THE MAMELODI INITIATIVE

Learn. Grow. Dream. Achieve.

2025

Winter Jam Report

Thato Mafokoane (Program), Uyanda Ngobeni (Operations and Finance), Dimpho Tsotetsi (Program and Operations Intern)

25 July 2025

Table of Content

List of Tables

List of Figures

List of Photos

Executive Summary

Winter Jam 2025

Programme & reach

Winter Jam 2025 ran for 3 weeks, recording 4,660 learner check-ins (about 291 per day). Averages rose week by week (Week 1: 270, Week 2: 298, Week 3: 310), peaking at 314 learners on 14 July. We registered 374 learners from 63 schools (top 12 schools = 71% of enrolment). Grade 11 was our anchor cohort (about 40% of all check-ins; 1,862). We reached learners through school marketing and social media.

Academic outcomes

We used two pre-tests (W1 Mon, W2 Mon) and two post-tests (W1 Fri, W3 Tue); Week 1 covered CAPS Terms 1–2, Weeks 2–3 covered Term 3. Grades 8–9 wrote the same foundations paper; Grades 10–12 were split into Mathematics and Mathematical Literacy with grade-specific papers; no calculators. Results were strongest in Grade 10 Maths (median 43→53, $p \approx 0.00012$) and Grade 12 Maths (median 35→40, $p \approx 0.0409$; two-sample $p \approx 0.0011$). Grade 11 Maths and Maths Literacy showed smaller or mixed shifts. Some datasets were excluded due to "missing links."

Volunteers & operations

Of 42 volunteer responses, 57.1% were returning and 42.9% first-time; 90.5% rated training 4–5/5 and ≈90.5% felt prepared. Main pinch points were timekeeping, role clarity, and catering: late 10:30 lunch collections, limited vegetarian variety, and allergy handling—especially on panini day (standard filling: ham, eggs, tomatoes, lettuce, mayonnaise). Lunch from Spar cost R169,923.60 (with 5% discount); fruit from Fruitstop Silverton cost R10,000; breakfast was prepared in-house with donations but was uneven on some days.

Finance & next steps

We underspent: R258,745 actual vs R333,100 budget (saving R74,355), mainly from catering and stationery, with modest overspends in transport and marketing. Next, we will add a mid-programme reflection day, tighten data (single pre/post with unique IDs), strengthen first aid, and formalise catering (firm collection time, better labelling, vegetarian rotation). Upcoming dates: RTF resumes 6 Aug 2025, YLC resumes 9 Aug 2025; Summer Jam 2026 (Training 3 Jan; Programme 5–11 Jan), Winter Jam 2026 (Training 27 Jun; Programme 29 Jun–17 Jul).

1. Introduction

Winter Jam 2025 (WJ25) was designed with a distinct focus compared to Summer Jam. While Summer Jam supports learners at the start of the year, Winter Jam is tailored to assist them during their mid-year break by helping them regroup, refresh, and return to school prepared to tackle the final stretch of the academic calendar.

This year, we introduced several new systems and processes that differed from those of previous years. These included experimenting with a walk-in registration system instead of our usual preregistrations, and shifting our parent indemnity and consent forms to an online format. These changes were part of a broader effort to streamline our operations and adapt to a more flexible and accessible model. We also implemented a new evaluation system to help us better understand the short-term impact of the programme over the 16 days. This system gave us valuable insights into learner progress and how we can continue to improve the way we support both learners and volunteers.

One of the key innovations was the rotation of elective subjects based on learners' performance in their initial assessments. This allowed us to respond more effectively to their academic needs and gave us direction on how to better support volunteers, teachers, and curriculum alignment with our broader goals.

And as always, our volunteers were the heartbeat of the programme. Their willingness to serve made it possible for learners to thrive in a safe and inspiring environment, and this is something we will never take for granted.

Photo 2: Some of our volunteers during their closing social.

2. The Planning

Planning for **Winter Jam 2025** began straight after Summer Jam in **February** and ran on a shared task-tracking sheet with clear **owners**, **priorities** (P1 = critical path; P2 = supporting), **start/finish dates**, and **status**. Our aim was simple: line up venue, people, curriculum, safety, data, and supplies early so delivery days could focus on teaching and learner care rather than firefighting.

Photo 3: Our Program Director and our WJ25 Head of Admin

2.1 What we set out to do

We prioritised four things: (1) secure the venue and daily timetable; (2) lock catering and breakfast arrangements; (3) recruit and train volunteers for 16 days of service; and (4) stand up a single data system to track attendance and assessments across two pre-test windows and two post-test windows over three weeks. Alongside this we prepared inventory and stationery, first-aid coverage, and a schools and digital outreach plan (Instagram, Facebook, TikTok, bulk SMS) to maximise reach without providing transport.

2.2 Timeline & milestones (high level)

- **Venue (P1, owner: Uyanda)** — *3 Apr → 25 Apr 2025, Completed.* Early confirmation allowed room allocations for Maths/English, electives, workshops, and testing spaces to be mapped against the daily schedule.

- **Food & catering (P1, Uyanda)** — *3 Apr → 30 Apr, In progress then locked.* Framework set with **Spar** (weekday lunches, 10:30 collection, daily vegetarian allocation) and Fruitstop Silverton (fruit drops every three days), including points of contact and escalation for delays.
- **Volunteer applications (P2, Thato)** — *5 May → 5 Jun, Completed.*
- **Selected volunteer feedback (P2, Thato)** — *6 Jun → 9 Jun, Completed.* Role fit, availability checks, and expectations.
- **Schools marketing (P2, Dimpho)** — *2 Jun → 6 Jun, Completed.* School visits plus digital pushes (IG/FB/TikTok + bulk SMS) to widen reach, including visitors from other townships/provinces during holidays.
- **Database for WJ (P1, Dimpho)** — *Completed before launch.* One register for attendance and assessments to reduce duplicate capture.
- **First-aid training (P1, Thato)** — *Completed before launch.* Daily coverage and incident response clarified.
- **Inventory (P2, Thato)** — *23 Jun → 25 Jun, Completed.*
- **Stationery & office packs (P2, Thato)** — *27 Jun, Completed.* Assessment packs, class registers, and marking kits.
- **Volunteer training (P1, Thato)** — *27–28 Jun, Completed.*
- **Training Day (P1, Thato)** — *28 Jun, Completed.* Whole-team rehearsal of flows, roles, and escalation lines.

2.3 What this planning achieved

By Day 1, we had removed avoidable friction. The venue and rooms were confirmed, the timetable was clear, kits were packed, and safety cover was in place. We also set up our partners with clear expectations especially Spar and Fruitstop which helped us control costs and follow up quickly when service issues arose.

Photo 4: Learners during one of our morning devotionals

Our volunteers arrived trained and ready, with defined roles, simple escalation paths, and a shared understanding of the daily rhythm. The central database acted as a single source of truth for attendance and assessments, which improved both the quality and the speed of our reporting.

The curriculum plan was aligned to CAPS: Week 1 focused on Term 1–2 content, and Weeks 2–3 on Term 3. The two assessment windows gave learners fair chances to be tested even when attendance was uneven. In short, the planning phase turned our February intentions into a live, resilient programme by mid June and critical tasks closed on time, people and partners were mobilised, and delivery teams began each day with what they needed to help learners learn.

3. The Winter Jam 2025 (WJ25)

This section brings together the volunteer feedback during Winter Jam 2025, alongside hard data on learner and volunteer attendance and the schools our learners came from. Using end-of-programme surveys, daily registers, and our central database, we review training and role readiness, day-to-day support, and areas to improve; we also map who showed up, how often, and from which schools. The aim is simple: to understand what worked well for volunteers on the ground, to spot gaps that affected attendance or delivery (especially in a holiday context with uneven schedules), and to use the school

distribution to guide outreach so that the next programme is easier to run and reaches more learners, more fairly.

3.1 Volunteer Feedback and Evaluation

Volunteers are at the core of the success of every Winter Jam, and their experiences and perceptions are crucial for the continuous improvement of our programme. Following Winter Jam 2025, volunteers were asked to provide detailed feedback regarding their overall volunteering experience, the effectiveness of pre-programme training, and their level of confidence in performing assigned tasks. This section summarises their valuable responses, highlighting strengths, identifying areas that require attention, and offering insights into how we can further enhance volunteer engagement and preparation in future initiatives.

Photo 5: Three of our volunteers during training

3.1.1 Volunteer Experience and Retention

Out of the 42 volunteers who provided feedback after Winter Jam 2025, 42.9% reported that this was their first experience volunteering with The Mamelodi Initiative. A larger percentage (57.1%) indicated they had previously volunteered, reflecting strong volunteer retention alongside our continued ability to attract new participants.

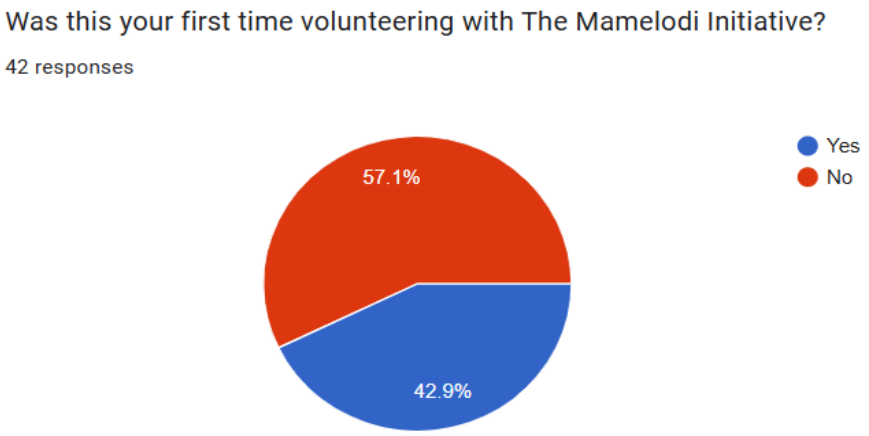

Figure 1: Returning and new volunteers

A major highlight this year was the successful retention of volunteers from the University of Pretoria. Not only did these volunteers greatly enrich the programme with their commitment, but their involvement also provided valuable insights into the process of formally becoming a registered organisation with the university. Achieving official recognition from the institution will offer significant benefits, including streamlined volunteer recruitment and reduced logistical and financial costs, especially regarding volunteer transportation and arrangements for future Jams.

