



2020

## ANNUAL REPORT



**THEMBELIHLE**  
**SCHOOL**

**THEMBELIHLE SCHOOL**





## MESSAGE FROM OUR CHAIRMAN

At Thembelihle, as with schools around the globe, the COVID-19 pandemic threatened massive disruptions to children's education. However, in 2020, the power of a strong leadership team and staff, volunteers, sponsors and donors who share our common purpose of a child centred educational approach based on Christian values, enabled significant successes against all odds.

Unforeseen school closures for over 2 months were difficult for our children, their families and our staff. Despite this we were fortunate that all our teachers have their own laptops and thus not a minute was wasted during lockdown as they learned new online skills and prepared weekly workbooks for learners to complete offline at home. A concerning factor was the increasing number of families with reduced income due to job losses and food insecurity. In line with our mission, we were grateful to be in a position to supply food parcels and educational workbooks to ALL our families throughout the lockdown period. When independent schools returned, a number of innovative methods of teaching and learning were developed, tried and modified. This was done while always ensuring the health and welfare of the children. Through sheer determination to succeed, we were able to cover the entire annual curriculum; our grade 7 learners moved onto high school fully prepared and our grade 1's were ready to start "big school."

Our academic achievements in literacy and numeracy have improved over the past three years and at the end of 2020, despite school days lost, our learners outperformed government schools by as much as 30%. This accomplishment largely stemmed from smaller class sizes that accommodated social distancing requirements and enabled teachers to have more personal contact time with every child. Workbooks, which the learners completed when not physically in class, utilized our STEAM (Science, Technology, English, the Arts and Mathematics) philosophy of allowing children to "explore" a concept from multiple perspectives encouraging creativity and problem solving skills.

Our past pupils' successes are inspirational with many currently studying at tertiary institutions. Whether our learners go onto extremely large, overcrowded high schools or elite independent schools, their strength of character developed at Thembelihle, along with a quality, solid academic foundation is allowing them to realise their individual dreams.

At the close of 2020, I am inspired by the lessons learned during these challenging times and our ability to find opportunity in the face of adversity. I encourage anyone interested and inspired, to join us as we create hope, pursue excellence and constructively change the landscape of foundational education in South Africa.

*Dr Carolyn Hancock*



# OUR MISSION

---

Thembelihle School aims **“To be a Beacon of Hope in the Pursuit of Excellence”**.

It provides a quality education to under-resourced communities in the Howick area.

## What we do:

- Provide a holistic and multicultural education rooted in Christian values for children of all backgrounds.
- Ensure a safe environment to learn and grow academically, socially, emotionally and spiritually.
- Equip learners for life through an education that fosters innovation and excellence.
- Partner with families in caring for the needs of the whole child beyond the classroom.

Working as a community, we will give each child the necessary tools to take their next steps and achieve success in every phase of their lives.

---

## OUR VALUES

Integrity

Partnership

Justice

Discipline

Diversity

Excellence

Respect

Growth

Courage

Impact

---







**77%**

Face food security issues

**62%**

Live in women or child-headed households with little or no income

**30%**

Households have NO books

**80%**

Of our children can't afford even government school fees

## OUR CHILDREN

Our children come from poverty stricken, poorly resourced communities surrounding Howick, in the KwaZulu-Natal Province of South Africa.

- Those living in these communities are largely unemployed
- Many of our children are victims of circumstances due to HIV/AIDS and are therefore orphans or members of child headed households, or live with their caregivers, grandparents or relatives, often surviving on minimal state pensions
- In some cases they are immigrants, which means there is no state support
- Living conditions are very harsh and many of our children come from homes with no running water, electricity or sewage systems

**395 children were enrolled in 2020**, of which **324 (82%) were sponsored**, with their **school fees paid** either **locally or internationally**.



# OUR HISTORY



**1993**

## A Church Hall

The pre-primary school was started in the Howick Methodist Church Hall, with 18 children from desperately poor families.

**2005**

## The Old Parsonage

The Howick Methodist Church offered the Old Parsonage to the school and the pre-primary school moved into its own building.



**2008**

## International Partnership

Brentwood United Methodist Church (USA) provided funding for 90 Main Street to expand into a primary school.



