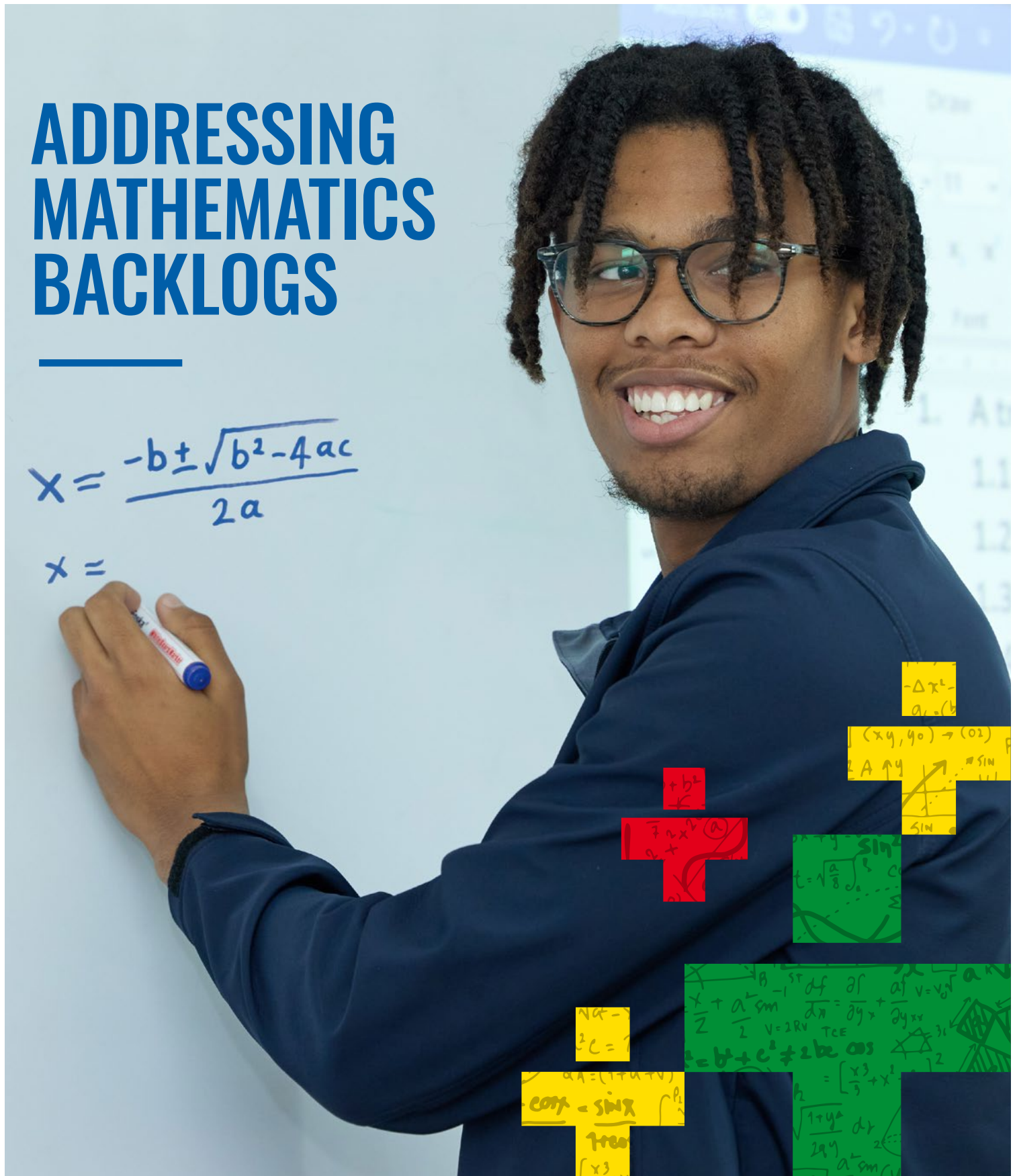


ADDRESSING MATHEMATICS BACKLOGS

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

x =



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WHAT WE DO



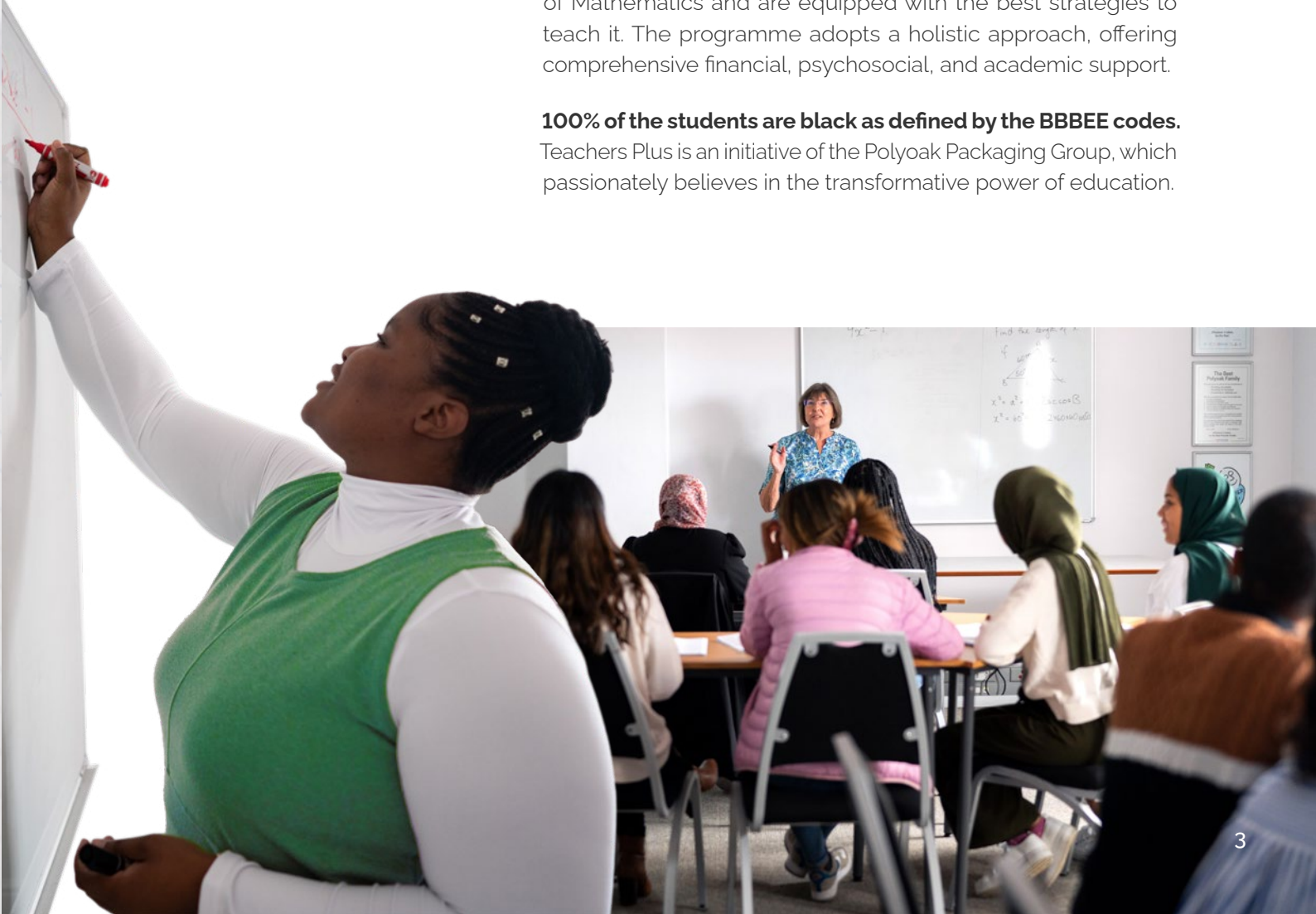
Teachers Plus was born out of the need to address the poor state of Mathematics education in South African schools.

The Teachers Plus scholarship programme has a track record of transforming the lives of young individuals by creating qualified, specialist Mathematics teachers who, from their first year of employment, are competent, confident, and ready to add value to the teaching profession.

Teachers Plus provides scholarships to talented students from high socio-economic need communities, enabling them to complete a distance learning Bachelor of Education degree and participate in a specialised Mathematics teacher training programme. This programme is delivered in partnership with schools dedicated to training future teachers. The programme's 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 adopts a holistic approach, offering comprehensive 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 transformative power of education.



ADDRESSING LEARNING BACKLOGS



Chairperson's letter

By Fatima Jakoet

In 2023, Teachers Plus once again set the bar for success in teacher training. Our relentless focus on producing top-tier Mathematics educators has yielded impressive results, with our graduates securing teaching positions immediately following our rigorous five-year Mathematics focused teacher training programme.

