

Multiplying Impact



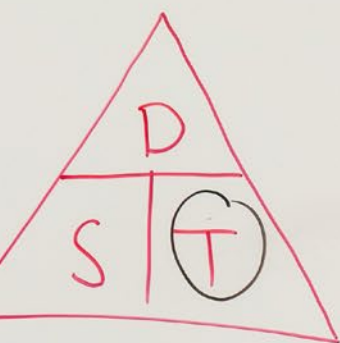
ANNUAL REPORT **2024**





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$$D = \text{Speed} \times \text{Time} \rightarrow$$

$$S = \frac{\text{Distance}}{\text{Time}}$$

$$T = \frac{\text{distance}}{\text{Speed}}$$



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 under-resourced communities, enabling them to complete a distance learning Bachelor of Education degree and participate in a specialised Mathematics teacher training program. 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 power of education.

Chairperson's letter

Multiplying Impact – 97 Collective Years Teaching

Fatima Jakoet

CHAIRPERSON TEACHERS PLUS



In 2024, 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, 100% of our final year students graduated with two out of our three graduates obtaining Cum Laude degrees.

In 2024, Teachers Plus once again set a high benchmark for success in teacher training. Our unwavering commitment to developing exceptional Mathematics teachers continues to deliver tangible results.

2024 Highlights

This year marked another strong chapter for Teachers Plus:

- **100%** of our final-year students graduated with a Bachelor of Education degree.
- **82%** of our remaining students passed their 2024 academic year and progressed to the next level of study.
- **91%** of our graduates remain employed as educators, with 4.5% working in other areas of the education sector and 4.5% employed outside the sector.
- **97** cumulative years of our alumni shaping young minds through teaching.
- **43%** of our graduates earned *cum laude* degrees

Our programme is designed to bridge the mathematical learning gaps often found in students from under-resourced communities. While many of these students may have performed adequately at school, they frequently lack a firm grasp of foundational mathematical

concepts. This deficiency not only impacts their own understanding, but also their ability to teach the subject effectively.

That is why our programme places a strong emphasis on ensuring future educators develop a comprehensive and confident understanding of the Mathematics curriculum. How can we expect teachers to instil confidence in their learners if they themselves feel uncertain about the subject? By dedicating the majority of the programme to building deep mathematical knowledge, we empower future educators to teach with assurance and competence.

Teachers Plus is multiplying its impact by producing committed educators who remain in the teaching profession over the long term. An impressive 91% of our alumni are currently employed as teachers, reflecting the strength and sustainability of our programme. Collectively, they have dedicated 97 years to teaching since our first graduate entered the classroom in 2016. Each year, our alumni teach between 23 and 230 learners, and since 2016, they have reached an estimated total of approximately 11,520 learners. This enduring presence in the profession enables our impact to grow exponentially, as each teacher continues to shape new cohorts of learners year after year, contributing to lasting educational transformation



The continued support of the **Polyoak Foundation** and **Polyoak Packaging Group** has been invaluable, providing essential financial, human, and physical resources. We are also sincerely grateful to the **Rachel du Toit Charitable Trust** and the **Mapula Trust** for their generous grants.

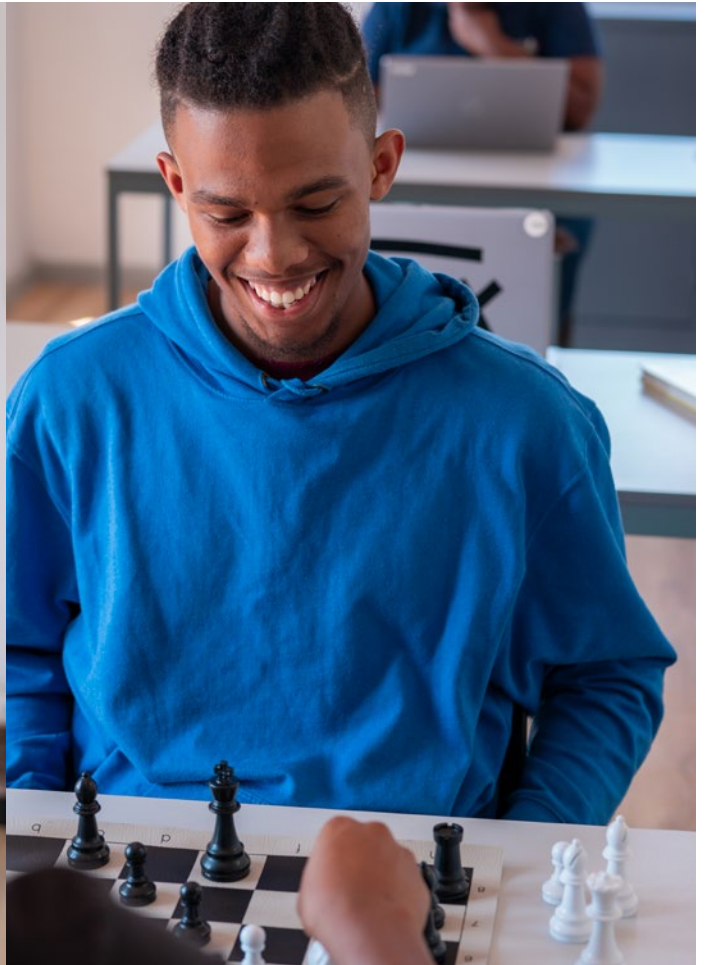
To our students—your commitment, perseverance, and passion for becoming educators is truly commendable. We look forward to continuing this journey together.