**2010**

## Primary School Beginnings

The school decided to accept 120 desperately needy primary school children from Merit Christian School. Three additional classrooms were built to accommodate these children.



**2011**

## Start grade 1 to grade 4

The primary school opens with classes from grade 1 to grade 4.

**2012**

## Media Centre

The school built a new classroom and a library/ media centre, and renovated the Old Parsonage. Grade 5 began.



**2014**

## A full primary school

The primary school has a grade 6 by 2014, and grade 7 by 2015.

**2017 - 2019**

## School expansion

Expansions to the school began in 2017 and were complete in 2019. There are now two classrooms per grade and facilities to complement our STEAM curriculum.





# EDUCATION DURING THE COVID-19 PANDEMIC

2020 was a year of many challenges and adaptations, but we are immensely proud of our educational successes.

- The regional average for learners during 2020 for primary and secondary government schools according to the Department of Education, was on average 15%, affecting approximately 2 million learners. In contrast, Thembelihle School experienced a full school return after lockdown, with an average attendance rate of 96-97%. Our average absenteeism was only 3 - 4% (not significantly different to 2019's rate of 3%) This including days where children had to isolate for 2 weeks at a time when family members tested positive for COVID-19.
- The number of school days for 2020 at Thembelihle was **166**, compared to a 198 days in 2019 (pre-pandemic). This means our children only lost 27% of their possible number of days in school and were being educated 87% of the school year. This is in stark contrast to government schools who lost up to 60% of their school time and only attended school for anything between 80 and 156 days during 2020.

## PROVIDING A HOLISTIC EDUCATION DURING 2020

- **15 January - 18 March:** Pre-pandemic and school as usual
- **ENFORCED SCHOOL LOCKDOWN: 19 March – 7 June**
- **08 June - 14 July:** All children attended school daily utilizing a "hot seating" approach
- **20 July - 09 October:** All children attended school daily utilizing a "hot seating" approach
- **19 October - 15 December:** All children attended school daily and completed workbooks at school under the supervision of additional teaching staff employed by the school.





# EDUCATION DURING COVID-19

After almost 3 months away from school, June saw a phased in approach of all children from Grade R to Grade 7. Grades were slowly reintroduced to ensure the health and safety of all the children and staff. The health of our learners, their families and our staff remain our primary focus, followed by ensuring the continued academic progress of every child.

Thembelihle started a system at school called "hot seating". Hot seating is a system where half the children were at school from 7:30 - 11:00am and the second half of the school from 11:30 - 15:00. The reasoning for the "hot seating" approach during part of the pandemic, was to comply with social distancing requirements and keep the number of children in a classroom during any session to a minimum.

Between the sessions was a 30 minute change over time slot where the learners would have to wait at the main foyer. This was problematic as they did not have anything to keep them occupied. Our Arts teacher, Ms. Dlamini, thus took the initiative and used it as a dance-release session. She and the learners performed various sequences and did Gumboot dancing which didn't require any equipment or special outfits as it is percussive. She first shared the history of Gumboot dancing with the children; that it originated in the mines of South Africa as a method used by the miners to communicate with each other thereby assigning meaning to certain steps or sequences. All learners learnt the appropriate dance terminology and soon after she began demonstrating the steps, they expressed a natural talent and followed with delight. Not only did this create mindfulness among the learners but it provided a space throughout the day when they experienced pure joy and happiness. Ms. Dlamini was impressed by the love the learners showed towards the dance sessions where she was able to command up to 150 learners at a time. She even encouraged them to compose their own dance sequences, giving them an opportunity to lead the group. Additionally, her involvement gave teachers an opportunity to prepare for their next class ensuring everyone was able to live out our value of partnership, an underlying foundational element at Thembelihle School.

A video is available to watch on the Thembelihle Facebook page, entitled, "Let's Dance".

Smaller class sizes that resulted from our hot seating approach were a wonderful success in so far as teachers had more one on one time with children. All children had time in the classroom with their teachers each day and when they are not at school they had workbooks to complete.

To ensure the health and safety of everyone on the school premises, hand sanitiser was available in all classrooms and all other areas of the School. All classrooms were sanitised between each academic session and all bathrooms were sanitised at least twice daily. At the end of the school week and when deemed necessary, the entire School, or parts of the School were deep cleaned. In an attempt to reduce the spread of the COVID-19 virus, no extramural activities took place after the start of the pandemic.

