted over **5,610 learners annually.**
In **2025**, the programme is supporting **122 intern teachers across Gauteng and Limpopo**, all of whom are on track to complete their **B.Ed or PGCE teaching qualifications**—further contributing to the future of education in South Africa.



ACADEMIC SCHOLARSHIPS

The **Academic Scholarship Programme** provides life-changing opportunities for talented South African learners from historically disadvantaged backgrounds. Designed for students with strong potential in **Mathematics and the Sciences**, the programme enables them to excel in an environment that nurtures academic excellence by placing them at **St Stithians College**, renowned for its outstanding track record in these subjects.
Subject to the availability of dedicated, multi-year funding, the programme awards bursaries to high-achieving learners who would otherwise be unable to fully develop their potential. Since its inception, **30 academic scholarships** have been awarded.
In **2025**, the programme supported **11 scholarship recipients** at St Stithians College:

- **Boys' College:** Three learners in Grade 9, two in Grade 11, and one in Grade 12.
- **Girls' College:** Two learners in Grade 9, one in Grade 11, and two in Grade 12.

By providing access to world-class education, this programme continues to transform lives and open doors to brighter futures.



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

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

The Thandulwazi Maths and Science Academy and it's programmes are **100% donor-funded**, and financial transparency is a core principle. Every cent raised is directly allocated to the programmes, ensuring that all funds benefit the intended beneficiaries.

A Message From Our Head of School

Mr Velaphi Gumbi



"The secret of education lies in respecting the student."

- Ralph Waldo Emerson

It is with a profound sense of purpose and appreciation that I present the 2025 Annual Report of the Thandulwazi Maths and Science Academy. The year under review reaffirmed the Academy's strategic role in advancing educational opportunity, strengthening teaching capacity and contributing to the transformation of South Africa's education landscape. Through our four flagship programmes, we continued to pursue a multi-pronged approach to educational development across Gauteng and Limpopo. Our work reflects a fundamental conviction that sustainable educational transformation requires simultaneous investment in students, the teachers who shape their learning journeys, and the school leaders who create the conditions for effective teaching and learning. The progress achieved during 2025 demonstrates the continued relevance of this approach and the Academy's commitment to developing human potential and advancing educational excellence.

Across our programmes, the year yielded meaningful achievements while reinforcing the importance of sustained, collaborative investment in education. The Academic Scholarship Programme continued to open pathways to quality education for talented students from economically disadvantaged backgrounds, while the Saturday School Programme combined targeted academic intervention with practical learning, career exposure, mentorship and holistic development. Our Initial Teacher Training Programme strengthened the pipeline of suitably qualified, work-ready educators, with strategic partnerships such as that with Funda Wande advancing our efforts to address persistent foundational literacy and numeracy challenges. Meanwhile, the Teacher Development Programme expanded access to formal ECD qualifications, strengthened practitioners' capacity to support early learning and inclusion, and invested in the professional development of school leaders.

These achievements were made possible through the commitment of our staff, the determination of our beneficiaries and the invaluable support of St Stithians College, our funders, the Gauteng and Limpopo Provincial Departments of Basic Education, universities, implementing partners, specialist organisations, volunteers and the wider Saints community. Their collective contribution demonstrates the strategic value of partnerships in extending the Academy's reach and strengthening its impact.

As Head of the Academy, I remain confident in the value of our mission and in the collective capacity of our partners to advance it. The work of Thandulwazi extends beyond the delivery of individual programmes: it is an investment in a stronger education pipeline, in the professional capacity of teachers and school leaders, and in the future prospects of the communities we serve. Our responsibility is to consolidate the gains made, remain accountable for the resources entrusted to us, and continuously strengthen the quality, reach and sustainability of our interventions. I extend my sincere gratitude to the Board of Trustees for its strategic oversight and guidance, to our funders and implementing partners for their continued confidence and commitment, and to our staff, educators, volunteers and beneficiaries whose dedication gives effect to our shared vision. As we move forward, the Academy remains steadfast in its pursuit of educational access, excellence and equity, guided by the conviction that sustained collaboration and strategic investment in education can contribute to lasting and transformative change in South Africa.



Velaphi Gumbi

Head of School
Thandulwazi Maths and Science Academy



A Message From Our Chair

Mr John Williams

It is my pleasure to present the 2025 Annual Report, a report that reflects another year of meaningful impact, dedicated service, and unwavering commitment to educational transformation in South Africa. The achievements highlighted in these pages are a testament to the collective efforts of our staff, trustees, partners, donors, volunteers, educators, and students who continue to work together in pursuit of a brighter future for the young people and communities we serve.

At a time when South Africa continues to face profound educational challenges, Thandulwazi remains committed to addressing barriers to opportunity through a holistic and integrated approach. Our Early Childhood Development programme continues to provide those working with pre-school children with access to scientifically proven early childhood development skills, while our Saturday School Programme supports hundreds of learners in strengthening their academic performance and expanding their aspirations. Equally important is our investment in educators through the Initial Teacher Training and Teacher Development Programmes, recognising that sustainable change in education depends on both exceptional learners and exceptional teachers.

The successes of 2025 extend beyond numbers and statistics. They are evident in the scholarship student who secures admission to university, the Saturday School learner who achieves a Bachelor pass, the teacher intern who enters the profession equipped and confident, and the school leader who returns to their community with new skills and renewed purpose. These individual stories collectively demonstrate the transformative power of education and reinforce the importance of continued investment in the development of both learners and educators.

The year was not without its challenges. Funding constraints, increasing operational costs, transportation difficulties, connectivity limitations, and the wider economic pressures facing many South African households and organisations continue to test the resilience of the education sector. Yet despite these realities, Thandulwazi has continued to grow its reach and deepen its impact. This resilience would not have been possible without the generosity and confidence of our donors and partners, whose support allows us to remain focused on our mission.

On behalf of the Trust, I extend my sincere gratitude to St Stithians College, our funding partners, government departments, universities, volunteers, staff members, programme participants, and the many individuals and organisations who share our vision of educational excellence and equity. Together, we are not only changing individual lives but contributing to the development of stronger schools, stronger communities, and a stronger South Africa.

As we look to the future, we do so with confidence and optimism. The work of the Thandulwazi Academy demonstrates that when committed people work together with a shared purpose, education becomes a powerful catalyst for social change. We remain committed to expanding opportunities, strengthening educational outcomes, and ensuring that every learner and educator we support is equipped to realise their full potential.



John Williams
Chair
Thandulwazi Trust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Fundraising Report

Mrs Julia Phipps



“Do all the good you can, in all the ways you can”

- John Wesley

Fundraising at Thandulwazi Maths and Science Academy is about far more than securing financial resources to enable our work. It is about building relationships, earning trust and bringing people together around a shared belief in the transformative power of education. **Every contribution (whether in the form of time, talent or treasure)** represents a commitment to creating opportunities for young South Africans while strengthening South Africa’s education system and investing in a future in which more students and educators can reach their full potential.

The achievements reflected in this 2025 Annual Report are made possible by the generosity of donors across every sphere of society. From corporate CSI partners and philanthropic trusts to foundations, individual benefactors, families, alumni and community supporters, every contribution matters. Whether large or small, each gift forms part of a collective investment in educational opportunity. To all our donors, we extend our sincere and heartfelt thanks. Your support enables Thandulwazi to continue its work across our Academic Scholarship, Saturday School, Initial Teacher Training and Teacher Development programmes in both Gauteng and Limpopo, touching lives from the classroom to the wider education system and society as a whole.

One of the most important lessons of our fundraising journey is the power of **multi-year funding.** Meaningful educational change cannot always be achieved within a single financial year. Students need **sustained** support throughout their schooling; aspiring teachers require time to complete their qualifications and develop their professional skills; and educators and school leaders need ongoing opportunities to strengthen their practice. Multi-year commitments provide the stability and confidence to plan ahead, invest responsibly and focus on outcomes rather than continually navigating uncertainty about the next funding cycle. They also allow us to build programmes that are sustainable, rather than simply meeting immediate needs.

Equally important is the trust that develops between Thandulwazi and its donors. Trust is built through open communication, responsible stewardship, accountability, good governance and a shared understanding of the challenges and opportunities we face. We value donors who engage with us as partners, who take the time to understand our work and who remain alongside us as programmes evolve. This is a journey of collaboration, learning and shared responsibility and we enjoy having you with us. When donors trust us to deliver on our commitments, and we in turn honour that trust through transparency and impact, **the relationship becomes far more valuable than a financial transaction.**

While 2025 brought meaningful progress, it also reminded us that the need remains considerable and that sustainable funding is essential to the continuity and growth of our work.