3.1.2 Training and Preparation

The pre-programme volunteer training was rated positively by the majority of our volunteers. Out of the 42 respondents, 90.5% rated the training highly, with 40.5% awarding it a top rating of 5, and 50% rating it as 4.

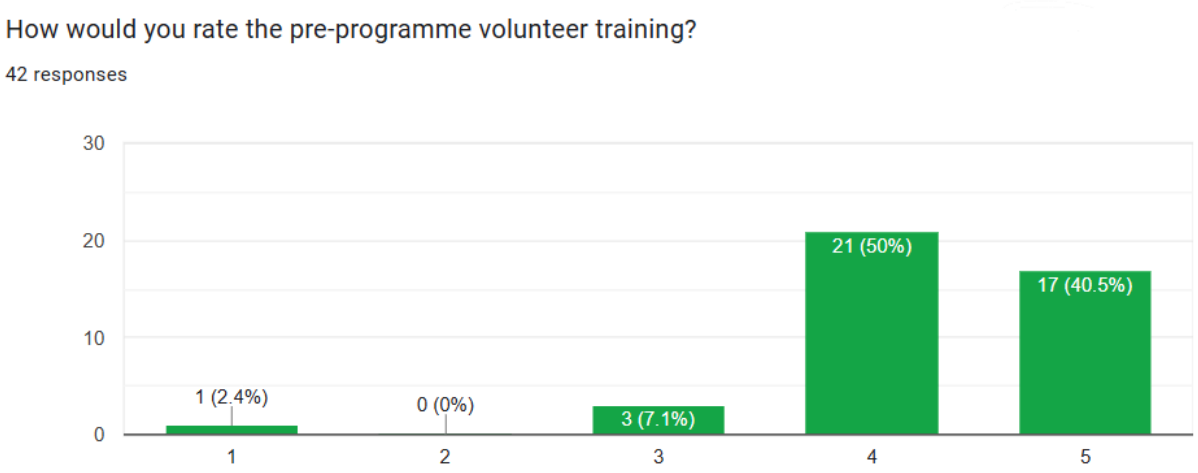

Figure 2: Training Ratings

Only 9.5% rated the training lower, with 7.1% giving it a score of 3, and a small minority (2.4%) rating it as 1. This overwhelmingly positive feedback indicates that the training sessions effectively prepared volunteers for their roles, although there remains room for continued improvement.

3.1.3 Volunteer Confidence in Roles

When asked about their level of preparedness to perform their assigned tasks, volunteers expressed high levels of confidence. Approximately 90.5% of the volunteers agreed that they felt adequately prepared for their roles, highlighting the effectiveness of the training and support provided.

However, 9.5% indicated that they did not feel entirely ready, suggesting that future training sessions could further emphasise practical components, role-specific guidance, or provide additional support materials to address these gaps. Ensuring all volunteers feel confident in their roles will remain a priority for future programmes.

Here's the same section reorganised clearly under thematic subheadings, ensuring readability and easy referencing:

3.1.4 Areas for Improvement in Volunteer Training and Preparation

An essential part of our commitment to continuous improvement is carefully analysing volunteer feedback, particularly focusing on areas where our training and preparation can be enhanced. Following Winter Jam 2025, volunteers provided valuable insights into specific aspects of our training sessions that could be improved. Their feedback offers clear guidance on how we can adjust and strengthen future preparations, ensuring volunteers are confident and fully equipped to effectively support our learners.

a. Time Management

- Many volunteers indicated a strong need to improve punctuality and adherence to the planned schedule.
- Common suggestions included stricter management of training sessions to ensure they run on time and follow the outlined time slots closely.

b. Assignment and Clarity of Volunteer Roles

- Volunteers expressed dissatisfaction regarding how roles were assigned, stating roles often did not match their skill sets or personal preferences.
- There were specific concerns about being assigned classroom management or teaching duties without adequate preparation or experience.
- Improved communication about role expectations and clearer explanations of volunteer duties were highly recommended.

c. Practical and Curriculum Training

- Volunteers suggested that the training should include practical sessions or demonstrations on key tasks, such as marking and capturing marks.
- There was an expressed need for more focused training around lesson plan implementation and classroom management.
- Volunteers requested additional curriculum-focused training to ensure greater familiarity and comfort with the material they would be facilitating.

d. Inclusion of Specialist Guest Speakers

- A recommendation was made to invite a child psychologist or similar expert during training to help volunteers manage learner behaviour effectively, providing professional insights into child psychology and effective discipline strategies.

While overall volunteer satisfaction with training remained high, the identified areas for improvement highlight valuable growth opportunities. By focusing specifically on improving time management, ensuring clarity in volunteer roles, expanding practical curriculum training, and including expert guest speakers, we can significantly enhance our volunteer experience. Addressing these suggestions will help us ensure future volunteers are even better prepared, confident in their roles, and equipped to create an impactful learning environment for our learners.

3.2 Learner Attendance Analysis

Over the 16 of WJ25 days (30 June–18 July 2025) we recorded **4,660 learner attendances**. That works out to about 291 learners per day. Attendance grew as the weeks went by: Week 1 averaged 270 learners per day, Week 2 averaged 298, and Week 3 averaged 310. We started on Monday, 30 June with 226 learners, and reached our highest daily turnout on Monday, 14 July with 314 learners.

3.2.1 Week 1 (30 June-5 July)

The opening week began with **271 learners** on Monday, growing steadily to a mid-week peak of **343 learners** on Wednesday. Grade 11 consistently recorded the highest daily attendance, starting at 116 learners and peaking at 136 on Wednesday. Grade 8 also showed steady growth from 28 learners on the first day to 75 on Friday.

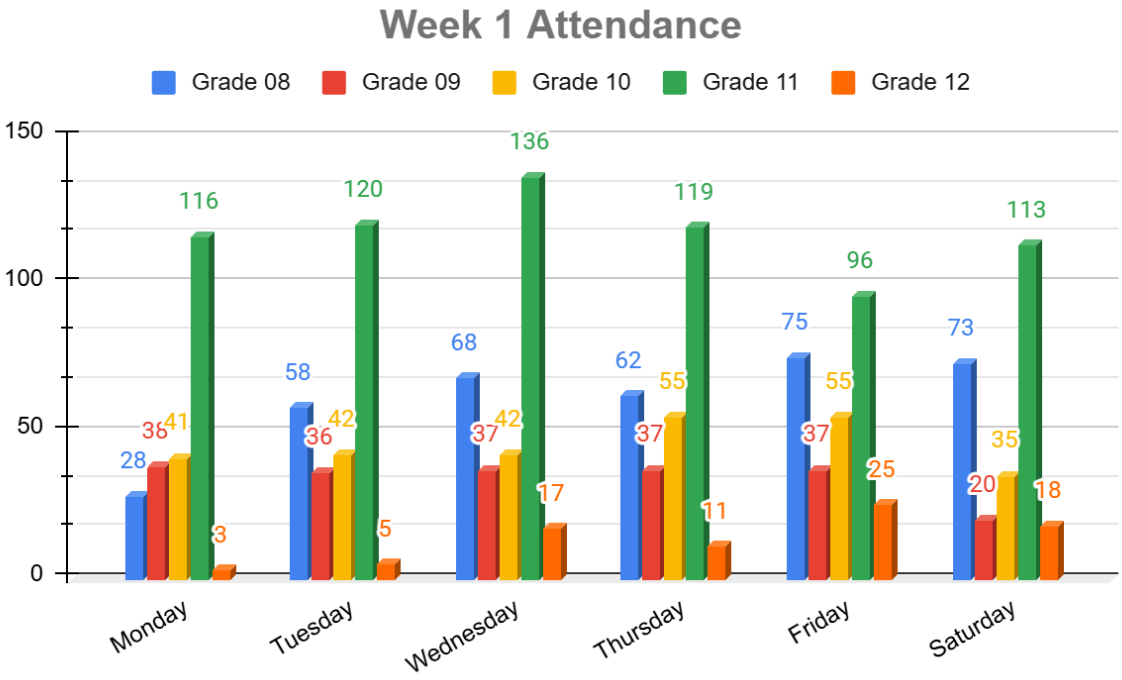

Figure 2: Week 1 Learners Attendance

A noticeable drop occurred on Saturday, with total attendance falling to 298. The decline was especially marked in Grade 9 (37 learners on Friday down to 20 on Saturday) and Grade 10 (55 down to 35). Though we did not do any surveys to find out from the learners for the reasons why attendance was low in week one, we assume it was because the school week had started on Monday and learners had assumed that it was going to be a five days week.

3.2.2 Week 2 (7-11 July)

Week 2 began with the highest single-day attendance of the programme (350 learners on Monday) which was driven by a strong turnouts from Grades 8, 10, and 11. Attendance remained consistently high through Wednesday, with totals above 349 each day.