Our programme is designed to bridge the Mathematical learning gaps often found in students from under-resourced areas. While many of these students may have performed adequately at school, they frequently lack a solid understanding of fundamental Mathematical concepts. This deficiency not only impacts their own comprehension but also their ability to effectively teach Mathematics to others. That is why our programme places a strong emphasis on providing future educators with a thorough and comprehensive understanding of the Mathematics curriculum. How can we expect teachers to instil confidence in their learners if they themselves struggle with the subject matter? By dedicating the majority of our programme's time to establishing a robust foundation of Mathematical knowledge, we empower our future educators to confidently guide their learners toward success.

2023: A Year of Consistent Progress

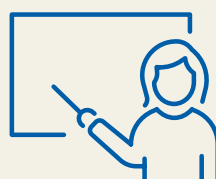


100%

of final year students graduated with a Bachelor of Education degree

92%

of the remaining students in our programme passed their 2023 academic year and moved to the next year of studies



95%

of our graduates remain employed as educators with 5% employed in the educational sector

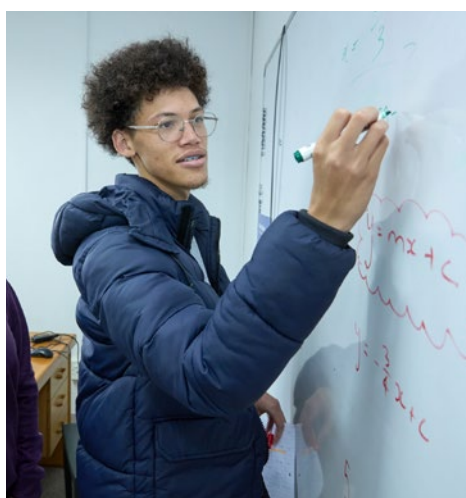
The steadfast support of the Polyoak Foundation and Polyoak Packaging Group has been invaluable to Teachers Plus, providing essential financial, human, and physical resources. Additionally, we extend our gratitude to the Philanthropy Initiative with Employees of Allan Gray, the Rachel du Toit Charitable Trust, and Mapula Trust for their generous grants.

