THE HERSCHELIAN



2020

The Mary Muller Prize for Artwork of the Year

NICOLA BISSET





THE HERSCHELIAN

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Chairman's Report

BY ADV. TRACEY DICKER



ABOVE: Chair of Council, Adv. Tracey Dicker, and Deputy Chair, Logan Govender, congratulate Mrs Karen van der Merwe and Mrs Caroline Biencowe on 30 years of service to Herschel.

We anticipated change in 2020, but there is no adequate way to describe 2020 and the challenges that it has brought. The Covid-19 pandemic has had an enormous effect on the world, our country, our community, our school, our families and each one of us as individuals.

We have had to balance the needs of all our stakeholders from an educational, financial, emotional and psychological perspective. This has not been an easy task and I have no doubt that decisions made by management and/or Council may not always have found favour with everyone. We appreciate this but ask you to bear in mind that all decisions are made having regard for what the school's management and Council believe to be in the best interest of Herschel Girls School. Decisions regarding finances, Covid protocol, education and social interaction have been made based on the input of professionals in the various fields and the prevailing circumstances. In this regard I would like to thank all parents, staff, students, Old Herschelians and other interested parties for your ongoing support. We appreciate it has not been an easy year for anyone and that all stakeholders have been impacted by the events of this year. I wish to record our immense gratitude to Herschel parents for continuing their payment of school fees, despite the challenges of these times. Your support, together with prudent cost management, has enabled the school to be in a financial position to face the challenges ahead.

Staff: Heather Goedeke arrived as the new Head of Herschel Girls School in January 2020 and has, in her short time here, had to face numerous unexpected challenges. Her considered and unwavering leadership throughout the year and the incredible drive and passion which she has shown in every facet of her role has proved invaluable.

It was anticipated that the transition from classroom teaching to online learning would be a massive challenge and whilst it did require an incredible amount of hard work and dedication from staff and students, it was managed well and proved to be most successful.

I would like to take this opportunity to thank all our staff members, including the teaching staff, ground staff, cleaning staff and administrative staff for the manner in which they have met, on all fronts, the challenges of the pandemic. The school has managed to continue to function optimally throughout the year. We recognise that the staff is an integral part of the school and we applaud you for your unwavering commitment and dedication. A special word of congratulations to the recipients of the long service awards – your contributions to the school are truly appreciated.

To Heather Goedeke, Lin Heidmann and your teams – well done on navigating this stormy period, dealing with all the crises and still managing to have time to focus on education, and to Andrew Scott and Andrew Bearne – on the Covid-19 protocols drafted and implemented and on dealing with the enormous financial impact on everybody and managing it so well, thank you.

Council: An enormous thank-you to all our Council members who have been incredible in giving of their time and very often expertise, in support of the Council, the school and school management.

Logan Govender, the Deputy Chair of Council, has resigned as a member of Council with effect from 31 December 2020. Logan has been involved with Herschel as a member of the Preparatory School Parents Association and/or as a Council member for more than 10 years. He was chair of the Parents Association and a member of various council sub-committees including the Bursary, Finance and Provident Fund sub-committees. Logan is the outgoing chair of the Transformation Equity and Belonging sub-committee which has, over the years, done an enormous amount of work to focus on and address racism and discrimination of all forms. I would like to thank Logan for his passion and dedication in all the areas in which he was involved, but in particular his determination to make Herschel a school where everyone has a true sense of belonging. We will continue to strive towards this goal.

I would also like to mention Archdeacon Mark Long who has, on an interim basis, represented the Archbishop on the Council for the past year. We appreciate the meaningful and constructive role which he has played, albeit for far too short a time.

It has been a challenging year on many fronts. The issue of institutionalised racism was raised by ex and current Herschelians. As part of the process to establish why we have failed in providing an environment where everyone has a sense of belonging, the school appointed Ms Nyawedi, of L&N Advisors, who specialises in social justice practice, to engage with staff, students and parents on various levels, and appointed Advocates Bawa and Mayosi to investigate incidents of institutionalised racism and make recommendations regarding the school's structure and processes going forward. The report will include findings and recommendations regarding the policies, procedures and internal mechanisms governing the reporting of and dealing with instances of discrimination. We are confident that their report and recommendations will be available before the end of the year.

We are in the process of updating the governance structures in respect of Council and its sub-committees in order to provide for more transparency and ensure good governance on all levels. This aspect and details regarding other areas not highlighted in this report will be dealt with in a further report in due course.

Congratulations to our Grade 12s of 2019 whose results were once again exceptional. A special mention to all our students, and in particular the Grade 12s and student leadership of 2020, for the incredible way in which they have coped this year.

We have all had so much to deal with on a personal level and as a school. It is important to remain cognisant of this in our dealings with each other. Now more than ever we must be supportive and understanding of one another as we continue to face challenges in so many spheres of our lives.

We know that we can rely on the Herschel family to embrace and make the most of 2021 and ensure that Herschel continues to lead the way in an ever-changing educational environment.

Ad dei Gloriam ◊

2020
THE YEAR OF COVID-19









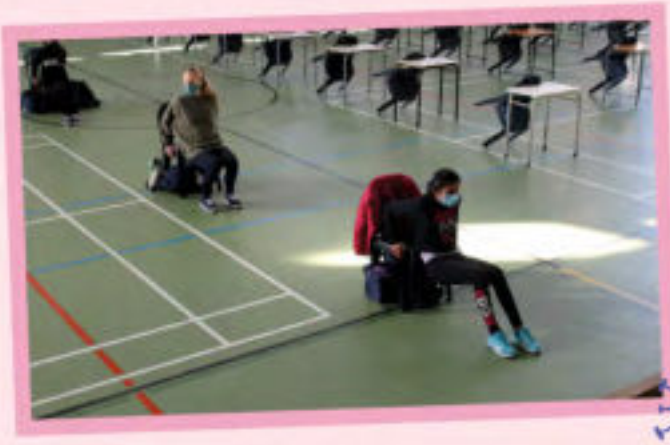










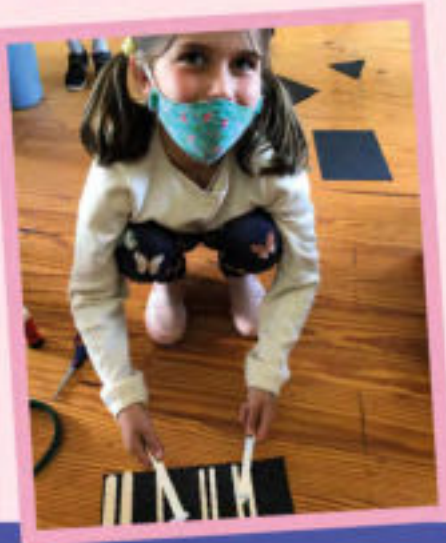














Adieu



Corine Sharp

BY MS ROS BOUWER

Corine was appointed as Head of the IsiXhosa Department at Herschel in January 2016. From the outset, it was clear that Herschel had gained a teacher whose passion for her subject was evident in every aspect of her work. Growing up in the Eastern Cape, Corine developed a deep love for the language of isiXhosa. During her vast teaching experience in schools and tertiary institutions over many years, Corine has become an expert in her field and an advisor and a mentor to new and experienced educators alike. Her students at Herschel have not only benefitted from her vast teaching experience and expertise in her subject, they have also experienced her profound compassion, kindness and generosity. Corine's deep care and concern for each of her students has been clearly seen. Whether in her Tutor class, her IsiXhosa or Life Orientation classes, Corine's impact on the lives of her students has gone far beyond subject teaching. Her life lessons, her individual guidance and support, her emphasis on ethical practice and sound values will be remembered by her students long after they have left the classroom.

As a colleague and friend, Corine's kindness, compassion and wisdom have inspired and supported us and we will miss her daily presence tremendously. It is with profound gratitude and love that we say farewell to her and wish her every happiness in this new phase of her life. Usale kakuhle mhlobo wethu othandekayo! (Farewell, dear friend!)



Michelle Nothnagel

BY MRS CHRIS MCEWEN

Michelle has been a dynamic and valuable member of the Marketing team since January 2016. Incredibly focused and motivated, Michelle is fuelled by a strong sense of what is right and wrong and is not afraid to voice her opinion. She shows a maturity that is way beyond her years.

She has made a significant impact in various areas of the school, most notably her creative and well-written social media posts where her flair for language, design and digital savviness are most evident.

But it is her warm-hearted approach and the way she engages and interacts with prospective families where she has really made her mark at Herschel, and where her presence will sorely be missed. Michelle is highly organised and takes great pride in whatever she does, and she is a wonderful brand ambassador for Herschel. Her efficiency, friendliness and kindness are qualities that we will miss.