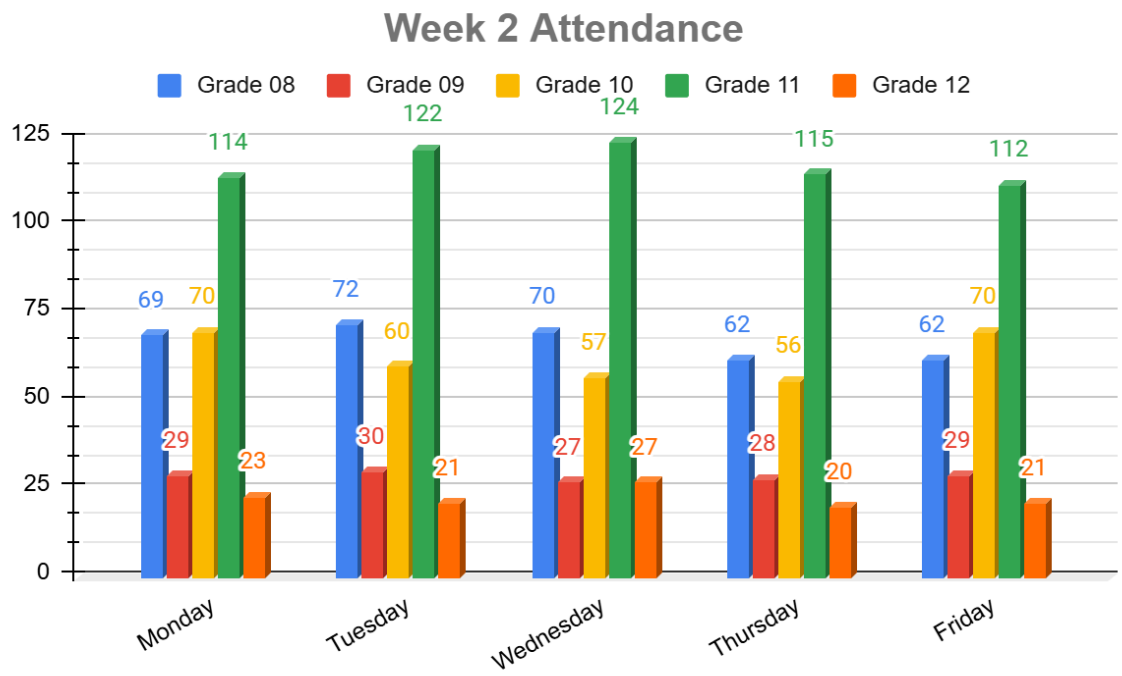

Figure 3: Week 2 Learners Attendance

A gradual decline set in from Thursday (322 learners) to Friday (336 learners), although this still reflected strong engagement. Grade 11 remained the most consistent performer, maintaining numbers above 112 throughout the week, while Grade 9 maintained smaller but steady attendance in the high 20s.This shows that most learners who started with us kept coming back in the second week.

3.2.3 Week 3 (14-18 July)

Week 3 began even stronger, with Monday reaching **358 learners**, the highest recorded daily attendance for the Jam. While numbers dipped slightly mid-week, daily totals remained well above 345 through to the final day.

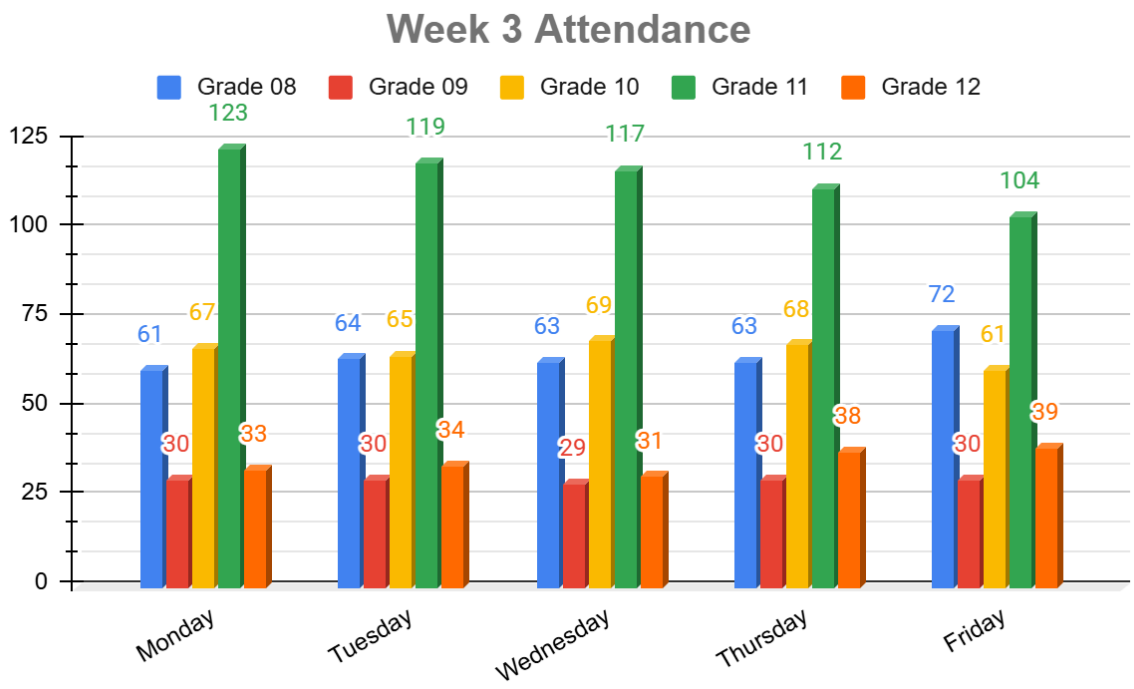

Figure 4: Week 3 Learners Attendance

Grade 8 attendance was consistently strong, fluctuating between 61 and 72 learners, while Grade 12 saw significant growth compared to earlier weeks which started at 33 learners on Monday and ending with 39 on Friday. This improvement suggests increased motivation as the programme neared its conclusion, possibly due to the Grade 12s having been done with their SSIP (Secondary School Improvement Programme) programs from their respective schools and positive peer influence.

3.2.4 Attendance by grade

Grade 11 was our largest group, making up about 40% of all attendances (1,862 out of 4,660 daily attendances). Grades 8 and 10 were the next biggest (1,022 and 913 attendances). Grade 12 started small but grew well in the final week, ending with 39 learners on Friday, 18 July. The Grade 11 peak was 136 learners on Wednesday, 2 July, showing consistently high interest from this group.

3.2.5 What this means for us

- Most learners kept returning, especially in Weeks 2 and 3.
- Saturdays are harder to fill; if we run Saturday classes again, we may need extra transport support and reminders.
- Grade 12 engagement rose late in the programme; thanks to the conclusion of SSIP.

- Planning for around 320 learners per day is a sensible baseline for classrooms, meals, and assessments in future Winter Jams.

3.3 Academic Performance Analysis: Winter Jam 2025

This analysis explains what learners achieved over three weeks of teaching, using two pre-test windows (Week 1 Monday and Week 2 Monday) and two post-test windows (Week 1 Friday and Week 3 Tuesday). Week 1 focused on CAPS Term 1–2, while Weeks 2–3 covered Term 3, with tests matched to what was taught. Grades 8–9 wrote the same foundations paper used in Summer Jam; Grades 10–12 were split into Mathematics and Mathematical Literacy, each with its own grade-specific paper. All tests mixed multiple-choice and short-answer items, with no calculators, to check real method and reasoning. Because some learners wrote two pre-tests and two post-tests, a few scripts could not be matched (missing links), so we report only on reliable matched pairs and interpret results within each grade and strand. In brief, the data show clear gains in some areas especially in Grade 10 and Grade 12 Mathematics while other grades show mixed movement, often limited by small or mismatched samples.

3.3.1 Demographics and school distribution of learners

We registered **374 learners** from **63 schools**. Most learners came from a small group of core "feeder" schools, with many other schools contributing only a few learners each. This pattern shows where our reach is already strong and where there is room to grow especially important because Winter Jam runs in the school holidays, and some learners join us as visitors from other townships and provinces.

Our largest contributors were Lehlabile Secondary School (52), Ribane-laka Secondary School (48), Somafco Secondary School (32), Gatang Secondary School (21), Mamelodi High School (19), and Tsako Thabo Secondary School (18). The five schools above together with the next six and the top 12 account on the list of schools on our list **(Annexure__)** for 266 learners (about 71%) of our total. Beyond these schools, attendance spreads across a long list of schools that were represented by one to three learners, which we consider as a positive sign of our wider reach and visibility even if the numbers are still small per school.

Our growth strategy continues to focus on easy-to-reach communication and local presence. We rely on school marketing and simple, high-reach channels to draw learners in:

- Instagram, Facebook, TikTok
- Bulk SMS to learners and parents
- On-site school visits and we are planning on adding to the list of schools the new and emerging primary schools from our recent database to target the Grade 7 learners.

a. A small data-quality note:

Some school names appear more than once due to spelling or language variations in the learner registration database (for example, **Vlakfontein Secondary School** and **flakfontein** likely refer to the same school). Standardising school names in the registration form (for example, using a drop-down list with an "Other" option) will make our future reporting clearer and will help us track trends by school over time.

In summary, our school distribution shows a healthy, dependable core and a wide halo of schools where interest is emerging. By deepening relationships with the top contributors and keeping our digital and school-based outreach consistent and simple, we can expand that halo and we should be able to reach more for the Summer Jam.

3.3.2 Academic Performance Evaluation: Data Overview

Our curriculum and assessments assessed learners across five grade levels (Grade 8 to Grade 12) in Mathematics and English. A total of 320 learners participated in the assessments, with varying numbers per grade and subject. These assessments were designed to measure the learners' grasp of fundamental concepts before and after instructional intervention, providing valuable insights into their academic progress.

