

ANNUAL REPORT

2021



**IT
ALL
ADDS
UP**

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▲ Esihle Mkhusane, second-year BEd Foundation Phase student, based at Heathfield Primary School for in-service training.

WHAT WE DO

Teachers Plus was born out of the need to address the poor state of Mathematics education in South Africa.

The Advancing Professional Teaching (APT) degree programme has a track record of transforming the lives of young individuals by creating specialist Mathematics teachers who, from their first year of employment, are competent, confident and ready to add value to the teaching profession.

Teachers Plus offers a scholarship to talented students from high- economic-need communities to complete a Bachelor of Education degree. The core approach is to ensure that students have an excellent understanding of Mathematics and are equipped with the best strategies to teach it. The programme's holistic approach includes financial, psychosocial, and academic support.

100% of the students are black as defined by the BBBEE codes.

Teachers Plus is an initiative of the Polyoak Packaging Group, which passionately believes in the power of education.

CHAIRPERSON'S LETTER



Ernest Moore
Chairperson

It all adds up

Teachers Plus has had an immensely successful year despite the ongoing challenges to education as a result of COVID-19. The twenty-two student teachers enrolled in our bursary programme have shown extraordinary resilience:

- + **All seven** final year student teachers graduated with a Bachelor of Education degree
- + **71% achieved a Cum Laude** (over 75%) in their Bachelor of Education degree
- + **All seven** graduates have obtained teaching jobs
- + The remaining student teachers in our programme **all passed their 2021 academic year** and moved into their next year of studies

We remain eternally grateful to The Polyoak Foundation and Polyoak Packaging Group who continue to provide significant donations to cover our ongoing costs. We are also grateful to the Philanthropy Initiative with Employees of Allan Gray and the Rachel du Toit Charitable Trust who confirmed their support in 2021.

The education landscape in South Africa remains challenging and there is a huge demand for professional and competent Mathematics teachers. Many schools in the lower quintiles do not have a specialist Mathematics teacher or a Mathematics department. **This year's 2021 matric cohort did not do well in Mathematics, fewer than 1.5%¹ of the entire cohort scored over 80% for Mathematics.** If we do not have enough learners doing well in Grade 12 Mathematics, we will not have enough competent Mathematics teachers entering the profession. In this Annual Report, we look a little bit more at the demand for high quality teachers. Across the board, at all higher education institutions, one-fifth of students enrolling to study a Bachelor of Education did not score more than 50% for Mathematics. It is therefore imperative that young people studying to be teachers are supported with their mathematics so that they can teach it well to the next generation.

Over the years we are delighted to have supported and produced 16 graduate teachers who are now employed and will collectively impact an average of 72,000² learners in their teaching careers.

I am incredibly proud of what Teachers Plus has continued to achieve in another remarkable year. **I'd like to express my heartfelt thanks to everyone involved including my fellow directors, our management team, staff and wonderful facilitators for their expertise, enthusiasm and dedication, as well as to our excellent school partners, donors and other stakeholders for their support.** I wish to thank Wayne Lategan for giving so unselfishly of himself during his term as Director, and we are saddened that the Foundation loses his valuable contributions and insights.

¹ 7,424 scored over 80% in Mathematics from a total cohort of 558,133.

² 4,500 learners on average impacted per teacher over the course of a 40-year teaching career.

On a very personal note, I express sincere appreciation to Fatima Jakoet who so kindly took over the reins of chairpersonship during my absence, and for the seamless transition back to the status quo. I would also like to express gratitude to Teachers Plus for their patience, support and understanding during my absence.

As the world continues to recover from the pandemic and we once again look to the wider challenges facing education systems today, the commitment of governments and organisations like ours will be more important than ever to effect positive change. At Teachers Plus, we will continue to champion our mission – creating highly competent Mathematics teachers– and we look forward to building on the impact we have had this year as we look to the future.

Ernest Moore

▼ Bonke Masizana, third-year BEd FET Mathematics student, based at Westerford High School for in-service training.