To our students, your dedication and enthusiasm to excel as educators is truly remarkable and we look forward to our continued journey together.

On behalf of our board, I want to extend sincere gratitude to the teachers and schools who collaborate with us, as well as my esteemed fellow board members and the dedicated staff of Teachers Plus. Your steadfast commitment and pursuit of excellence have been instrumental in the remarkable accomplishments of our programme.

We also wish to acknowledge Ernest Moore, who served as Chair for five years before stepping down in June last year. His exceptional leadership, vision, and ability to inspire those around him have left a lasting impact on our Organisation. We also express appreciation to the remaining board members for their continued support.

In closing, Teachers Plus is authoring a fresh narrative of triumph amidst South Africa's education challenges. As the sole teacher training programme in South Africa prioritising the development of exemplary Mathematics educators over a five-year period, we stand at the forefront of innovation. Together, we've created a programme that not only transforms the educational landscape but also positively impacts students and school communities. Your ongoing dedication and support fuel our mission to advance future educators by investing in Mathematics education excellence, and for that, we are deeply grateful.



REFINING AND FOCUSING TO SUCCEED



Management summary

By Brenda Elshove

In 2023, Teachers Plus continued its journey toward creating exceptional Mathematics educators with significant growth and transformative changes. Our scholarship programme saw an increase from 21 to 26 students, demonstrating a commitment to expanding our reach and impact. We have set ambitious goals for 2024, scaling up to 31 students, with a vision of reaching 50 students on the programme by 2027.



Mathematical Content Knowledge

As we now exclusively concentrate on Mathematics, we've ended our Accounting Programme, with its final student graduating in 2023. We extend our gratitude to our esteemed Accounting Specialist, Colleen Hodge, for her profound impact on our programme. Also, we bid farewell to our exceptional Primary Mathematics Facilitator, Di Donaldson, whose dedication to Teachers Plus is deeply appreciated.

In 2023 we enhanced our approach to training future Mathematics teachers. We partnered with Brombacher and Associates to draw on their experiences in coaching primary school teachers and restructured our training programme into three key areas: Mathematical Content Knowledge, Mathematical Techniques and Mathematic Methodology.

In this key area, we address and reinforce foundational Mathematical skills by ensuring correct notation, symbols, and terminology. We present Mathematical questions, review answers to identify misconceptions, and correct them. Assuming our students have the Mathematical knowledge, we work backwards to address any gaps that appear as they solve problems. Our sessions focus on coherent Mathematical writing and effective problem-solving strategies. We use benchmark tests to assess comprehension and provide targeted assistance to address any Mathematical backlogs.

Mathematical Techniques

In these lectures, we emphasise immersive, hands-on approaches to learning Mathematics, providing techniques to understand how learners grasp concepts. Starting from grade R, the beginning of the school Mathematics curriculum, students work their way forwards through the curriculum, experiencing it again so they can fall back on these experiences when they teach. They work through Brombacher and Associates Number Sense workbooks (grades R to 7) and learn to use various educational tools, including manipulatives, for practical classroom integration. Future high school teachers extend this learning to understand the spiral nature of the Mathematics curriculum, equipping them to address potential backlogs in their future students. Since teachers often teach as they were taught, these transformative sessions aim to shape their future teaching methods, inspiring them to use the best Mathematical teaching techniques in their classrooms.

Mathematical Methodology

Lee Shulman introduced Pedagogical Content Knowledge (PCK) in the mid-1980s, highlighting the need for teachers to know how to teach subjects in ways learners can understand. This concept underpins our Methodology sessions, designed to develop these crucial skills for teaching Mathematics effectively. Running throughout our five-year program, these sessions become more focused in years three to five, incorporating hands-on teaching exercises in schools and lectures at our offices to instill principles, techniques, and best practices for effective Mathematics instruction.

These three distinct Mathematical learning areas provide our students with a comprehensive understanding of Mathematics. After five years in our programme, our students are equipped with the Mathematical knowledge and best strategies to teach Mathematics, enabling them to become confident and professional Mathematics teachers.

We are grateful to our partner schools, whose support and collaboration are crucial to our success. These partnerships offer our students invaluable opportunities to engage with best school practices, practice teaching under supervision, participate in extracurricular activities, and learn to navigate the dynamic school environment.

We have valuable partnerships with the University of South Africa (UNISA) and North-West University (NWU), enabling our students to pursue their Bachelor of Education degrees through distance learning. The strong relationships we've cultivated with both institutions are greatly appreciated, and we're thankful for the support they extend to Teachers Plus.

Additionally, we would like to express our deep appreciation to our Director, Ernest Moore, for his outstanding leadership, wisdom and thoughtfulness during his tenure at Teachers Plus. We are also excited to welcome our new Director, Sharon Lewin, who brings with her a wealth of educational knowledge to our director team.