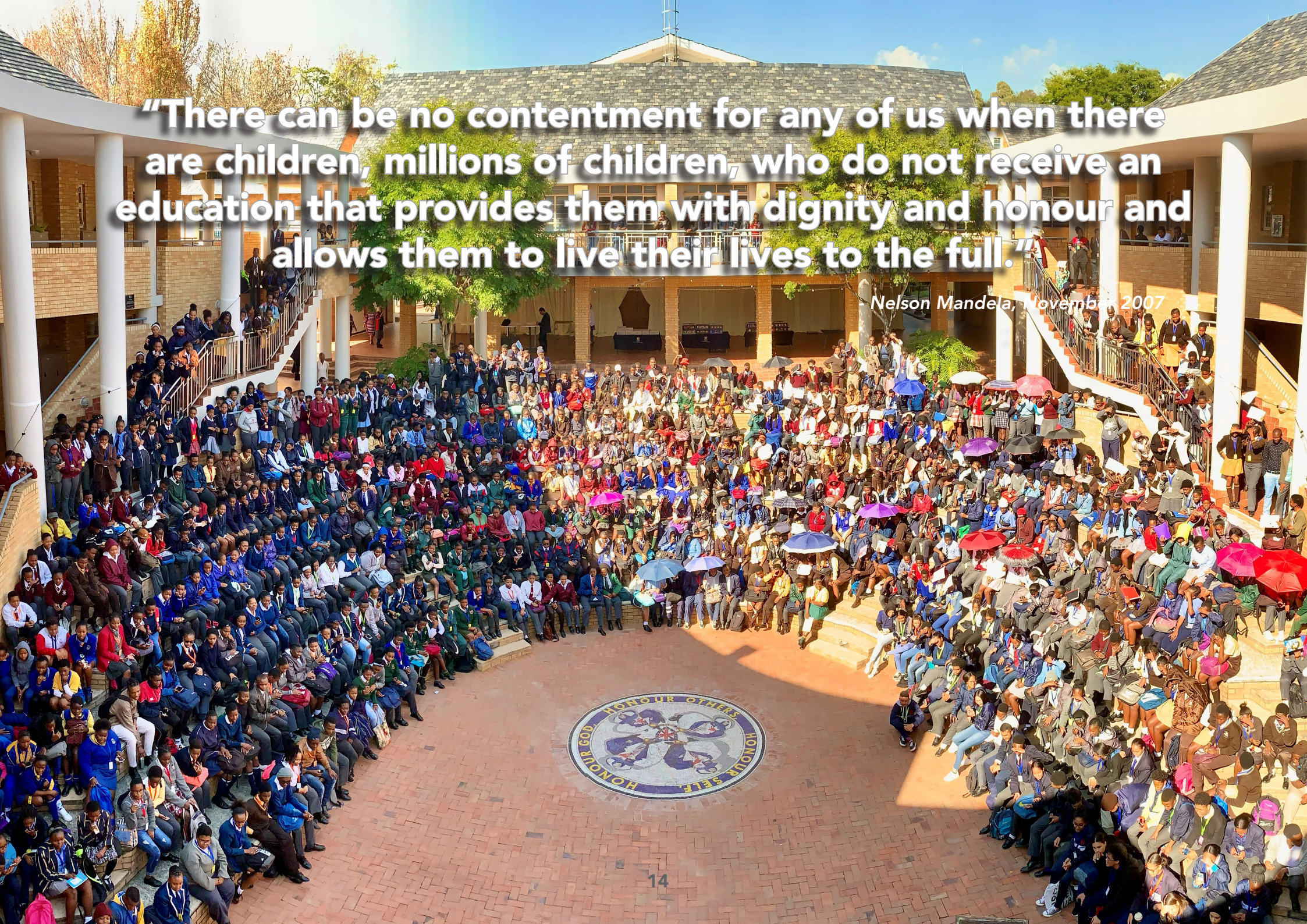
To every donor, partner, parent, volunteer and member of the wider Thandulwazi community: thank you for believing in our work and for walking this journey with us. Together, we are doing more than funding programmes. We are helping to build knowledge, unlock potential and create a stronger educational future for South Africa.

Thank you for being part of the Thandulwazi journey.

Julia Phipps
Director of Stakeholder Relations
Thandulwazi and Endowment





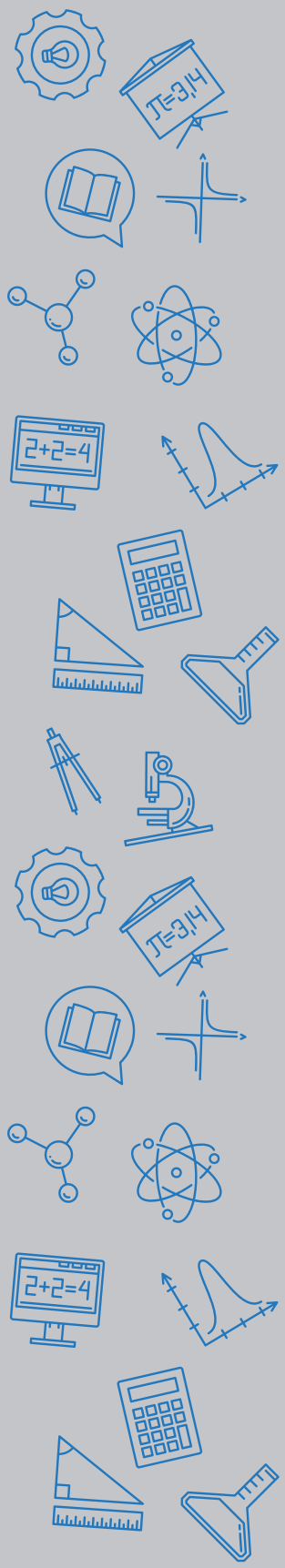

"There can be no contentment for any of us when there are children, millions of children, who do not receive an education that provides them with dignity and honour and allows them to live their lives to the full."
- Nelson Mandela, November 2007
HONOUR GOD
HONOUR OTHERS
HONOUR SELF

Introduction

Throughout 2025, the Thandulwazi Maths and Science Academy continued to make a meaningful and sustained contribution to strengthening education in South Africa through four flagship programmes: the Academic Scholarship Programme, Saturday School Programme, Initial Teacher Training Programme and Teacher Development Programme. Collectively, these programmes adopt an integrated approach to the education pipeline by supporting academically talented students to realise their potential, providing targeted academic and holistic support to high school students, strengthening the pipeline of well-prepared and work-ready teachers entering the profession, and enhancing the professional capacity of in-service teachers and school leaders. Through this integrated model, the Academy contributes to improved student outcomes, stronger teaching capacity and educational leadership, and the broader development of human capital required to strengthen the quality and sustainability of South Africa's education system.

Across Gauteng and Limpopo, the Academy's work reflected an integrated and systemic approach to educational transformation, addressing both student development and the strengthening of teaching capacity. In Gauteng, student-focused programmes combined academic support with opportunities for leadership, sport, career exposure, practical learning and psycho-social development, while teacher-focused interventions across both provinces strengthened professional readiness and addressed key areas including foundational literacy and numeracy, Early Childhood Development (ECD), inclusive education, mentorship and school leadership. The effective delivery and reach of these interventions were underpinned by strategic partnerships with St Stithians College, government departments, universities, funders, specialist organisations and community volunteers, whose collective expertise, resources and commitment enabled the Academy to extend its impact beyond direct beneficiaries and contribute to broader educational development.

The year also highlighted persistent systemic challenges, including the need for sustainable multi-year funding, transport and data constraints affecting student participation, infrastructure limitations, particularly in rural areas, and the continued shortage of suitably qualified Mathematics and Science teachers. Despite these constraints, the Academy maintained strong programme delivery throughout 2025, expanded strategic partnerships, and demonstrated measurable progress across its key areas of focus. These outcomes reflect the resilience of the Academy's delivery model and its continued ability to leverage partnerships and available resources to sustain and extend its contribution to educational development.





Staffing



Thandulwazi Staffing

Gauteng:

Mr Velaphi Gumbi –
Head of the Thandulwazi Academy
Mrs San-Marie van der Merwe –
Executive Assistant to Mr Gumbi and assists with programme administration
Dr Manzini Hlatshwayo –
Deputy-Head of the Thandulwazi Academy
Mr Edward Rufu –
Programme Coordinator for Initial Teacher Intern Training & Teacher Development Programmes
Ms Mpho Bili –
Programme Coordinator for Saturday School & Academic Scholarship Programmes
Ms Claudette Roberts – Programmes Administrator
Ms Zinhle Mbokazi – Programmes Administrator
Mr Teddy Booi – Senior Accountant
Ms Tsholo Pooe – HR Administrator
Mr Cyril Makaringe - Intern

Limpopo:

Ms Selaelo Ralefeta – Waterberg District Coordinator for Initial Teacher Intern Training Programme
Ms Luzet Megale – Capricorn North & South District Coordinator for Initial Teacher Intern Training Programme
Ms Victoria Letoaba-Maake – Limpopo TDP part-time Coordinator

Advancement and Sustainability Team

Mr Alistair Stewart – Head of Advancement
Mrs Julia Phipps – Director of Stakeholder Relations Thandulwazi & Endowment
Mrs Deirdre Lister – Fundraising Manager
Mr Bongani Thabete – Fundraising Manager

Financial Commitee

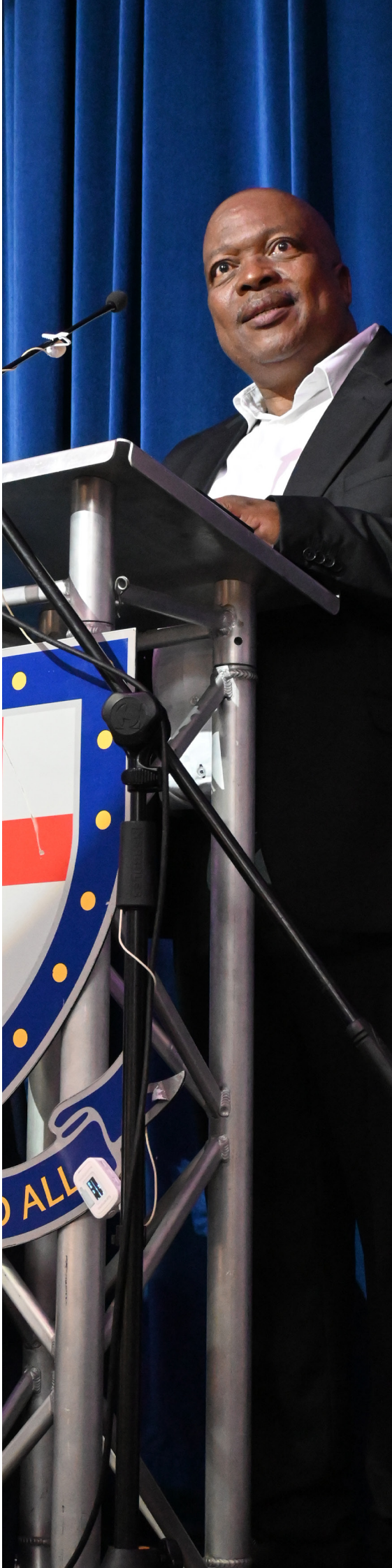
Mr John Williams
Mrs Claire Watson
Ms Karabo Nondumo
Mrs Celeste Gilardi
Mr Velaphi Gumbi
Mr Teddy Booi
Ms Darrion Hughes

Governance

Mr John Williams – Chair of the Thandulwazi Trust

Trustees:

Ms Nomfundo Ngcobo
Mr John Williams
Mr Bongani Mbokazi
Mr Tshediso Khuzwayo
Ms Busi Radebe
Mr Velaphi Gumbi
Mrs Celeste Gilardi
Mrs Karabo Nondumo





Academic Awards

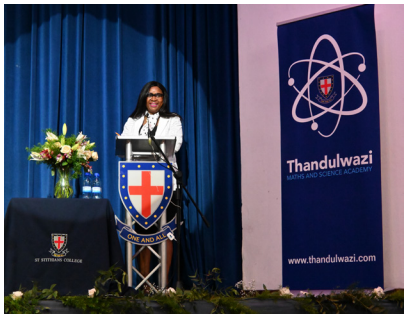


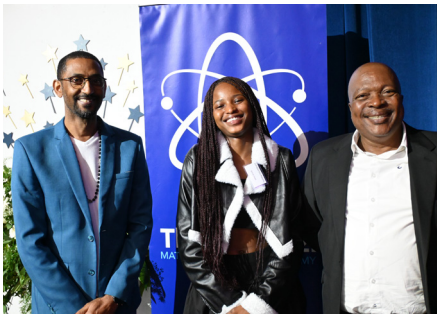












On Saturday, 1 March, we gathered to celebrate the outstanding achievements of our Thandulwazi beneficiaries – and what an emotional, inspiring morning it was!