MANAGEMENT LETTER



Brenda Elshove
Manager

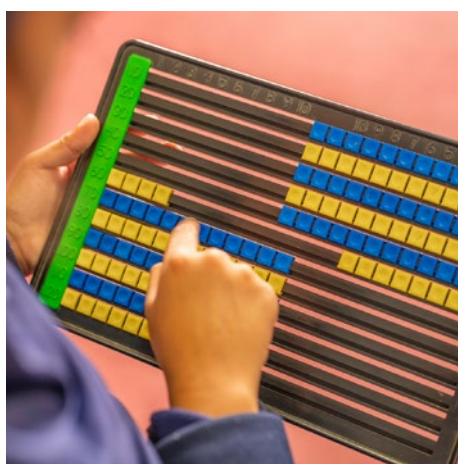
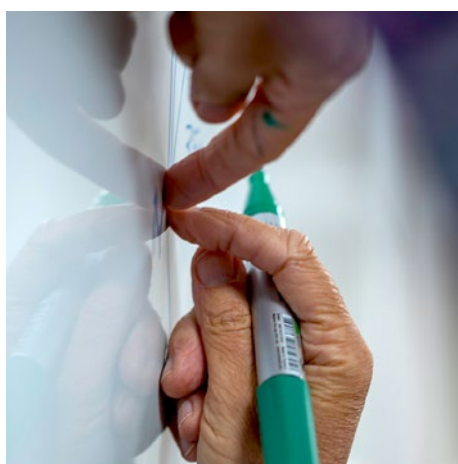
2021 saw Teachers Plus evolve, improve and achieve.

The following statistics serve to provide further insight into our internal focus on excellence:

- + **100%** final-year students graduated. We have maintained this graduation rate for the sixth consecutive year
- + All final-year students achieved over **70%** Mathematics competency in the internal benchmark tests for respective teaching phases
- + **100%** of the students enrolled in our programme were retained and completed their 2021 academic year
- + All final-year students achieved our target of **60%** for their teaching practicals
- + **83** subject distinctions were obtained (out of **168** subjects) in the 2021 academic year

MONITORING AND EVALUATION

This year there was considerable focus on the further development of our Monitoring and Evaluation (M&E) framework and Theory of Change. Measuring impact is neither an art, nor a science, and requires a carefully considered blend of qualitative and quantitative metrics to judge the success of our intervention on the lives of the young people we serve. No one indicator can be used to determine whether we were successful but rather a blended, high-level review that takes into account various important factors. Through this process we established our internal benchmark testing standards and consolidated the M&E framework and Theory of Change.





▲ Jaycee-Lee Maybe and Unathi Malgas, second-year BEd FET Mathematics students, discussing Geometry with facilitator Di Donaldson during a lecture at Teachers Plus.

OUR ACADEMIC OFFERING

In the in-depth analysis we conducted around our M&E framework, we established the minimum programme support to be provided to our students:

- + **150 additional hours** of Mathematics lectures are provided per annum for our Year 1 and 2 students and 30 additional hours per annum for our students in Years 3, 4 and 5;
- + **Benchmark tests** are undertaken at the end of each year to establish the Mathematical competency of our students;
- + **70 additional hours** of specialised Mathematics pedagogy training are provided annually in Years 3, 4 and 5;
- + University practical assessment results are collated and all our final-year students need to meet our **60% target**.

HOLISTIC APPROACH

Teachers Plus approaches student development holistically. **Not only do we equip our students with the Mathematics skills required to become great teachers, we also focus on the whole teacher.** We include professional development and life skills coaching, and provide physical and emotional wellness support.

In June 2021, our life coach, Julie Michael, resigned. Life coaching was integral to ensuring the emotional wellbeing of our students. After a thorough review of

our wellness offering, it was decided to move away from limiting our offering to life coaching, to enabling our students access to a wide range of wellness professionals to ensure student physical and mental wellbeing. This includes access to a Medical General Practitioner, Psychologist, Counsellor, Life Coach and Social Worker.