Through the dedication and commitment of our teachers who have been incredibly adaptive, we were able to complete the full 2020 academic curriculum at Thembelihle despite the National lockdown and families inability to access technology.

---





## OUR ACADEMIC PERFORMANCE

Comparisons with government schools (grade 4 and grade 7) shows we are exceeding their performance in English and Mathematics, both pre-pandemic and during the COVID-19 pandemic. In fact due to the individual attention afforded children during 2020, and a focus on the core components of the curriculum; communicative and numerical literacy, in 2020 our children outperformed previous academic years and achieved as well or better than the best government schools in South Africa. Thembelihle outperformed no fee government schools (where our children would otherwise be placed) by 25-30%.

Thembelihle	English	Mathematics	Science
<b>Grade 4</b>	72	73	71
<b>Grade 7</b>	73	63	66

### Mathematics over the past 3 years

	2018	2019	2020	Best State Schools (2019)	No fee State schools (2019)
<b>Grade 4</b>	54	58	<b>73</b>	63	43
<b>Grade 7</b>	56	53	<b>63</b>	55	38

### English over the past 3 years:

	2018	2019	2020	Best State Schools (2019)	No fee State schools (2019)
<b>Grade 4</b>	68	68	<b>72</b>	67	40
<b>Grade 7</b>	67	65	<b>73</b>	65	41

Sad realities of the 2020 academic year include that primary school learner's in government schools covered only a quarter of the 2019 curriculum and children at no fee school's learned 50-75% less than normal. Experts are predicting that the effects of such dire outcomes on learning are cumulative and will affect the future learning success of most of South Africa's children who will only return to pre-pandemic learning outcomes by 2030.

At Thembelihle we continue to grow, evolve and ensure the future success of our School; our learners will never be part of the "lost COVID-19 generation" of poorly educated children. Lessons learnt from the COVID-19 pandemic at Thembelihle and nationally are that school "recovery plans" must be adaptive and responsive. Learning must be relevant and focus on core competencies such as in English and Mathematics, along with a firm emphasis on life skills.

# STEAM APPROACH TO TEACHING AND LEARNING

---

**VISION:** STEAM (a focus on Science, Technology, English, Arts and Mathematics) is a tool to help nurture children that can authentically contribute towards a 21st century society where critical thinking and dynamic skill sets are used to solve real-world problems.

**MISSION:** To grow a school where metacognition, creative and visionary critical thinking skills are nurtured through an integrated educational approach that uses hands-on learning and creative design activities to explore Science, Technology, English, Art and Maths as access points for guiding evidence-based reasoning and collaboration.

Thembelihle has re-organised the Curriculum Assessment Policy Statement (CAPS curriculum) into four focus themes: Life & Living, Power & Energy; Sustainability & Creative Solutions and Earth & Beyond. Each theme permeated into all class subjects, so learners could learn about particular concepts from all different angles. This encourages lateral and vertical thinking in the learners.

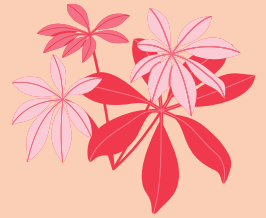
- **Life & Living**
- **Power & Energy**
- **Sustainability & Creative Solutions**
- **Earth & Beyond**







# LIFE & LIVING RESPONSIBLY



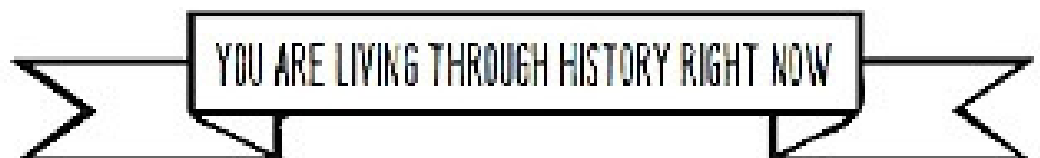
Our 2019-2020 umbrella theme of Life (love, impact, faithfulness and excellence) evolved into a particularly powerful motivator throughout 2020 with the global pandemic that adversely challenged education worldwide.