There wasn't a dry eye in the house as awardees took to the stage, their hard work and dedication shining bright. One particularly moving moment was the awarding of a bursary to a Saturday School learner who had yet to secure funding for her Engineering degree – a life-changing opportunity that left many in tears.

The St Stithians College Marimba Band kicked off the event with their uplifting music, setting the perfect tone for the day. With his charisma and energy, our MC, Mr. Sbu Shongwe, kept the audience engaged and entertained throughout.

Our guest speaker, Mr Mohau Mashishi, delivered a powerful message on overcoming adversity—sharing his journey from township life to a thriving career. His inspiring words resonated deeply, reinforcing that determination and education are the keys to unlocking a brighter future. Finally, the moment everyone had been waiting for – our brilliant achievers were honoured for their excellence! Their passion, resilience, and commitment to learning are what Thandulwazi is all about.

This was more than just an awards ceremony—it was a testament to the power of education, opportunity, and the unstoppable spirit of our learners and teachers.

We would also like to express our heartfelt gratitude to our generous donors. Your unwavering support makes these life-changing moments possible. From funding bursaries to providing essential resources, your contributions play a crucial role in shaping the futures of our learners and teachers. This ceremony was a celebration not only of our awardees but also of the incredible community that stands behind them. Thank you for believing in the power of education and for making dreams come true.

Congratulations to all our awardees! We are so proud of you!

Special Achievements

Top Grade 12 Students

1st Place: *Gugulethu Nkosi*
Rand Girls school; 5 Distinctions; Average:90%
Bachelor of Accounting (BAcc) (University of Johannesburg)
2nd Place: *Lesedi Gasho*
Far North Secondary School; 4 Distinctions; Average:82.29%
Bachelor of Science in Computer Science (BSc) (University of Witwatersrand)
3rd Place: *Tondani Luvhengo*
Rand Girls high school; 3 Distinctions; Average:81.29%
Bachelor of Science in Computer Science (BSc)(University of Witswaterand)
4th Place: *Dzunisani Honour Mzimba*
Vuwani Secondary School; 5 Distinctions; Average:80.70%
Bachelor of Engineering (BEng) in Mechanical Engineering (University of Pretoria)
5th Place: *Kgopotso Valerie Mokopane*
Far North Secondary School; Distinctions:5 ; Average: 79.43%
Bachelor of Environmental Health (BEnvH) (University of Johannesburg)

Top Achievers Per Subject
English HL - Shibambo Michelle T
EnglishFAL - Gasho Lesedi B
Accounting - Ramuedi Mufunwa
Life Sciences - Gasho Lesedi B
Physical Sciences - Gasho Lesedi B

Top Performing Academic Scholarship Student
Sanele Gumede

Top Intern Teachers

Gauteng
TDP Top Performing Student Teacher BEd Foundation phase in ECD:
Rinae Ratsethana

Top Performing Teacher Intern in FET Phase:
Sibongile Langa

Top Performing Teacher Intern in Intermediate Phase:
Nomkhosi Magudulela

Top Performing Teacher Intern in Foundation Phase:
Katlarelo Seroto

Limpopo
Capricorn-Top Performing Teacher Intern in Foundation Phase:
Maureen Mothogoane

Capricorn-Top Performing Teacher Intern in Intermediate Phase:
Modiegi Mogashoa

Waterberg-Top Performing Teacher Intern in Foundation Phase:
Kagisho Mashasha

Waterberg-Top Performing Teacher Intern in Intermediate Phase:
Maria Boya

Waterberg-Top Performing Teacher Intern in Intermediate Phase:
Happy Mpete



Saturday School Programme

A highly sought-after intervention

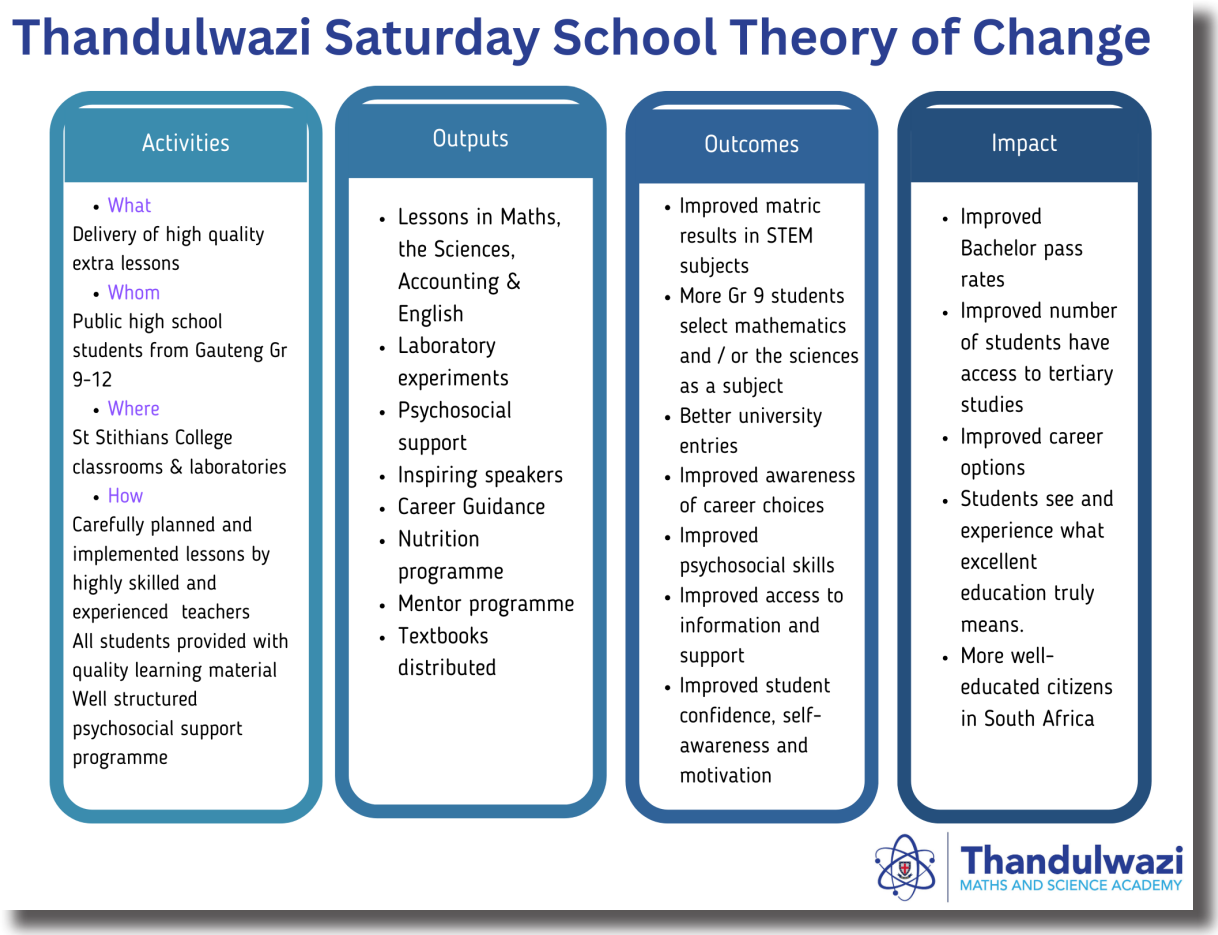
The Saturday School Programme remained a highly sought-after academic intervention for students from 250 public high schools across Gauteng.

Management set enrolment at 900 students for 2025 in line with the available budget. The programme focused particularly on strengthening performance in key subjects, including Mathematics, Physical Sciences, Natural and Life Sciences, Accounting and English while also providing broader opportunities for personal and career development opportunities. The teaching team comprised three PhD holders, seven M. Ed holders, 19 B. Ed (Hons) graduates, 12 teachers with BA/BCom/BSc qualifications and PGCEs, seven B. Ed graduates, and one National Diploma holder in Laboratory Technology, reflecting a strong and diverse pool of academic and professional expertise.

Across 2025, 33 Saturdays were used for programme activities. Twenty-nine were devoted to teaching and learning, comprising 19 on-site sessions and 10 online sessions, while four Saturdays were allocated to registration and teacher planning, the Academic Awards Ceremony, Careers Day and the Heritage Day celebration. The final four Saturdays in October were reserved for intensive revision and examination preparation.

Academic delivery was strengthened through increased integration of practical learning in Physical Sciences, Life Sciences and Natural Sciences, with access to the St Stithians College laboratories providing students with opportunities to apply theoretical concepts, strengthen practical competencies and address areas of the curriculum that typically present significant challenges. Grade 12 teaching was also increasingly delivered onsite during the early months of the year, enabling the Academy to maximise instructional time while facilitating students' subsequent participation in the Gauteng Department of Education's compulsory School Improvement Programme (SIP).

This adaptive approach strengthened academic support while ensuring alignment with broader provincial education priorities and student requirements.



A Theory of Change has been developed for each Thandulwazi Academy programme to provide a structured and coherent framework. It outlines the rationale behind the expected change and illustrates the pathways from inputs and activities to outputs, outcomes, and long-term impact.

2025 Matric Results

The year began against a strong performance benchmark: the 2024 Grade 12 Saturday School cohort achieved a 97.8% pass rate, with 86.7% attaining Bachelor's passes. The top ten students each achieved averages of 80% or higher, and all of the top 30 monitored students secured admission to tertiary institutions.