Teachers Plus recognises the importance of technology in our current world. With the Department of Basic Education introducing coding and robotics in South African schools and to prepare our future primary students for this reality, we partnered with Code4Kids in June 2021 and enrolled four of our final-year future primary phase students in a pilot programme. Thanks to Allison Van Staden, who facilitated the in-person and online lessons, the programme was a success and all our enrolled final-year students qualified with the Code4Kids Level 1 Certificate, providing them with the skills to teach coding and robotics to learners aged 9 to 12.

Part of creating great South African teachers entails equipping teachers with the skills to deal with diversity. On Professor Jonathan Jansen's suggestion, we approached Dylan Wray, co-author of "A School Where I Belong", for assistance. We were thrilled to have Dylan commence weekly online lectures with our final-year students in June 2021. **Our students engaged in many difficult conversations, and it was wonderful to see their confidence grow in dealing with matters of diversity and inclusion.** The partnership with Dylan has worked well and we are excited to have him working, in person, with our Year 3, 4 and 5 students in 2022.

OUR ALUMNI

This year, our first alumna, **Firdous Plato**, enters her sixth year of teaching. We are proud of the solid teaching foundation that we provide for all our students. Their excellent content knowledge, professional communication and life skills training, coupled with five years of in-service work experience at both under and well-resourced schools, provide our students with the tools to be gainfully employed, and retained as teachers, at both government and independent schools.

THANK YOU

I am always encouraged by the passionate work of the Teachers Plus facilitator team, our partner schools, mentor teachers, donors and directors. Thank you for believing that everyone can do Mathematics and for the part that you all play in creating fabulous future teachers for South Africa.

Sadly, one of our dearest team members, Cindy Qekeeshe, Student Co-ordinator & Administrator, passed on in January 2021. We feel grateful for the wonderful time we had working with her. We dearly miss her smile and the passion with which she approached her tasks.

Brenda Elshove

WE ARE PROUD TO SHARE THAT:

16

Teachers have graduated since our programme commenced

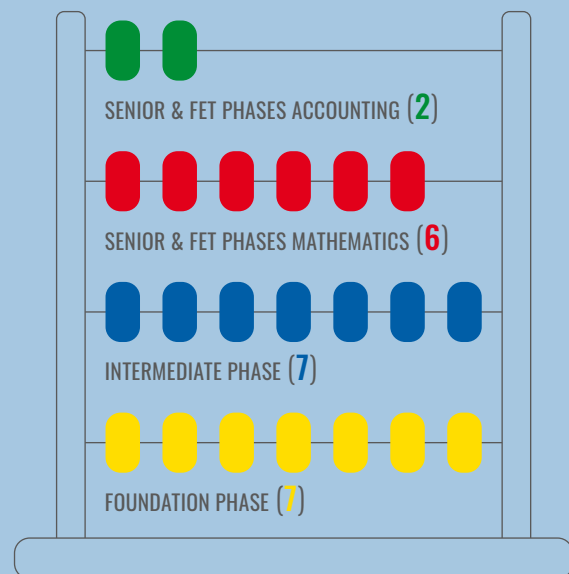
50%

of our alumni to date have graduated Cum Laude (scoring over 75% for their Bachelor of Education degrees)

100%

of students obtained over 70% for their Mathematical competency

2021 STUDENTS ENROLLED AND TEACHING PHASES



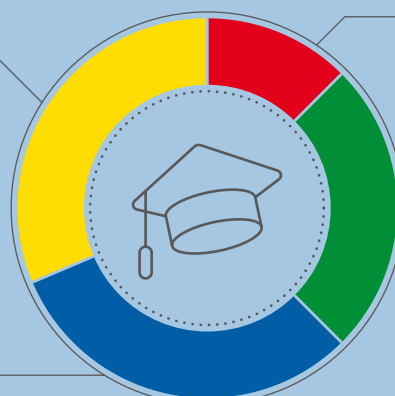
ALUMNI GRADUATES AND TEACHING PHASES

FOUNDATION PHASE

5 Graduates | 3 Cum Laude

INTERMEDIATE PHASE

5 Graduates | 2 Cum Laude



SENIOR & FET PHASES MATHEMATICS

2 Graduates

SENIOR & FET PHASES ACCOUNTING

4 Graduates | 3 Cum Laude

2021

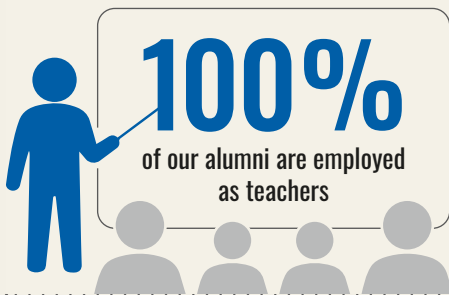
IMPACT AT A GLANCE

SEVEN GRADUATES IN 2021:



Of these 5 graduated Cum Laude
(overall average above 75%)

16 graduates
to date



100%
of our alumni are employed
as teachers

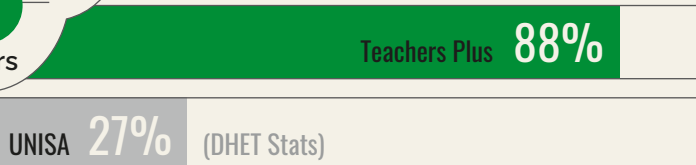
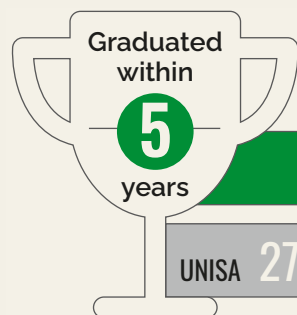
They are all Post Level 1
teachers. We eagerly await
their movement up the
school leadership ladder.

100%

Retention rate in 2021



Retention rates in
universities in
South African are
around 50%



2021 UNISA/NWU Bed RESULTS

22

Students studying

68%

Achieved three or
more distinctions

55%

Achieved distinctions in more
than half their subjects

73%

Passed all their subjects

100%

Retained

OUR 2021 GRADUATES



LAMEES VELDSMAN

'Teachers Plus helped me to gain confidence with my teaching and equipped me to work with a diverse range of learners.'

- + BEd (Cum Laude) Intermediate Phase
- + Teaching at Prince George Primary School



NI-SHAAT SLEMANG

"My aspirations to be a great teacher were supported by the Teachers Plus Programme. I learnt how to understand and teach mathematics. I also learnt about leadership, punctuality, and patience."

- + BEd (Cum Laude) Foundation Phase
- + Teaching at The Grove Primary School



SIMONE ABRAHAMSE

"The Teachers Plus Programme has the capacity to change South Africa for the better."

- + BEd (Cum Laude) Foundation Phase
- + Teaching at Heathfield Primary School



NAFEESAH ABRAHAMS

"Teachers Plus has provided me with a well-rounded experience of teaching which has allowed me to excel as a first-year teacher."

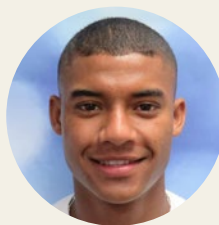
- + BEd (Cum Laude) Further Education and Training Phases, Accounting
- + Teaching at Springfield Convent Senior School



ZOHRA DAMON

"Teachers Plus has helped me in the same way that I would like to help my learners."

- + BEd Further Education and Training Phases, Mathematics
- + Teaching at Rustenburg Girls' High School



DALE MAREE

"Thank you for helping me fulfill my dream of obtaining a BEd degree."

- + BEd Intermediate Phase
- + Teaching at Heathfield Primary School



IVANA SOUTHGATE

"Teachers Plus has the most brilliant facilitators."

- + BEd (Cum Laude) Foundation Phase
- + Teaching at Yeshua Christian Primary School

In a year where employment opportunities were scarce, our 2021 graduates all secured teaching posts. We wish them all the best as they commence their teaching careers.

We are confident that our alumni are well prepared for their careers. We will continue to stay in touch through WhatsApp and LinkedIn groups and support them in their career development where necessary.

SUPPLY + DEMAND OF TEACHERS



The education crisis, more broadly, is fairly well understood and many of you may already know that only 50% of learners who start Grade 1 reach Grade 12. Of those reaching Grade 12, only 1.5% score over 80% and less than 25% achieve over 50% for Mathematics.