Life and living allowed our educational platform to explore a metacognitive approach that provided educators and children with the opportunity to explore the importance of self-awareness and their belief systems. It helped learners answer questions such as, "Where do I fit into society?", "What is happening in my life that I can, or cannot, control?"

We felt that in 2020 it was vital that faith be brought forth into the lessons and our values of partnership, faith and prayer be explored in creative ways. Not only were the learners required to visualise and express what made them feel safe, but they were also tasked with constructing their own place of worship. Science, Mathematics, Art, English and the engineering process were applied in this project. Maths skills such as measurement, angles and structures were incorporated in addition to learning new English vocabulary so that the children were able to express themselves confidently when presenting their place of worship. A challenge was to only use recycled and natural materials, which brought our value of respect into fruition. They learned that by respecting nature and only using what is needed and by re-purposing items, we can help ensure the sustainability of our planet. In addition, our STEAM approach incorporated the importance and relevance of the prayer of St. Francis of Assisi in terms of methods of coping with change and self-perception.

2020 and its challenges allowed us to embrace concepts related to evolving a sense of self that are rooted in collaboration, communication, creativity and critical thinking skills; the skills which enable learners to adapt to ever changing circumstances.

The Life and Living theme led to an explorative adventure entitled: My 2020 Covid-19 Time Capsule.

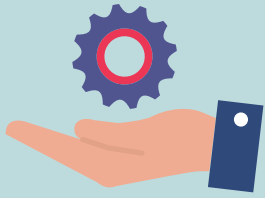


TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- |  |   |
|--|---|
| <input type="checkbox"/> SOME PHOTOS FROM THIS TIME        | <input type="checkbox"/> ANY ART WORK YOU CREATED |
| <input type="checkbox"/> A JOURNAL OF YOUR DAYS            | <input type="checkbox"/> FAMILY / PET PICTURES    |
| <input type="checkbox"/> LOCAL NEWSPAPER PAGES OR CLIPPING | <input type="checkbox"/> SPECIAL MEMORIES         |



DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE



# POWER & ENERGY



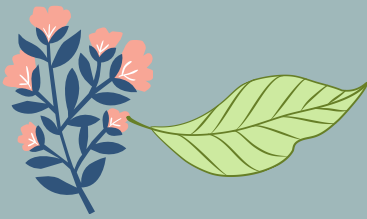
During Science lessons the learners were able to engage in a lot of practical experience during the year; including testing for different magnetic objects and fields, building electrical circuits, examples of how heat transfers and making a hydraulic Jaws-of-Life system and so much more. This hands on learning, deepened learners understanding of the content, made learning more meaningful and interesting, as well as developed an array of skills, such as collaboration, critical thinking and creativity.

The theme of power and energy encouraged learners to explore different sources of energy, discover the power of a healthy mind and body, the balance of power between people and of course the power of kindness! Children were given exercises in their STEAM workbooks that combined exercise with self-reflection, and engaged in fun activities such as yoga while COVID-19 protocols were encouraged as well as showing care towards others.

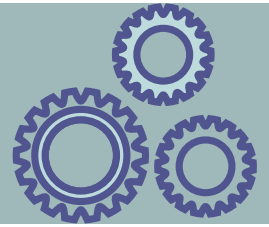
A poetry expression session was held to encourage the power of creative thinking during the pandemic which combined all the elements of our STEAM philosophy.







# SUSTAINABILITY & CREATIVE SOLUTIONS



With the global threat of COVID-19, sustainability and creative solutions remerged in 2020 as a vital driving force in our communities. Children were suddenly finding themselves in situations which placed their safety and learning at risk, which is why Thembelihle looked towards a creative solution of opening the school early with smaller class sizes.

Sustainable development and housing were explored using 3D models of homes in addition to integrating art with science to monitor and record the growth of sustainable food resource management. The engineering process applied in the STEAM approach to teaching and learning brought forth a plethora of critical thinking skills!

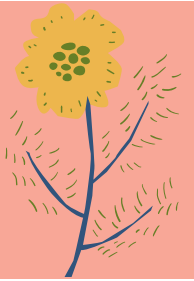
Learners were given a chance to express how the COVID-19 pandemic affected their communities by being tasked with building a town, city, or rural area. They had to use recycled materials and employ their design and planning skills.