We highly value our partnerships with the **University of South Africa (UNISA)** and **North-West University**. The distance learning Bachelor of Education programmes they offer enable our students to benefit from additional Mathematics support while also gaining valuable, work-based experience through our partner schools.

On behalf of the Board, I would like to extend my heartfelt thanks to the teachers and schools who collaborate with us, to my fellow Board members, and to the dedicated staff of Teachers Plus. Your commitment to excellence has been instrumental in the success of our programme.

We also take this opportunity to honour the memory of **Aarnout Brombacher**, whose passing in January 2025 has been deeply felt. Aarnout was passionately committed to fostering a love of Mathematics and helping our students develop a genuine, lasting understanding of the subject. He will be greatly missed. We are grateful to the **Number Sense** team for continuing the primary Mathematics techniques training that Aarnout and his team began with Teachers Plus in 2023.

In conclusion, Teachers Plus continues to build a collaborative programme that transforms education by producing teachers that are professional, competent and confident. To all our partners and supporters, thank you. Your ongoing commitment and support are what drive our mission to advance the future of education through excellence in Mathematics teaching.



Management summary



Continued growth in 2024

Brenda Elshove

EXECUTIVE DIRECTOR TEACHERS PLUS



In 2024, Teachers Plus continued its journey towards developing exceptional Mathematics teachers. Our scholarship programme grew by 19%, from 26 to 31 students, reflecting our commitment to expanding both our reach and our impact. Our vision is to support 50 students on the programme by 2027.

CONTINUED GROWTH IN 2024

In 2024, Teachers Plus continued its journey towards developing exceptional Mathematics teachers. Our scholarship programme grew by 19%, from 26 to 31 students, reflecting our commitment to expanding both our reach and our impact. Our vision is to support 50 students on the programme by 2027.

ACADEMIC ACHIEVEMENTS

Despite the growth, we maintained our high-quality programme, and all our students achieved outstanding Mathematics results:

- **92% of our students scored over 60%** in their mathematical competency benchmark test.
- **77% met our benchmark targets** for mathematical competency, with an average mark of 75% across all students and phases.
- **100% achieved 60% or more** for their teaching practical, with an average mark of 81%.
- **70% earned distinctions** in more than half of their university subjects.

STRENGTHENING OUR FOUNDATION

2024 was a year of consolidation—our second year of significant growth. We continued to build systems to support the increasing number of students on the programme.

NEW CLASSROOMS, BRIGHTER FUTURES

We also marked an exciting milestone this year with the opening of our new classrooms, made possible by the generous support of the Polyoak Packaging Group. These beautiful, functional spaces are already enhancing the learning experience for our students. With improved facilities, we are better equipped to deliver high-quality instruction and foster collaboration. We are deeply grateful to Polyoak for investing in the future of South African Mathematics education and helping us create an environment where our future teachers can thrive.

TACKLING THE MATHS CRISIS

We have strengthened the way we teach mathematical techniques through our partnerships with Brombacher and Associates and the NumberSense Mathematics Programme. In addition, improvements to our Mathematical Content sessions have enhanced our approach to addressing learning backlogs in Mathematics. Our goal is to ensure that students become competent in Mathematics within the first two years of the programme.

When studying for a Bachelor of Education at university, it is often assumed that students already have the mathematical foundation required to succeed at university level. However, with only 6% of learners in South Africa achieving over 60% for Mathematics—and just 1% achieving 80%—the necessary mathematical competency is simply not there. If we are to serve the next generation, we must address this crisis.

Our experience has shown that when future teachers receive comprehensive training—where learning gaps are addressed, subject content is mastered, and teaching strategies are practised—they emerge as confident professionals who remain in the teaching profession.