▲ Dale Maree, 2021 alumnus, teaching Grade 6 at Heathfield Primary School.

Behind these shocking statistics is an even bigger and complex reality which involves systemic poverty, inequality and dysfunction. This reality negatively impacts the number and quality of young teachers entering the profession.

“The quality of an education system can never exceed the quality of its teachers”.

Andreas Schleicher, OECD Director for Education and Skills

To meet the teaching demand, South Africa needs to double the number of teachers entering the schooling system from approximately 30,000 in 2019 to close to 60,000 by 2030 to meet the demand, as indicated by a 2018 report (School Teachers Supply and Demand in South Africa in 2019 and Beyond, Van der Berg et al., 2018) co-funded by the European Union and written by the Research team (RESP) at the University of Stellenbosch for the Department of Higher Education Institutions (DHEI). The driver of this demand is the aging demographics of the teacher workforce as well as the increased number of learners staying in school to Grade 12.

The following infographics provide a little more information about the South African context taken from the above referenced DHET report:

TOO FEW HIGH SCHOOL TEACHERS

This infographic shows that there are many more primary school teachers in the system than secondary school teachers. If we want learners to stay in school all the way through to Grade 12 we need to ensure that there are enough teachers in Secondary schools.

367,080

Total number of teachers

28,663 Teachers
8%

136,273 Teachers
37%

202,144 Teachers
55%

Intermediate (Gr 7-9)
& Combined (Gr R-12)

Secondary school
(Gr 8-12)

Primary school
(Gr R-7)

MATHEMATICS MATRIC RESULTS OF PROSPECTIVE TEACHERS ARE NOT HIGH ENOUGH

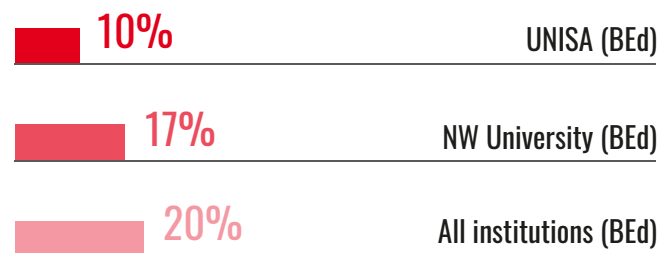
The DHET report shows that students for BEd studies had poor Mathematics results when they enter to study a BEd:

What this data shows is that if we are to support these young people to become Mathematics teachers then we must improve their Mathematics.

All our students achieved 70% or more in their benchmark tests for their respective phases.

We can be confident that they are fluent in the language of Mathematics for the grades that they will be teaching.

Percentage of BEd students who had scored 50% or higher for Mathematics in matric:

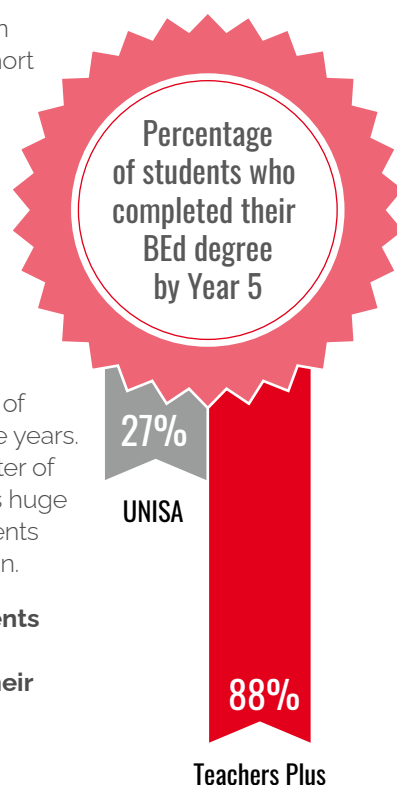


NOT ENOUGH GRADUATE TEACHERS

The excitement of a South African University acceptance is often short lived, for many students, as the challenges faced are often overwhelming, resulting in many dropping out in their first year of study. Many drop out because of inadequate academic support and insufficient funding.