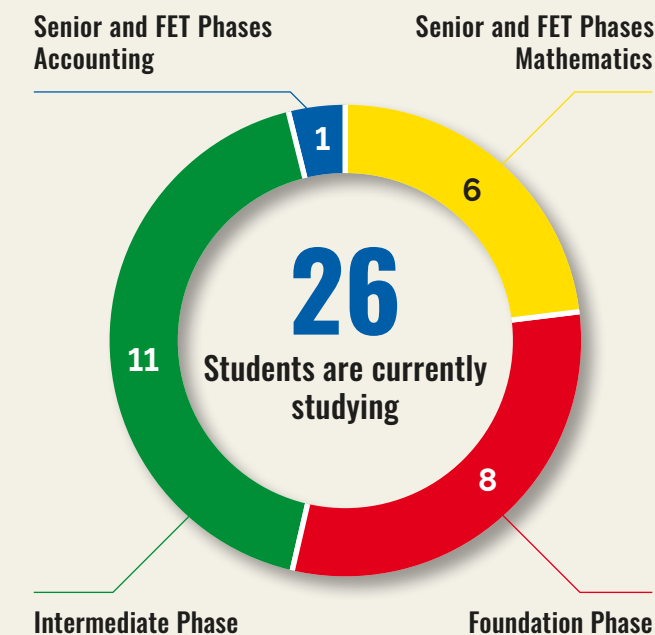
In summary, 2023 has been a year of growth and reflection for Teachers Plus. As we continue to refine our approach to educator training and expand our scholarship programme, we remain committed to our vision that every learner has an outstanding Mathematics teacher.



IMPACT AT A GLANCE

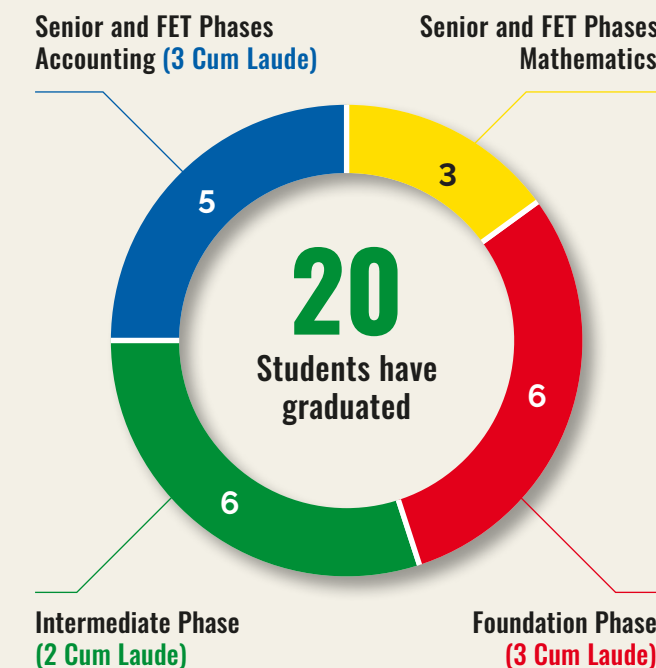
2023

Students per teaching phase



2016 to date

Alumni graduated & teaching phases



2023 UNISA/NWU B.Ed. Results

68%

Achieved three or more distinctions

92%

Retention rate of current students

41%

Achieved distinctions in more than half their subjects

68%

Passed all their subjects



Alumni Statistics

85%

Of graduates complete their degree within 5 years

100%

Graduation rate for final-year students

95%

Of alumni Employed as teachers at Post Level 1

89%

Of students who start the programme graduate

GRADUATES AND 5-YEAR SERVICE AWARDS

TEACHERS PLUS 2023 GRADUATES:



Jade Petersen

- B.Ed. Foundation Phase
- Teaching at Floreat Primary School

"Teachers Plus equipped me with a solid understanding of Mathematics and the ability to teach it confidently. They gave me the opportunity to grow through experiential learning opportunities at schools, which now allows me to teach my Grade R class with confidence."



Claude Coskey

- B.Ed. Senior and Further Education and Training Phases – Accounting
- Teaching at Rustenburg Girls' High School

"Teachers Plus has given me an opportunity to learn, grow and become not only a teacher, but a professional teacher."

20 CLAUDE AND JADE TAKE OUR TOTAL ALUMNI TO 20

TEACHERS PLUS LONG SERVICE AWARD RECIPIENT:



Bianca Ramedies (née Abrahamse)

- B.Ed. Intermediate Phase
- Teaching at Wynberg Girls' Junior School

"Teacher's Plus has played a crucial role in shaping me as an educator, providing me with the skills to tackle teaching challenges with resilience and adaptability."

