

Tyume Valley Schools Quarterly Report

April – June 2026



Overview

The second quarter of 2026 has been a productive and encouraging period for TVS, characterised by continued growth in our literacy programmes, the successful implementation of our *Starting English, Maths & Computers* Programme, expanding community engagement, and measurable improvements in learner outcomes.

Throughout the quarter, TVS delivered literacy support to learners across nine primary schools in the Tyume Valley while simultaneously hosting 97 Grade 4 learners at the TVS Learning Centre for an intensive five-week foundational learning programme. The quarter concluded with strong evidence of academic progress, particularly in Mathematics and English literacy development.

Reading Stars Programme

The Reading Stars Programme continued to provide structured English literacy support to Grade 4 and Grade 5 learners at the following schools:

- Auckland Primary School
- Amakhuze Primary School
- Elethu Primary School
- Festile Soga Primary School
- Kwezana Primary School
- Lower Ncera Primary School
- Melani Primary School
- Upper Ncera Primary School
- Yamala Primary School

Programme activities focused on strengthening foundational literacy skills through:

- Phonics instruction
- Reading fluency development
- Guided reading
- Vocabulary building
- Sentence construction
- Spelling and dictation exercises
- Storytelling and book review activities



Upper Ncerha Grade 4's

Particular attention was given to reinforcing phonetic sounds that differ from isiXhosa phonics, helping learners navigate the transition to English as a language of learning and teaching.

Facilitators reported consistent progress throughout the quarter, including:

- Improved phonics recognition and decoding skills

- Increased reading confidence
- Better pronunciation and oral participation
- Stronger sentence construction and writing skills
- Improved learner engagement during classroom activities

Teachers noted that learners attending schools with accompanying TVS Reading Clubs demonstrated noticeably stronger English vocabulary, confidence, and classroom participation during the *Starting English* Programme.

Reading Clubs

TVS Reading Clubs continued to play an important role in fostering a culture of reading beyond the classroom.



Auckland Reading Club

During the quarter:

- Reading Club learners celebrated Freedom Day and Mother's Day through themed reading, colouring and storytelling activities.
- Auckland Primary School hosted a successful Book Day celebration where learners publicly shared stories and reading experiences with their peers.
- The Auckland Reading Club successfully transitioned from the school premises to the local community centre, strengthening community ownership and improving programme accessibility.

The relocation represents an important step towards creating sustainable, community-supported literacy initiatives within the valley.

Starting English, Maths & Computers Programme

A major focus of the quarter was the successful implementation of the *Starting English, Maths & Computers* Programme.

Programme Reach

The programme served:

- 97 Grade 4 learners
- 9 participating primary schools
- 5 weeks of instruction
- 16 afternoon sessions delivered

Each learner received:

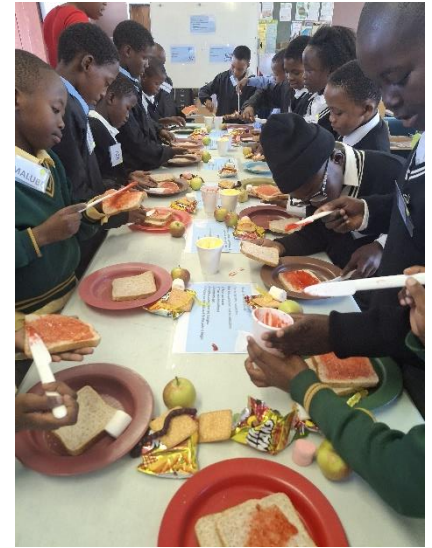
- Transport to and from the Learning Centre
- Lunch and refreshments

- Take-home worksheets
- 45-minute English lessons
- 45-minute Maths lessons
- 45-minute Computer lessons

Starting English Programme

The English component centred around the story of *Elmer the Patchwork Elephant*, using story-based learning to develop:

- Vocabulary
- Reading comprehension
- Oral language skills
- Confidence in speaking English



Teachers observed that learners became increasingly comfortable participating in discussions and reading activities throughout the programme.

Starting Maths Programme

The Mathematics component utilised hands-on, experiential learning approaches that encouraged learners to explore mathematical concepts through practical activities and collaborative problem-solving.

To measure programme impact, learners completed baseline and post-course assessments.