That being said, it is in the classroom where Michelle's real passion lies, and last year she completed her PGCE in Drama and English which opened the door for her to join the Deutsche Schule, Kapstadt, as an English teacher.

We know that she will embrace this new position with her normal vigour and enthusiasm, which will make her an invaluable asset to her new school.

Go well Michelle!



Asanda Malefane

BY MRS NICOLE YOUNG

It is bittersweet to be saying farewell to Asanda Malefane who has spent the last 10 years at Herschel. Asanda started her journey in the Pre-Preparatory school helping in the Cuddly Kittens class. After Matriculating, Asanda officially started as an assistant teacher. She worked in both the Pre-Preparatory and Foundation Phase, demonstrating her adaptability and love for all age groups. Asanda then registered to study a BEd in Early Childhood Development and Foundation Phase – an obvious career path for such a bubbly and caring person. In 2019, I worked alongside Asanda in the Little Lambs class where she taught isiXhosa to the Pre-Nursery girls. The girls always looked forward to lessons that were fun and interactive. Asanda liked to get involved and would dance around the classroom singing songs which contributed to an exciting learning environment. We could not be happier for Asanda as she starts her teaching career as a Grade 2 class teacher at Kwa-Faku Primary School. Although we are sad to say goodbye, we know she will continue to inspire and enrich the lives of those she teaches.



Betsie Lureman

BY MS HANNEKE BASSON

Betsie Lureman joined the Afrikaans Department at Herschel in January 2008. Over the next 13 years Betsie plowed her extensive experience and impeccable subject knowledge into her classes. She has very high standards in both academics and class management. This has led to her Afrikaans Home Language Grade 12s being top in the province for two years in a

row – a big feat for an English school. Her class is filled with the trophies for Best Afrikaans Home Language Grade 12 results in the Metropole South education district. She has been an example of excellence in her planning, delivery and assessment of the Afrikaans curriculum. Her constant willingness to master new skills and technology is also an admirable quality that makes Betsie a valuable teacher and role model.

But Betsie is more than just an exemplary Afrikaans colleague.

People matter to Betsie. She cultivates good relationships with everyone who crosses her path. She always has time to ask you how you are doing and she is one of those individuals who is really interested in your answer. She remembers small details about your life and will follow up on something you told her. I have witnessed her getting teary-eyed when she hears of others' struggles and difficulties. She can similarly enjoy other people's good fortune or funny stories.

Her name cannot be mentioned without conjuring up a picture of a tall, elegant woman. Betsie is admired by colleagues and students alike for her style and grace. She has a calmness about her that brings relief in the busiest of days. She always has an encouraging word or an empathetic look that gives her co-workers the emotional support to carry on. She really is a beacon of strength in a tumultuous working environment.

Betsie leaves behind a huge void in the Afrikaans Department. We wish her well in her new life chapter.



Chelsea Billett

BY MRS SHELAGH BLAKE

We bid a sad farewell to Mrs Chelsea Billett as a colleague… however, we are delighted that she will remain at Herschel in her capacity as a mom. Chelsea started at Herschel in 2013 as Miss Spence, after following her heart to Cape Town. During her time with us she became wife to Raun and mom to Holly and Jack.

Chelsea taught both Grade 6 and 7, most recently being Head of Grade 7. She coached hockey; was an advocate of Science, guiding the Science Expo entrants; and in charge of the Grade 7 Fair. Her interest in enquiry-based learning led to academic changes that benefitted girls. She was known for her passion for innovation and ensured that the girls were exposed to the latest educational trends and technologies. This resulted in lessons that were creative, engaging and interactive.

Chelsea is known for her strong sense of right and wrong and is not afraid to voice her opinion. Her questioning mind and forward thinking earned her respect from colleagues. She brought a sense of fun to the classroom and dealt with each and every girl in an individual manner, creating a safe learning space for pupils.

It has been a pleasure working alongside this encouraging, positive teacher. We wish Chelsea well as she begins this new adventure, with more time for her family. She will be missed by the staff and girls.



Wouter Oelofse

BY MRS SUSY MACFARLANE

Wouter joined Herschel last year and has certainly enriched the French Department with an enormous amount of experience and an excellent set of credentials. In the short time he has been here, he has been involved in various areas of school life, giving of his energy and expertise whole-heartedly. Wouter's love for teaching is most evident in his classroom where the passion for his subject is present in everything he undertakes. His students will sorely miss his creativity and sense of fun. His relationships with his students were warm-hearted, joyful and sincere. Wouter's depth of knowledge as a previous French examiner has been greatly appreciated by the French Department.

As he is leaving Herschel to head a different position in KwaZulu-Natal next year, we wish him "bon voyage" and all the best in his new venture.



Margie Barry

BY MS JOS TAYLOR

"Music and rhythm find their way into the secret places of the soul." (Plato)

A lifetime of learning about music and 40 years of those finely honed skills given to music education. Margie Barry retires at the end of this year, after having given 24 of those years to Herschel.

A passionate musician, Margie feels very deeply about the value of music in our human experience. As an educator she has shared her extensive knowledge and considerable teaching skills with countless students – subject students, piano students, ensemble musicians. But it is probably in the areas of singing and choirs that Margie resonates most deeply. She has nurtured many individual singers – from the people who just get joy from singing in private spaces, to those who have gone on to have international careers. At the core of her educational philosophy, however, is the belief that everyone should be able to sing in choirs. Singers are both the instrument and the music, and it is with this juxtaposition that music touches the soul. This belief that everyone must experience the joy of singing together, has underpinned her

firm stance at Herschel that anyone was welcome to join the main choir, whether they could hold a note or not (and there have been some who couldn't, but the 'singer' was just placed next to someone who could and time usually did the trick). Over the years at Herschel, Margie has built up both the very big School Choir and the smaller more specialised Chorale into ensembles who always perform with technical security and considerable musicality. It was a great sadness to her that in this, her final year at Herschel, the Chorale tour to the World Choir Games in Belgium (via Norway) was cancelled because of Covid.

Margie believes that one's personal music journey is one of ongoing learning and improvement, hence tackling a Master's degree in Choral Training and Conducting, consistently attending music workshops and concerts, consulting with fellow musicians and, over many years, training and conducting various choirs other than at school, such as the Male Voice Choir, the UCT Choir and the Philharmonia Choir.

Music Departments in schools are multi-faceted creatures – the actual teaching is just a part of a much bigger machine and Margie's commitment to everything that happens in the music space has been unquestionable. Over the years at Herschel she has also engaged with and embraced the school experience wider of the Music Department. She has been a deeply caring Tutor, Grade camper, committed essay-writing Supervisor, involved Enrichment participant… and the list goes on.

We wish her so much more as she embarks on her next journey of discovery and learning and, of course, having more time with her beloved cats!

You know what music is? "God's little reminder that there is something besides us in this universe; harmonic connection between all living beings, everywhere, even the stars." (Robin Williams in *August Rush*, 2007)



Michelle Sylvester

BY MS ROS BOUWER

Michelle joined us in July 2018 as the Deputy Head: Student Affairs. The wealth of experience she gained at OWLAG in developing girl leadership and mentorship opportunities positively augmented the existing student leadership programme at Herschel. Her deep desire to be an agent of change and to improve the sense of belonging as experienced by students of colour proved to be a catalyst for embedding future Diversity and Transformation imperatives in the senior school community. Michelle's empathy and her firmness in dealing with young people saw her assume the added responsibility as Head of Discipline. She also managed the Grade 8 enrolment process as well as the Grade Head structure and the efficient and smooth running of several significant school events.

In the Mathematical Literacy classroom Michelle's innate ability to relate and connect with her students provided them with a safe space where they felt valued and encouraged and supported. Her initiative in conceptualising the Leadership module as an integral part of the elective programme further reinforced in her students the belief that leadership is a skill that they can work on and, over time, become proficient at in their journey to becoming phenomenal women.

We shall miss Michelle immensely, not only for her efficacy as an educator, and her creativity and initiative in the school space, but also for her sense of humour, her warm and engaging smile, and her strength in times of challenge. God bless you in all your future endeavours, Michelle, as you continue to make an impact in the lives of the people you meet.