OUR MODEL: DEVELOPING EXCELLENT MATHS TEACHERS

At Teachers Plus, we focus our teacher development efforts in three critical areas:

1 Mathematical Content Knowledge

In this area, we concentrate on identifying and addressing any mathematical backlogs our students may have, while reinforcing strong foundational skills. This includes the correct use of mathematical notation, symbols, and terminology, and the development of efficient problem-solving techniques.

2 Mathematical Techniques

This component emphasises practical, hands-on learning. Students work through all the content they will eventually teach and practise using the manipulatives they will later use in the classroom. This approach ensures a deep, experiential understanding of how learners best engage with mathematical concepts.

3 Mathematical Methodology

This area covers teaching principles, strategies, and best practices. It includes lectures and supervised school placements, where students gain experience through teaching exercises and in-school observation.

Together, these three distinct areas form a comprehensive learning journey. After five years in our programme, students graduate with the mathematical expertise and pedagogical strategies required to become confident, capable, and impactful Mathematics teachers.



GRATEFUL FOR OUR SCHOOL PARTNERSHIPS

We extend our thanks to our partner schools, whose ongoing support and collaboration are integral to our success. These partnerships offer our students essential opportunities for hands-on experience—practising teaching, participating in extracurricular activities, and learning how to navigate real school environments. Without these relationships, our students would not graduate classroom-ready, nor would we see the strong teacher retention that we are so proud of.

LOOKING AHEAD

2024 has been a year of growth for Teachers Plus. As we continue to refine our educator training model and expand our scholarship programme, we remain steadfast in our mission: to cultivate outstanding Mathematics teachers and make a meaningful, lasting impact on South Africa's education system.

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, demonstrate resilience, 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
- 90% of Alumni employed as teachers

10-YEAR TARGET

102 Alumni are employed as Mathematics teachers by 2034 impacting 80,000 learners

VISION

Every learner has an outstanding mathematics teacher

* Grade 12 Results: NSC Examinations 2024: Examination Report.

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

If you can't do it, how do you teach it?

Written by Alexandra Smith, NPO Consultant and Brenda Elshove,
Executive Director of Teachers Plus



It's unthinkable to expect someone who can't play soccer to be a soccer coach, just as it's absurd to have someone who can't solve an algebra equation teach it to 40 Grade 11 students.

Why do we expect student teachers with poor Mathematics results to be confident and professional Mathematics teachers? It confounds basic logic. It's also madness to expect our education system to produce excellent Mathematics teachers when it consistently yields dismal Mathematics results. We must invest the time to teach future teachers the language of Mathematics, ensuring they understand it thoroughly before building their teaching skills. Otherwise, how can we expect them to be great teachers and, more importantly, how can we expect the next generation of learners to do well in Mathematics? **It's fundamental and very simple: if you can't do it, how can you teach it?**

Addressing Mathematics backlogs isn't straightforward. Further, subject mastery alone doesn't make a formidable teacher; effective teaching abilities and student engagement are crucial. That's why we invest over 1700 hours of Mathematics training over 5 years year in these core pillars. Institutionalising this aspect of teacher training

ensures that Mathematics backlogs are addressed, and student teachers know how to teach their content effectively. Our experience shows that with comprehensive support, student teachers can overcome their academic backlogs. Therefore, it's probably unnecessary to raise university entry requirements. Instead, we should focus on dedicating time and resources to help committed student teachers become high performers. If universities lack the time to address academic backlogs, teacher training programmes can fill this gap.

Subject Mastery + Strong Teaching Skills

= Professional and Confident Teachers

With 91% of our graduates teaching, we have the track record to prove it.

Innovation is about implementing solutions that create significant positive impact and value. When the system is so fundamentally broken, innovation means rebuilding it from the ground up, ensuring a stronger and more effective foundation. Teachers Plus has an innovative solution that generates significant positive impact and value. Our focus is singular and driven: ensuring that our students achieve mastery in the language of Mathematics and can become excellent Mathematics teachers. We exist because we believe every child deserves an outstanding Mathematics teacher.

You might wonder, is the state of Mathematics in South Africa that dire? Let's take a few moments to consider the depressing Mathematics landscape in the country:

Grade 12 results:

- In 2024, 724,156 full-time candidates sat for the Grade 12 National Senior Certificate (NSC) examinations. Of these, only 44,636 learners—approximately 6%—scored above 60% in Mathematics, and just 1% achieved a distinction by obtaining over 80%.
- 3% of South African high schools create more Mathematics distinctions than the remaining 97% put together. Of those 200 high schools, 185 are former white-only schools charging significant fees.¹ High-fee schools boast Mathematics departments with excellent Mathematics teachers and this statistic demonstrates that top-notch educators, in a Mathematics team, lead to outstanding school Mathematics results.