In science lessons learners had hands on experimental experience of how to safely burn different fuels and practical examples of heat transfer. To bolster their knowledge of the need for healthy nutrition, they grew their own food crops including beans and corn and also tested food for different types of starch.



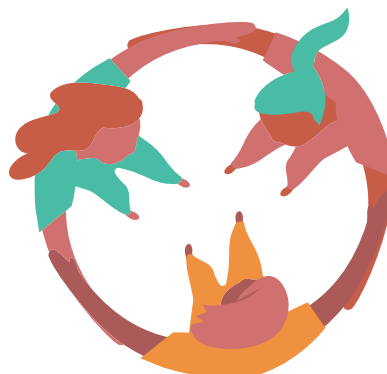


# EARTH & BEYOND



Despite the challenges experienced in 2020, remarkable progress was made in space exploration, which inspired a series of space exploration art pieces, using our children's imagination to contemplate what it would be like to inhabit Mars. This included reaching back to sustainable solutions and exploring creative ways to conserve or recycle limited resources such as water.

During 2019 and throughout 2020 we were grateful to receive corporate sponsorship to employ a head of Science and Technology and Head of Art and Drama. Both teachers have been invaluable additions to the school. They have been instrumental in helping us with the school expansion, as they have ensured that all equipment needed in their departments has been acquired and introduced innovative teaching strategies allowing our children to flourish academically.







## SPOTLIGHT ON SCIENCE & TECHNOLOGY

With the purchasing of the new science room equipment, Thembelihle boasts the most resourced Primary School Science laboratory in our area. Our modern design layout ensures that all children can actively participate in classroom discussions and group scientific experiments. Our specially designed science laboratory tables allow not only for group work to take place easily, but also allows groups to be split effortlessly with little classroom disruptions. Custom made science stools permit children freedom to move around to do experiments and to gather at the front workstation to view investigations and connect with the subject material. All models and biology replicas are constantly on display and can be viewed and investigated when needed.

In 2020, despite the pandemic, the learners were able to have a full experience of Natural Science and Technology because of the Science Department. The classroom layout and design allowed for adequate social distancing, yet, still gave the learners the opportunity to perform numerous experiments and investigations which were meaningful to their learning.

In the words of Nontokozo Zondi our Science teacher, "Although this 'new normal' brought about a lot of restrictions, it also offered some good. For example, the learners were separated into smaller classes and as a result I got to know and learn more about each individual personality - especially the learners who were called the 'naughty' ones. This made teaching them Science and Technology more personalised and nurtured to their needs – which was super cool. I have three Grade 5 learners who would always come to me to inquire about exciting scientific facts they heard of or had seen. I also had learners who used to struggle with Science and Technology thank me for making it so practical for them. I was really happy that learners were taking an interest in Science as it is such an interesting and empowering subject."

---





## SPOTLIGHT ON THE ARTS

Mohlatsi is one of the most talented learners in the school. When our Arts teacher, Bongiwe Dlamini, first met him, he was shy and not much of a talker. When she gave the class an assignment to design a poster in groups of three, she spotted Mohlatsi's natural talent. He is from a severely disadvantaged community where he was unable to attend formal schooling, but the bridging class held at our sister school, Angels Care, allowed him to integrate into the Thembelihle family. His determination and dedication in all his subjects shine through despite the many challenges, which he has experienced. Mohlatsi is proficient at skills such as shaping with pencil and charcoal mediums, which is advanced for a grade 6 learner. Instead of giving him less challenging work, Bongiwe gave him more advanced work so to keep him learning and growing his artistic talents. At the end of the year, he was able to easily approach her with the completed works, which he had created, and out of his own came forward to share the artwork, which he had applied in other subjects. She felt an overwhelming sense of pleasure working with such an amazing young artist, and watching and nurturing a child bloom from a place of insecurity to one of self-confidence and outstanding competence.

## THE WAY FORWARD: LEARNER ENGAGEMENT

2020 has taught us that flexibility and resilience are key while staying committed to teaching core learning concepts such as critical thinking, collaboration, communication and reflection. In amidst the disruptive year, results clearly show that learner attendance even during the pandemic was fruitful for our children. In addition, our STEAM-based workbooks holistically addressed the emotional-social needs of our children as far as possible.