Hayley King

BY MS ZAZIE KHAN

We bid a fond farewell to Ms Hayley King in the first term of 2020. Ms King began her teaching career at Golden Grove and moved to Herschel in the January of 2013 to begin a nine-year tenure teaching Grade 3. During her time at Herschel she was a passionate teacher who prided herself on her efficiency and her exceptional organisational skills. She had a thorough knowledge of the curriculum and was able to impart this knowledge innovatively within the classroom. Her attention to detail was unparalleled and she always had an in-depth knowledge of the girls in her care. Ms King took on producing and directing two incredibly successful Foundation Phase productions during her time at Herschel. *Alice in Wonderland* and *The Jungle Book* were both professionally staged and amazingly she was able to co-ordinate over 150 girls on the stage at one time. Her incredible creativity and vision ensured that she made these productions her own and added her own touch of humour. Ms King relished in coaching the U9 netball girls just as they were beginning to learn the rules of the game. She ensured they gained confidence, the necessary skills and a passion for the sport. Ms King has a strong altruistic nature and her work in uplifting and empowering vulnerable girls from impoverished areas in and around Cape Town is proof of that. She tirelessly approached organisations and created opportunities to raise funds to enable young girls from the Joe Slovo Informal Settlement to gain new experiences and in the process to build their self-esteem. We wish Ms King well as she explores new opportunities and takes on new challenges outside of teaching. We thank her for the contribution she made to Herschel and her girls and we know she will make the most of everything that comes her way.



Hayley Lochhead

BY MS JAYNE EUVRARD

We say goodbye to Hayley Lochhead with both sadness and excitement: sadness for Herschel and our loss, but great excitement for the next step in her career as she leaves us to become a founding teacher of the Green School in Paarl.

Hayley is the right person and educator to found a new school. Her enthusiasm for learning is infectious and even the most world-weary pupil leaves her classroom inspired to engage with the wonders of the world once more, this time from a new perspective or in a

new way. Hayley is a passionate educator. She genuinely believes in the importance and power of learning and of her subject. And by learning she means a personal engagement with knowledge or the creation of knowledge, not merely the understanding of a syllabus or preparation for an examination. Her creativity means that she creates a classroom experience to stretch and challenge her pupils. In the English department, we have benefitted from her sincere and challenging voice as well as her beautifully curated learning materials. She is generous with her time and attention, both for her pupils and her colleagues. Perhaps the greatest learning, both academic and personal, happens within strong relationships, and Hayley gives real attention to developing relationships. She helps pupils to find their own voice and agency.

Hayley is a teacher with many skills and interests outside of the classroom. Her passion for the outdoors has made her an invaluable member of the Grade 10 Stepout team. She has given countless hours to developing the school's debating teams. The Grade 10s have benefitted from her commitment to the enrichment programme. Staff too have benefitted from Hayley's compassion, as she has acted as a staff wellness ambassador and provided staff with a voice to management.

While we wish Hayley all the best on this exciting next step in her career, we will truly miss her as a friend and colleague. She brings fun and style to the staffroom. She is the colleague to ask for a great food recommendation and the friend who you hope will invite you to her innovative clothing swap parties. She has a genuine interest in all the people around her and her kindness, empathy, fun and friendship will be missed by us all. Cheerio Hayls! May the Green School know you for the gem you are.



Caroline Blencowe

BY MRS CORINNE LEVITT

The word au revoir is more appropriate when bidding someone who has been at Herschel farewell as it means "goodbye, until we meet again". There is no finality in saying au revoir, especially for those who have worked at Herschel, as we know without a doubt that we will all return to visit the place that welcomed us as family from the start.

Caroline Blencowe has been a stalwart of the Herschel family. She graduated at Barclay House in 1989 with a Higher Diploma in Education and started working at Herschel Pre-Preparatory at age 26. She is the second-longest-serving employee at the school, having worked here for 30 and a half years. During that time she taught the Nursery Busy Bees class for 23 and a half years, three years in the Grade R Ladybirds class and four years in the Pre-Nursery Little Lambs class.

Caroline and I met at the end of the year 2000. Finding common ground, we struck up a unique and wonderful friendship filled to the brim with forthrightness, shared humour, many laughs, descriptive and interesting comments to one another, tracking each other to school every morning, some tears in between and endless memorable events.

Being the committed and dedicated person that she is, she has hardly missed a Herschel event over her many years here. She has made an undeniable and indelible mark at the Pre-Prep and is testament to this dynamic and unforgettable home away from home. Over the years the girls who started at Pre-Prep and have gone through the Herschel system to matric would always come to seek out their beloved Mrs Blencowe, to reminisce and say goodbye before writing their final exams.

Her attention to detail is explicit and this could always be seen in the way she kept her classroom neat and orderly but at the same time a wonderland of her expression. Due to the fact that she was so organised, logical and good with numbers, her permanent portfolios over her many years at the school were sorting and organising the puzzle cupboard which she did with commitment and regimen, keeping a completely organised stationery storeroom and heading the group of moms counting money after the never-to-be-forgotten Pre-Prep Market Day events.

Her passions in life are numerous and this can be seen in the copious lengthy tales she tells. She is fiercely dedicated to her family, extended family, friends and pets. Her son, Chris, is the apple of her eye. Her creative and curious nature has paved her pathway into hobbies such as decoupage, scrapbooking and card making to mention but a few. Her Cubs groups that she led at Bergvliet Scout Hall were her pride and joy. She has also given of her valuable time over the years to her favourite project "Saving the Leopard Toad".

Caroline's enthusiasm for living life to its fullest is contagious. She has braved every battle she has had to face with integrity and common sense. Caroline will ever be remembered for the outstanding legacy she leaves at Herschel. I am truly grateful for our unique friendship that has spanned 17 and a half years. May we be spared and blessed for this to become a lifelong journey.

Caroline, your courage does not lie in the stability of your arms and legs but rather it lies in the bravery of your soul. May your road ahead be ever blessed and always remember the journey is the joy, not the destination. *Au revoir*, from your family at Herschel.



Tessa McGee

BY MRS SAMANTHA CENTURIER-HARRIS

It was with great sadness that we said farewell to Tessa McGee at the end of Term 2. Tessa taught in Grade 4 at Herschel for two and a half years. During this time her creativity, enthusiasm and positive approach to her teaching inspired both her pupils and colleagues. She was instrumental in designing the Grade 4 Integrated Studies curriculum and the new flexible seating classrooms. She adapted to change with ease and worked well in a team to develop a dynamic curriculum that had the interest of the girls and their skills development at its core. Tessa also coached U10 Netball and enjoyed interacting with the girls in the classroom and on the sports field.

Tessa was a much-loved and respected class teacher. As her colleague, I enjoyed the funny side of life along with her. Tessa has a wicked sense of humour and together we always managed to see the lighter side of any situation. Teaching with her was always fun and we spent many happy hours collaborating, dressed up, dancing and laughing. The girls always knew mischief was in the making if the two of us were team teaching.

Tessa and her family have moved to Dubai. We miss her at Herschel but wish her, Shaun and Oliver everything of the best on their new adventure. ◊

Management, Administration and Support Staff



FRONT ROW: Mr E Terblanche, Mrs L Lourens, Mrs C Guercio, Mr A Bearne, Mrs B Heidmann, Mrs H Goedeke, Mr A Scott, Mrs H Vaughan, Mr S Levey, Mrs C McEwen, Mr C Jacobs
SECOND ROW: Mrs G Tailaard, Mrs N Moolman, Mrs S Moolman, Mr D Nomsobo, Mrs A Claasen, Ms D Griffiths, Mr B Odendaal, Mr N Solomons, Mrs I Sadler, Mrs L Adams
THIRD ROW: Ms M Nothnagel, Mr A Boko, Mr N Daniels, Mr I Shorti, Mrs J Buffkins, Mr R Johnston, Mr D Hoffenberg, Mr G Jones, Mr T Lukwe, Mrs G van Blerk, Mrs L Gibb
FOURTH ROW: Mr N Mde, Mr P Nqenqa, Mr J Kanzi, Mr S Dyantyi, Mr P Kwezi, Mr J Carelse, Mr E Phike, Mr T Songelwa, Mr R Rhoda, Mrs C Levitt, Mr Z Dibela
ABSENT: Mr M Blayi, Ms R Barlow, Mrs G Cornish, Mrs L Jacobs, Mr Z Magqelana, Mrs D Malouw, Ms Z Mbenya, Ms H Morusi, Ms Z Ntsham

Preparatory Staff

HEAD OF PREPARATORY

Mrs B Heidmann, HDE (CTCE)

DEPUTY HEAD OF PREPARATORY

Mrs L Martin, TTHD (JCE)

HEADS OF DEPARTMENTS

Mrs A Baikoff, B Prim Ed (UCT), BEd (UNISA) Intermediate and Senior Phase
Ms Z Khan, HDE (CTCE) Foundation Phase
Mrs C Kieffer-Walker, BEd Hons (CPUT) Pre-Preparatory