This poses a critical question: if there aren't enough students excelling in Mathematics, who in the country will be equipped to teach it? We can see from the statistics below that the poor results ripple through into teacher training and beyond:

Students studying for a Bachelor of Education Degree:

- 80% of students who start a Bachelor of Education degree achieved less than 50% for Mathematics.² (*Would you want someone who achieved less than 50% for Mathematics in Grade 12, and did not have this backlog addressed, teaching your child the subject?*).

Teachers:

- 79% of South African Primary School teachers of Grade 6 do not have the content knowledge required to pass Grade 6 Mathematics.³

Reversing educational deficiencies is essential for future teachers who have experienced a sub-standard Mathematical education. Although it might demand more resources than conventional teacher training programmes, taking the time to address Mathematical backlogs in our future teachers will lead to thousands of learners completing school without a Mathematical backlog.

We are committed to the principle that high-quality teachers are created with a combination of subject mastery and an understanding of how to teach the subject. We believe that teachers should be proficient in the Mathematics they are required to teach and be skilled in teaching the Mathematics they understand. Our view is that the following content competencies are essential for excellent Mathematics teachers:

- Foundation Phase Teachers: 80% competency in Mathematics up to grade 7.
- Intermediate Phase Teachers: 80% competency in Mathematics up to grade 9.
- Senior and Further Education and Training Phases Teachers: 80% competency in Mathematics up to grade 12, along with the completion of first-year pure Mathematics at a university level.

Our experience demonstrates that subject mastery creates committed and focused teachers who approach their work with confidence and enthusiasm. These teachers have no fears about teaching the subject because they possess the skills to effectively teach complex areas like algebra and geometry. They do not dread teaching a Grade 12 class; in fact, they look forward to it, relishing the opportunities to challenge and inspire their students.

Our programme boasts a 91% retention rate in the teaching profession. While we are relatively small, we have proven that expertise fosters long-term commitment in educators. Our expert teachers not only stay in the profession but thrive, making a lasting impact on their students and the education system.

At Teachers Plus, we believe that true innovation is about getting the basics right. As the only teacher training programme in South Africa focusing exclusively on producing competent and professional Mathematics teachers, we are dedicated to addressing the Mathematics crisis in the country.

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

Andreas Schleicher, OECD Director for Education and Skills

1 Dr Nic Spaul: Priorities for Education Reform (Background Note for Minister of Finance 19/10/2019): https://nicspaul.com/2019/01/19/priorities-for-education-reform-background-note-for-minister-of-finance-19-01-2019/#_ftnref1

2 School Teachers Supply and Demand in South Africa in 2019 and Beyond, Van der Berg et al., 2018

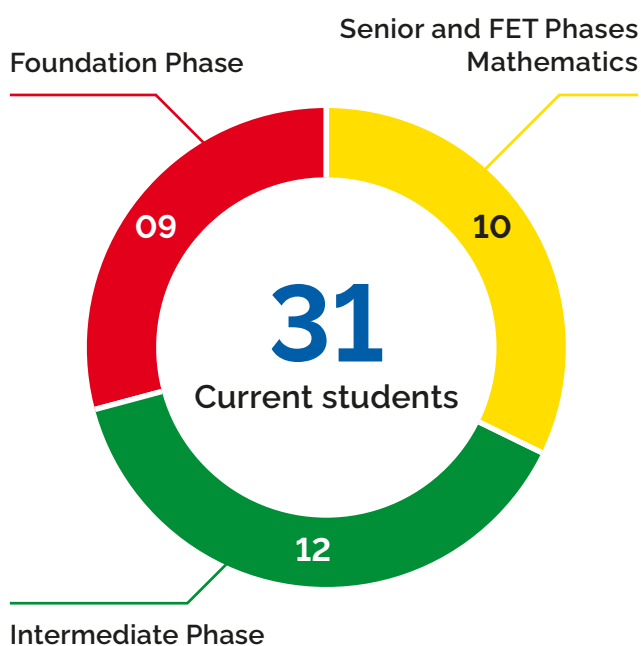
3 What do we know about primary teachers' mathematical content knowledge in South Africa? An analysis of SACMEQ 2007 written by Dr. Nic Spaul and Hamsa Venkat.