The data collected was carefully filtered to include only those learners who had completed both pre- and post-assessments. This approach was necessary to ensure the accuracy and reliability of the evaluation, as incomplete data could lead to misleading conclusions. The breakdown of learners per grade and subject is shown in the table below:

Table 1: Number of learners per grade vs pre-and post-assessment numbers

GRADES	Total Number of Learners	Learners with both pre-and post-assessment scores	
		Math	Math Literacy
Grade 8	52	Mismatched spreadsheet	Mismatched spreadsheet
Grade 9	45	10	Mismatched spreadsheet
Grade 10	84	45	35 (mismatched)
Grade 11	157	29	84
Grade 12	45	15	8

The number of learners who completed both assessments varied significantly across the grades. In some cases, factors such as attendance, engagement, and external commitments may have influenced

participation rates. Nevertheless, the collected data still provides a meaningful representation of the learners' progress within the programme.

3.3.3 Schedule of Instruction and Testing

To suit real attendance patterns over the three weeks of Winter Jam, we created two pre-test windows and two post-test windows for both Mathematics and English.

- **Pre-tests:** Day 1 (Week 1, Monday) and Day 1 of Week 2 (Monday)
- **Post-tests:** Last day of Week 1 (Friday) and Tuesday of Week 3

This spacing let us teach for several days between each assessment window, so learners could apply new skills before the next test. It also gave flexibility for learners whose attendance was sporadic, including those visiting from other townships and provinces during the school holidays.

Important note about data quality. Because there were two pre-tests and two post-tests, some learners wrote more than one paper, and some scripts could not be reliably matched pre-to-post. Where links were missing, we marked those datasets “Can’t use” in our analysis. In future we will use a single pre-test and a single post-test per grade, with a unique learner ID on every paper and same-day digital capture to avoid breaks in the chain.

3.3.3.1 Content Focus and CAPS Alignment

- **Week 1 (refresh & measure Term 1–2):**
  Teaching and tests in Week 1 focused on **CAPS Term 1–2** content.
  - **Pre-test (Mon, W1):** diagnostic on Term 1–2 basics.
  - **Instruction (W1):** targeted refresh on gaps found.
  - **Post-test (Fri, W1):** measured short-term gains on Term 1–2.

- **Weeks 2–3 (teach & measure Term 3):**
  Teaching and tests then shifted to **CAPS Term 3** content.
  - **Pre-test (Mon, W2):** diagnostic on Term 3 starting points.
  - **Instruction (W2–W3):** focused Term 3 teaching blocks.
  - **Post-test (Tue, W3):** measured progress on Term 3 work.

3.3.3.2 Daily Schedule for Program

Table 2: WJ25 Daily Program Schedule

Time	Monday to Friday
08:50 - 09:30 am	Morning devotion

09:30 - 10:0 am	**Math**
10:00 - 10:30 am	**English**
10:30 - 10:40 am	Short break
10:40 - 12:00 pm	**Elective Subjects**
12:00 - 13:00 pm	Workshop
13:00 - 14:00 pm	Afternoon Challenge
14:00 pm	Lunch and Dismissal

Core subjects were placed early (when concentration is best), followed by electives, workshops, and a daily challenge to reinforce learning.

3.3.4 Mathematics and Math Literacy Assessment Design

This winter we did not use one common paper across all grades. Only Grades 8 and 9 wrote the same paper, and its format matched Summer Jam. Grades 10–12 were split into Mathematics and Mathematical Literacy, and each grade wrote its own paper. Because the papers differed, we compare progress within each grade, not across grades.

3.3.4.1 Format (all papers)

Each paper mixed multiple-choice and short-answer questions. Learners had to show working where required.

- **Grades 8–9 (shared paper; same format as Summer Jam)**

The aim was to check core number skills and confidence with basic rules.

- **Topics sampled:** the four operations (addition, subtraction, multiplication, division), fractions and negative numbers, order of operations (BODMAS), and exponents.
- **What this tests:** accurate computation without a calculator, correct use of brackets and signs, and applying rules in short, real-life style problems.
- **Why this matters:** these skills sit under everything else in Maths; we want leaners steady on the basics before moving up.

- **Grades 10–12: Mathematics (grade-specific papers)**

Mathematics papers were written per grade and aligned to CAPS expectations for the term. Items focused on procedural fluency, reasoning, and showing steps. (Because content differed by grade, we report results within each grade only).

- **Question types:** quick skills checks (MCQ) and short, marked-working items that test method, not just answers.
- **Why this matters:** grade-specific papers let us target gaps that are typical for each year group and give fair feedback to learners and teachers.

- **Grades 10–12: Mathematical Literacy (grade-specific papers)**

Mathematical Literacy papers centred on real-life contexts, with clear marks for units, conversions, and correct interpretation.

- **Grade 10 ML: Finance, tariffs, and measurements**
  - Examples: cellphone tariffs and unit rates; VAT and discounts; reading meters; converting mm–cm–m; perimeter and area in simple plans.
  - Focus: choosing the right operation, showing conversions, and giving answers with correct units.

- **Grade 11 ML: Calculations and estimates, ratios and proportions, finance, and measurements**
  - Examples: back-of-the-envelope estimates; scale and recipe ratios; simple/compound interest; budgeting; surface area/volume in everyday contexts.
  - Focus: reasonableness of answers, ratio sense, and tidy, unit-aware working.

- **Grade 12 ML: Finance, measurements, map work, and data handling**
  - Examples: loan schedules and total cost of credit; tolerances and precision; map scales and bearings; reading tables, graphs and summaries (mean/median).
  - Focus: interpreting information, selecting methods, and explaining results in plain language.

3.3.4.2 Why this design

- **Fit for purpose:** Grades 8–9 used one foundations paper (as in Summer Jam) to firm up basics; Grades 10–12 wrote separate Maths and ML papers to match the different skills pathways.
- **Fair evidence:** non-calculator papers show real understanding and reduce guesswork.
- **Useful feedback:** multiple-choice items reveal quick gaps; short answers show method and **misconceptions**, which helps us plan mini-lessons.

The important note on reporting is that, because Grades 10–12 wrote different papers, cross-grade comparisons are not meaningful. We report progress within each grade and subject strand (Maths or ML).

3.3.5 English Assessment

The pre and post-tests checked three core skills in English: reading, language use, and short, purposeful writing. It was designed to show whether learners can understand a short text, use basic grammar correctly, and express ideas in simple, clear sentences.

3.3.5.1 Structure of the paper

The question papers for both the pre tests and post tests had three sets of questions that covered reading and comprehension, language skills and creative writing. The breakdown of each question is shown below.

- **Question 1: Reading Comprehension (10 marks)**

Learners read a short passage about Liam finding a treasure map and digging under the oak tree to uncover a chest of coins and jewellery. Questions tested: locating facts (What did he find? What did the map show? Where did they dig? What was inside?) and a short inference (How did Liam feel? Explain briefly).

  - *Skills assessed:* retrieving information, understanding sequence and setting, and giving a short reasoned answer.

- **Question 2: Language Skills (10 marks)**

Five brief items checked key grammar points: pluralisation ("The boy found a new book." → plural), choosing an adjective for a sentence, selecting some/any, forming a question with "where", and writing a clear sentence using "happy."

  - *Skills assessed:* sentence form, parts of speech, agreement, vocabulary in context, and correct question structure.

- **Question 3: Creative Writing (10 marks).**

Learners chose **one** topic and wrote **5–6 sentences**:

(a) describe a place they would like to visit and why, or
(b) write a short story about a time they helped someone.

  - *Skills assessed:* relevance to the topic, simple planning, sentence control, coherence, and appropriate vocabulary.
  - *Marking focus (guide):* content & relevance, organisation & flow, grammar & spelling, and clarity of expression.

3.3.5.2 Timing and demand

With only 45 minutes for 30 marks, the paper required careful time management across three different task types. The mix of short answers and a brief writing task gave a balanced view of both quantitative skills (reading and grammar) and qualitative skills (clear written expression).

3.3.5.3 Why this design works

- The comprehension section checks understanding of a complete text and a basic inference.

- The language section quickly samples high-value grammar points that often affect everyday writing.
- The writing task lets learners show whether they can organise ideas and write simple, correct sentences on a familiar topic.

3.3.5.4 How we will use the results

Question-level analysis will show where learners need the most help, for example, forming questions, choosing the right determiners (some/any), or supporting an inference with a short reason. These insights will guide mini-lessons, practice drills, and feedback in the next sessions so that learners improve both accuracy and confidence in English.

3.3.6 Mathematics and Math Literacy Performance

Many learners wrote two pre-tests and two post-tests. In a few grades this created "missing links" between the exact pre- and post-paper a learner wrote. Where we could not pair the same learner's scripts with confidence, we marked the dataset "Can't use" and did not make a formal claim. For readability, the average score change shown as decimals (e.g., 0.093) is on a 0–1 scale; in brackets we give the same change in percentage points (e.g., ≈ +9.3 points). (Annexure B)

Photo 7: During one of our afternoon challenges

3.3.6.1 Data note (why some sets are "Can't use")

Because some learners wrote **two versions** of the pre-test and **two versions** of the post-test, we could not always link the same learner's pre and post with certainty. Where the pair could not be confirmed, we **excluded** those records from formal testing to keep the analysis honest.