Overall Results of Class of 2025

	# WROTE	# ACHIEVED	% ACHIEVED	# NOT ACHIEVED	% NOT ACHIEVED	# BACHELORS	# DIPLOMAS	# HIGHER CERTIFICATES
2025	63	61	96.8%	2	3.2%	54 (85.7%)	5 (7.6%)	4 (6.3%)
2024	135	132	97.8%	3	2.2%	117 (86.7%)	13 (9.6%)	2 (1.5%)
2023	109	108	99.1%	1	0.9%	96 (88.1%)	8 (7.3%)	4 (3.7%)
2022	64	61	95.3%	3	4.7%	47 (73.4%)	8 (13.1%)	6 (6.3%)
2021	168	156	92.9%	12	7.1%	122 (78.2%)	30 (19.2%)	4 (2.6%)
2020	115	101	87.8%	14	12.2%	63 (54.8%)	28 (24.3%)	10 (8.7%)

Subject Results of Class of 2025

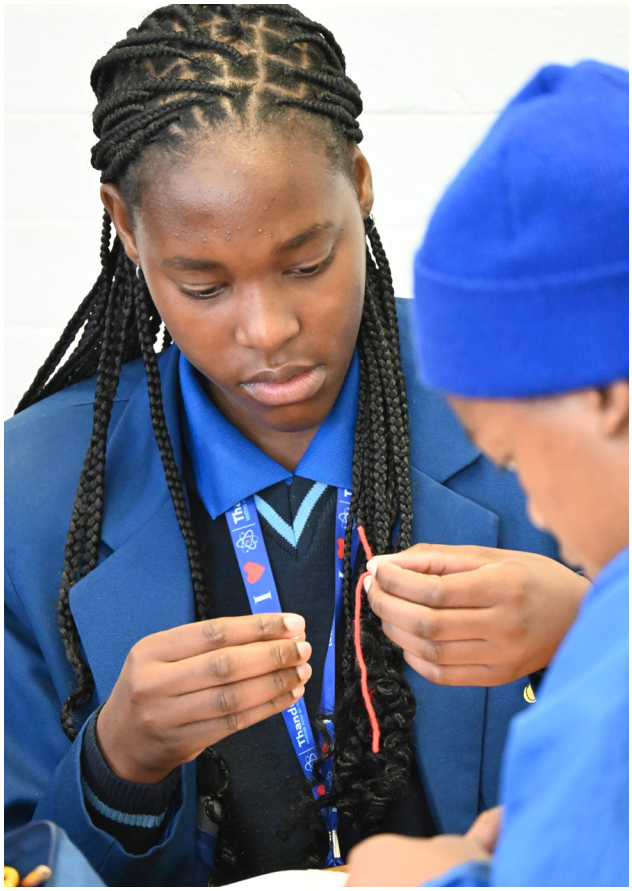
SUBJECT	# WRITTEN	LEVELS							% DISTINCTIONS	# ACHIEVED	% ACHIEVED	# NOT ACHIEVED	% NOT ACHIEVED
		1	2	3	4	5	6	7					
Mathematics	63	7	15	10	16	5	10		0%	56	88.9%	7	11.1%
Physical Science	50	5	11	13	8	9	3	1	3.6%	45	90.0%	5	10.0%
Life Sciences	48		2	5	10	11	12	8	8.1%	48	100%	0	0%
Accounting	14		2	1	5	2	1	3	17.2%	14	100%	0	0%
English HL	20			1	3	2	11	3	14.3%	20	100%	0	0%
English FAL	43			1	6	22	10	4	1.3%	43	100%	0	0%

2025 Total Distinctions =19
2025 Average distinctions per student = 0.3

We believe that the Academy continues to make a positive contribution to schools, particularly within the Johannesburg Region of the Gauteng province as indicated in the Table below:

THE ACADEMY	% PASS RATE	97.8%
	% BACHELOR PASS	86.7%
GAUTENG PROVINCE	% PASS RATE	88.4%
	% BACHELOR	47.8%
FREE STATE PROVINCE	% PASS RATE	91.0%
	% BACHELOR	41.2%
NATIONAL	% PASS RATE	87.3%
	% BACHELOR	47.8%





Curriculum Enrichment & Extracurricular Activities

The programme continued to provide a holistic educational experience.

Leadership, mentoring and coaching opportunities were also expanded through partnerships and volunteer initiatives, including KION, Girls 4 Girls, Tsheto Leadership and Coaching Academy and the Boys and Girls Ubuntu mentoring initiative. Students also participated in robotics and coding, sport, cultural activities and community events.

Girls4Girls Mentorship Programme

The Girls4Girls (G4G) mentorship programme is a powerful programme for female students at Thandulwazi. The sessions offer a safe and inspiring space for girls to engage in leadership development, personal growth, and peer support.

Led by dedicated mentors, the programme equips participants with the tools to navigate academic challenges, build self-confidence, and prepare for life beyond school. Through interactive discussions and guided activities, G4G fosters resilience, ambition, and a sense of community among its members to lead.

Psychosocial Support

For many students attending the Thandulwazi Saturday School, academic challenges are compounded by the socio-economic hardships they face outside the classroom.

Through individual counselling, group workshops, and career guidance, the Academy addresses the holistic needs of its students—recognising that mental well-being is foundational to academic success.

For students from low-income backgrounds, this support is not a luxury but a lifeline, helping them navigate complex personal circumstances while staying focused on their educational goals.

Type of Service
Wellness classes (different topics)
Individual basic counseling/therapy
Psycho-educational information (once-off)
Subject choice and career pathing
Personality and career counseling
Engagements with parents
External referrals for further intervention



Community Engagement and Stakeholder Contribution

Community engagement remains a cornerstone of the College's commitment to fostering a culture of inclusivity, collaboration, service, selflessness and shared purpose. It reflects the institution's recognition that meaningful educational impact is strengthened through collective responsibility and active partnerships with the broader community.

Throughout 2025, the Thandulwazi Saturday School benefited from the generous support and active participation of a diverse network of stakeholders, including parents, educators, alumni, corporate partners and volunteers. Their contributions of time, expertise and resources played an invaluable role in enriching the learning experience and strengthening the overall delivery of the programme.

A particularly noteworthy contribution came from four of the College's schools, whose students participated in the Thandulwazi Saturday School as part of their community service commitments. Learners from both Colleges and both Preparatory Schools made a significant and tangible contribution every Saturday, supporting a range of essential programme activities and helping to create an environment conducive to effective learning and meaningful engagement.

Their involvement not only enhanced the operational effectiveness of the programme but also exemplified the College's values in action, providing a powerful demonstration of young people's capacity to contribute meaningfully to the educational advancement of others.

The Academy extends its sincere appreciation to all the boys and girls who volunteered their time, energy and talents throughout 2025. Their commitment, generosity and spirit of service were instrumental in making the Thandulwazi Saturday School a remarkable success and reinforcing the enduring value of community partnership."

Key Challenges and Programme Sustainability

The Thandulwazi Saturday School continued to face a number of structural and operational challenges during 2025, particularly in relation to equitable access, sustained student participation and the long-term financial sustainability of the programme.

A significant barrier remained the socio-economic circumstances of many participating students. For some families, the cost of transportation presented an ongoing challenge, resulting in inconsistent attendance and affecting continuity of learning. Efforts to extend access through online participation were similarly constrained by unequal access to appropriate digital devices, affordable data and reliable internet connectivity. These challenges underscore the importance of addressing both physical and digital access barriers to ensure that students from disadvantaged backgrounds can participate meaningfully and consistently.

The ExtraMarks online learning platform, piloted during the year, presented additional implementation challenges. Feedback indicated that the platform was relatively complex, insufficiently user-friendly and data-intensive, potentially limiting its accessibility and effectiveness for the target student population. Following engagement between the Academy and ExtraMarks, it was agreed that the platform would be given a further opportunity during 2026, after which its suitability and value as a learning support tool for the Saturday School Programme would be reassessed.

The implementation of the Gauteng Department of Education's compulsory School Improvement Programme (SIP) for Grade 12 students also necessitated adjustments to the Academy's programme delivery model. The additional curriculum and support requirements placed further demands on available teaching time, resources and programme coordination, requiring the Academy to balance its existing Saturday School commitments with the prescribed Grade 12 interventions.

At a broader strategic level, the availability of predictable, sustainable and multi-year funding remains fundamental to the continuity, quality and long-term impact of the Thandulwazi Saturday School. Greater funding certainty would enable the Academy to strengthen programme planning, retain and mobilise the necessary human and educational resources, and respond more effectively to the evolving needs of its students."





























Careers Day

Careers Day on 24 May attracted 29 organisations, including companies, banks and universities, and extended beyond Saturday School students to other young people from the wider community.



Samantha Kirk First Aid Training

The Samantha Kirk First Aid and CPR Training Initiative, launched in 2024, remains embedded in the Saturday School Programme, giving students practical life-saving skills and strengthening their preparedness to respond effectively in emergencies. The initiative is made possible through the generous support of Saints community donors and the Kirk family, whose continued advocacy and ambassadorship have been instrumental in sustaining and promoting the programme. This investment's tangible value is evident in several inspiring instances where students have applied their training beyond the Academy. Notably, a Thandulwazi student visiting KwaZulu-Natal was able to assist and save a person who was choking, drawing directly on the first aid knowledge and skills acquired through the programme. Such outcomes demonstrate the broader social value of equipping young people with practical skills that can contribute to the safety and wellbeing of their communities.




& SCIENCE ACADEMY















Nutrition Programme

A critical yet often unseen pillar of the Saturday School's success is its nutrition programme. Recognising that learning cannot happen on an empty stomach, the Academy ensures that every student receives a nutritious meal during each Saturday session. This initiative not only supports students' physical well-being but also enhances their ability to concentrate and perform academically.

The success of this programme is made possible through the unwavering support of dedicated individuals. The Academy extends heartfelt gratitude to Khumo Khumotsame whose leadership, coordination, and generosity have been instrumental in sustaining this vital service. Khumo's contributions reflect the spirit of Ubuntu that underpins the Thandulwazi community—where every act of kindness helps build a stronger, more equitable future for all.









Academic Scholarship Programme

Access to High Quality Education

The Academic Scholarship Programme continued to provide high-performing students from economically disadvantaged backgrounds with access to quality education at St Stithians College. Since inception, the programme has graduated 32 students, all with full university admission, and has supported their transition to higher education through bursary application assistance.

During 2025, the Academy supported 11 scholarship students: five in Grade 9, three in Grade 11 and three in Grade 12. The five younger scholars successfully settled into the College environment and participated actively in extracurricular activities, while maintaining strong academic performance. Achievements across the cohort included debate, music, karate, rugby, basketball, and drama. The students' achievements also included academic colours, subject distinctions and participation in career-development opportunities.

Holistic Development of Students

The Academic Scholarship Programme is rooted in the belief that true excellence extends beyond academic achievement. Holistic development is essential for nurturing well-rounded individuals who are not only intellectually capable but also emotionally resilient, socially engaged, and ethically grounded.

Scholarship students are encouraged to participate in sports, arts, leadership programmes, and cultural activities—experiences that foster confidence, teamwork, and personal growth. By integrating mentorship, psychosocial support, and enrichment opportunities into their educational journey, the Academy ensures that these students are equipped to thrive in diverse environments and lead with purpose. This approach recognises that success in life requires more than good grades—it demands character, creativity, and compassion.