2024 Impact at a glance

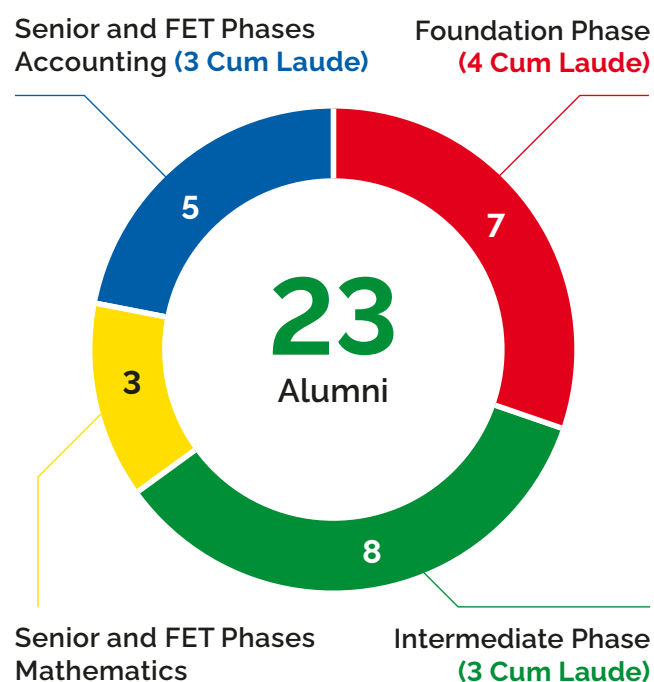
2024 DATA

2024 STUDENTS PER TEACHING PHASE



2016 TO DATE

ALUMNI GRADUATED & TEACHING PHASES



2024 UNIVERSITY RESULTS

81%

Achieved three or more distinctions

82%

Retention rate of students

70%

Achieved distinctions in more than half their subjects

100%

Achieved 60% or more for Teaching practice

ALUMNI STATISTICS

87%

Of graduates complete their degree within 5 years

91%

Of alumni Employed as teachers at Post Level 1

100%

Graduation rate for final-year students

91%

Of students who start the programme graduate

43%

Cum Laude degrees

A photograph of three women standing in front of a red brick wall. The woman on the left is a Black woman with her hair in braids, wearing a black jacket over a grey turtleneck. The woman in the center is wearing a teal hijab and a matching teal garment. The woman on the right is wearing glasses, a grey turtleneck, and a black and white striped cardigan. They are all smiling at the camera.

Graduates and 5-year service awards

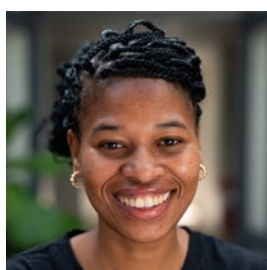
TEACHERS PLUS 2024 GRADUATES



**JAMIE LEIGH BOYD
(CUM LAUDE)**

- B.Ed. Intermediate Phase
- Teaching at Bayview Primary School

“The teaching programme was incredibly helpful in my journey as a student teacher. It deepened my understanding of various teaching methods and showed me how to apply what I had learnt in a real classroom. This made the transition from student teacher to full-time educator much smoother this year.”



HAPPY NENEMBA

- B.Ed. Intermediate Phase
- Working in retail while seeking a teaching position

“My five-year journey with Teachers Plus was truly life-changing. I gained hands-on experience teaching Mathematics, received valuable life coaching, and got to experience the day-to-day life of a primary school. I had the opportunity to work with different year groups and participate in extracurricular activities, which gave me a deeper understanding of what it means to be a well-rounded teacher. This experience helped me grow both personally and professionally, and I'm grateful for the opportunity.”



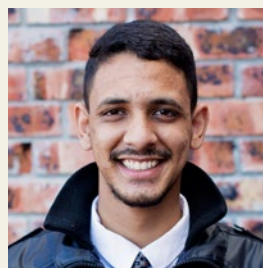
**QUDSIEYA SAMPSON
(CUM LAUDE)**

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

“My time at Teachers Plus has made me a reflective and adaptable educator, enabling me to develop creative content and games that inspire a love of learning in my learners.”

5 Years

TEACHERS PLUS LONG SERVICE AWARD RECIPIENTS



**MOGAMAT
NATHIER SADAN**

- B.Ed. Senior and Further Education and Training Phases – Accounting
- Teaching at Fairbairn College

“Teachers Plus made the transition from student to fully qualified teacher seamless.”



NUELIN HENDRICKS

- B.Ed. Senior and Further Education and Training Phases – Mathematics
- Teaching at Simon's Town High School

“I am the confident pure Mathematics teacher I am today because of Teachers Plus and the network of teachers in Cape Town to which they introduced me.”