Table 1: Number of learners per grade vs pre-and post-assessment numbers

GRADES	Total Number of Learners	Learners with both pre-and post-assessment scores	
		Math	Math Literacy
Grade 8	52	Mismatched spreadsheet	Mismatched spreadsheet
Grade 9	45	10	Mismatched spreadsheet
Grade 10	84	45	35 (mismatched)
Grade 11	157	29	84
Grade 12	45	15	8

3.3.6.2 Mathematics

- **Grade 8 (median: pre = 15, post = 20) — Can't use**
  Because of missing links between the two pre- and two post-tests, this dataset cannot be used for a firm conclusion. The tests hint at possible movement (paired p = 0.1017, two-sample p = 0.0778), but the recorded average change = 0 suggests the underlying pairing is not reliable.
- **Grade 9 (median: pre = 13, post = 20) — Can't use**
  Because some scripts could not be linked unambiguously (two pre-tests and two post-tests in circulation), we treat these results as indicative only until the mismatch is resolved.
- **Grade 10 (median: pre = 43, post = 53)**
  Learners improved clearly and consistently. The average change was 0.0926 (≈ +9.3 points), the paired test was highly significant (p = 0.000118), and the two-sample test also supported the gain (p = 0.0343). Score spread narrowed (SD: 0.229 → 0.176), which means more learners moved up together, not just a few high flyers. *(Table 1 matched pairs: n = 45).*
- **Grade 11 (median: pre = 30, post = 37)**
  Median rose by **7** marks, but the average change was small (0.019 ≈ +1.9 points), and neither test was significant (paired p = 0.666; two-sample p = 0.734). Spread was similar (0.207 → 0.215). This looks like mixed progress—some gains, some flat results. *(Matched pairs: n = 29).*
- **Grade 12 (median: pre = 35, post = 40)**
  Results show meaningful improvement. Average change 0.1125 (≈ +11.3 points); paired p = 0.0409 and two-sample p = 0.00111 both indicate the gain is unlikely by chance. Spread

widened slightly (0.161 → 0.193), suggesting strong gains for many with a few outliers. *(Matched pairs: n = 15).*

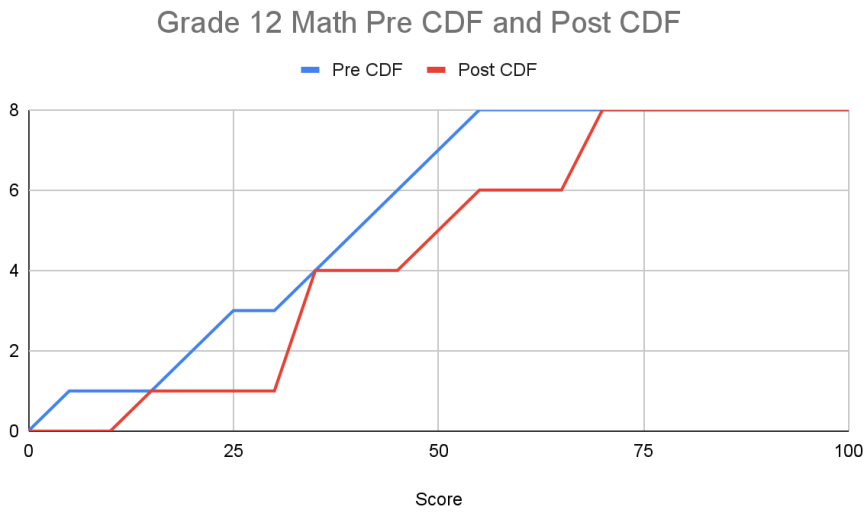

Figure:

The **CDF** (red = post) sits **to the right** of the blue curve for most scores, especially between **40–60%**, showing that fewer learners remained in the lower bands and more moved into the middle and higher ranges. There is also a visible lift towards **70%+**, pointing to more strong outcomes after the programme. The score spread **widened slightly** (SD **0.161 → 0.193**), so while many improved, a few moved differently from the group. Overall, Grade 12 Maths shows a **real, statistically reliable improvement**.

3.3.6.3 Mathematical Literacy

- **Grade 10 — Can't use**

  Statistics are inconsistent (median falls 33 → 27 while average shows a small rise 0.0248 ≈ +2.5 points; p's non-significant). This pattern is typical when scripts cannot be paired reliably. We withhold conclusions until links are fixed. *(marked as "mismatched"on the table).*

- **Grade 11 (median: pre = 35, post = 40)**

  Group outcome is essentially flat. Average change –0.009 (≈ –0.9 points), paired p = 0.657, two-sample p = 0.795 (both non-significant), with a modest widening of spread (0.211 → 0.248). *(Matched pairs: n = 84).*

- **Grade 12 (median: pre = 47, post = 50)**

  Small positive shift. Average change 0.0778 (≈ +7.8 points), but not statistically significant (paired p = 0.314; two-sample p = 0.372). Spread narrowed a little (0.243 → 0.226). Sample is small. *(Matched pairs: n = 8).*

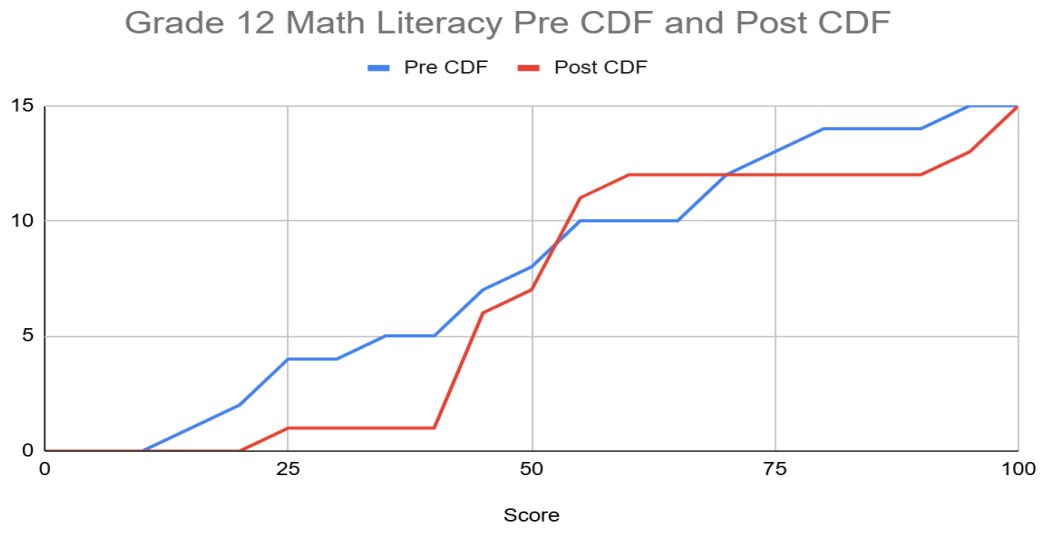

Figure:

The **CDF chart** shows the red post curve mostly to the right of the blue pre curve from about the 50% mark upwards. This means fewer learners scored in the low bands after instruction and more reached the higher bands. The spread also narrowed slightly (SD 0.243 → 0.226), suggesting small, more even gains. Because the sample is small, we treat this as a positive but cautious signal.

3.3.6.4 Overall view

Across the mathematics results, the picture is positive but uneven. Where we had clean, matched data, we saw real gains, especially in Grade 10 Maths (clear, statistically strong improvement with tighter spread) and Grade 12 Maths (meaningful, statistically reliable improvement). Grade 11 Maths showed a small average gain and a higher post median, but this was not statistically significant, suggesting mixed progress within the group. In Mathematical Literacy, Grade 11 was essentially flat and Grade 12 showed a small, non-significant lift helpful but not conclusive.

The CDF plots support this story. The post-test curves sit to the right of the pre-test curves over much of the score range, which means fewer learners remained in the lower bands and more reached the middle and higher bands after instruction. Put simply: there were fewer low scores and more higher scores by the end.

A key limitation is data quality. In several grades we could not use results because learners wrote two pre-tests and two post-tests, and some scripts could not be linked to the same learner with certainty. These "missing links" reduce the power of our analysis and explain why some promising patterns cannot be claimed formally.

Winter Jam's short blocks of focused teaching moved maths outcomes in the right direction, with the strongest evidence in Grades 10 and 12. Where results were weaker or inconclusive (Grade 11 Maths and both ML grades), we likely need more targeted support and better data pairing to see the full effect.

3.3.6.5 Notes for next Winter Jam:

- Use one pre-test and one post-test per grade, and have same-day digital capture, so every learner has a reliable matched pair.
- Watch the spread as well as the average: add short booster sessions for learners at the tails to tighten consistency.
- Keep the foundations curriculum and volunteer preparation, which together appear to reduce low scores and push more learners into higher bands.

3.3.7 Analysis of English Performance

All grades wrote the same assessment structure in both the pre-test (Day 1) and the post-test (end of Week 3): Q1 Reading Comprehension, Q2 Language Skills, Q3 Creative Writing (essay). Test 2 used fresh texts/prompts but kept the same format and difficulty, so the results are comparable. Because both papers included an essay, changes are more likely to reflect learning rather than test design. Even so, time management can still influence scores (longer time on the essay can reduce time for Q1–Q2). We note this as background, not as the main driver of results. (See Annexure C for tables). Samples used (paired learners who wrote both pre and post in English):

Table 1: Number of learners per grade vs pre-and post-assessment numbers

GRADES	Total Number of Learners	Learners with both pre-and post-assessment scores
		English
Grade 8	52	41
Grade 9	45	27
Grade 10	84	59
Grade 11	157	49
Grade 12	45	31

This table shows how many learners were in each grade and how many of them completed both the pre- and post-assessments. The paired numbers (right column) are the sample used for measuring progress, so differences between the totals and paired counts reflects the number of learners that did not write both tests. We have had to do a data clean up to make sure that we have learners that were able to write both the pretests and the post tests.

3.3.7.1 Grade 8: No statistically significant change

- **Paired t-test:** p = **0.271** (n=41) | **Two-sample:** p = **0.307**
- **Average score change:** ~**0.00** (no movement)
- **Spread (SD): 0.182 → 0.128** (scores became more consistent)
- **Essay: 3.83 → 2.10**, range **10 → 6** (drop in average, tighter spread)
  - ➢ **Interpretation:** Learners settled into the test format (less variation), but many struggled with the essay. For this grade we should emphasise sentence-to-paragraph writing, linking words, and vocabulary tied to the reading texts.