Maths Assessment Results

Assessment	Average Score (Out of 24)	Percentage
Pre-Course Assessment	10.7	44.7%
Post-Course Assessment	19.9	82.9%

This represents:

- An average improvement of 9.2 marks per learner
- An increase of 38.2 percentage points
- An overall improvement of approximately 85% over baseline performance

Particularly significant gains were recorded at:

- Upper Ncera Primary School
- Elethu Primary School
- Melani Primary School
- Festile Soga Primary School

Amakhuze Primary School achieved an exceptional post-course average of nearly 97%.

These results provide strong evidence that the programme is contributing meaningfully towards strengthening foundational numeracy skills among participating learners.

Starting Computers Literacy Programme



The introduction of a dedicated Computer Applications Technology facilitator brought renewed enthusiasm to the Learning Centre.

Learners were introduced to:

- Basic computer literacy skills
- Educational applications
- Interactive quizzes
- Digital learning activities

The use of technology significantly enhanced learner engagement and introduced many participants to new forms of educational learning.

The programme concluded with a celebratory final session featuring:

- An Elmer-themed party
- A Maths Mystery challenge
- An interactive computer quiz

Reading Ambassador Development

An important component of the quarter involved capacity-building for TVS Reading Ambassadors.

Through practical computer training sessions facilitated by Mr P, ambassadors were introduced to:

- Educational technology platforms
- Kahoot! learning activities
- Digital teaching methodologies

This training ensured ambassadors remained aligned with programme delivery methods and strengthened their ability to support learners effectively.



Amabhele High School Computer Literacy Support

TVS resumed morning computer literacy sessions at Amabhele High School during the second term through the support of computer teacher Paul Nelmapius.

The programme reached:

- 30 Grade 8 learners
- 35 Grade 9 learners

Using 12–13 laptops, learners received practical exposure to basic computer skills and digital literacy competencies that remain critical for future educational and employment opportunities.

Partnerships and Stakeholder Engagement

TVS continued to strengthen relationships within the education and literacy sector during the quarter.

Key engagements included:

Book Dash Learning Visit

TVS staff joined SOLON on a visit to Zithulele to observe a Book Dash book creation marathon. The experience provided valuable insights into collaborative book development and literacy promotion.



NASCEE Networking Event

TVS participated in a one-day networking event in East London hosted by NASCEE. The event provided opportunities to:

- Share programme experiences
 - Strengthen sector relationships
 - Explore future collaborations
 - Learn from peer organisations
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Challenges

The principal challenge experienced during the quarter was severe weather affecting parts of the Eastern Cape during May.

Several afternoon classes were postponed or delayed to ensure learner and staff safety. Despite these disruptions, programme delivery remained largely uninterrupted due to the flexibility and commitment of the TVS team.

Additional ongoing challenges include:

- Varying literacy levels within classes
 - Limited access to reading materials in homes
 - Low levels of parental involvement in some communities
 - Continued need for remedial literacy support for struggling learners
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Looking Ahead

Preparations have been completed for the annual Winter Holiday Clubs, which will be hosted during the mid-year school break.

This year's themes include:

- World Soccer
- Youth Awareness
- Educational Games

These clubs will provide learners with opportunities for enrichment, recreation, literacy development, and positive social engagement during the holidays.

Acknowledgements and Thanks



A special thank you goes to John and Gaynor, whose donation of approximately 1,200 children's books has now arrived in South Africa where some will be distributed to our Reading Clubs during the school holidays, greatly enhancing learners' access to reading material.

We also gratefully acknowledge SOLON for sponsoring an all-inclusive weekend in Coffee Bay for three TVS team members. The visit provided valuable opportunities for networking, learning, and strengthening relationships with partner organisations.

Conclusion

The second quarter of 2026 demonstrated the effectiveness of TVS's integrated approach to literacy, numeracy, and digital learning. Learners showed encouraging growth in confidence, participation, reading ability, and mathematical understanding.

Most notably, the *Starting Maths* Programme achieved an average improvement of 85% across participating learners, while Reading Clubs and Reading Stars continued to strengthen English literacy and classroom performance.

The dedication of the TVS team, the support of schools, the enthusiasm of learners, and the commitment of our donors and funding partners continue to drive positive change across the valley. As we enter the third quarter, TVS remains committed to expanding educational opportunities, strengthening foundational learning, and fostering a lifelong love of reading within the communities we serve.