The DHET report shows that less than a third of students are completing their UNISA Bachelor of Education (BEd) degree within five years. UNISA is producing nearly a quarter of all teachers and therefore this has huge implications not only for the students enrolled but South Africa's children.

Comparatively, 88% of all students enrolled in the Teachers Plus programme have completed their BEd within five years.



AGEING DEMOGRAPHIC OF TEACHERS

39%

of teachers in the country were in the 50+ years age group in 2017

The fact that 39% of teachers in the country will be retiring in the next 10-15 years should concern us all as we will not have enough teachers in the system to support South Africa's children.

There are a large number of teachers studying a BEd but do not have the support they need to succeed. **Our programme supports students to complete their degree within five years with 100% retention in the teaching profession.**

There can be no better reason to invest in Teachers Plus to produce quality Mathematics teachers.



Top: Happy Nenemba, third-year BEd Intermediate Phase student, based at Heathfield Primary School for in-service training.

Right: Bonke Masizana, third-year BEd FET Mathematics student, based at Westerford High School for in-service training.

Below: Simone Abrahamse, 2021 alumna, teaching Grade 2 at Heathfield Primary School.



MEET ONE OF OUR TEACHERS: FIRDOUS PLATO



▲ Firdous Plato, 2016 alumna, with learner at Muhammadiyah Primary School.

Teachers Plus aims to create professional teachers, highly competent in Mathematics, for both primary and high schools.

We know that teachers have an enormous impact on learner performance. If we want to improve Mathematics results at school level, we need to train and retain great Mathematics teachers in our South African Schools.

100% of Teachers Plus Alumni are employed as teachers at schools, and 94% Alumni employed as teachers in South Africa. This year, our first Alumna, Firdous Plato, enters her sixth year of primary school teaching.

Firdous started her teaching career at Muhammadiyah Primary School in Wynberg, Cape Town, and is currently Head of Grade 2 at the school. Each year she has had an average number of 33 learners in her class. She also assists with Netball where she regularly interacts with an additional 20 learners. In her six years of teaching, Firdous has had the opportunity of impacting the lives of approximately 320 learners.



This is what Mr Abrahams, Principal of Muhammadiyah Primary School, had to say about Firdous:



“

I have found Mrs Plato to be a highly motivated and dedicated individual who unstintingly gives of herself to her learners. She is meticulous in her approach and is committed to education in its holistic form. With a number of years of first-hand experiences behind her, she has gained invaluable insights into the broad management of curriculum implementation and delivery in the Foundation Phase. She was well prepared and trained to deal with every eventuality that she may encounter in her teaching career.

Mrs Plato has proved to have strong administrative and organisational skills and this has come to the fore in her role as Grade Head of her Grade. She has all the traits that exemplify a true professional. I'm confident that with her integrity, competence and passion for education she will constructively contribute to the ongoing development of her learners.

”

Top: Firdous Plato doing Mathematics with learner at Muhammadiyah Primary School. **Above:** Firdous Plato with Ebrahim Abrahams, Muhammadiyah Primary School Principal.



Firdous shares more below about her journey with Teachers Plus:

'I love how structured the programme is and how disciplined we needed to be to be part of it. I enjoyed the Number Sense sessions that we had and the Mathematics lessons. The guidance and support that I received played a huge part in my career and who I am today. I am beyond thankful and grateful for the amazing opportunity that I was given to be a part of Teachers Plus.

It has always been my dream to become a teacher. I knew, without a doubt, that teaching is the career for me. I have seen first hand the important role a teacher plays in a learner's life and how a teacher can assist a learner to reach their full potential. Working with young learners is no easy task, but being able to witness their growth and share in their challenges and success is the biggest blessing of all. Children light up and bring joy to all around them. I count myself lucky to be able to be a part of their learning environment.

Words cannot do justice to what Teachers Plus means to me. Teachers Plus has not only helped me achieve my dream of becoming a teacher but also taught me so many life lessons that I will forever carry with me. Teacher's Plus is an amazing programme with the best team to support and guide any future teacher to reach their potential and so much more.'