3.3.7.2 Grade 9: Significant improvement

- **Paired t-test:** $p \approx 3.9\times10^{-6}$ (n=27) | **Two-sample:** $p \approx$ **0.0026**
- **Average score change: +0.132**
- **Spread (SD): 0.149 → 0.158** (similar variation)
- **Essay: 3.96 → 6.11**, range **8 → 8**
  - ➢ **Interpretation:** Broad-based gains across the group, not just a few top learners. The mix of comprehension practice, language mechanics, and structured essay planning is working well here.

3.3.7.3 Grade 10: Inconclusive overall (essay up, Q1-Q2 lagging)

- **Paired t-test:** p = **0.328** (n=59) | **Two-sample:** p = **0.303**
- **Average score change: –0.072**
- **Spread (SD): 0.125 → 0.119** (slightly tighter)
- **Essay: 4.70 → 5.17**, range **9 → 9**
  - ➢ **Interpretation:** Writing improved, but marks were lost in Reading/Language (Q1–Q2). Focus next on editing, context-clue vocabulary, and inference while keeping weekly timed writing.

3.3.7.4 Grade 11: Clear, statistically significant improvement

- **Paired t-test:** $p \approx 9.5\times10^{-6}$ (n=49) | **Two-sample:** $p \approx$ **0.00071**
- **Average score change: +0.104**

- **Spread (SD): 0.157 → 0.137** (tighter clustering)
- **Essay: 4.51 → 6.78**, range **9 → 8**
  - ➢ **Interpretation:** Strong gains with more learners moving up together. Exam-style practice, clear rubrics, and quick feedback worked well for this cohort.

3.3.7.5 Grade 12: Largest and most consistent improvement

- **Paired t-test:** $p \approx$ **0.00106** (n=31) | **Two-sample:** $p \approx$ **0.00010**
- **Average score change: +0.192**
- **Spread (SD): 0.194 → 0.141** (marked reduction in variation)
- **Essay: 4.46 → 6.46**, range **10 → 6**
  - ➢ **Interpretation:** Strong, consistent increases—exactly what we want in matric. Higher scores and a tighter spread suggest most learners improved, not only the top end.

3.3.7.6 What this means

- Using the same Q1–Q3 structure for both tests gives us a fair before/after view over the three-week programme.
- Grades 11 and 12 made the clearest progress, in both totals and essays, with reduced spread after the programme.
- Grade 9 also improved strongly.
- Grades 8 and 10 need targeted support—foundational writing for G8; language accuracy and close reading for G10.

3.3.7.7 Practical next steps

- **Grade 8:** Daily 10-minute writing starters (topic sentences → full paragraph), high-frequency vocabulary from Q1 texts, and simple peer-review checklists.
- **Grade 10:** Two short microskill blocks per week (error correction, punctuation, inference), plus one timed paragraph-to-essay upgrade.
- **Grades 11–12:** Keep timed responses, annotated exemplars, and brief marker calibration to hold the tighter spread we saw post-test.
- **Assessment:** Maintain the same Q1–Q3 format and continue paired testing where possible so class practice mirrors what is assessed.

In short, the data show meaningful progress where exam pressure is highest (G11–G12), healthy gains in G9, and clear focus areas for G8 and G10 to lift the whole curve next cycle.

3.3.8 Action Steps for Improvement

- Leveraging successful strategies from Grade 12 and implementing them in lower grades to boost performance earlier. (For example, time management strategies for test-taking.)
- Ensure that as many learners as possible take **both** the pre-assessment and post-assessment (for both math and English).
- Ensure that the pre-assessment and post-assessment are equivalent in content (e.g., essay appears in both pre- and post- for English).
- Coach learners on the test-taking strategy for the English assessment: do the multiple-choice questions first.
- Random speed tests at the end of sessions (e.g., putting a time limit on the evaluation questions at the end of each lesson) may improve test-taking time management as well as reduce anxiety during the actual post-assessment.

3.3.9 Challenges and Considerations

A significant challenge was the inconsistency in learner participation for pre-tests and post-tests, mostly as a result of moving the programme to a different location (from Tsako Thabo to Vista) after the first few days of the programme. Many learners who wrote the pre-tests were not present for the post-tests, affecting the reliability of the performance analysis. Additionally, while pre-tests were successfully administered in the first three days, the growing attendance at Vista made it impractical to conduct pre-tests for all new learners. The programme started with 74 learners at Tsako Thabo and expanded to a total of 284 learners at Vista by the end of the Jam.

The results indicate that SJ25 had a generally positive impact on learners' academic performance, particularly in mathematics for Grades 11 and 12 and English for Grades 8 and 12. However, some challenges remain, including sample size limitations for certain grades and consistency in testing given the changing population of students throughout the programme. Future programmes should focus on addressing these disparities through targeted interventions and increased sample sizes to improve the reliability of findings.

3.4 Food and Catering

For readers new to Winter Jam: we fed a large group every day. Spar supplied weekday lunches only, Fruitstop Silverton supplied fresh fruit, and breakfast was prepared in-house by our team and volunteers.

3.4.1 Lunch (Spar)

Our agreement with Spar was to collect lunch each weekday at 10:30. In practice, there were many delays, which pushed serving times later than planned and sometimes disrupted the programme. The fixed weekly menu ran Monday–Friday as follows: burger and chips, paninis, hotdogs, Mams snack, and pap and chicken. We also ordered 25 vegetarian meals every day. While Spar met the number, the vegetarian options lacked variety, and several volunteers said they were served the same dish repeatedly. We raised this during the Jam, but it was not resolved as we had hoped.

3.4.2 Allergies and dietary requirements

This remained a challenge. Volunteers asked us to take allergies more seriously and to label food clearly. The panini day was the hardest to manage. A standard panini came with ham, eggs, tomatoes, lettuce, and mayonnaise. This combination clashed with several needs at once:

- Vegetarian and halal learners could not eat the ham.
- Egg allergies and egg-free diets could not have the eggs or mayonnaise.
- Dairy or gluten sensitivities were not always considered, and items were not consistently labelled.
- Even when the main dish was suitable, cross-contamination and unclear labelling made it risky for some learners and volunteers. The paninis tasted good, but this day showed where our system did not fully protect people with dietary needs.

Photo 8: Some of our Grade 8 learners during morning devotion

3.4.3 Costs and discounts

The Spar invoice totalled R169,923.60. We negotiated a 5% discount (about R8,500 saved), which we appreciate. Fruit from Fruitstop cost R10,000.

3.4.4 Fruit (Fruitstop Silverton)

Fruitstop delivered on site every three days to keep fruit fresh and reduce waste. This rhythm worked well and gave us a reliable, healthy option alongside hot lunches.

3.4.5 Breakfast (prepared internally)

Breakfast was organised in-house. In Week 1, an alumnus donated coffee and sugar, and we provided bread, butter, and simple add-ons for volunteers. On some mornings, volunteers pooled money to buy extra bread or vetkoeks. A parent donated a large batch of muffins and cupcakes; we used these as a class prize in a social-media challenge, which lifted spirits. The downside is that an internal, donation-led breakfast can be uneven: some mornings ran smoothly; others needed quick top-ups.

3.4.6 What volunteers told us

Most comments about lunch were positive words like “great”, “very well prepared”, “nutritious”, “motivating” came up often. At the same time, three pressure points were repeated:

- **Late collections** from Spar;
- Limited variety for vegetarians despite the daily allocation;
- Allergies and dietary needs not handled well, especially on panini day, with poor labelling and few safe alternatives.
- Volunteers also asked for basic condiments (so chips are not bland) and water alongside juice.

3.4.7 What worked well

Fruit deliveries every three days kept produce fresh and reduced waste. The fixed weekday lunch plan made ordering predictable and cost control easier. Donations (coffee, sugar, muffins) stretched the breakfast budget and boosted morale.

3.4.8 What needs to change

To move from “good most days” to consistently excellent, we will tighten a few basics:

- Timing and accountability: keep the 10:30 collection firm, with a named Spar contact and a same-day escalation step when orders are late.
- Vegetarian variety: agree a simple rotation (e.g., three vegetarian options on a weekly loop) so meals are not repeated.
- Allergen safety on panini day:
    - Order plain panini bases with fillings packed separately (no default ham/egg/mayo).

        - Provide clearly labelled trays: *vegetarian*, *halal-friendly*, *egg-free*, *dairy-free*, *gluten-reduced* where possible.
        - Keep condiments on the side in sealed containers to avoid cross-contamination.
        - Use a colour-tag system (e.g., green = vegetarian, yellow = egg-free) and a simple allergen register at serving.
    - Breakfast basics: set a weekly, funded plan (donations as a bonus, not the base) and track coverage so gaps do not fall to volunteers.
    - Small add-ons: stock our own condiments (2–3 × 5 L sauces, salt, vinegar) and drinking water (bottled or a dispenser).

In short: we fed many people, kept costs sensible, and, on most days, delivered meals that people enjoyed. The sticking points such as the late collections, vegetarian repetition, and weak allergy management (especially paninis) aree clear and fixable. Addressing them will make the next Winter Jam safer, smoother, and better for everyone.

3.5 Winter Jam Finances

Winter Jam 2025 operated under budget, with total expenses amounting to R258,745 ($14,489.72) against a projected budget of R333,100 ($18,653.60). This resulted in an underspend of R74,355. The primary reason for this variance was the significant reduction in catering costs, as we were able to secure discounted rates for learner and volunteer meals. Stationery costs were also notably lower than expected, while certain categories such as reimbursements and marketing exceeded their initial allocations.