6 TEACHERS HAVE BEEN EMPLOYED FOR OVER FIVE YEARS

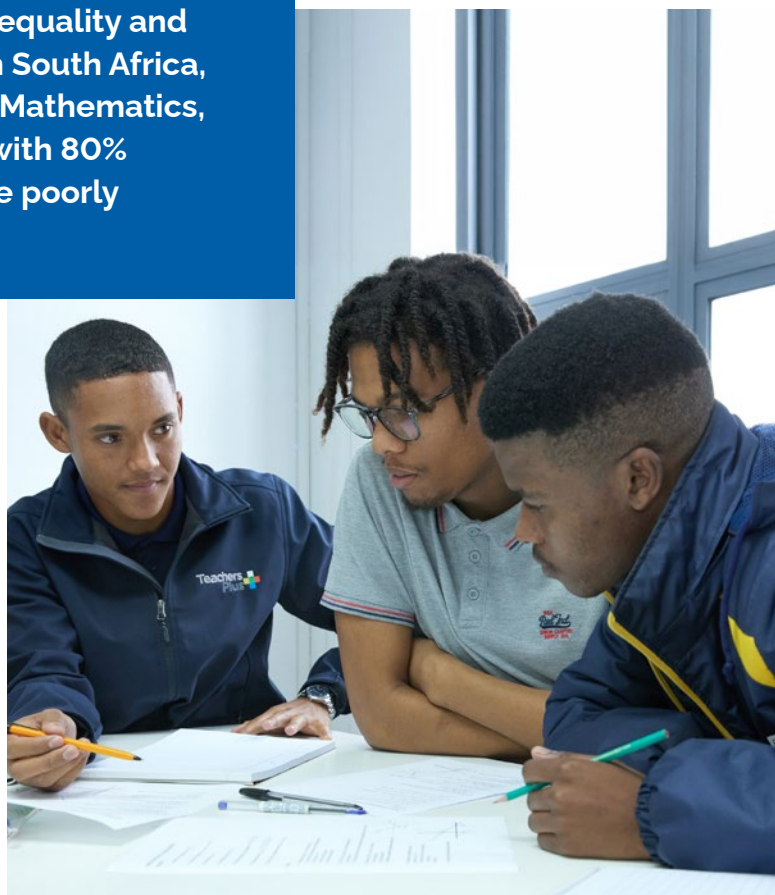
ADDRESSING EDUCATIONAL BACKLOGS TO CULTIVATE EXCELLENCE IN MATHEMATICS TEACHING

The schooling system's deep-rooted inequality and overall poor quality are indisputable. In South Africa, academic performance, particularly in Mathematics, lags behind basic competency levels, with 80% of learners attending schools within the poorly functioning sector.

Exacerbating the problem, many students with inadequate Mathematical proficiency pursue teaching careers. These individuals frequently have substantial gaps in fundamental Mathematical knowledge, which are essential for comprehending Mathematical concepts and effectively teaching Mathematics to their learners.

Recognising this critical challenge, Teachers Plus emerged to tackle the educational backlog head-on. We know that without addressing these deficits, producing excellent Mathematics teachers remains an insurmountable task.

Highlighted in the Zenex paper "Perspectives on Learning Backlogs in South African Schooling", these educational gaps stem not only from systemic poverty and unemployment but also from flawed educational policies and practices. Among these, insufficient teacher content knowledge and the inability to effectively teach in difficult classroom settings contribute significantly to poor academic



Continuously churning out teachers from dysfunctional systems without rectifying foundational deficiencies only perpetuates the problem.

outcomes. In our assessment, content knowledge is one of the primary factors contributing to learners' struggles in Mathematics. Contrasting the matric results of under-resourced schools with those of schools that can staff full Mathematics Departments underscores this point starkly.

In under-resourced schools, there are typically no Mathematics Departments, and teachers often lack the skills required to teach Mathematics effectively. These educators might themselves be products of the same flawed system, having entered the teaching profession without a sufficient understanding of the subject matter or the pedagogical skills necessary to effectively teach Mathematical concepts. Consequently, learners tend to perform poorly, perpetuating the cycle of underachievement.

In contrast, high-performing schools typically boast Mathematics Departments staffed by competent teachers. These educators possess a deep understanding of the subject matter, along with the ability to teach it effectively to their students. They employ innovative teaching methods, provide individualised support, and create engaging learning environments that foster student success in Mathematics. Learners in these schools are more likely to grasp Mathematical concepts, achieve higher proficiency levels, and excel academically in the subject.

To break this cycle, it's imperative for learners to have a competent Mathematics teacher and to do this it is essential to address Mathematical backlogs. Continuously churning out teachers from dysfunctional systems without rectifying foundational deficiencies only perpetuates the problem. It's unrealistic to expect underprepared educators to deliver exceptional Mathematics education without first addressing their own educational gaps.

Our programme stands apart by dedicating five years to ensure aspiring teachers thoroughly comprehend the Mathematics they will teach.

Reversing these educational deficiencies is essential for future teachers who have themselves experienced a sub-standard Mathematical education. Although it might demand more resources than conventional teacher training programs, taking the time to address Mathematical backlogs in our future teachers will lead to thousands of learners graduating from school without a Mathematical backlog. Our programme stands apart by dedicating five years to ensure aspiring teachers thoroughly comprehend the Mathematics they will teach.

We do this by providing comprehensive support in three key areas: Mathematical Content Knowledge, Mathematical Techniques and Mathematic Methodology. These three distinct Mathematical learning areas provide our students with a comprehensive understanding of Mathematics. After five years in our programme, our students are equipped with the Mathematical knowledge and best strategies to teach Mathematics, enabling them to become confident and professional Mathematics teachers.

The ultimate vision of Teachers Plus is to develop outstanding Mathematics teachers across the country. By carefully addressing educational backlogs, the programme aims to ensure that every learner has access to top-quality Mathematics education, which will increase the number of learners who are proficient in Mathematics. This, in turn, will unlock opportunities for many to pursue further studies after school and expand their career prospects.



To read the full report go to: <https://www.zenexfoundation.org.za/wp-content/uploads/2022/05/Digital-Perspectives-on-Learning-Backlogs-in-South-African-schooling.pdf>

SPOTLIGHT: MEGAN AND JADE

In this year's annual report, we are thrilled to spotlight the remarkable journeys of two extraordinary individuals, Megan and Jade, who exemplify the transformative power of education. Through our programme, we have witnessed their growth and dedication firsthand, paving the way for a brighter future for themselves and the students they serve.