ASMA SYDOW

- B.Ed. Foundation Phase
- Teaching at Sid G. Rule Primary School

“Teachers Plus has shaped me by fostering independence, broadening my perspective, and equipping me with valuable teaching skills and knowledge—preparing me for a future beyond anything I could have imagined.”

**Nine Teachers have now been
employed for over nine years!**



Multiplying Impact



Alumni Survey

Date of Report: April 2025 | **Respondents:** 23 Alumni (100% of Teachers Plus' Alumni)

Overview

This article summarises feedback from alumni of the Teachers Plus (TP) programme who are currently teaching across various schools in the Western Cape. The survey explored their current roles, teaching confidence (especially in mathematics), perceived quality of teaching, student outcomes, and reflections on their Teachers Plus experience.

Key Findings

1. EMPLOYMENT AND TEACHING STATUS

- **100% of respondents are currently employed:**
 - 91% are teaching
 - 4.5% are working in curriculum development
 - 4.5% are employed outside the education sector
- **Of the 91% teaching:**
 - 62% are in primary schools
 - 38% are teaching in high schools

2. MATHEMATICS TEACHING CONFIDENCE AND QUALITY

Of the 21 teachers surveyed, 2 are teaching Accounting and 19 are teaching Mathematics.

Mathematics confidence and quality self-assessments are generally high:

- **Confidence in teaching Mathematics:**
 - 95% of the 19 Mathematics teachers rated their confidence in teaching the subject as 4 or 5 out of 5.
- **Quality of Mathematics teaching:**
 - 89% of the same group rated the quality of their teaching as high, also giving it a 4 or 5 out of 5.

95%



Of Maths teachers rated their teaching confidence 4 or 5 out of 5



1,441

Total learner reach for 2024

3. LEARNER REACH

- **Alumni are teaching substantial numbers of learners:**
 - For 2024, learner counts range from 23 to 230 per teacher.
 - Total learner reach is 1,441 for 2024

4. NOTABLE STUDENT SUCCESS STORIES

Several impactful stories were shared, including:

- Learners are improving drastically in maths
- A learner now studying Actuarial Science at the University of Cape Town
- Learners shifting from disliking maths to excelling in and enjoying it

Impact of Teachers Plus

COMMON THEMES IN ALUMNI REFLECTIONS

Alumni frequently described Teachers Plus as:

- **A confidence-building experience** that helped them transition effectively from university to the classroom.
- **A source of practical, real-world training** missing from typical university education.
- A programme that **nurtured reflection, creativity**, and a **love for lifelong learning**.
- **Supportive and empowering**, especially for new teachers entering under-resourced or challenging school contexts.



QUOTES FROM ALUMNI:



Abigail Maree

“Teachers Plus gave me the opportunity to grow. It helped shape my confidence to thrive as a teacher. Through their Mathematics training, life coaching and support, I grew into a capable and self-assured teacher. Seven years later, I'm not just qualified; I'm empowered to make a difference.”



Lamees Minnies

“Teachers Plus has had a great impact on my journey as an educator. Their scholarship not only made it possible for me to pursue my teaching degree, but also gave me the confidence to teach Mathematics. Because of Teachers Plus, I've been teaching Maths for four years now, and my school entrusted me with Grade 6 to help improve the Mathematics Systemic results.”



Ni-shaat Slemang

“Teachers Plus has been a transformative journey, equipping me with the skills, confidence, and passion to make a meaningful impact in the classroom. It has shaped me into a more reflective and adaptive educator, committed to lifelong learning and excellence.”

Career Outlook and Support Needs

The majority of alumni expressed a strong commitment to staying in the teaching profession.

- **68%** of respondents anticipate continuing their careers as teachers in the next five years, while **32%** said they weren't sure.
- Notably, none of the teachers indicated an intention to leave the profession within the next five years.