3.5.1 Key Cost Variances

- **Catering (Volunteer & Delegate Refreshments) (Budget: R214,000 | Actual: R177,315 | Variance: –R36,685):** Our biggest savings came from catering costs, primarily due to a discount we negotiated with our food supplier. The discount of 5% from Spar Mams Mall which was our catering partner played a major role in this reduction.
- **Stationery & Supplies (Budget: R27,750 | Actual: R7,263 | Variance: –R20,487):** Our stationery and supply costs were significantly lower than planned. This was largely because we repurposed leftover materials from Summer Jam 2025 which means that we only needed to top up on a few essentials.
- **Transport (Budget: R32,850 | Actual: R35,270 | Variance: +R2,420):** Transport costs exceeded budget due to several unavoidable operational needs. These included;

        - Weekly trips to Spar for food collections.
        - Transporting Hatfield-based volunteers to and from Vista.
        - Moving equipment and supplies between our storage at Kilnerton and to Vista.
        - Transport for First Aid training sessions before the Jam began.
    - **Marketing (Budget: R2,500 | Actual: R2,970 | Variance: +R470):** The slight overspend in marketing was intentional. We increased our community visibility this year through additional printed materials, strategic social media boosts, and outreach in areas we haven't targeted before. This was particularly important as we had removed preregistration, meaning awareness had to be higher to drive walk-in attendance.
    - **Prize Giving (Budget: R3,000 | Actual: R3,296 | Variance: +R296):** Historically, we have awarded 12 learners for outstanding academic performance. This year, we broadened our awards to recognise contributions beyond academics, including leadership, teamwork, and a few other categories. This meant more awardees, which slightly increased costs for certificates, and small tokens of recognition gifts.
    - **Other Savings: We also saw underspending in:**
        - **Fuel Costs (Budget: R6,500 | Actual: R3,200):** The Programme Director's personal vehicle played a central role in managing these needs, not only for logistical mobility but also for responding to emergencies, such as taking sick learners home or to the clinic. Without this vehicle, hiring external transport would have increased costs substantially.
        - **Volunteer Social (Closing Ceremony):** The final day's volunteer appreciation event at Moretele Park hosted 54 volunteers, at R40 per person, alongside other closing costs. **See Annexure G.**

The financial outcomes for Winter Jam 2025 highlight the value of relationship-based partnerships and adaptive budgeting. Negotiating discounts, reusing supplies, and leveraging in-house resources allowed us to deliver the same (if not better) quality programme at a significantly lower cost. The few overspends were tied directly to strategic priorities such as increasing our reach through marketing and ensuring smooth programme logistics through transport support for our volunteers.

The lessons from this Jam will inform future budgets, particularly in anticipating transport needs, planning volunteer appreciation costs, and continuing to build suppliers (Spar and Fruitstop Silverton) and stakeholder relationships that benefit both our finances and the learners we serve.

4. Overall Successes and Challenges

Winter Jam 2025 delivered strong learning, smooth daily operations, and high engagement, yet it also revealed clear gaps we can close. We locked the venue early, trained volunteers well, and ran a full timetable for three weeks. At the same time, holiday attendance patterns, data-matching issues from running two pre-tests and two post-tests, and recurring catering constraints (timing, allergies, vegetarian variety) tested our systems. This section sets out the key challenges, the lessons we drew, and the practical steps we will take next.

4.1 Challenges

Winter Jam 2025 ran well, but it also showed us where we must do better. This section sets out the main challenges we faced such as food timings and dietary needs, uneven breakfast cover, holiday attendance that varied by day, linking two pre-tests and two post-tests, volunteer role clarity and timekeeping, data quality (school names), and on-site safety and transport and explains what we learnt and the simple changes we will make so the next programme is safer, smoother, and fairer for everyone.

4.1.1 Catering and dietary requirements

Spar supplied weekday lunches, but 10:30 collection delays were frequent and disrupted serving times. We requested 25 vegetarian meals daily, yet variety was limited, and vegetarians reported eating the same meal repeatedly. Allergy management was weakest on panini day (standard panini = *ham, eggs, tomatoes, lettuce, cheese and mayonnaise*), which clashed with vegetarian/halal, egg-free, and some dairy/gluten needs. Labelling was inconsistent, and safe alternatives were not reliably available.

4.1.1 Breakfast consistency and small add-ons

Breakfast was prepared internally and supplemented by donations (coffee, sugar, muffins/cupcakes) and occasional volunteer top-ups (bread/vetkoeks). This kept costs down but led to uneven coverage on some mornings. Volunteers also asked for basic condiments (to avoid bland chips) and drinking water alongside juice.

4.1.2 Assessment data matching

To maximise access, we ran two pre-tests (W1 Mon; W2 Mon) and two post-tests (W1 Fri; W3 Tue). The design worked for access, but a subset of scripts could not be reliably paired pre-to-post (learners wrote more than one paper), creating “missing links.” As a result, some grades were flagged “Can’t use” for formal impact claims despite promising patterns.

4.1.3 Volunteer role clarity and time management

Overall training feedback was strong (most volunteers rated training 4–5/5 and ~90% felt prepared), but a minority flagged time management, punctuality, and role fit/clarity (e.g., being placed in teaching/class management without enough guidance). Requests included practical marking/capture drills, clearer role briefings, and more curriculum orientation.

4.1.4 Uneven attendance in the holidays

Daily learner numbers were high and stable by Week 3, but attendance was uneven earlier (especially on Saturday of Week 1). This is typical in holidays, with some learners visiting from other townships/provinces. It complicates matched testing and pacing.

4.1.5 Data consistency (school names)

School entries included duplicates/variants (e.g., spelling/language differences) and a small number of primary schools. This reduced reporting clarity and added cleaning steps.

4.1.6 Operational mobility and health

The Programme Director's vehicle was essential for moving inventory and assisting sick learners. This underlined both our readiness and our reliance on a single vehicle for urgent mobility.

4.2 Lessons Learned (and what we will change)

4.2.1 Health and safety protocols

Keep first-aid coverage daily (already in place) and formalise an incident flow: site security as first call, then ambulance/parent contact; record on a simple incident log. Maintain access to a dedicated vehicle (or a backup plan) for urgent learner transport.

4.2.2 Dietary management

- **Contract clarity:** agree a written menu with Spar (including vegetarian rotation) and confirm quantities 48 hours in advance or test out a new supplier to be able to compare service delivery.
- **Allergy safety:** on panini day, order plain bases with separate, labelled fillings; keep condiments on the side; use a colour-tag/label system (vegetarian, halal-friendly, egg-free, dairy-free, gluten-reduced).
- **Service reliability:** enforce a firm 10:30 collection window and same-day escalation for delays.
- **Small add-ons we control:** stock 2–3 × 5 L sauces, salt/vinegar, and drinking water (bottled or dispenser).

4.2.3 Breakfast reliability

Publish a simple weekly breakfast plan we can fund ourselves; treat donations as bonus items, not the base. Track daily coverage to avoid last-minute gaps.

4.2.4 Assessments and data integrity

Move to one pre-test + one post-test per grade, each with a unique learner ID on paper and in the database; capture same-day and reconcile. Keep the two-window flexibility only if we can guarantee clean linking; otherwise prioritise one early and one late window.

4.2.5 Volunteer readiness

Keep the strong core training but add short practicals: marking & mark-capture, quick classroom routines, and role-specific briefings. Provide a one-page "role card" per volunteer and a timekeeper for sessions to improve punctuality.

4.2.6 Attendance and outreach

Accept that we will not offer transport; instead, continue school marketing plus Instagram/Facebook/TikTok and bulk SMS to widen reach. Time key messages before assessment windows to lift matched pairs.

4.2.7 Data hygiene (schools)

Standardise school names via a dropdown + 'Other' in forms; merge variants during intake to reduce later cleaning.

5. 2025 Programmes and Plans (Second Half)

As we move into the second half of 2025, our focus is to keep delivery strong while building in simple checks that help us improve while the programme is still running. The key change is a mid-programme reflection day for volunteers. This short session will let volunteers share how they are coping, flag support needs, and suggest any small curriculum adjustments before the final stretch. We will continue to keep parents informed and give monthly updates to the board and programme committee.

5.1 Road to Finals (RTF) and Youth Leadership Council (YLC)

RTF resumes on 6 August 2025 and YLC resumes on 9 August 2025. Ahead of each restart, we will brief volunteers on roles, daily flows, and assessment admin. Each programme will include one reflection day at mid-point to review classroom routines, learner engagement, and any content that needs tightening. Attendance and outcomes will be tracked in our central database, and we will send monthly progress notes highlighting wins, risks, and changes made.

5.2 Volunteer Training and Safety

We will keep training practical and short. Priority items are first-aid readiness (with certification where possible), safeguarding, quick marking and mark-capture drills, and clear role cards for each volunteer.

These steps respond directly to lessons from Winter Jam and support smoother mornings, safer classrooms, and cleaner data.

5.3 2026 Programme Calendar (for planning)

- **Summer Jam 2026** — Training Day: 3 January 2026; Programme Dates: 5–11 January 2026
- **Winter Jam 2026** — Training Day: 27 June 2026; Programme Dates: 29 June – 17 July 2026

These plans keep our rhythm steady, add the reflection day to improve quality in real time, and ensure volunteers are prepared and supported throughout.

6. Conclusion

Winter Jam 2025 showed what is possible when careful planning, committed volunteers, and determined learners come together: attendance grew week by week, the programme ran smoothly, and we saw real learning gains especially in Grade 10 and Grade 12 Mathematics while other grades showed smaller but honest progress given holiday attendance and the two pre-/two post-test design.

We are grateful for partners who helped feed and equip us, and we have named the gaps we must close next time: late lunch collections and weak allergy/vegetarian variety on some days, uneven breakfast cover, and data “missing links” when matching tests. We will fix these with tighter catering agreements, clearer allergen labelling, a simple funded breakfast plan, and a mid-programme reflection day for volunteers.

Most of all, we thank every learner and volunteer who showed up often from many different schools and towns and made the classrooms warm, and safe. We are ready to carry these lessons into RTF and YLC this term, and into Summer Jam and Winter Jam 2026.