Jade's educational journey took place in a challenging academic environment characterised by large class sizes and limited resources. With unwavering dedication and a strong determination to succeed, supported by motivating teachers who believed in her potential, Jade successfully matriculated with a bachelor's degree pass, granting her access to university. However, financial constraints prevented her from pursuing further studies, prompting her to join Polyoak Packaging as a packer. When Jade found out that Polyoak was a Teachers Plus donor, she visited the Teachers Plus office to see if she would be eligible for a scholarship.

Jade did qualify, and after five years in our programme, she achieved an impressive 82% on her benchmark test covering Mathematical content from grades R to 7. This stands in stark contrast to the 54% scored by final-year B.Ed. students in the primary Mathematics assessments conducted for the inaugural 2030 Reading Panel report released in February 2022.

Now, as a teacher at Floreat Primary, Jade's impact is undeniable. She continues to inspire and uplift her students with her passion for Mathematics.



Megan also emerged from a challenging school environment. Despite these obstacles, Megan's passion for Mathematics stood out, and with the support of her committed teachers she matriculated with a bachelor's degree pass and results strong enough to earn her admission to a UNISA Bachelor of Education degree and selection for our Scholarship.

Through comprehensive support over five years, Megan deepened her grasp of Mathematics, improving her understanding of the school Mathematics curriculum from year 1 to 5 by 33%. She achieved an impressive 88% on her benchmark Mathematics test upon completing our programme. Today, Megan has the confidence and skills to effectively teach Mathematics. She serves as a beacon of excellence at Westerford High School, where she inspires a passion for Mathematics amongst her learners.



As we reflect on the incredible achievements of Megan and Jade, we are reminded that programs like the Teachers Plus Programme play a pivotal role in addressing educational backlogs, paving the way for their success in the professional realm. By nurturing a conducive learning environment and providing comprehensive assistance, such initiatives empower students to overcome obstacles and achieve academic excellence. As a result, graduates emerge equipped with not only the necessary knowledge and skills but also a strong sense of confidence and determination. These graduates are well-prepared to enter the job market and excel in their teaching careers. The success stories of our beneficiaries underscore the transformative impact of educational interventions, reaffirming the importance of investing in initiatives that prioritise educational equity and empowerment.

THEORY OF CHANGE

The Need

PROBLEM

- On average only 6% of all Grade 12s achieve more than 60% in Mathematics*
- 79% of Grade 6 Mathematics teachers are below the grade level that they are teaching**
- SDG 4: Quality Education

PEOPLE

We support students from under resourced communities to address their Mathematics' backlogs

REASON

Every child in South Africa deserves an outstanding Mathematics teacher

The Work

PARTNERS

- Universities
- Partner schools for Students to do their work based training
- Schools to employ alumni

INTERVENTIONS

- Comprehensive Mathematics training and support
- A complete scholarship offering holistic and financial support

INPUTS

- Students
- Mathematics Specialists
- Partner Schools
- Funding for Scholarships
- Universities offering distance learning Bachelor of Education Degrees

BEHAVIORS

Students must actively engage in intensive Mathematics practice, adopt a growth mindset, and apply Mathematical Specialists feedback effectively

BIG IDEA

Comprehensive Mathematics training and support, and holistic support offered to Students over five years while they are studying a Bachelor of Education Degree

MISSION

To advance future teachers by investing in Mathematics education excellence

The Results

SHORT-TERM OUTCOMES

- Improved confidence and understanding of Mathematics
- Student teachers are present, punctual and professional
- 85% plus retention in the programme

OUTPUTS

- Number of Students enrolled on the programme
- Attendance requirements achieved
- Students engaged in sessions

PATHWAYS

Scale: University adoption to support student teachers with their Mathematical backlogs enabling them to be outstanding Mathematics teachers

LONG-TERM OUTCOMES

- 80% achieved in Mathematics Assessment by Year 5
- 95% of Alumni employed as teachers

10-YEAR TARGET

150 Alumni are employed as Mathematics teachers by 2034 impacting 525,000 learners

VISION

Every learner has an outstanding mathematics teacher

* Grade 12 Matric Results: <https://www.education.gov.za/LinkClick.aspx?fileticket=UjfSvFTZj2c%3d&tabid=4646&portalid=0&mid=12520>

** Teacher Mathematics Results: <https://www.sciencedirect.com/science/article/abs/pii/S0738059315000152>



TEACHER TRAINING METHODOLOGIES

Learning Brief

In the field of teacher training, various assumptions and methodologies can shape perspectives and influence decision-making. In this learning brief, we address key issues that have shaped our programme and approach, providing evidence-based insights from our experience.

Data shows there is a scarcity of students excelling in Mathematics, posing a significant question: who will be equipped to teach this crucial subject?

We recognise this challenge as an opportunity for proactive intervention. Rather than accepting the status quo, we have embraced the responsibility to empower future educators with robust Mathematical competence. Our approach transcends mere curriculum revisitation; we are dedicated to cultivating deep understanding and effective instructional skills in Mathematics.

The impact of our efforts is tangible. With a tailored support system, our students have not only improved their grasp of Mathematics but have also developed a profound confidence in teaching the subject. This holistic approach is reflected in our remarkable retention rate, with 95% of our graduates continuing their journey as educators.