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Mrs G Barrett, BA (HDE) (UN)
Mrs J Bearne, HDE Foundation Phase (CTCE), FDE Pre-Primary (UK)
Mrs C Billett, BSocSci PPE (UCT) and PGCE (UNISA)
Mrs S Blake, HDE (CTCE)
Mrs C Blencowe, HDE Pre-Primary (Barkly House) Dip Sp Ed Rem (UNISA)
Ms K Bosch, BEd (UKZN)
Mrs S Bräsler, BMus Ed (UFS) BMus Hons (UCT), LTCL
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Mrs T Brogan, BA (Hons) (UCT), HDE Pre-Primary (CTCE)
Mrs S Centurier-Harris, BEd (CTCE) ACE Special Needs (UNISA)
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Mrs T Davids, Assistant Teacher, Dip ECD
Mrs L Fani, Assistant Teacher
Mrs A Foale-Price, Art Teacher
Mrs C Fürst, BEd Prim Wits (JCE)
Ms S Gobey, Learnership
Mrs S Gobey, Assistant Teacher, Dip ECD
Mrs J Holtzhausen, BA (UNISA) and PGCE (UNISA)
Mrs L Howard-Tripp, BA STD (UCT)
Mrs V Johannes, Certificate in ECD, Bed ECD, Foundation Phase (UNISA)
Mrs B Julies, Assistant Teacher, Technology
Mrs L Juries, Assistant Chaplain (Intern)
Ms L Karsten, Dip ECD (CCT), BEd (UNISA)
Mrs C Kieffer-Walker, BEd Honours (CPUT)
Ms H King, BEd (CPUT)
Ms R la Grange, BMus (UCT), PGCE (UCT)
Mrs M Laubscher, BSc (US) and HDE (UCT)
Revd. L Lavarello-Smith, Chaplain, FD Theology Ministry & Mission, RGN, Adv Dip Counselling
Mrs A Lewis, B Prim Ed (UCT)
Ms A Malefane, Assistant Teacher, ABET (UNISA)
Mrs M Martin, Assistant Teacher, Diploma in ECD (N6)
Mrs T McGee, BEd Stellenbosch and BEd Hons (UNISA)
Ms K Meyer, BEd ECD, Foundation Phase (UNISA)
Mrs C Moritz, BA (US), PGCE (UNISA)
Mrs A Mozley, HDE (CTCE)
Ms Z Mrasi, Assistant Teacher, Dip ECD
Ms J Mwela, Assistant Teacher
Mrs J R Nel, DE (UPE), Dip Sp Ed (Remedial) (UNISA)
Mrs K Parker-Muzzell, BSocSci (Psych) (UCT) BA (SS) Hons (Psych) PGCE (UNISA)
Mrs N Robbertze, BEd (UNISA)
Mrs M Roebert, B Home Economics (Ed) HDE (US)
Mrs K Rutgers, HDE Foundation Phase (CTCE), REM ED (RAU)
Mrs A Sass, Assistant Teacher, Dip ECD N4
Ms C Schreuder, BSocSci (UCT) PGCE (UCT)
Mrs R Stakemire, Dip Ed FP (CTCE), FDE (CTCE), Special Needs (UNISA)
Ms L Steenkamp, BA (Social Work), MA (Child and Family Studies)
Mrs L Thebus, Dip Ed Foundation Phase (CTCE), HDE Intermediate Phase (CTCE)
Ms A van der Vyver, BA (Music) (US)
Mrs L van Eyssen, HDE Foundation Phase (CTCE)
Ms P Vundla, DipEd (Cape Town College), HDE (CTCE)
Mrs N Young, BEd ECD & FP (UNISA)

ADMINISTRATIVE STAFF

Mrs A Claasen, Admissions and Public Relations
Mrs L Gibb, Receptionist/Secretary
Mrs C Guercio, PA to the Head of Preparatory
Mrs C Levitt, Pre-Preparatory Secretary
Ms Z Mbenya, ICT Technician
Mr R Rhoda, ICT Network Technician

Senior Academic Staff



FRONT ROW: Ms J Taylor, Mrs H Botha, Mrs S McArthur, Revd. L Lavarello-Smith, Mrs S Grové, Mrs M Sylvester, Ms R Bouwer, Mrs H Goedeke, Mr A Scott, Miss T Rousseau, Mrs C Alpert, Mr B Sopam, Miss H Basson

SECOND ROW: Ms J Wesson, Mrs C Lacerda, Ms D Main, Mrs S Rule, Mrs S Gordon, Mrs W Paterson, Mrs E Cairncross, Mrs C Sharp, Ms W Walter, Mrs L van Wyk, Ms R Klassen, Mrs C Prins, Mrs B Cass, Mrs P Sellmeyer, Mrs H Oelofse, Mrs N Parker

THIRD ROW: Mrs T Thomson, Mrs C van Lieshout, Ms P Bowren, Mrs M Barry, Ms N Jordan, Miss H Lochhead, Ms L Wills, Ms N Arendse, Mr Y Kerbelker, Mr G Kieswetter, Mrs N Hughes, Ms J Euvrard, Mrs K van Der Merwe, Ms H Oosthuizen, Mr W Oelofse

FOURTH ROW: Mrs A Harding, Mrs N Barendse, Mrs M Nyback, Mrs S Stein, Ms S Scarola, Mr J Stegmann, Mrs S Macfarlane, Mr B Palmer, Mr J Gouws, Mr C Karstens, Miss H de Bruijn, Mrs E Lureman, Mrs T Variawa, Ms K Burden, Mrs M Venter

ABSENT: Mrs A Bodenstein, Mrs N Karstens, Mrs N Poggenpoel, Mrs M Robertson, Mrs R Roebert, Mrs S Rossouw

Senior School Staff

» HEAD OF SCHOOL

Mrs H Goedeke, BA Hons, HDE (UKZN)

» SCHOOL MANAGEMENT TEAM

Mr A Bearne, BCom Hons, CA (SA), Business Manager: Finance
Mrs B Heidmann, HDE Intermediate and Senior Phase (CTCE), Head of the Preparatory School
Mr A Scott, BA (US), Dip IR (Damelin), HDE (UNISA), Business Manager: Operations and Human Resources

» SENIOR SCHOOL EXECUTIVE

Mrs H Botha, Dip Hons Phys Ed (Bulawayo), Director of Sport
Ms R Bouwer, BCom (PUCHE), HDE (Wits), Senior Deputy Head: Academics
Mrs S Grové, BA Hons (UNISA), HDE (PU), ACE (History) UNISA, Curriculum Development
Mr S Levey, BCom Hons (Rhodes), ICT Manager
Mrs S McArthur, BA Theatre and Performance Hons, PGCE (UCT), Director of Culture
Miss T Rousseau, BCom, PGCE (US), Head of Pastoral
Mrs M Sylvester, HDE (Comm) Sec (UCT), BEd (Hons) Educational Leadership (CPUT), Deputy Head: Student Affairs

» CHAPLAIN

The Revd. L Lavarello-Smith, FD Theology Ministry & Mission, RGN, Adv. Dip. Counselling