Impact

For a student from a low-income home, receiving a scholarship from Thandulwazi is more than an academic opportunity—it is a life-changing moment that ripples through their entire family. It opens the door to a world of possibilities that were previously out of reach, offering access to quality education, mentorship, and personal development in a nurturing environment. For the student, it means the chance to dream bigger, to study without the burden of financial stress, and to grow into a confident, capable individual.

For their family, it brings hope, pride, and relief—knowing that their child is being given the tools to break cycles of poverty and build a brighter future. The scholarship becomes a symbol of possibility, not just for one student, but for generations to come.



Grade 9 Students



Amukelani Kekana



Mangwato Manthata



Tyler Kabali-Kagwa



Katlego Mokobane



Khensani Kulu

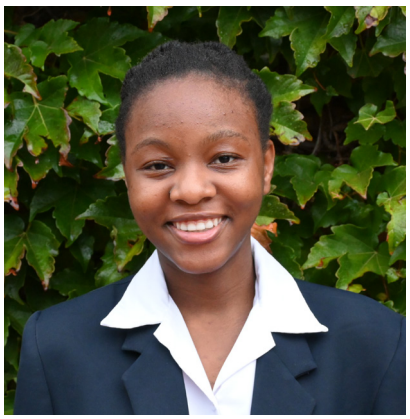
Grade 11 Students



Sicelo Sakawuli



Prince Segoatle



Lesedi Ramatsa

Grade 12 Students



Qhama (Wesley) Mabutho



Tamia Mqalanga



Sanele Gumede

The three Grade 12 scholars in the names of Sanele Gumede, Wesley Mabutho and Tamia Mqalanga maintained strong academic performance during the year. Sanele received Full Academic Honours and participated in the StemMentHer programme; Wesley received Academic Honours and placed third in an IsiZulu oral competition; and Tamia won the IsiZulu Olympiad and received half colours for academics. As they approached the National Senior Certificate examinations, the Academy continued to provide support through their schools and private tutors.

Alumni Update on the Class of 2024



Nqobile Makhubu



Aiden Edmunds

The programme also celebrated the transition of the 2024 matric scholars to tertiary study. Nqobile Makhubu, who achieved six distinctions and an 84.6% average, enrolled at Wits University for a Bachelor of Science in Engineering specialising in Biomedical Technology. Aiden Edmunds, who achieved five distinctions and an 80.9% average, enrolled for a Bachelor of Accounting at Wits University.



Initial Teacher Intern Training

Addressing the shortage of appropriately qualified teachers

The Initial Teacher Training Programme continued to address the shortage of appropriately qualified teachers by combining formal academic study with sustained classroom experience.

The objectives of the Initial Teacher Training Programme are as follows:

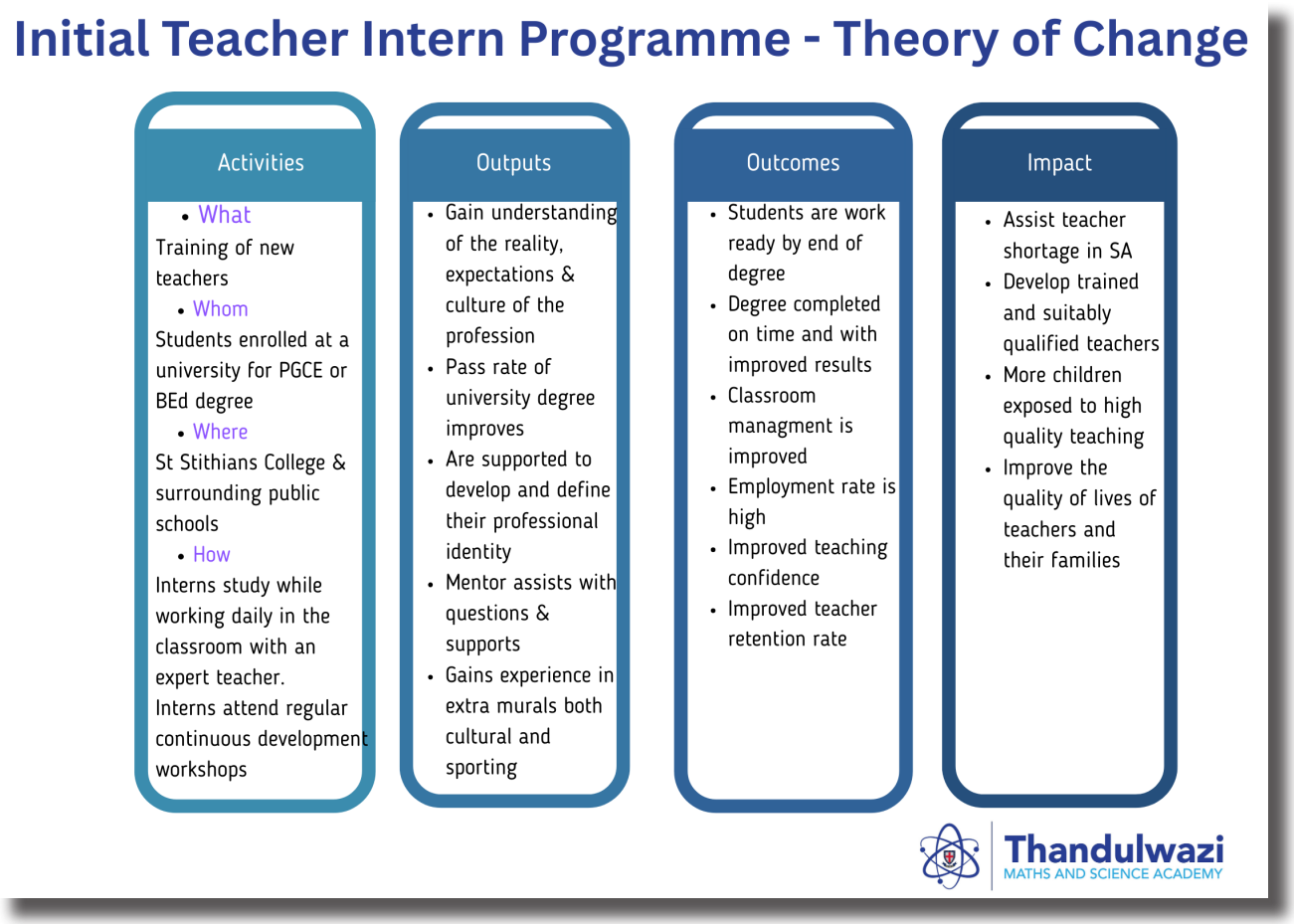
- To **attract a new cohort** of young, motivated, and well-trained student teachers to the profession each year.
- To **enhance** the professionalism, teaching skills, subject knowledge, and integration of educational technology among student teachers.
- To provide practical **teaching experience**, bridging the gap between theoretical learning and classroom practice.
- To **improve the employability** of newly qualified teachers, equipping them with the skills and experience needed for successful careers in education.

The programme enrolled a total of 151 teacher interns across Gauteng and Limpopo, with each undertaking an average of 10 academic modules. These cohorts of young, aspiring teachers demonstrated exceptional academic performance, achieving outstanding results, with many earning distinctions in their enrolled modules.

Schools where teacher interns are placed

ST STITHIANS COLLEGE	GAUTENG PUBLIC SCHOOLS	LIMPOPO PUBLIC SCHOOLS
5	4	60

Initial Teacher Intern Programme - Theory of Change



A Theory of Change has been developed for each Thandulwazi Academy programme to provide a structured and coherent framework. It outlines the rationale behind the expected change and illustrates the pathways from inputs and activities to outputs, outcomes, and long-term impact.

Provincial Results

Gauteng:

- A total of 67 teacher interns sat for their final examinations at St Stithians College and neighbouring schools.
- 92% of the modules were passed, with an impressive average of 4.5 distinctions per teacher intern.
- The programme successfully produced 10 newly qualified teachers who graduated at the end of the year.

Limpopo:

The Thandulwazi Maths and Science Academy placed 84 teacher interns across three districts in Limpopo—Capricorn South, Capricorn North, and Waterberg.

Their academic performance was exceptional, with the following results:

Capricorn South & North Districts:

- A total of 51 teacher interns sat for their final examinations, achieving an impressive module pass rate of 92.5%, with an average of 4.6 distinctions per teacher intern.
- The districts produced 7 newly qualified teachers who graduated in 2024.

Waterberg District:

- A total of 33 teacher interns were placed in the Waterberg District, where they achieved a module pass rate of 91.3%, with an average of 3.2 distinctions per teacher intern.



- The district successfully produced 10 newly qualified teachers who graduated from the programme.

These results demonstrate the programme's effectiveness in equipping aspiring teachers with the knowledge, skills and qualifications required to contribute meaningfully to the education sector. The Thandulwazi Trust extends its sincere appreciation to its funding and implementation partners whose sustained commitment has been instrumental in enabling the success and growth of this important initiative.

Through these collective efforts, the partnership has, over the past several years, made a meaningful contribution towards addressing persistent challenges in literacy and numeracy, as well as the shortage of suitably qualified teachers, particularly in Mathematics and Physical Sciences. It is also important to place on record that graduates of the Thandulwazi Maths and Science Academy have demonstrated strong employment outcomes, with many successfully securing permanent teaching positions within the national public and private education systems.

2025 Teacher Interns Performance

Gauteng Intern Performance 2025

TOTAL MODULES WRITTEN	NO. PASSED	% PASSED	NO. DISTINCTIONS	AVE DISTINCTIONS PER TEACHER INTERN
551	507	92%	302	4.5

Limpopo Intern Performance 2025

TOTAL MODULES WRITTEN	NO. PASSED	% PASSED	NO. DISTINCTIONS	AVE DISTINCTIONS PER TEACHER INTERN
733	674	92.1%	341	4.1

Over the years, the Academy's Initial Teacher Training Programme has benefited significantly from the invaluable contribution of the College Head of Diversity and Transformation, Mrs Noma Shange. Through the annual workshops she facilitates, complemented by insights from specialist guest presenters, she equips teacher interns with essential knowledge, practical skills and professional competencies to navigate the transition from university students to qualified teachers entering the workplace.

These interventions are likely to have contributed to the success of Thandulwazi teacher interns in Gauteng and Limpopo in securing employment in both independent and public schools. The workshops are particularly valuable for fourth-year teacher interns, as they consolidate the knowledge, skills and experiences acquired during their training and prepare them for the demands and responsibilities of professional teaching.

The workshops cover a broad range of topics essential to career readiness and professional growth, including Adversity Quotient, developing a marketable CV, financial confidence and money management, negotiating salary scales, the professional journey of a teacher, preparing relevant questions for interviews, Trust Quotient, and managing one's social media presence.