QUALITIES OF AN EXCELLENT MATHEMATICS TEACHER

by Brenda Elshove

Often, when one mentions that you are a Mathematics teacher, the guaranteed response involves a conversation either about a Mathematics teacher that destroyed confidence, or less commonly, one that instilled a deep-seated love and passion for the subject. At Teachers Plus we want our teachers to be the latter.

We believe that the following qualities are required to create an excellent Mathematics Teacher:

- + Content Knowledge:** This is the starting point to being a great Mathematics teacher. Firstly, you need to know the content, apply the concepts of what you are teaching and understand how this links to the spiral continuation of the Mathematics curriculum. **A teacher who understands Mathematics well will not only teach learners the correct Mathematics but also identify the areas where a weak student needs assistance and guide stronger students beyond the curriculum.** Unfortunately, often the incorrect process or rules are taught that may, by chance, produce a correct answer.
- + Pedagogy:** Just being good at Mathematics does not mean that you will be a good Mathematics teacher. A good teacher imparts their Mathematical knowledge to their learners. A few people are gifted and can do this naturally. However, most people need to be taught how to teach. Once one has a solid foundation around Mathematics pedagogy, one should remain curious about how the mind works and spend time exploring the best way to share Mathematical concepts with learners, to ensure understanding.
- + Mathematical Confidence:** It is important to be confident in one's own Mathematical ability, yet able to acknowledge that one has made a mistake or are unable to find a solution to a problem presented in class. Teachers that acknowledge mistakes win the trust of their students and demonstrate the value of reaching out for assistance when necessary. Teachers lacking Mathematical confidence often fabricate answers or ridicule learners for not knowing the solution, without ever going back to solve the problem themselves.

- + Genuine Passion for Mathematics:** Teachers that genuinely love Mathematics and are passionate about the subject; love sharing their knowledge. They feel good when their students grasp concepts and take the time to ensure the success of everyone in the class. They help their students to drop the fear of failing and to enjoy the pleasure of sticking with and solving tough problems.
- + Belief that all students can do Mathematics:** If the teacher does not believe that the student can do Mathematics, there is little hope of that student achieving good Mathematics results.
- + Share the language of Mathematics:** Good Mathematics teachers share the language of Mathematics with their learners. Once learners can understand how to read Mathematics, they can teach themselves concepts and expand on their own Mathematical journeys.



Teachers Plus has developed a highly effective model for teacher training. A full immersion experience of teaching, backed with coaching and training, prepares the young students to be high-functioning Mathematics teachers when they graduate.

Biddy Glenday (Head of Mathematics at Westerford High School)

FINANCIAL SUMMARY

TEACHERS PLUS FOUNDATION NPC

Statements of Financial Position as at 31 December 2021

BALANCE SHEET

<i>Figures in Rand</i>	2021	2020
ASSETS		
Non-current assets		
Property, plant and equipment	111 134	81 757
Current assets		
Loan to related party		2 000 000
Cash and cash equivalents	3 602 960	719 716
	3 602 960	2 719 716
Total assets	3 714 094	2 801 473
EQUITY AND LIABILITIES		
Equity		
Accumulated funds	3 488 790	2 538 010
Liabilities		
Current liabilities		
Trade and other payables	225 304	263 463
Total equity and liabilities	3 714 094	2 801 473