» FULL-TIME ACADEMIC STAFF

Mrs C Alpert, A.T.C.L., L.T.C.L (Trinity College), BA (UNISA) BA Hons (UCT), English
Ms N Arendse, BSc, BEd Hons, MEd (Mathematics Education), HDE (UCT), Mathematics
Mrs N Barendse, BEd, BTech HRD (CPUT), Business Studies
Mrs M Barry, MMus (NMMU), BMus, HDE (UCT), Music
Miss H Basson, BA, HDE (US), Afrikaans
Mrs A Bodenstein, BA (US), Hons (UNISA), HDE (UCT), English
Ms P Bowren, BA Hons Sport Science (US), PGCE (Rhodes), Sport
Ms K Burden, BSc Hons (UCT), HDE (JCE), Additional Mathematics
Mrs E Cairncross, BScED (UWC), BEd (US), Physical Science
Mrs B Cass, H Dip Ed (Home Economics) (PCE), Consumer Studies
Miss H de Bruijn, BA (US), BEd (UCT), Afrikaans
Ms J Euvrard, BA Hons, PGCE (Rhodes), Mst (Cambridge), English
Mrs S Gordon, BA, HDE (UWC), Life Orientation and Geography
Mr J Gouws, Dip MusEd, BMus Hons (US), UPLM (UNISA), Music
Mrs A Harding, BA (UNISA), BEd (Natal), MEd University (KZN), English
Mrs N Hughes, BSc (US), PGCE (UCT), Mathematics
Ms N Jordan, BA (Fine Art), HDE (US), Visual Arts
Mr C Karstens, BCom, HDE, PGSEC (UCT), BA (UNISA), Commerce
Mrs N Karstens, BA Hons, HDE (UCT), English
Mr Y Kerbelker, BSc, HDE (UCT), Natural Science, Physical Science
Ms R Klassen, BMus (UCT), UTLM (UNISA) Dip Jazz Studies (UCT), Music
Mrs C Lacerda, BSc, PGCE and MEd (UCT), Physical Science
Miss H Lochhead, BA Hons, MA, PGCE (UCT), English
Mrs E Lureman, BA, HDE (US), Afrikaans
Mrs S Macfarlane, BA Hons (Univ of Metz), French
Ms D Main, BA, HDE (UCT), Mathematics
Mrs M Nyback, BA (UCT), HDE (UCT), BEd Hons (UNISA), MPhil (SU), Med.Psych (SU), Careers Counsellor and Academic Support
Mr W Oelofse, BA, BA (Hons) (Wits), Mention FLE Licence (Uni. of Grenoble), French
Ms H Oosthuizen, BEng (Mechatronic) (US), PGCE (UNISA), Mathematics
Mr B Palmer, BA (UWC), PGCE (UCT), Dramatic Arts
Mrs N Parker, BA, HDE (UCT), Geography
Mrs W Paterson, BA, HDE (UCT), Teacher Librarian
Mrs C Prins, BLIS (UWC), Librarian
Mrs M Roebert, BHome EcEd (US), Design Technology
Mrs S Rossouw, BA (UFS), Hons (UNISA), Afrikaans
Mrs S Rule, MSc (Wits), MBL (UNISA), Natural Science
Ms S Scarola, BSc (Natal), Hons (UCT), HDE (Natal), Natural Science
Mrs C Sharp, BA Hons HDE (UPE), isiXhosa
Mr B Sopam, BA, HDE (UCT), Mathematics
Mr J Stegmann, BSc Mathematical Sciences (RAU), PGCE (UCT), Mathematics and AP Mathematics
Mrs S Stein, HDE (Phys Ed) UPE, BEd Hon (Technology) (UJ), Information Technology
Ms J Taylor, BMus, BA, RULM (Rhodes), Music
Mrs T Thomson, Dip Vis Com (AAA), PGCE (UCT), Visual Arts
Mrs K van der Merwe, BSc Hons (US), HDE (UNISA), Natural Science
Mrs C van Lieshout, BA Hons, MA, PGCE (Wits), English
Mrs L van Wyk, BA, PGCE (US), Afrikaans
Mrs T Variawa, BSocSc Hons, Clinical Social Work, Counsellor
Mrs M Venter, BA, HDE (Bloem), Afrikaans
Ms W Walter, BSc, HDE (UJ), Physical Science
Ms J Wesson, BA, HDE (KZN), History
Ms L Wills, BA Hons (Rhodes), PGCE (UCT), MA (University of New York), History

» PART-TIME ACADEMIC STAFF

Mrs H Oelofse, BSc Hons (Wits), PGCE (UNISA), Mathematics
Mrs N Poggenpoel, BA HDE (UCT), Maitrise FLE (Univ. Paul Valery), Life Orientation
Mrs M Robertson, MSocSc (Clinical Social Work) (UCT), Counsellor
Mrs P Sellmeyer, MSocSc (UCT), Counsellor

» ADMINISTRATIVE STAFF

Mrs L Adams, Assistant Accountant
Mrs J Buffkins, Receptionist
Mr J Carelse, Audio and Visual Technician
Mrs J Goldschmidt, Old Herschelian Secretary
Ms D Griffiths, Fees Officer
Mr D Hoffenberg, Network Manager
Mr W Johnson, Laboratory Technician
Mr J Kanzi, Driver
Mrs L Lourens, Bursar
Mrs C McEwen, Marketing and Communications Manager
Mrs N Moolman, Academic Secretary
Mrs S Moolman, Counsellors' Receptionist
Ms H Morusi, Admissions and Digital Marketing
Ms M Nothnagel, Admissions and Marketing Secretary
Ms Z Ntsham, ICT Technician
Mr B Odendaal, Printing Technician
Mrs I Sadler, Music Secretary and Care Centre Manager
Mrs G van Blerk, Community Service Coordinator
Mrs H Vaughan, Personal Assistant to the Head

» ARDERNE HOUSE

Mrs G Cornish, House Mother
Miss R Barlow, Boarding House Assistant
Mrs L Jacobs-Louw, Housekeeper
Ms D Malouw, Housekeeper

» GROUNDS STAFF

Mr E Terblanche, Estate Manager
Mr P Kwezi, Foreman
Mr N Mde, Foreman
Mr M Blayi
Mr A Blom
Mr Z Dibela
Mr D Nomsobo
Mr S Nqenqa
Mr E Phike
Mr I Shorti
Mr N Solomons
Mr T Songelwa

» MAINTENANCE STAFF

Mr C Jacobs, Maintenance Manager
Mr N Daniels, Assistant Maintenance Manager
Mr S Dyantyi
Mr A Boko
Mr G Jones
Mr R Johnston
Mr L Lukwe
Mr Z Magqelana

» COUNCIL MEMBERS

Adv. T Dicker, Chairman
Mr L Govender, Deputy Chairman
Mrs T Baloyi
Mr S Berman
Mr R Dow
Dr T Grimmbacher
Mr S Harrison
Archdeacon M Long
The Most Revd. Dr Thabo Makgoba, Archbishop of Cape Town
Mrs K Miller
Dr A Ndluni
Miss T Skwambane
Dr N Wellington

Welcome to the Prep

Our diverse skills, natural optimism, ability to provide a sense of hope and joy in a time of crisis and our deep sense of responsibility for a collective humanity and a better future for all the children of South Africa, provides us with a foundation from which to work.

Mrs Belinda Heidmann







Preparatory REPORT

BY MRS BELINDA HEIDMANN, HEAD OF PREPARATORY



This beautiful visual was used by Vicki Phillips from National Geographic when she presented at ICP in Shanghai, China. This was in October of last year, when we had no idea what we would be faced with in the year ahead! This striking image reminds me that each one of us has, within our grasp, the opportunity to lead or engage in a very unusual and powerful way. Our diverse skills, natural optimism, ability to provide a sense of hope and joy in a time of crisis and our deep sense of responsibility for a collective humanity and a better future for all the children of South Africa, provides us with a foundation from which to work. In a year of disruption, massive growth, creativity and agility, we have learnt that nothing is impossible. "The greatest glory in living lies not in never falling, but in rising every time we fall." (Nelson Mandela)

Education and learning raises aspirations, sets values and ultimately enriches lives and in 2020, more than ever, we as educational leaders were asked to provide guidance and support to our respective communities. The wonder of my job and that of the staff at Herschel, is that we have the privilege of being a part of so many families' lives. During the pandemic, we were in the unique position of being able to provide a wonderful sense of social cohesion and a sense of belonging to our students and their families. This year, more than ever, the school and various parent committees have worked together to provide a support system for all those in need. We have grieved as families have lost loved ones to Covid-19 and watched in awe as the Herschel community has stood together, offering assistance in every possible manner – whether it be in practical measures, like providing meals, offering lifts, helping with medical advice or even just sending a message of emotional support and love in times of hardship or grief. There has also been an unseen network of care that has extended amongst families as financial hardship and job loss has battered our community too.

The start of 2020 was a whirlwind of activity at the Preparatory. During the final term of last year we spent a great deal of time strategising as an Executive Team. Each HOD presented the vision for their department. This included dreams for the future, particularly focusing on possible Centenary projects and a view on what their department would love to see become reality in future teaching and learning at Herschel.

> ***"The greatest glory in living lies not in never falling, but in rising every time we fall."***

We welcomed a number of new staff to the Herschel family. Mrs Kieffer-Walker, Ms Mwela, Ms Schreuder, Ms La Grange, Ms Mbenya, Ms Meyer, Ms Bosch, Mrs Fürst and Ms Juries have all become integral to our Herschel family and added their special set of talents and skills, enriching our environment.

Having spent time in discussion with international Heads and teaching organisations, where best practice is being studied, we became aware that time provided for research, reflection, creativity and innovation was key to the future success of Herschel. The complexity of our educational space is that it encompasses both academic and emotional outputs at incredibly intense levels, for an extended period. In order to ensure real creativity and innovation within our curriculum and teaching delivery and design, time is required for staff to research, collaborate and create. The onset of the pandemic created a window of opportunity for this to become a reality.

During the course of last year, many discussions with students and parents indicated that girls are often at a loss when it comes to making decisions, taking ownership, being accountable and

developing a sense of independence. Due to the nature of the privileged, sheltered lives led by many of our girls and the context of the lack of personal safety within South Africa, many of our girls experience elevated levels of fear and anxiety and this often leads to a sense of a lack of power, or even, in extreme cases, a type of paralysis, as life becomes overwhelming. These discussions led to the decision to focus on empowerment as a theme for 2020. The slogan 'EmPower Me' has been used throughout the year. The idea was to focus on the development of hope, authenticity, honesty, love, generosity, collaboration and empathy in a variety of ways through very intentional opportunities and experiences. Due to Covid-19 we were able to focus on the four elements of empowerment: education, dependency on self and belief in self, making your own decisions and finally self-realisation – awareness of strengths and weaknesses.