The COVID-19 pandemic has certainly highlighted the need to focus on digital learning, which directly impacts learners' degree of high school readiness. 2020 saw the introduction of tablet navigation lessons for our Grade 3 classes in preparation for the online platforms that will be setup in 2021 for the intermediate and senior phases.

Looking into the future we will be attempting novel and tested methods of improving learner engagement and nurturing our the curiosity of our children. With this in mind, Thembelihle will be partnering with WESSA in early 2021 to launch "eSTEAM" at a level, which encourages maximum engagement with the STEAM subjects by facilitating learning experiences through environmentally related activities.



# CULTURE OF HOLISTIC CARE

At Thembelihle we have always focused on providing for all our children's needs; body, mind and spirit. During times of crisis this becomes increasingly crucial and we are thankful and proud that not only were we able to ensure the academic progress of all our learners, but also that their health and access to nutrition were not compromised. The provision of spiritual support and guidance was key to ensuring all children were emotionally able to cope with issues such as grief, isolation from their friends and many other difficulties.

## SPIRITUAL ENRICHMENT

As our children are from such diverse backgrounds, spiritual enrichment is a focal area for the holistic development of our children; this creates a strong foundation that encourages collaboration between learners and teachers. Mindful exercises are conducted in class to positively enrich our learners with self-help tools that can be applied beyond their primary school education. The STEAM workbooks are values-based, and learners are encouraged to share the values learnt with their community, as a way to develop their values and faith through action.

The harsh lockdown provided an opportunity for teachers and community members to engage in social media activities that offered daily encouragement, support and positive affirmations for our children. What we discovered is that teaching our children how to pray, is as important as prayer itself.

Each morning at school begins with prayer and for additional enrichment, Grade 6 and 7, along with the teachers, attend an interactive chapel service weekly.

Living with integrity and setting an example for the learners is a priority for Thembelihle teachers.



# NUTRITIONAL PROGRAMME

Thembelihle partnered with Angels Care Centre to send out a total of 960 family food parcels. Each Thembelihle family received a food parcel three times during the time school was closed. This was to ensure that our children were still receiving food as most families either do not have jobs or have lost their jobs. Through Angels Care Centre daily food parcels were/are handed out to 350 children in Shiyabazali informal settlement, where many of our Thembelihle children reside. As most of our children live in households without access to electricity, running water or services, online teaching was not an option. The food parcels created an avenue for the school to send out work booklets to every child during National lockdown periods. These workbooks gave the children creative ways to stay busy and to keep them academically up to up-to-date.

The rotational timetable where children attend school alternate days or weeks at almost all schools in South Africa severely affected children's access to nutrition as for many the meals obtained at school are the only food they have daily. National statistics show that even in 2021 families are reporting that only 43% of their children are receiving food at school in contrast to 65% pre-pandemic. At Thembelihle we are proud that our children and their families never went hungry with the School providing food parcels to all families during the lockdown period when schools were closed. Thereafter all children came to school daily and had access to a daily meal consisting of porridge if necessary, sandwiches and fruit. Throughout the pandemic and in 2021 no child at Thembelihle has gone to bed hungry, or tried to learn on an empty stomach!

Thembelihle was fortunate to benefit from the Feeding The Future initiative started in 2018 when Wonderbag founder Sarah Collins, award-winning Chef Jackie Cameron and our Chairlady, scientist and educator Dr Carolyn Hancock launched an initiative to support impoverished communities through food distribution. In 2020 this partnership flourished as the need for nutrition was the greatest it has ever been. Throughout the pandemic these ladies worked together, alongside the the Do More Foundation to feed warm and nutritious meals to all children on an almost weekly basis.





# EXTRACURRICULAR ACTIVITIES, LIFE SKILLS AND SOCIAL AWARENESS

While the celebration of special days may have been limited in their scope, our children's holistic development was nevertheless a firm priority, in alignment with our goals of exposing our children to as many different platforms in life as possible. For example, our Intermediate and Senior phases took part in the international illustration competition for 'The Ickabog' by J.K.Rowling to celebrate international literacy day, which was further explore with a poetry competition. Culturally relevant pedagogy was disseminated to explore rhyme and rhythm with modern rap songs composed by learners.