Moreover, our students' exceptional performance in benchmark tests and internal evaluations speaks volumes about the efficacy of our approach. Starting with a modest 60% proficiency, our students have consistently demonstrated significant growth, culminating in impressive average scores of 92% in external Mathematical assessments and 90% in our endline evaluations.

These results underscore the transformative potential of targeted support and mentorship in fostering not just Mathematical proficiency, but also enduring confidence and competence among future educators. We are not just addressing learning backlogs; we are shaping the future of education by equipping teachers with the tools they need to excel in their vital role.



ORGANISATION

A**R500k**Cost per student
for five years
(R100k per year)**10**

Number of students

100%Retention rate in the
teaching profession
post intervention

ORGANISATION

B**R350k**Cost per student
for five years
(R70k per year)**10**

Number of students

50%Retention rate in the
teaching profession
post intervention

At first glance, it may seem that Organisation B is more cost-effective, as it has a lower cost per student. However, when we factor in the retention rate, the cost-effectiveness picture changes.

Total cost for
10 students
over five years:**R500k * 10
= R5 million****100%**

Retention rate

Effective cost per
retained teacher:**R5 million
/ 10
= R500k**Total cost for
10 students
over five years:**R350k * 10
= R3.5 million****50%**

Retention rate:

Effective cost per
retained teacher:**R3.5 million
/ (10 * 0.5)
= R700k**

Retention in the teaching profession is an important metric when considering the cost of an intervention and the impact.

Teacher training organisations must measure teacher retention as a key outcome metric. Failing to do so may lead to an underestimation of the true cost of a programme. Investing in programmes that retain teachers, even if they are more expensive, is financially prudent in the long run.

In evaluating the cost effectiveness of a Teacher Training programme. Let's consider two teacher training programmes, Organisation A and Organisation B, each with a duration of five years and a different cost per student.

Despite the higher initial cost per student, Organisation A turns out to be more cost-effective in terms of producing retained teachers. The higher retention rate in Organisation A means that the effective cost per teacher retained in the teaching profession is R200k lower per student compared to Organisation B.

This example underscores the importance of considering not only the upfront cost but also the long-term outcomes, such as teacher retention rates, when evaluating the cost-effectiveness of teacher training programmes. In this case, investing more upfront in Organisation A resulted in a higher return on investment by producing a 100% retention rate among its graduates, making it a more financially sustainable and impactful option in the long run.

We actively measure teacher retention rates as a critical indicator of programme success. This informs our continuous improvement efforts and ensures a cost-effective, outcome-based approach to teacher training. Currently we have 95% retention as teachers and 5% retained in the education sector.

By Year 5, 89% of our student teachers who enrolled in the programme in Year 1 successfully graduate with their distance learning B.Ed. degrees, compared to UNISA's 27% graduation rate. This sharp contrast emphasises the value of investing in programmes with excellent throughput and retention rates, underscoring them as the most prudent and financially sound investments.

Educators who are professional, well prepared, and excellent can be mentors. In under-resourced schools, educators often don't have the capacity to be the mentor.

We actively track the progress of our student teachers in their school placements and do not rely solely on mentors for this responsibility. Our close collaboration with students involves ensuring the development of effective lesson plans for their classes. Additionally, we provide a supportive environment for students to engage in post-lesson discussions, allowing them to reflect on their teaching experiences, identify areas for improvement, and receive guidance on enhancing their instructional skills.

Student teachers from under-resourced communities who undergo training in teacher training programmes should be able to teach in any school.

Flooding the job market with well-trained educators, irrespective of their community background, is more likely to lead to their eventual absorption into schools across the spectrum of resource availability. This approach promotes a broader and more equitable distribution of excellent educators, contributing to systemic improvements in education. Many teacher training programmes insist that the student teaches in under-resourced schools when they have completed their training.

We actively encourage our student teachers to explore opportunities in a variety of schools, including those considered academically excellent. Our goal is to saturate the job market with highly qualified and well-trained educators, fostering a

diverse pool of educators. By doing so, we aim to facilitate their absorption into schools of all types, ultimately contributing to a more balanced and inclusive educational landscape. This approach aligns with our commitment to addressing educational inequalities and promoting equal access to quality education across diverse communities.

We need academically strong students to be educators.

The academic prowess of educators plays a significant role in shaping the quality of education. While other qualities are undoubtedly essential, a solid academic foundation enhances a teacher's ability to convey complex concepts, provide in-depth knowledge, and foster a deeper understanding in students.

We acknowledge the importance of academic proficiency in educators. For entry into our Foundation Phase programme, candidates must demonstrate a minimum of 60% proficiency in Mathematical Literacy or 40% in pure Mathematics. For the Intermediate Phase programme, a minimum of 50% in pure Mathematics is required, while for the FET stream, candidates are expected to have 55-60% proficiency in pure Mathematics. Additionally, we anticipate a baseline of approximately 65% proficiency in English as a first language or 70% for those for whom it is a second language. It is crucial to emphasise that achieving 40% proficiency in pure Mathematics at a poorly resourced school is commendable, given the challenging conditions of the educational environment.

While these criteria ensure that our students have the ability to achieve academically, it's essential to note that they are not solely chosen based on academic excellence. Rather, they possess a well-rounded skill set that we further develop and refine through our training programmes. This approach aligns with our commitment to nurturing educators who not only meet academic standards but also excel in fostering effective learning environments.