Opportunities to empower and enable our girls to live authentic lives came about due to lockdown. Girls were encouraged to take risks, show grit, be curious, try new things and learn at every opportunity. Tammy Bjelland says: "A learning curve is essential to growth." Girls chose to learn new things, realising that the acquisition of a new skill or disposition requires effort, determination and perseverance. In order to really learn, girls found themselves in situations where they needed to make the decision to use grit or quit. Faced with many challenges this year they worked through the frustrations, grew, learnt, thrived and collaborated. In this way they continued to change, grow and develop and this was the beginning of a journey which will enable them as a young people to make a significant contribution to society. Steve Maraboli believes that: "The empowered woman is powerful beyond measure and beautiful beyond description."

During 2020 there have also been times of huge celebration and moments of joy. Families have had the opportunity to spend quality time together, allowing for bonds to strengthen and life to slow down for a moment. This precious time will be remembered for many years to come. Much has been learnt this year about collaboration and the joy of sharing. At Herschel we too had reasons to celebrate with our staff. Mrs Davids gave birth to a healthy baby boy, Ashton, in February. Ms Conrads got married and became Mrs Venter and this joyous occasion took place in the Herschel Chapel and the Grade 7s provided a Guard of Honour on her special day. Ms La Grange got engaged in September and we look forward to her wedding in the future.

As a school we have never been expected to be more adaptable, flexible, agile, collaborative, sensitive, or committed to the essence of education. The ability that we have in such a time of global crisis to focus our communities on authentic, active, compassionate and lifelong learning and create an understanding of who they are, the value that they contribute to society and the far-reaching impact that they can have on the future is both remarkable and daunting. It is in times such as these that our versatile strengths and relationships really come to the fore. The health risks, stress levels, emergency measures, school closures, business closures, financial instability, emotional and social pressures, remote work, personal circumstances and the complexities that each of these bring, mean that we sit in unprecedented times where a need for flexibility and agility is vital in order to survive, recover, regenerate and reshape the future of education and that of our schools.

On an educational front, the pandemic has sparked much discussion with regard to the way in which we educate our girls. It has enabled us to look critically at every aspect of our current methodology, pedagogy and the curriculum, both formal and informal. The need for critical thinking, curiosity and enquiry-based learning has been highlighted during this time. Another area that has stood out is a need for individual learning programmes, enrichment and support-based learning opportunities.

Staff have been innovative and creative with regard to how best to accommodate all our pupils in a way in which their academic, social and emotional needs are best met. The staff in the Pre-Prep and Prep have been truly phenomenal, investing enormous amounts of time seeking out solutions to the ever-changing landscape and protocols. Commitment and flexibility have been required in order to ensure that our various models are able to function successfully. In turn, our staff too did all that they could because of their passion and commitment to both education and each student that they teach. This enabled them to provide their girls with the tools that they need to come out of this battle wiser, stronger and more empowered than ever before.

As we have explored these spaces, meaningful conversations have taken place. The enormous divide in South Africa has been highlighted for staff, parents and girls in a very real way as they have engaged with each other, gaining a greater understanding of each other's personal circumstances, perspectives and challenges. The complexity of educational, economic, political, institutional and social challenges, as well as a lack of access to adequate medical care and technology, have laid a foundation for authentic and meaningful awareness and transformation to begin on both a personal and professional level at Herschel.

Ensuring that Covid-19 health and safety protocols were carried out effectively in an environment with three- to 13-year-olds has proved to be incredibly challenging. We have, however, found that the parents and girls have made every effort to comply with the protocols that we have implemented. I have been in awe of the way in which our youngest students have managed the new environment. In order to ensure this is implemented effectively, we have staggered the starting and finishing times of each day and break times too. Academic and Support Staff have been on duty before and after school and during break times. We have been extremely grateful to the many parents who have expressed their appreciation and gratitude to staff members on a regular basis throughout this time. Parents have recognised the value and importance of the positive, nurturing social and emotional environment provided at Herschel and the acknowledgement of this has been appreciated.

The nature of Covid-19 has necessitated immense changes in all aspects of school life. An enormous amount of time has been spent reviewing our current teaching and learning programme. At the centre of each discussion we have ensured that the focus is always on what is best for the girls in respect of delivery of the academic programme as well as their social and emotional needs.

Learning about our society and the need for all South Africans to work together to create a better future has been part of the discussion with regard to the review of our curriculum. We've gained a collective understanding of working together and recognised that our differences and similarities create a more striking tapestry than if each strand were identical. Moving into 2021 we will continue to develop social awareness and encourage girls to express themselves as unique, beautiful young women.

As the year drew to a close, our Matrics joined us at the Preparatory for a final farewell assembly. I was, once again, reminded of the joy and privilege of seeing our little girls develop into strong, confident and capable young women with hearts that are filled with love and hope. I know that South Africa is in good hands and that the love that our girls learn about from age three will change lives in the future.

The Grade 7s of 2020 have most definitely had an enormously challenging year. As

I know that South Africa is in good hands and that the love that our girls learn about from age three will change lives in the future.

leaders of the school they have been required to 'dig deep' and provide the rest of the school with a sense of hope for the future. They have missed out on much that usually occurs during their final year at the Preparatory School. Celebrations and farewells will happen in the last weeks of the academic year as we endeavour to allow these to take place in person rather than online.

At the end of an academic year, we are always saddened when we have to say farewell to staff who leave the Herschel family. This year in particular we would like to thank Mrs Caroline Blencowe for her 30 years of dedicated and committed service to Herschel. She leaves a lifetime legacy of love, commitment and excellence. Mrs Blencowe was tested and diagnosed with Retinitis Pigmentosa, it is a rare, inherited degenerative eye disease that causes severe vision impairment. The gradual deterioration has meant that she is no longer able to safely navigate a school environment. She was medically boarded based on the advice of a team of medical professionals who worked closely with her over many months. Her impact on thousands of children is enormously appreciated and valued. Her farewell messages spoke to the great impact that she has had on the lives of so many 'little people', parents and staff members.

We also bid farewell to Ms Hayley King, who resigned at the end of 2019 and has ventured into a new career. Mrs Chelsea Billett has made the decision to spend quality time with her young family. Ms Asanda Malefane took up a teaching position at a local school after qualifying. Mrs McGee has immigrated due to her husband's posting in Dubai. We wish all of these staff members success in their new ventures and thank them for the incredible contribution that they have made to Herschel over the years.

I am grateful that I lead a school that allows for imagination, creation and a sense of hope. I would like to acknowledge the incredible work, commitment and dedication shown by the Herschel staff this year. Their ability to remain motivated and enthusiastic during incredibly difficult times is testament to their professionalism and commitment to education. I salute them, as a team, for their outstanding work this year. I realise it has come at a personal and emotional cost to them and their families and I am truly grateful to them for this.

Lockdown saw our administrative team functioning remotely. The dedication and commitment shown by them during this time was enormously appreciated and valued. The additional hours required to ensure that communication happened on a regular and ever-changing basis were given with immense generosity of spirit. A particular thank-you to Mrs Cindy Guercio, my PA, for the incredible support, dedication and commitment that she has shown to me and Herschel during this incredibly difficult year.

I am immensely grateful to our Herschel Council for their wise counsel, ongoing support and infinite wisdom. This year, more than ever, we have drawn heavily on their expertise and input. Their constant willingness to provide a listening ear or have a conversation with regard to the best way forward, has been enormously appreciated. The sacrifice of their personal time has occurred throughout 2020 and they have done it with such grace and love.

> ***"Do what you can, with what you have, where you are."***

I would like to extend my immense gratitude to the Preparatory School Executive, who worked tirelessly to ensure the smooth running of the academic, social and emotional programmes throughout the year. Their unbelievable support, outstanding leadership and ability to think flexibly enabled the staff under their care to perform their roles effectively. I am indebted to them for their commitment and dedication to Herschel. Mrs Martin's continued commitment and steadfast support in her role as Deputy Head of Preparatory is both invaluable and appreciated.

My final gratitude goes to the Manco team without whom this year would have been unimaginable. Mrs Heather Goedeke, as a new Head to Herschel, has proven to be a phenomenal appointment. Her strong and courageous leadership, empathy and compassion, have enabled Herschel to remain steadfast throughout 2020. Mr Andrew Bearne, as our Financial Manager, has been outstanding in every way. He has always ensured that education is at the centre of any decision made and he has proven to be a pillar of strength during the crisis. Mr Bearne's ability to think flexibly with the budget during a time of such economic strain has been enormously valued and appreciated. Mr Andrew Scott, as Operation and HR Head, has provided a framework in which our school has been able to function very successfully throughout 2020. His intuitive leadership and ability to transfer a policy into action has been remarkable. We thank him for his tireless work with regard to Covid-19 protocols, staff wellbeing and ensuring that all on the Herschel campus are kept safe.