Feedback from final-year teacher interns consistently highlights the value of these workshops in strengthening their confidence and readiness to enter the professional environment. The Academy extends its sincere appreciation to Mrs Shange and the specialist guest presenters for their continued commitment to preparing future teachers for successful and sustainable careers in education.

In 2024, the Academy took a strategic decision to partner with Funda Wande in implementing the Initial Teacher Training Programme in Limpopo Province. The collaboration was established following the Academy's funder's decision to extend the programme beyond the Waterberg District to include the Capricorn North and Capricorn South Districts.

In motivating for this expansion, the Academy presented a compelling case for strengthening the preparation of newly qualified Foundation Phase teachers, particularly in addressing the persistent challenge of students who struggle to read for



meaning. While the Bachelor of Education (B. Ed) degree provides the necessary professional foundation for teaching, the Academy recognised the need to supplement initial teacher training with targeted, evidence-informed approaches to foundational literacy and numeracy. These are critical areas in which South Africa continues to face significant educational challenges, particularly among Foundation Phase students.

The partnership between the Thandulwazi Maths and Science Academy and Funda Wande has demonstrated the value of co-creation and collaboration between organisations committed to addressing South Africa's foundational learning challenges. The programme adopted a comparative approach, with one cohort of Thandulwazi teacher interns placed in Funda Wande-supported schools and another in schools not supported by Funda Wande. The training model incorporated both online learning and practical, school-based experience, with mentors included in the programme to strengthen the support provided to teacher interns.

Three years into the collaboration, the partnership represents an important investment in developing suitably qualified teachers equipped to strengthen foundational literacy and numeracy in South African schools. It reflects the shared commitment of both organisations to Funda Wande's aspiration to "solve South Africa's Literacy and Numeracy Crisis" by ensuring that teachers are better prepared to help children acquire the essential skills they need to learn, thrive and succeed.





Teacher Development Programme

Significant Expansion of the Programme

The Teacher Development Programme expanded significantly in 2025, with interventions focused on Early Childhood Development, school leadership, inclusive education and formal qualification pathways. The programme responded to the need for stronger professional qualifications and content knowledge among both ECD practitioners and in-service teachers.

Limpopo:

The Academy implemented a two-year, ETDP SETA-accredited National Diploma in Early Childhood Development in partnership with Motheo Training Institute. The programme supported approximately 310 practitioners across Modimolle and Lephalale in the Waterberg District. The qualification provides a recognised progression route and up to 88 credits towards a Bachelor of Education Foundation Phase in ECD degree. Structured support was provided as participants prepared their Portfolios of Evidence for assessment in early 2026.



Gauteng:

200 ECD teachers participated in the ECD Fundamentals programme, which included ECD best practice and legislation, the internationally recognised Finding Thabo literacy programme and training on supporting autistic students. The Academy also introduced the Bachelor of Education Foundation Phase in ECD degree in January 2025. This first cohort marked a strategic shift away from short ECD courses towards formal qualifications, in line with the direction of the Department of Higher Education and Training.



School leadership development remained an important strategic focus of the programme. More than 50 school managers, including principals, deputy principals and heads of department, were nominated by the Gauteng education authorities to participate in the Thandulwazi School Leadership Programme, facilitated by Dr Richard Hayward, a retired school principal and published author on school leadership.

Strong participation and engagement from senior school managers reflected the programme's relevance and credibility in strengthening school governance, management and instructional leadership, while contributing to the development of effective and sustainable leadership capacity within participating schools.

The programme nevertheless continued to operate within some operational and funding constraints. In Limpopo, the geographical distance between training centres presented ongoing challenges for monitoring, coordination and logistics, while the provision of catering for large cohorts required careful operational and financial management. Network connectivity remained particularly challenging in the Witpoort area of Lephalale, limiting reliable access to online research resources and digital learning platforms. In Gauteng, funding constraints placed pressure on catering provision and raised broader considerations regarding the longer-term sustainability and scalability of teacher development initiatives. In response, the Academy will continue to pursue strategic, cost-inclusive, multi-year funding partnerships that can provide greater financial predictability and enable more sustainable programme planning, delivery and expansion.



The Thandulwazi Maths and Science Academy wishes to acknowledge the following valuable implementing partners in the space of Early Childhood Development:



Over the past few years, the Academy has progressively integrated the work of **Autism South Africa (A;SA)** into its Early Childhood Development (ECD) Programme. This strategic collaboration focuses on equipping ECD practitioners with the knowledge and skills to recognise the early signs of autism and identify children who may require further assessment and support. Early identification is essential to ensuring that autistic children receive appropriate, timely and inclusive support from the outset of their educational journey, laying a strong foundation for their learning, development and lifelong participation in society.

Autism SA is a non-profit organisation committed to creating a society in which autistic people enjoy their full rights and have equitable opportunities to meet their needs and fulfil their potential throughout their lives, as loved and valued members of their families and communities. Through this partnership, the Academy strengthens the capacity of ECD practitioners to respond to diverse learning needs and contribute to more inclusive early learning environments.

The Academy wishes to express its sincere appreciation to Ms Leryke Kleynhans and Ms Juliet Carter for their outstanding contribution to the training and development of more than 200 ECD practitioners enrolled in the programme in 2025. Their dedication and commitment have played a valuable role in strengthening practitioners' capacity to support young children's learning, development and well-being.

In 2025, the Academy partnered with **Motheo Training Institute Trust**, an accredited training provider, to deliver the two-year National Diploma in Early Childhood Development (ECD). This marked the first year of implementation of the qualification in the Waterberg District of Limpopo Province. The partnership proved to be both valuable and strategic, extending access to professional development opportunities and benefiting more than 300 ECD practitioners. This initiative represents an important step towards strengthening the capacity of ECD practitioners and improving the quality of early learning and development in the district.

support • empower • accept • include

a;sa
autism south africa





MOTHEO TRAINING INSTITUTE TRUST



The Academy's ECD Programme is further enriched and strengthened through the integration of ***Finding Thabo***, an internationally recognised literacy and numeracy programme developed by the **Reach Trust.** Through this partnership, ECD practitioners receive high-quality learning materials and comprehensive, contextually appropriate training, equipping them with the resources and skills to stimulate early literacy and numeracy development. This enables practitioners to introduce young children to quality learning experiences and provides participating ECD centres with access to world-class educational content that supports school readiness.

The Academy regards the Finding Thabo programme as one of the leading resources available in South Africa's ECD sector for promoting early literacy and numeracy. We therefore extend our profound gratitude to Mr Andrew Rudge and his dedicated team, including Ms Sarah Brown, for their unwavering commitment, tireless efforts and sterling contribution to strengthening early childhood education. Their work continues to make a meaningful difference in the lives of ECD practitioners and the children they serve.

As we celebrate this valued partnership and the impact it continues to make, we reaffirm our commitment to advancing quality early learning and development. To Mr Rudge and the entire Reach Trust team, we say: "Aluta continua!" The struggle for quality, inclusive and transformative early childhood education continues.

THE REACH TRUST



INTRODUCING 'FINDING THABO', OUR LATEST INNOVATION!

This simple but powerful ECD brain stimulation game is creating such a stir that we have given him his very own dedicated website. You can find out more under our SOLUTIONS tab or click on the blue button below. To immediately support our drive to get a 'Finding Thabo' game into the little hands of disadvantaged children for a year, please click on the DONATE tab top right of your screen or follow the link on his special website.

TELESURE INVESTMENT HOLDINGS

Telesure Investment Holdings has been a valued implementing partner of the Academy for several years, contributing to the strengthening of literacy development within the Early Childhood Development (ECD) Programme. Through its support, the Academy provides ECD practitioners with access to the **Reader Project,** a literacy resource developed by Renasa Insurance Training and Education.

The Reader Project complements the Level 4 ECD learning materials developed by Thandulwazi in partnership with Penreach, as well as the literacy and numeracy resources provided by the Reach Trust. Together, these complementary resources create a comprehensive learning package that enriches the Academy's ECD offering. The package is delivered over 15 Saturdays, with each session lasting four hours, providing practitioners with structured learning opportunities to strengthen their knowledge and practical skills.

The programme is ably facilitated internally by Ms Bonny Lourerro, whose contribution supports the effective delivery of the learning materials and the development of ECD practitioners.

The Academy extends its sincere appreciation to Telesure Investment Holdings for its continued partnership and valuable contribution to the ECD sector. This support plays an important role in strengthening practitioners' capacity to promote early literacy and improve learning outcomes for young children.









Thank You

With Sincere Appreciation to Our Donors and Partners

The Thandulwazi Maths and Science Academy would like to express its sincere appreciation to our valued donors and funding partners for their continued generosity, trust and commitment to our vision. Your unwavering support throughout 2026 has been instrumental in enabling us to create meaningful educational opportunities and make a lasting difference in the lives of young South Africans.

Through your contributions, we have been able to broaden access to quality education, nurture academic potential and support the development of aspiring educators. Our Saturday School, Academic Scholarship and Teacher Development programmes continue to provide opportunities for growth, achievement and a brighter future, made possible through your investment in our work.

Beyond the financial and practical assistance you provide, your partnership represents a shared belief in the transformative power of education. Each milestone reached, each learner inspired and each educator empowered is a testament to what we can achieve together.

We are deeply grateful for your continued confidence in Thandulwazi and for the important role you play in helping us build a more equitable, empowered and hopeful future through education.



Conclusion

The 2025 academic year reaffirmed the strategic value of the Thandulwazi Maths and Science Academy's integrated approach to strengthening South Africa's education system. Through its four flagship programmes, the Academy advanced educational access, academic excellence, teacher development and educational leadership across Gauteng and Limpopo. The Academic Scholarship Programme opened pathways to quality education and tertiary study for talented students from economically disadvantaged backgrounds, while the Saturday School Programme combined targeted academic support with practical learning, career exposure, mentorship and holistic development. The Initial Teacher Training Programme continued to strengthen the pipeline of suitably qualified, work-ready teachers, while the Teacher Development Programme expanded access to accredited Early Childhood Development qualifications and strengthened the professional capacity of ECD practitioners and school leaders. Collectively, these interventions demonstrate the Academy's commitment to addressing educational inequalities, strengthening foundational literacy and numeracy, and developing the human capital essential to improving educational outcomes. The progress achieved reflects the dedication of the Academy's staff and beneficiaries, supported by the invaluable contributions of its funding, implementation, and strategic partners.