Once educators are competent in the subject they are teaching and know how to teach it, they don't require intensive support in their first year of teaching.

The feedback from our alumni indicates that while some struggle in managing administrative responsibilities at their schools, they do not require extensive additional support.

Our approach is rooted in thorough preparation. We invest significant time in equipping our educators with the necessary skills and knowledge to navigate the challenges of school environments. This comprehensive preparation empowers our educators to not only survive but excel in their first year of teaching and beyond. The positive outcomes, reflected in our high educator retention rate of 95%, underscore the effectiveness of our commitment to thorough teacher preparation.

Conclusion:

We aim to contribute to a more informed and effective approach to teacher training. Through evidence-based practices and continuous improvement, we are collectively working towards ensuring a high-quality and sustainable education system.



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

Andreas Schleicher, OECD Director for Education and Skills



FINANCIAL STATEMENTS

Statements of Financial Position as at 31 December 2023

Figures in Rand

	2023	2022
ASSETS		
Non-current assets	409 418	229 009
Property, plant and equipment		
Current assets	7 500	-
Trade and other receivables		
Cash and cash equivalents	9 553 982	6 630 998
	9 561 482	6 630 998
Total assets	9 970 900	6 860 007
EQUITY AND LIABILITIES		
Equity	9 453 393	6 420 082
Accumulated surplus		
Liabilities		
Current liabilities	517 507	439 925
Trade and other payables		
Total equity and liabilities	9 970 900	6 860 007

Detailed Income Statement

Figures in Rand

	2023	2022
REVENUE		
Donations received	3 550 000	2 250 000
Grants and distributions received	3 757 500	3 900 000
	7 307 500	6 150 000
OPERATING EXPENSES		
Bank charges	(5 971)	(5 831)
Computer expenses	(36 777)	-
Consulting fees	(5 549)	-
Depreciation: Computer & Office	(22 805)	(20 734)
Employment costs	(1 028 298)	(327 855)
Fundraising	(37 634)	(52 508)
General expenditure - Office furniture & Equipment	(4 584)	-
Independent reviewers remuneration	(36 032)	(39 680)
Secretarial fees	(7 914)	(12 551)
Staff Development	(25 161)	(13 615)
Travel - local	(20 046)	(7 232)
	(1 230 771)	(480 005)
EDUCATIONAL EXPENSES GENERAL		
Employment costs	(951 730)	(756 074)
Marketing	(114 150)	(102 828)
Student Communication	(586)	-
Travel - local	(5 043)	(2 679)
	(1 071 509)	(861 581)
APT SCHOLARSHIP PROGRAMME		
Academic fees and text books	(416 763)	(369 218)
Coding expenses	(9 080)	(8 280)
Depreciation: Computer equipment - student laptops	(67 404)	(29 782)
Experiential Learning	(83 040)	(19 918)
Foundation and Intermediate Phases: Mathematics	(377 575)	(278 612)
Printing and stationery	(28 232)	(17 970)
Special Projects	-	(15 000)
Senior and Further Education and Training Phases: Accounting	(104 810)	(93 407)
Senior and Further Education and Training Phases: Mathematics	(383 142)	(320 793)
Student costs	(816 465)	(699 206)
Student events	(18 705)	(14 632)
Student skills	(169 487)	(232 020)
	(2 474 703)	(2 098 838)
TOTAL EXPENSES	(4 776 983)	(3 440 424)
OPERATING SURPLUS	2 530 517	2 709 576
Interest income	502 794	221 714
SURPLUS FOR THE YEAR	3 033 311	2 931 290

THANK YOU

As we look back on this year's achievements, it's clear that our success is the result of the collective effort of many remarkable people.

From the dedicated students who pursue their studies with us, to the generous donors who give us the means to reach our goal, we see a shared commitment to excellence and a brighter future for teaching in South Africa. Our progress is also thanks to the expertise and teamwork of our skilled specialists, the guidance of our board members, and the invaluable support of our partner schools and teachers and Higher Education Institutes.

Together, we have established a solid foundation for ongoing growth and success. We are extremely grateful to everyone who has contributed to our journey this year. Thank you for your dedication and belief in our mission to advance future teachers by investing in excellence in Mathematics education. Our vision continues to be that every learner will have an outstanding Mathematics teacher.

It's a privilege to work with such extraordinary individuals, and I am honoured to be a part of this fantastic team. Thank you for your continued support and commitment. Your contributions have made a significant impact, and we look forward to building on this strong foundation.

PARTNER SCHOOLS

Floreat Primary School
Heathfield Primary School
Kirstenhof Primary School
Rondebosch Boy's High School
Rustenburg Girls' High School
Rustenburg Girls' Junior School
South Peninsula High School
Springfield Convent Junior School
St Anne's Primary School
St Anthony's Primary School
Steenberg High School
Westerford High School

DIRECTORS

Suzanne Dingley
Fatima Jakoet
Sharon Lewin
Ernest Moore
Phindile Msomi

PARTNER HIGHER EDUCATION INSTITUTIONS

North West University
University of South Africa

SPECIALISTS

Mathematics
Brombacher and Associates
Di Donaldson
Joyce Lamont
Sue Mc Petrie
Kuhle-ke Mkosana

Accounting
Colleen Hodge

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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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