"Do what you can, with what you have, where you are." (Theodore Roosevelt)

As we look to the future of Herschel, it will be vital to remain open-minded and broad thinking with regard to how we educate our students for a future which will require a strong set of values, a true sense of identity and a commitment to social justice. In order to ensure a better future for all South Africans, we will be required to demonstrate a growth mindset and help our girls to develop a mindset that is wired for lifelong learning, adaptability, creativity and change.



Pre-Preparatory Report

BY MRS CARERN KIEFFER-WALKER, HEAD: PRE-PREPARATORY SCHOOL

"I can show you the world, shining, shimmering, splendid..." Children see magic because they look for it. As educators it is our blessing and privilege to create a safe and enchanting space in which they can learn and explore. At Pre-Prep it is up to us, their teachers and mentors, to take them from age three on a "magic carpet ride" through time and space, continually expanding their minds until they have absorbed so much dazzle that they are ready to launch like shooting stars into their new and unexplored universe of Prep School.

This truly has been a whole new world of learning for me as the new Head at the Pre-Prep. All made easy of course by a phenomenal group of teachers and very supportive parents. As my carpet ride started in the first term, I had to learn to teach at the level of a three-year-old and adjust all the way up to Grade R. Wow! I certainly missed my calling with the three-to-six-year age group. Curious kittens, frolicking lambs, buzzing bees, bouncing bunnies, flying ladybirds and fluttering butterflies have all woven their way into my heart. And... just when I was having fun and getting to know everyone, Covid-19 and LOCKDOWN came along. All the staff in the Pre-Prep have been amazing as they quickly jumped into action by teaching each other how to make videos and work the Seesaw App and do Google Meets. There were many sleepless nights spent worrying about technology and connectivity and whether they will be judged for their home surroundings. I take my hat off to these phenomenal ladies. Each and every one played their part during lockdown. On screen, off screen, it just wasn't the same. We couldn't wait to see all the girls back at school so that we could paint, draw, count and sing, listen to stories and do so much more. Looking at all the videos, paintings and many activities that the girls submitted, made us miss them even more. It was really wonderful to see the progress our little girls were making. Speaking clearly in their videos and the role plays were just so beautiful to watch and listen to. The moms and dads have acquired new super powers and we are truly indebted to them for supporting their girls learning online.

Term 3 brought its own challenges. 'Vula isithuba, dra jou masker and sanitise your hands' became part of our new vocabulary. Moving classrooms and setting up to meet the safety protocols was a challenge to say the least. Chief and his team were outstanding in supporting the Pre-Prep staff in getting ready to welcome all our girls back at various stages. Our 'new normal' feels quite normal already. The hard work and critical thinking that the teachers did to bring all the girls back safely has been a rewarding experience if you look at the happy faces of the girls playing with their friends again. A whole new world indeed, a smile, laughter, climbing, crawling, baking, singing and dancing. What more could a Head want, but to see all the girls healthy and happy and the teachers even happier to have them all back in our little Pre-Prep building?

One of the hardest parts of this year was saying goodbye to Mrs Blencowe. We had agreed that she would share some of her incredible knowledge with me, but that was not meant to be when she was diagnosed with Retinitis Pigmentosa. We wish you well Mrs Blencowe, you will definitely be missed by everyone in the Pre-Prep. We also welcomed Miss Kirsty Meyer to our Pre-Prep in the Nursery class.

My first year is almost over. I have learnt so much from the staff and been supported by all who work in this little building on the hill, from our amazing class reps, to Mrs Sias always making sure our rooms are clean, to Gracie bringing us coffee early in the morning and Mr Shorti who always keeps our grounds beautifully clean and Mrs Levitt, the glue that keeps us all together in the Pre-Prep. TEAM WORK IS DREAM WORK, I say. I could not have made it through this topsy-turvy year without a single member of this AMAZING team. My teaching and learning journey is in full swing and I am excited to continue this magical carpet ride in 2021.

> ***"The hard work and critical thinking that the teachers did to bring all the girls back safely has been a rewarding experience if you look at the happy faces of the girls playing with their friends again."***





Grade R

Beach outing

The Grade R girls enjoyed an outing to the Camps Bay paddling pools in March. They had fun building sand castles, playing beach games and swimming in the sea. Some girls were lucky enough to spot giant starfish and little fish in the tidal pool. The weather was perfect for a picnic. It was a wonderful outing, enjoyed by everyone.





Messy Day

The Nursery girls had such fun during Messy Day. The teachers set out various sensory activities and the girls' faces say the rest!

Sensory activities are fun and interesting for young children, encouraging them to explore and investigate. These activities support children to use the 'scientific method' of observing, forming a hypothesis, experimenting and drawing conclusions. Sensory activities also allow children to refine their thresholds for different sensory information, helping their brains to create stronger connections to sensory information and learn which are useful and which can be filtered out. Providing opportunities for children to actively use their senses as they explore their world through sensory play is crucial to brain development – it helps to build nerve connections in the brain's pathways. This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem-solving skills.





Grandparents' Day

It is always special when grandparents visit and it was even more of a treat for the Pre-Nursery girls. They were very excited that they were able to have their grannies and grandpas or special people come and see them at school. The girls entertained their guests with songs and rhymes and soon after were able to get creative with some lovely art activities. The real highlight of the morning was the picnic in the garden. The girls absolutely loved being able to share a special treat with their grandparents while playing and laughing together.

PRE-NURSERY

Little Lambs



FRONT ROW: I Khan, F Mia, I Little, A Essop, Z Hendricks, A Buthelezi, S Snaith
MIDDLE ROW: H de Bliquy, I Fox, I Titus, M Vasiljevic, C Lewis, G Lewis, A Stuart, I McCleland
BACK ROW: Mrs N Young, M Goliath, A Esack, E Murray, J Alford, A Beadle, A Golding, Mrs M Kebeni
ABSENT: C Dunn

Cuddly Kittens



FRONT ROW: J Speres, A Fairweather, N Pithey, E Briggs, K Maggott, S Neville, G Speres
MIDDLE ROW: Y Haripersad, O Le Roux, F Elliott, G McGregor, R Du Plessis, E Snaith, A Witte
BACK ROW: Mrs V Johannes, I Pillay, R Brownie, L Rahim, L Ramdath, A Fels, N Sheraton, H Billett, Mrs A Sass
Absent: C Lyall

Little Lambs











Alina Essop


Amani Buthelezi


Amelia Golding


Anna Beadle


Antoinette Stuart

Dinosaur, dinosaur,
Turn around,
Dinosaur, dinosaur,
Stomp the ground,
Dinosaur, dinosaur,
Show your claws,
Dinosaur, dinosaur,
Snap your jaws,
Dinosaur, dinosaur,
Turn around,
Dinosaur, dinosaur,
Sit back down.


Ariana Esack


Charlotte Dunn


Charlotte Lewis


Elizabeth Murray


Fatimah Mia


Georgia Lewis


Harper de Bliquy


Humaira Masud


Imaan Khan


Isabel Little


Isla McCleland


Isla Titus


Jamie Alford


Mia Goliath


Mila Vasiljevic


Scarlett Snaith


Zia Hendricks

Cuddly Kittens


















Ada Witte


Amber Fels



Little Green Frogs

Mmm-Mmm went
the little green frog
one day
Mmm-Mmm went
the little green frog,
Mmm-Mmm went
the little green frog
one day
And they all went
mmm, mmm, ahh!
But we all know
frogs go,
La-di-da-di-da, La-
di-da-di-da, Lad-di-
da-di-da,
We all know frogs
go, la-di-da-di-da,
They don't go
mmm, mmm, ahhh!


Ashley Fairweather


Cara Lyall


Emily Snaith


Eva Briggs


Francesca Elliott


Giorgiana McGregor


Grace Speres


Holly Billett


Insaaf Pillay


Josie Speres


Kate Maggott


Lara Ramdath


Layaan Rahim


Naomi Sheraton


Nina Pithey


Olivia Le Roux


Rebecca Brownie


Riley Du Plessis


Sarah Neville


Yajna Haripersad

NURSERY

Bouncing Bunnies



FRONT ROW: A Cowling, S Nel, J White, M Gajjar, S Joseph, L Mahabeer, M Knight
MIDDLE ROW: Z Njana, E Szabo, A Bam, I Proudfoot, S Power, A Barnard, A Isaacs, H Hunt
BACK ROW: Mrs C Brittain, O Spice, S Freddy, J Miller, I Meyer, S Akampurira, I Moore, C Smit, Mrs S Gobey

Busy Bees



FRONT ROW: A Graef, M Thomson, E Daniel, D Kader, S Thomalla, M Abernethy, N Gafoor
MIDDLE ROW: A Khan, A Puglia, T Jakoet, E Duff, C Groenewald, G Swartz, E Cossie
BACK ROW: E Edwards, Mrs C Blencowe, S Sale, E Slingsby, C Buley, A Zondi, A van Rensburg, A Lange, Ms M Martin, J Turner
ABSENT: T Parker

Busy Bees



What would you do if you got to spend lockdown with your friends?