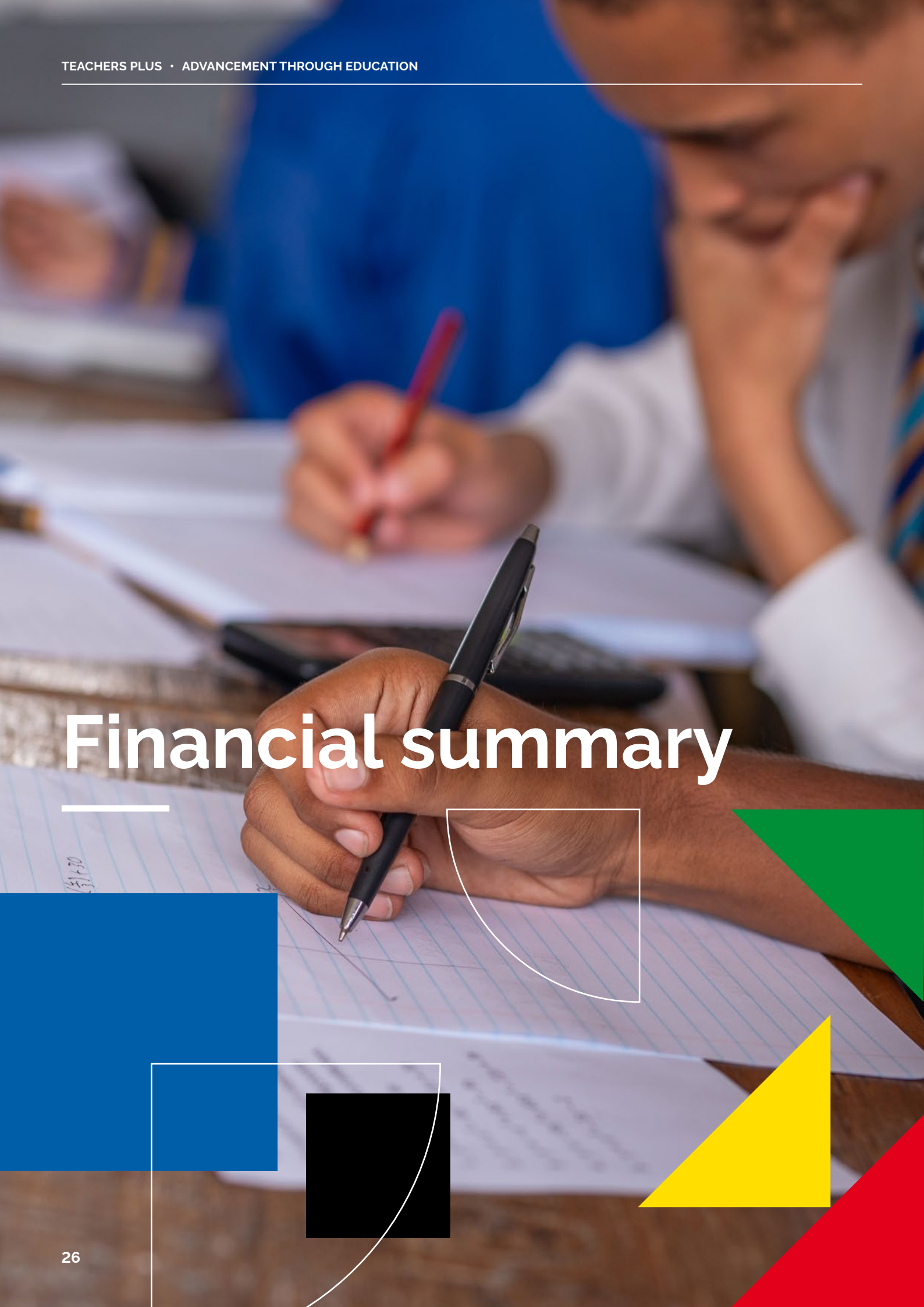
Comparatively, a recent study by Stellenbosch University's Research on Socio-Economic Policy (RESEP) highlights a significant concern within South Africa's education sector. The study found that 50% of teachers are considering leaving the profession within the next decade, with the primary reasons being excessive workloads and administrative burdens.

Conclusion

Teachers Plus alumni are thriving in their teaching careers and attributing much of their success to the foundation provided by the programme. Their confidence, commitment to education, and ability to make a measurable impact in learners' lives are a testament to the programme's effectiveness.



Financial summary

The background of the page is a photograph of students in a classroom. In the foreground, a student's hand is visible, holding a black pen and writing on a piece of lined paper. In the background, another student is visible, wearing a blue shirt and holding a red pen. The image is overlaid with several geometric shapes: a large blue rectangle on the left, a green triangle on the right, a yellow triangle at the bottom right, and a red triangle at the bottom right. There are also white lines and a black square that form abstract shapes across the page.