## 16 Days of Activism against the abuse of women and children

Thembelihle primary school learners were educated through the Angels Care Crisis Centre and Jes Foord Foundation on issues pertaining to abuse against children, it's prevention and where to obtain assistance in times of need.

## Caring for the environment

Our Eco Club helped clean up Symmonds stream in Howick. It was done with big smiles and appreciation for the environment. We will continue to encourage our children to be out and about making a difference.



# OUR AMAZING ALUMNI

## OUR 2020 DUX - KHANYA SHELEMBE

Our 2020 Dux, Khanya Shelembe spent 10 years at Thembelihle School where she developed into a wonderful young lady and an excellent scholar. This is evident from the results she achieved at the end of 2020. We are exceedingly excited that despite the significant challenge faced by all our grade 7 leavers due to reduced school time, she was awarded a 50% bursary to St. Annes Diocesan School for Girls, one of the most prestigious independent high schools in South Africa. The remainder of her tuition is being paid by her sponsor family in the USA who have sponsored her since she started at Thembelihle in grade RRR – what an incredible testimony to our sponsorship programme and the special relationships that develop between sponsors and children, even those separated by 8000 miles!

Subject	Acievement (%)
English	94
IsiZulu	91
Mathematics	90
Technology	92
Economic Management Science	88
Natural Science	95
Social Science	85
Art	87
Life Orientation	89





## OUR PAST PUPILS EXCEL AGAINST ALL ODDS

---

Four of our past pupils who left Thembelihle at the end of 2019 were awarded bursaries to prominent independent high schools. Despite their enduring the challenge of online learning at their schools, all moved onto higher grades and received outstanding reports from their respective schools.

- Sisande who is now attending Durban Girls College is described as a quiet but self-assured young lady who has transitioned to high school extremely well.
- Alwande is relishing in being at Treverton College where she is already much loved by all in her boarding house. She has achieved highly academically and is known for her enthusiastic participation in all sporting and extracurricular activities.
- Thulasande is enjoying his time at Grace College where he has pursued his love of music and also actively participates in chess tournaments.

Our star 2018 alumni continue to excel. Jojo who received a sporting bursary to Maritzburg College for his amazing athletic ability has grown into an extraordinary young man who does well on the sports field, in the classroom and is also creative finding time for his love of drawing and poetry.

Noxy adores Durban Girls College where she is a fun loving young lady with lots of friends. She has a wonderful sense of responsibility and always finds time to care for younger girls who may be going through challenging times.

Our 2016 grade 7 graduates make us proud through their academic and social achievements, illustrating the strength of character developed at Thembelihle allowing them to do well in any high school setting.

Our 2016 Dux, Andiswa Mnguni remains an excellent scholar who achieved the Grade 11 prize for Zulu at Howick High School at the end of 2020 for her outstanding achievement.

### **Two outstanding sets of matric results at the end of 2020 are:**

Nolwazi Sibisi is now studying Humanities at the University of KwaZulu-Natal.

- Tourism: 80%
- IsiZulu: 77%
- English: 72%
- Life Sciences: 71%
- Mathematics: 65% (Grade average was 40)

Langelihle Ndlovu is studying Civil Engineering at the University of KwaZulu-Natal a

- Business Studies: 90%
  - isiZulu: 85%
  - Mathematics: 82%
  - Physical Sciences: 78%
  - Life Sciences: 73%
  - English: 72%
-



## CONTACT US:

Audited financial statements available on request.

---

## HOW TO HELP

**We are a non profit, public benefit organisation**

- Public Benefit Organisation - 930042047
- Non Profit Organisation NPO - 064-090

### BANK DETAILS:

Thembelihle School  
First National Bank: Business Cheque  
Howick Branch: 220725  
Account: 6201 447 4225  
Swift code : FIRNZAJJ



**Follow us at: [facebook.com/ThembelihlePrimarySchool](https://www.facebook.com/ThembelihlePrimarySchool)**

**Website: <http://www.thembelihleschool.co.za/>**

**Contact: [chairperson@thembelihleschoolschool.co.za](mailto:chairperson@thembelihleschoolschool.co.za)**

---