The achievements of 2025 also reinforced the importance of collaboration in addressing the complex and interconnected challenges facing South Africa's education system. Partnerships with St Stithians College, schools, universities, government departments, corporate and philanthropic funders, specialist organisations, volunteers and the wider Saints community enabled the Academy to leverage complementary expertise, resources and opportunities to extend its impact. Looking ahead, the sustainability, scalability and long-term effectiveness of these interventions will depend on a deliberate focus on diversified and predictable funding, strengthened multi-year partnerships, and continued investment in programme quality, digital access and infrastructure. Addressing barriers to participation, particularly those affecting students and teachers in under-resourced and rural communities, will remain critical to ensuring equitable access and continuity of support. The Academy will therefore continue to strengthen its delivery models, deepen strategic partnerships and advance evidence-informed interventions that respond to the evolving needs of students, teachers and schools.

As the Academy builds on the foundations established in 2025, its strategic ambition remains to contribute to a stronger, more equitable and sustainable education system in which students are equipped to succeed, teachers are prepared and supported to excel, and schools are led effectively. Realising this ambition requires sustained investment, shared accountability and a collective commitment to improving the quality of teaching and learning. The Academy's integrated model, spanning students, prospective teachers, practising teachers and school leaders, positions it to make a meaningful contribution across the education pipeline, with benefits extending beyond individual participants to their schools, families and communities. With continued support from its partners and funders, the Academy is well positioned to consolidate its achievements, strengthen its institutional impact and pursue opportunities for responsible growth. Its commitment remains steadfast: to expand educational opportunity, unlock human potential and contribute to lasting, transformative change in South Africa's education landscape.

Velaphi Gumbi

Head of School
Thandulwazi Maths and Science Academy

Financial Statements



The Thandulwazi Maths and Science Academy and it's programmes are 100% donor funded and financial transparency is a hallmark where all funds raised go directly to the programmes and are used to the benefit of the beneficiaries. The Thandulwazi Finance Committee is chaired by Mr Tshediso Khuzwayo (CA). An annual budget is prepared for the Thandulwazi Maths and Science Academy for each programme and submitted to the Trustees for approval on an annual basis. Any surplus funds that remain, once all expenses have been paid within the financial year-end are allocated towards the cost of the programmes in the following year. The Thandulwazi Trust's financial year, end is 31 December; and Deloitte 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 2025

Trustees' Approval and Statement of Responsibility

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

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

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

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

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

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

The external auditor is responsible for auditing and reporting on the Thandulwazi Trust's annual financial statements. The annual financial statements have been examined by the trust's external auditor and their report is presented on pages 5 to 7.

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

The Trustees report on pages 3 to 4 and the annual financial statements set out on pages 8 to 17 were approved by the Trustees on 05 August 2026 and were signed on their behalf by:

Mr VE Gumbi

Mr JG Williams

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Trustees' Report

The Trustees submit their report for the year ended 31 December 2025.

1. The Thandulwazi Trust

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

2. Review of financial results and activities

The Thandulwazi Trust operates only in South Africa.

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

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

The Trustees would like to caution that the ability to raise funds for future operations will come under severe pressure due to the poor South African economy. It is expected that in the short-to medium-term philanthropic donations will decrease as corporates and private donors rationalise and cut expenses, focusing on keeping their operations afloat.

However, it must be acknowledged that the Thandulwazi Trust can pay its short-term financial obligations using its current liquid assets; 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.

3. Objectives of the Thandulwazi Maths and Science Academy

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

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

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

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Trustees' Report

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

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

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

4. Going Concern

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

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

5. Events after the reporting period

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

6. Trustees

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

Trustees	Appointed
Mrs C Gilardi	03 June 2020
Mr VE Gumbi	12 December 2018
Mr TD Khuzwayo	22 December 2017
Mr B Mbokazi	01 March 2022
Mrs N Ngcobo	01 March 2022
Ms K Nondumo	23 June 2025
Mrs FS Radebe	01 March 2022
Mr JG Williams	03 June 2020

7. Beneficiaries

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

8. Trust Capital

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

9. Trustees' interests in contracts

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

INDEPENDENT AUDITOR'S REPORT

Deloitte.

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Gallo Manor 2052
South Africa

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Registered Auditors
Audit & Assurance
Audit
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5 Magwa Crescent
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INDEPENDENT AUDITOR'S REPORT

To the Trustees of Thandulwazi Trust

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Thandulwazi Trust set out on pages 8 to 17, which comprise the statement of financial position as at 31 December 2025, and the statement of surplus or deficit and other comprehensive income, the statement of changes in trust capital and the statement of cash flows for the year then ended, and the notes to the annual financial statements, including a summary of material accounting policy information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Thandulwazi Trust as at 31 December 2025, and its financial performance and cash flows for the year then ended in accordance with the basis of accounting described in note 1 to the financial statements.

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 are independent of the Trust in accordance with the Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' (IESBA) *International Code of Ethics for Professional Accountants (including International Independence Standards)* (IESBA code). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter

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.

MAKING AN IMPACT THAT MATTERS since 1845

Managing Partner: ML Tshabalala

A full list of partners and directors is available on request

B-BBEE rating: Level 1 contribution in terms of the DTI Generic Scorecard as per the amended Codes of Good Practice

Associate of Deloitte Africa, a Member of Deloitte Touche Tohmatsu Limited

Other Information

The Trustees are responsible for the other information. The other information comprises the information included in the document titled "Thandulwazi Trust Audited Annual Financial Statements for the year ended 31 December 2025" which includes the Trustees' Report. 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 and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

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

Responsibilities of the Trustees for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Trustees.

Deloitte.

Auditor's Responsibilities for the Audit of the Financial Statements (continued)

- 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.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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.

Deloitte & Touche
Registered Auditor

Per: Ridwaan Ismail
Partner

11-08-2026

STATEMENT OF FINANCIAL POSITION AT 31 DECEMBER 2025

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Statement of Financial Position as at 31 December 2025

	Notes	2025 R	2024 R
Assets			
Non-Current Assets			
Property, plant and equipment	2	685,131	1,349,659
Investments	3	1,597,073	1,597,073
		2,282,204	**2,946,732**
Current Assets			
Investments	3	20,853,998	22,461,048
Other receivables	4	663,065	-
Cash and cash equivalents	5	1,689,183	6,109,315
		23,206,246	**28,570,363**
Total Assets		**25,488,450**	**31,517,095**
Trust Capital and Liabilities			
Trust Capital			
Trust capital		1,000	1,000
Accumulated surplus		18,259,403	17,598,779
		18,260,403	**17,599,779**
Liabilities			
Current Liabilities			
Trade payables	6	2,716,858	4,659,087
Income received in advance	7	4,511,189	9,258,229
		7,228,047	**13,917,316**
Total Trust Capital and Liabilities		**25,488,450**	**31,517,095**

STATEMENT OF SURPLUS OR DEFICIT AND OTHER COMPREHENSIVE INCOME

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Statement of Surplus or Deficit and Other Comprehensive Income

	Note(s)	2025 R	2024 R
Revenue	8	25,481,224	23,578,305
Operating expenses	9	(26,609,980)	(25,294,287)
Operating deficit		**(1,128,756)**	**(1,715,982)**
Investment Income	10	1,789,380	1,631,159
Surplus (deficit) for the year		**660,624**	**(84,823)**
Other comprehensive income for the year		-	-
Total surplus (deficit) and other comprehensive income for the year		**660,624**	**(84,823)**

STATEMENT OF CHANGES IN TRUST CAPITAL

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Statement of Changes in Trust Capital

	Trust capital	Accumulated Surplus	Total
	R	R	R
Balance at 01 January 2024	**1,000**	**17,683,602**	**17,684,602**
Net deficit for the year	-	(84,823)	(84,823)
Other comprehensive income	-	-	-
Balance at 01 January 2025	**1,000**	**17,598,779**	**17,599,779**
Net surplus for the year	-	660,624	660,624
Other comprehensive income	-	-	-
Balance at 31 December 2025	**1,000**	**18,259,403**	**18,260,403**

STATEMENT OF CASH FLOWS

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Statement of Cash Flows

	Notes	2025 R	2024 R
Cash flows from operating activities			
Cash (utilised in) generated from operations	12	(7,816,562)	11,172,370
Interest received	10	147 044	212,590
Net cash (utilised in) generated from operating activities		**(7,669,518)**	**11,384,960**
Cash flows from investing activities			
Purchase of property, plant and equipment	2	-	(1,393,547)
Proceeds on sale of property, plant and equipment		-	4,000
Capital investment in Investec		(750,614)	(5,000,000)
Capital withdrawal from Investec		4,000,000	1,000,000
Net cash generated from (utilised in) from investing activities		**3,249,386**	**(5,389,547)**
Total cash and cash equivalents movement for the year		**(4,420,132)**	**5,995,413**
Cash and cash equivalents at the beginning of the year		6,109,315	113,902
Total cash and cash equivalents at end of the year	5	**1,689,183**	**6,109,315**

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Accounting Policies

1. Presentation of annual financial statements

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

1.1 Recognition of income and expenses

The income received from donations and fundraising activities are recognised when the income is received by the 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 dividends are received.

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

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

1.2 Property, plant and equipment

Property, plant and equipment are initially measured at cost.

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

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

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

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

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

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

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

1.3 Investments and other financial assets

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

Other financial assets are initially recognised at transaction cost and subsequently measured at cost less investment management fees. Interest and dividends received are reinvested.

Portfolio gains or losses are recognised in the Statement of Surplus or Deficit and Other Comprehensive Income in the year in they occur.

Investments are assessed annually for impairment.

Impairments are accounted for in the Statement of Surplus or Deficit and Other Comprehensive Income in the year in they occur.

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Accounting Policies

1.4 Financial instruments

1.4.1 Initial recognition and measurement

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

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

Financial instruments are measured initially at transaction cost.