Teachers Plus Foundation NPC

Annual Financial Statements for the year ended 31 December 2024

BALANCE SHEET

Figures in Rand	2024	2023
ASSETS		
Non-current assets		
Property, plant and equipment	695,311	409,418
Loan to related party	1,208,707	-
	1,904,018	409,418
Current assets		
Trade and other receivables	8,926	7,500
Cash and cash equivalents	14,116,382	9,553,982
	14,125,308	9,561,482
Total assets	16,029,326	9,970,900
EQUITY AND LIABILITIES		
Equity		
Accumulated surplus	15,688,687	9,453,393
Liabilities		
Current liabilities		
Trade and other payables	340,639	517,507
Total equity and liabilities	16,029,326	9,970,900



DETAILED INCOME STATEMENT

Figures in Rand

	2024	2023
INCOME RECEIVED		
Donations received	6,600,000	3,550,000
Grants and distributions received	4,551,207	3,757,500
	11,151,207	7,307,500
OPERATING EXPENSES		
Bank charges	(2,363)	(5,971)
Computer expenses	(39,215)	(36,777)
Consulting fees	-	(5,549)
Depreciation: Computer & Office	(30,236)	(22,805)
Employment costs	(1,082,446)	(1,028,298)
Fundraising	(40,352)	(37,634)
General expenditure - Office furniture & Equipment	(12,299)	(4,584)
Independent reviewer's remuneration	(38,374)	(36,032)
Secretarial fees	(14,032)	(7,914)
Staff development	(56,193)	(25,161)
Travel - local	(27,717)	(20,046)
	(1,343,226)	(1,230,771)
EDUCATIONAL EXPENSES		
General		
Employment costs	(1,044,153)	(951,730)
Marketing	(87,652)	(114,150)
Student communication	-	(586)
Special Projects	(21,250)	-
Travel - local	(2,608)	(5,043)
	(1,155,663)	(1,071,509)
APT Scholarship Programme		
Academic fees and text books	(648,957)	(416,763)
Foundation and Intermediate Phases: Mathematics	(701,842)	(377,575)
Senior and Further Education and Training Phases: Mathematics	(655,286)	(383,142)
Senior and Further Education and Training Phases: Accounting	-	(104,810)
In-service training	(18,558)	-
Coding expenses	(12,880)	(9,080)
Student costs	(958,471)	(724,554)
Student skills	(117,013)	(169,487)
Student wellness	(101,916)	(91,911)
Experiential learning	-	(83,040)
Printing and stationery	(19,896)	(28,232)
Student events	(36,420)	(18,705)
Depreciation: Computer equipment - Student laptops	(93,200)	(67,404)
	(3,364,439)	(2,474,703)
TOTAL EXPENSES	(5,863,328)	(4,776,983)
OPERATING SURPLUS	5,287,879	2,530,517
Interest income	947,415	502,794
SURPLUS FOR THE YEAR	6,235,294*	3,033,311

* The surplus reflects our intentional strategy to build financial reserves that will support future growth — enabling us to expand our reach to up to 50 students in the coming years.



Thank you



As we reflect on 2024, we are reminded that the success of Teachers Plus is built on a foundation of collaboration, dedication, and shared purpose. This year's achievements would not have been possible without the collective contributions of a remarkable community.

To our students—your determination, perseverance, and commitment to becoming outstanding Mathematics educators continue to inspire us. To our donors—your generosity fuels our mission and makes it possible for us to invest in the future of education where it matters most. To our partner schools and mentor teachers—your willingness to open your classrooms and share your best practices in education, ensures our students receive the practical, hands-on training that prepares them for the realities of a teaching career.

We also extend our gratitude to our team of specialists, whose passion and expertise shape the high standards of our programme, and to our board, whose leadership and support guide our strategic direction. Every person involved with Teachers Plus plays a vital role in helping us move closer to our vision: that every learner in South Africa will one day have access to an outstanding Mathematics teacher.

Thank you for being part of this journey. Together, we are not only training teachers—we are multiplying impact, changing futures, and reshaping the educational landscape. We look forward to continuing this important work with your ongoing support and belief in what we do.

Brenda Elshove

Executive Director, Teachers Plus Foundation

2024 PARTNER SCHOOLS

- Floreat Primary School
- Heathfield Primary School
- Kirstenhof Primary School
- Rustenburg Girls' High School
- Rustenburg Girls' Junior School
- South Peninsula High School
- Springfield Convent Junior School
- Springfield High School
- Steenberg High School
- Westerford High School

DIRECTORS

- Suzanne Dingley
- Fatima Jakoet
- Sharon Lewin
- Phindile Msomi

MATHEMATICS SPECIALISTS

- Joyce Lamont
- Sue Mc Petrie
- Kuhle-ke Mkosana
- Garth Spencer-Smith
- Coenraad Wesselink

PARTNERSHIPS

- North-West University (NWU)
- University of South Africa (UNISA)
- Code4Kids
- NumberSense

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.



3rd Floor Waterford House, Waterford Road,
Dieprivier, 7945, Cape Town, South Africa



info@teachersplus.co.za



021 710 9567



www.teachersplus.co.za



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