DETAILED INCOME STATEMENT

Figures in Rand

	2021	2020
REVENUE		
Grants received ¹	2 000 000	5 586 833
Donations received ²	1 750 000	2 270 000
	3 750 000	7 856 833
OPERATING EXPENSES		
Bank charges	(5 014)	(4 542)
Computer expenses	(5 233)	
Covid-19 stipend relief: Data		(40 000)
Depreciation for student laptops and other property, plant and equipment	(48 228)	(38 298)
Employment Cost	(920 913)	(756 393)
Entertainment		(5 040)
Foundation and Intermediate Phases: Mathematics	(246 310)	(231 482)
Further Education and Training Phases: Accounting	(100 812)	(117 336)
General educational expenses	(47 970)	(5 856)
Independent reviewer's remuneration	(27 532)	(29 066)
Kickstart Workshops	(1 147)	(505)
Marketing	(105 156)	(27 895)
Repairs and maintenance		
Secretarial fees	(7 540)	(10 209)
Senior and Further Education and Training Phases: Mathematics	(314 657)	(289 374)
Student costs	(553 936)	(261 381)
Student events	(4 708)	(3 607)
Student skills development	(180 635)	(249 684)
Subscriptions	0	(3 454)
Travel local	(9 556)	
Unisa fees and text books	(240 038)	(329 974)
	(2 819 385)	(2 404 096)
OPERATING SURPLUS/(DEFICIT)	930 615	5 452 737
Interest income	20 165	11 982
Remeasurement of loan to amortised cost Deemed interest paid	0	(299 140)
	20 165	(287 158)
SURPLUS/(DEFICIT) FOR THE PERIOD	950 780	5 165 579

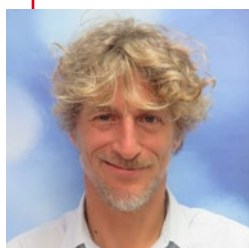
1 In 2020, the Polyoak Foundation converted the R3.6 m start-up loan funding into an unconditional grant and donated a further R2m to Teachers Plus for operational costs in 2021.

2 R2m of the surplus for the period 2020 is for 2021 operational costs. The R3.6m converted loan created a credit in our balance sheet for 2020 but is not held in cash.



THANK YOU

When I stand back and reflect on the accomplishments of the year, it is the wonderful people who make our success possible, who I would like to acknowledge. It is an honour to work with such committed young South Africans who enroll in our programme, as well as our team of highly competent facilitators, committed partner schools, dedicated board members and supportive donors. Amongst these donors are The Polyoak Foundation and Polyoak Packaging Group which established Teachers Plus and continue to be vital partners, they are deeply committed to our mission. I'd like to extend my heartfelt thanks to you all – without you we wouldn't be where we are today and our successes would not have been possible.



Gavin Larsen

It is with a heavy heart that I share that one of our phenomenal facilitators, Gavin Larsen, tragically passed away in February 2022. Gavin had been with the team for over seven years and was a renowned Mathematics expert. He taught our students FET Mathematics university-level Calculus, Linear Algebra and Discrete Mathematics. He influenced and inspired thousands of young students and played a huge part in their success. The impact of Gavin's teaching will be felt for many years to come as the students who

were taught by him go on to influence and inspire the next generation. I'd like to take this moment to honour him as one of South Africa's best Mathematics teachers. Teachers Plus will continue to wave his flag for excellence in Mathematics as we march forward to fulfill our mission.

This year, as this report shows, seven young teachers graduated, five of which achieved a Bachelor of Education degree with distinction. The students who are in earlier years of study have made great strides towards their goals and are well-positioned to complete their degrees within five years. The Teachers Plus team and our wider group of committed stakeholders, could not be prouder of each one of them. I thank them for their diligence, enthusiasm and passion.

As we look ahead, I know that the future is bright.

With thanks to you all,

Brenda Elshove

Manager, Teachers Plus Foundation

PARTNER SCHOOLS

- Bergvliet Primary School
- Heathfield Primary School
- Rustenburg Girls' Junior School
- Springfield Convent Junior School
- The Grove Primary School
- Wynberg Boys' Junior School
- Bishops (Diocesan College)
- LEAP Science and Maths School
- Rustenburg Girls' High School
- Springfield Convent Senior School
- Steenberg High School
- Westerford High School

DIRECTORS

- Suzanne Dingley
- Ernest Moore
- Fatima Jakoet
- Wayne Lategan

FACILITATORS

- Di Donaldson, Head of Mathematics
- Colleen Hodge, Accounting facilitator
- Joyce Lamont, Mathematics facilitator
- The late Gavin Larsen, Mathematics facilitator
- Julie Michael, Life Coach
- Glynnis Newdigate, Communications facilitator

CONTACT US

Have a question, want to find out more about something in particular or just want to get in touch? We'd love to hear from you.



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