Annexures

1. Annexure A

Week 1

Grades	Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Date	30/06/2025	01/07/2025	02/07/2025	03/07/2025	04/07/2025	05/07/2025
Grade 08	Learners	28	58	68	62	75	73
	Volunteers	8	8	6	6	7	7
Grade 09	Learners	38	36	37	37	37	20
	Volunteers	8	8	8	9	9	8
Grade 10	Learners	41	42	42	55	55	35
	Volunteers	7	7	7	8	8	7
Grade 11	Learners	116	120	136	119	96	113
	Volunteers	21	21	17	18	19	15
Grade 12	Learners	3	5	17	11	25	18
	Volunteers	1	1	5	5	1	2
	Total	271	306	343	330	332	298

Week 2

Grades	Day	Monday	Tuesday	Wednesday	Thursday	Friday	NO CLASS
	Date	07/07/2025	08/07/2025	09/07/2025	10/07/2025	11/07/2025	
Grade 08	Learners	69	72	70	62	62	0
	Volunteers	5	7	8	5	7	0
Grade 09	Learners	29	30	27	28	29	0
	Volunteers	7	9	9	8	8	0
Grade 10	Learners	70	60	57	56	70	0
	Volunteers	8	7	7	7	7	0
Grade 11	Learners	114	122	124	115	112	0
	Volunteers	20	19	17	19	18	0
Grade 12	Learners	23	21	27	20	21	0
	Volunteers	5	2	5	2	2	0
	Total	350	349	351	322	336	0

Week 3							
Grades	Day	Monday	Tuesday	Wednesday	Thursday	Friday	NO CLASS
	Date	14/07/2025	15/07/2025	16/07/2025	17/07/2025	18/07/2025	
Grade 08	Learners	61	64	63	63	72	
	Volunteers	7	8	7	6	6	
Grade 09	Learners	30	30	29	30	30	
	Volunteers	9	8	9	9	8	
Grade 10	Learners	67	65	69	68	61	
	Volunteers	7	7	7	7	7	
Grade 11	Learners	123	119	117	112	104	
	Volunteers	19	14	16	17	16	
Grade 12	Learners	33	34	31	38	39	
	Volunteers	2	2	3	2	2	
	Total	358	351	351	352	345	0

2. Annexure B

Math Perfomance					
Grade	**Average Score Change**	**Paired t-test p-value**	**2-Sample t-test p-value**	**Pre Std Dev**	**Post Std Dev**
Grade 8	0	0.1016607089	0.1636	0.08584411055	0.09354460272
Grade 9	0	0.001146061485	0.6392	0.1031777381	0.1552012267
Grade 10	0	0.0001182561574	0.7769	0.2286985577	0.1761191567
Math Literacy	**0**	**0.5266478565**	**0.6302245086**	**0.1647905611**	**0.2539069137**
Grade 11	0	0.6660754565	0.6155	0.2069766995	0.2151996565
Math Literacy	**0**	**0.6568284691**	**0.7946291819**	**0.2105401384**	**0.2475978396**
Grade 12	0	0.04085636117	0.7262	0.1610974269	0.1934954165
Math Literacy		**0.3142540419**	**0.3716315709**	**0.2431495283**	**0.2256560102**

3. Annexure C

English Performance									
Grade	**Average Score Change**	**Paired t-test p-value**	**2-Sample t-test p-value**	**Pre Std Dev**	**Post Std Dev**	**Post Essay Range**	**Post Essay Average**	**Pre Essay Range**	**Pre Essay Average**
Grade 8	0.1821022971	0.2711195333	0.3074127224	0.1821022971	0.1284101238	6	2.097560976	10	3.829268293
Grade 9	0.1492409835	0.0000038741854429	0.002630844574	0.1492409835	0.1577982411	8	6.111111111	8	3.962962963
Grade 10	0.1253566341	0.3276414261	0.3026938808	0.1253566341	0.119401755	9	5.171875	9	4.703125
Grade 11	0.1566188956	0.0000095041825516	0.0007071647	0.1566188956	0.1369271893	8	7	8	3.962962963
Grade 12	0.1935011131	0.001061747222	0.0001003004	0.1935011131	0.1414369442	6	6.464285714	8	3.962962963

4. Annexure D: Schools

No.	Name of School	Stats
1	Lehlabile Secondary School	52
2	Ribane-laka Secondary School	48
3	Somafco Secondary School	32
4	Gatang Secondary School	21
5	Mamelodi High School	19
6	Tsako Thabo Secondary School	18
7	Phateng Secondary School	16
8	Jafta Mahlangu Secondary	13
9	Stanza Bopape Secondary School	13
10	Bona Lesedi Secondary	12
11	Vlakfontein Secondary School	12
12	Nellmapius Secondary School	10
13	Solomon Mahlangu Secondary	9
14	Vukani-Mawethu Secondary School	9
15	Prosperitus Secondary School	8
16	Clapham High School	7
17	F H O High school	6
18	Mahube Valley Secondary School	5
19	J Kekana	4
20	flakfontein	3
21	Flavours high school	3
22	Modiri Technical High School	3
23	Silverton High School	3
24	Bajabulile Primary	2
25	CR Swart	2
26	Eesterust Secondary	2
27	Glen Mark	2
28	Lompec Secondary	2
29	PS Fourie	2
30	Vukuzenzele high school	2

31	Zimhlophe high school	2
32	Blueroof high	1
33	Boikgantsho	1
34	Charisma secondary	1
35	Christian Progressive college	1
36	CLC College	1
37	Ditshaba Primary School	1
38	DSP	1
39	Edleen	1
40	Father smagaliso mokhatjwa high school	1
41	hoerskool silverton	1
42	Ikatisong sec	1
43	Kaliphani Secondary	1
44	Learskool doringkloop	1
45	Lesedi Secondary School	1
46	Nkandla Secondary School	1
47	Nkumbulo Secondary	1
48	Nwa-vangane	1
49	Pfundzo P.S	1
50	Pretoria Secondary School	1
51	Pretoria Technical School	1
52	pro arte alphen park	1
53	Pro practicum	1
54	Reneilwe Collage	1
55	Rephafogile	1
56	Rietondale HS	1
57	Sikhanyisele P.S	1
58	Sothembani	1
59	The Glen	1
60	thuto bohlale	1
61	Waterklof High	1
62	Willow Ridge	1
63	winterveld high school	1
Total		**374**

5. Annexure E: Grades and Gender Distribution Stats

Gender	Total
Females	196
Males	174
Other	4
Total	374

6. Annexure F: Lunch and Breakfast Feedback

NO.	Any comments or suggestions regarding the Lunch?
1	It was delightful
2	Lunch was good
3	I'm vegetarian so everyday i was well taken care of.
4	The lunch was great!
5	Less MAYO
6	It was always late which made it harder to control the classroom. Quantity was fine
7	Lunch was great this year!
8	The food was dry and it never changed, just the same food/meat
9	Try to cater more for people with allergies
10	Improvement on the lunch provided
11	Keep up the good work
12	It was good and enough
13	Lunch was really delicious with special lunches catered for. The rolls were not fresh sometimes
14	the juice was too sweet
15	Best
16	Have pap sometimes, and a less sugary juice
17	Sometimes the lunch was dry. Nevertheless, the lunch was just great.
18	It sometimes came late which was a disadvantage because students usually complained about hunger
19	No suggestions, everything was alright.
20	Just satisfied
21	Lunch was always good
22	It was very good, very delicious. I wish the drinks were cold.
23	Lunch was fantastic
24	Some launches were too dry and the juice was too sweet

7. Annexure G: Winter Jam 2025 Income Statement

Winter Jam Profit and Loss Report for June 25-July 25				
The Mamelodi Initiative				
	Actual		Budgeted	
	R	Dollar	R	Dollar
Other Income	**R0.00**	**$0.00**	**R0.00**	**$0.00**
Total for Other Income	R0.00	$0.00	R0.00	$0.00
Total for Expenses	**R258,745.00**	**$14,489.72**	**R333,100.00**	**$18,653.60**
Entertainment	R605.00	$33.88	R0.00	$0.00
Fuel Costs	R3,200.00	$179.20	R6,500.00	$364.00
Printing	R23,100.00	$1,293.60	R24,500.00	$1,372.00
Certificate Printing	R2,046.00	$114.58	R10,000.00	$560.00
Marketing	R2,970.00	$166.32	R2,500.00	$140.00
Prize Giving	R3,296.00	$184.58	R3,000.00	$168.00
Stationery & Supplies	R7,263.00	$406.73	R27,750.00	$1,554.00
Sundry Epenses	R396.00	$22.18	R0.00	$0.00
Transport	R35,270.00	$1,975.12	R32,850.00	$1,839.60
Venue & Conference Hall Hiring	R2,184.00	$122.30	R10,000.00	$560.00
Volunteer & delegate refreshments	R177,315.00	$9,929.64	R214,000.00	$11,984.00
Winter Jam Planning	R1,100.00	$61.60	R2,000.00	$112.00
Net Profit Or Loss Before Tax	**-R258,745.00**	**-$14,489.72**	**-R333,100.00**	**-$18,653.60**
Income Tax	R0.00	$0.00	R0.00	$0.00
Net Profit Or Loss After Tax	**-R258,745.00**	**-$14,489.72**	**-R333,100.00**	**-$18,653.60**

8. Annexure H: Useful Links

No.	Description	Link
1.	Winter Jam Budget	MI Budget [Dec 24 - Mar 25]
2.	Winter Jam Financials	Mar- May Budget Plus SJ25 IS
3.	Learner Attendance Feedback	Learner Attendance Feedback
4.	Pretest and Post Tests	PRE AND POST TESTS
5.	SJ25 Volunteer Feedback	Summer Jam Volunteer Feedback Form (Responses)
6.	Volunteer Training Feedback	Training Evaluation and Feedback (Responses)
7.	Database	SJ DATABASE