1.4.2 Other receivables

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

1.4.3 Accounts payable

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

1.4.4 Cash and cash equivalents

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

1.4.5 Financial instruments at amortised cost

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

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

1.5 Income received in advance

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

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025 R	2024 R

2. Property, plant and equipment

	2025			2024		
	Cost	**Accumulated depreciation**	**Carrying value**	**Cost**	**Accumulated depreciation**	**Carrying value**
IT Equipment	1,153,430	(623,018)	530,412	2,320,041	(1,166,611)	1,153,430
Office Equipment	9,526	(9,526)	-	9,526	(9,526)	-
Computer Software	1	(1)	-	1	(1)	-
Vehicles	196,229	(41,510)	154,719	226,419	(30,190)	196,229
Total	**1,359,186**	**(674,055)**	**685,131**	**2,555,987**	**(1,206,328)**	**1,349,659**

Reconciliation of property, plant and equipment - 2025

	Opening balance	**Additions**	**Disposals**	**Depreciation**	**Closing balance**
IT Equipment	1,153,430	-	(5,767)	(617,251)	530,412
Vehicles	196,229	-	-	(41,510)	154,719
	1,349,659	-	**(5,767)**	**(658,761)**	**685,131**

3. Investments

Non-current assets		
Unlisted shares	7,938,739	7,938,739
Accumulated impairment of investment in shares	(6,341,666)	(6,341,666)
	1,597,073	**1,597,073**
Current assets		
Investec Money Market	20,853,998	22,461,048
Total Investments	**22,451,070**	**24,058,121**

Investment in shares:	**Carrying value 2025**	**Carrying value 2024**	**No of shares 2025**	**No of shares 2024**
Bridgehead Real Estate Fund (Pty) Ltd	11,074	11,074	26,858	26,858
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	3,050	7,251	7,251
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	1,582,949	2,356	2,356
Main Street 1536 (Pty) Ltd	-	-	25	25
Main Street 1579 (Pty) Ltd	-	-	250	250
	1,597,073	1,597,073	36,740	36,740

Reconciliation of investment in shares - 2025	**Opening balance**	**Shares redeemed**	**Impairment of shares**	**Closing balance**
Bridgehead Real Estate Fund (Pty) Ltd	11,074	-	-	11,074
Bridgehead Real Estate Fund (Pty) Ltd - Debentures	3,050	-	-	3,050
Lightstone Group (Pty) Ltd - Ordinary Shares	1,582,949	-	-	1,582,949
	1,597,073	-	-	**1,597,073**

All investments are in unlisted shares.

Thandulwazi Trust
(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025 R	2024 R
3. Investments (continued)		
Investec Money Market		
Balance as at the beginning of the year	22,461,048	17,042,479
Capital investment	750,614	5,000,000
Capital withdrawal	(4,000,000)	(1,000,000)
Interest received	1,642,336	1,418,569
	20,853,998	**22,461,048**
4. Other receivables		
Prepaid expenses	652,065	-
Paycard	11,000	-
	663,065	**-**
5. Cash and cash equivalents		
Cash and cash equivalents consist of:		
Bank balances	1,689,183	6,109,315
6. Trade payables		
St Stithians College	2,500,180	2,721,258
Accrued expenses	-	1,000,001
Babcock School Improvement Project	168,852	900,000
Salary control accounts	47,826	37,828
	2,716,858	**4,659,087**

The St Stithians College payable is non-interest bearing and payable monthly.
The Babcock School Improvement Project is a liability that relates to school improvement projects.

7. Income received in advance		
Income received in advance	4,511,189	9,258,229

Income received in advance consists of funds donated for the following year's respective programmes and Giving Day donations.

8. Revenue		
Donations received	**25,423,439**	**23,285,137**
Donation in kind	**-**	**226, 419**
MySchool Card	32,785	36,749
Endowment Fund	25,000	30,000
Fundraising income	**57,785**	**66,749**
	25,481,224	**23,578,305**

Thandulwazi Trust
(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025 R	2024 R
9. Operating expenses		
Depreciation	658,761	516,916
Employee costs	1,970,397	2,195,214
Gauteng Intern-Teacher Training Programme	5,812,964	6,951,736
Gauteng Teacher Development Programme	584,587	1,055,079
Impairment of investments in shares	-	600,512
Limpopo Teacher Development Programme	3,079,849	44,128
Loss on disposal of property, plant and equipment	5,767	164,611
Other expenses	2,865,794	1,364,096
Student Scholarship Programme	2,463,461	1,745,197
Saturday School Student Support Programme	3,205,478	4,497,952
Waterberg and Capricorn Intern-Teacher Training Programme	5,962,922	6,158,846
	26,609,980	**25,294,287**

The auditor's remuneration for the 2025 financial year was R282 150 (2024: R282 586). However, this has been forgiven as a pro-bono service.

10. Investment income		
Interest income		
Investment income	1,642,336	1,418,569
Bank	147,044	212,590
	1,789,380	**1,631,159**

11. Taxation

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

12. Cash generated from operations		
Surplus (deficit) for the year	660,624	(84,823)
Adjustments for:		
Depreciation	658,761	516,916
Loss on disposal of property, plant and equipment	5,767	164,611
Impairment of investment in shares	-	600,512
Interest received	(147,044)	(212,590)
Interest received reinvested	(1,642,336)	(1,418,569)
Donation in kind - Vehicle	-	(226,419)
Other non-cash items – Prior year income received in advance amortised in the current year	(9,258,229)	(3,166,272)
Changes in working capital:		
(Increase) decrease in other receivables	(663,065)	1,919,906
(Decrease) increase in trade payables	(1,942,229)	3,820,869
Income received in advance	4,511,189	9,258,229
	(7,816,562)	**11,172,370**

Thandulwazi Trust

(Registration number: IT3025/2010)
Annual Financial Statements for the year ended 31 December 2025

Notes to the Annual Financial Statements

	2025 R	2024 R

13. Going concern

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

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

14. Events after the reporting period

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

15. Commitments

The are no commitments entered into by the Thandulwazi Trust.

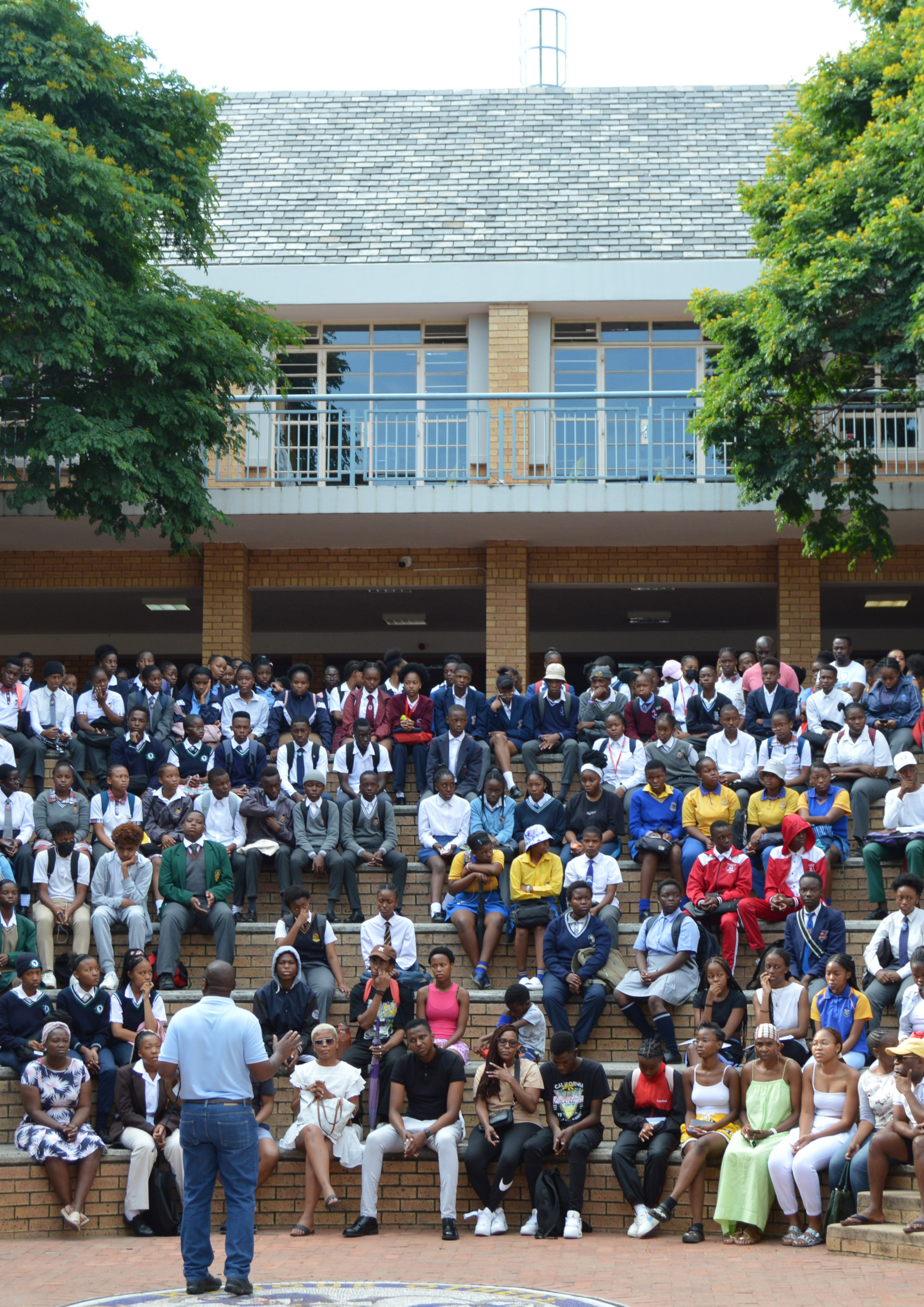
16. Trustees as related parties

The St Stithians College Endowment Fund Trust is considered a related party of the Thandulwazi Trust due to common governance arrangements, the involvement of key management personnel in both entities, and the close operational relationship between the organisations. The Rector of St Stithians College serves as a trustee of the Thandulwazi Trust, while the Head of the Thandulwazi Academy reports directly to the Rector. The Thandulwazi Academy forms an integral part of the College's educational activities, with both entities working collaboratively to advance their shared educational and developmental objectives.

The Thandulwazi Trust is responsible for securing and administering funding to support the educational programmes and sustainability of the Thandulwazi Academy. Through these activities, the Trust maintains an ongoing funding and operational relationship with the College, including participation in strategic matters affecting the Academy and the provision of financial support for bursaries, scholarships and related educational initiatives.

During the year ended 31 December 2025, the Thandulwazi Trust provided scholarship funding amounting to R2,346,320.29 (2024: R1,494,352) in support of the Academy's educational programmes. This funding contributed towards enabling access to quality education and supporting the Academy's developmental objectives. At year-end, the outstanding loan account balance between the College and the Thandulwazi Trust amounted to R2,500,180 (2024: R2,772,933).

Management has assessed the nature of this relationship and concluded that the combination of common governance, key management involvement, strategic alignment and ongoing funding arrangements results in a related party relationship requiring disclosure



Contact Us

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Thandulwazi Maths and Science Academy

TeamThandulwazi

Team_Thandulwazi

Thandulwazi Maths and Science Academy

Trust Registration No. IT No: 3025/2010
PBO Number: 930037387
NPO Number: 099/707

Banking details:
Thandulwazi Trust
Standard Bank of SA Limited
Account No. 221043209
Bank Code: 018105












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“Education breeds Confidence,
Confidence breeds Hope,
Hope breeds Peace.”

- Confucius

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