Mackenzie Abernethy: Play Tag.
Caitlin Buley: We would play 'The floor is lava'.
Elimyoli Cossie: I would ask my mom if I could play on my iPad.
Emma Daniel: Play Barbie because I've got a Barbie house.
Emily Duff: We would play Tag.
Elizabeth Edwards: Watch TV and eat ice creams.
Nabila Gafoor: I would rather go on a playdate. We would have KFC pops and play Monopoly.
Amelie Graef: We would play with Hatchimals.
Charlotte Groenewald: I would play with Shopkins and my slip and slide.
Taiah Jakoet: I would have sleepovers. We would play memory games.
Deeyana Kader: Have playdates and go to a skating park.
Aayah Khan: I would play 'Elo Elves'.
Abigail Lange: I would play 'baby, baby, mommy, mommy'.
Talia Parker: Stay at home and watch a movie.
Azure Puglia: Play on the jungle gym and go to a restaurant.
Stella-Belle Sale: Play with lamas and unicorns.
Eloise Slingsby: Play with 'Playmobil' and play outside.
Gia Swartz: Go to the waterpark and on the waterslides.
Sophie-Kate Thomalla: I would play with my toys, play I Spy and play with my dolls.
Meg Thomson: I would play a game, a pet's game.
Juliette Turner: Play 'baby, baby'.
Ava van Rensburg: We would play the popcorn game.













Self-portraits with our mask designs


Aayah Khan


Abigail Lange


Amelie Graef


Ava van Rensburg


Azura Puglia


Caitlin Buley


Charlotte Groenewald


Deeyana Kader


Elimyoli Cossie


Elizabeth Edwards


Eloise Slingsby


Emily Duff


Emma Daniel


Gia Swartz


Juliette Turner


Mackenzie Abernethy


Meg Thomson


Nabila Gafoor


Sophie-Kate Thomalla


Stella-Belle Sale


Taiah Jakoet


Talia Parker

Bouncing Bunnies















If I was the President I would...

Skylar Akampurira: I would make sure that the kids are safe and clean the roads. I would make sure that everyone has enough money.

Annabelle Bam: I would give necklaces to the girls and give people pictures.

Alessia Barnard: I would help people fix cars and everyone would give their things to everyone.

Annabel Cowling: I would clean the floors so no one slips and I would buy everyone umbrellas so nobody gets wet when it rains.

Selena Freddy: I would talk about Coronavirus and wear dresses to school.

Maya Gajjar: I would make people wear masks and wash their hands. I would also make everyone garden and carry bricks.

Hannah Hunt: I would give people kindness and respect. I would also plant vegetables for everyone to eat for free. On Sundays I would give everyone a lollypop.

Ayah Isaacs: I would make people lovely toys and cook food for everyone and give everyone a bed to sleep in.

Saarah Joseph: I would teach everyone to wear masks and I would get rid of Coronavirus.

Mia Knight: I would make all the children clean their rooms and everyone will get R5.

Layla Mahabeer: I would paint everyone's nails. I would also give everyone a pet and take a picture of them with the pet and they can keep it.

Isabella-Rainn Meyer: I would make a rule of no smacking children and children can have sweets whenever they want.

Jessica Miller: I would stop Coronavirus, I would handle all the work and raise money for the poor.

Isla Moore: I would clean up all the trash. If people drop something I will give it back to them and make sure everyone is doing the right thing.

Sophia Nel: I would clean the road of all the junk.

Zenande Njana: I would make everyone draw pictures and wear pyjamas. I will give everyone toys.

Sophie Power: I would help a car put its wheels on and plant trees.

Imogen Proudfoot: I would make it so that children can just walk around school all day and make new friends all the time.

Charlotte Smit: I would help people.

Olivia Spice: I wouldn't allow teachers and parents to make any rules. So then the children will rule the world.

Eva Szabo: I would make sure everyone has a house and a nice garden and that everyone has a family that loves them.

Juliette White: I would give books to all the children.

If I was the President


Alessia Barnard


Annabel Cowling


Annabelle Bam


Ayah Isaacs


Charlotte Smit


Eva Szabo


Hannah Hunt


Imogen Proudfoot


Isabella-Rainn Meyer


Isla Moore


Jessica Miller


Juliette White


Layla Mahabeer


Maya Gajjar


Mia Knight


Olivia Spice


Saarah Joseph


Selena Freddy


Skylar Akampurira


Sophia Nel


Sophie Power


Zenande Njana

GRADE R

Butterflies



FRONT ROW: J Boyes, S Munga, H Ebrahim, A Dollie, K Neville, H Abdulla, A Mandy-Woodcock
MIDDLE ROW: E van Lieshout, B Harvey, E Melck, A McDonald, E Pryor, J Ebbs, A Baines, N Ebrahim, H Daniels
BACK ROW: Mrs J Bearne, B Ross, R Daya-Feasey, M van Zyl, S Ebrahim, A Fisher, A Taylor, R Bassadien, I Hughes
ABSENT: M Ruffel, A Mohammed, Mrs T Davids

Ladybirds



FRONT ROW: O de Souza, K Morrissey, E Wood, A Bassa, H Hendricks, A Alexander, M Maggot
MIDDLE ROW: R Weldon, S Glenday, G Yazdanpanahi, P Mototjane, M Dunley-Owen, Z Lowan, A Salie, L Mafanya, G Little, S van Loggerenberg
BACK ROW: Ms J Mwela, E Maconachie, I Hassan, S Cattell, J Welsh, S Wessels, E Hamilton, E Huisamen, Z Rinquest, Mrs T Brogan
ABSENT: E Vanreusel, N Shange, S Nobre, O Watkins-Neethling

Butterflies



What I enjoyed about home schooling

Hana Abdulla: It was a lot of fun doing activities with my mommy.
Annabelle Baines: I like doing the games on my own.
Raghma Bassadien: I loved doing the 3D shapes with mommy.
Jessica Boyes: I like that my mom was my teacher.
Hannah Daniels: I have break earlier.
Reyna Daya-Feasey: I liked doing the activities with my mom.
Aaliya Dollie: I liked doing the volcano with mommy.
Jessica Ebbs: I liked when Mrs Bearne sent me a message on my birthday.
Nabiha Ebrahim: I liked doing school work with mommy.
Sarah Ebrahim: I loved that I could sleep late and spend more time with my family.
Hana Ebrahim: I liked when my mom gave me breaks.
Ann Fisher: I liked doing activities with my mommy.
Brooke Harvey: I enjoyed all the activities sent for us to do.
Isabella Hughes: I liked staying in my pjs doing activities.
Annabelle Mandy-Woodcock: I liked that I could sleep in my bed for a little longer.
Amelia McDonald: I liked making art.
Emily Melck: I enjoyed building a reading tent with my mommy and my sister.
Amaani Mohammed: I didn't have to wake up early and I liked the Seesaw app.
Saudah Munga: I enjoyed doing work with mommy.
Kate Neville: It was fun doing school work at home with my mom and sister.
Erin Pryor: Always fun
Brooke Ross: When it was snack time, I had two breaks.
Molly Ruffel: I liked making things.
Anna Taylor: The videos Mrs Bearne sent on Seesaw.
Emily van Lieshout: I liked how mommy and daddy helped me.
Molly van Zyl: I enjoyed making the fort with my whole family.









Me eating a juicy slice of watermelon!


Aaliya Dollie


Amaani Mohammed


Amelia McDonald


Ann Fisher


Anna Taylor


Annabelle Baines


Annabelle Mandy-Woodcock


Brooke Harvey


Brooke Ross

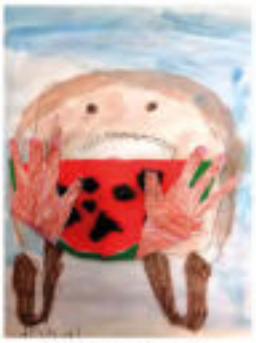

Emily Melck


Emily van Lieshout


Erin Pryor


Hana Abdulla


Hana Ebrahim


Hannah Daniels


Isabella Hughes


Jessica Boyes


Jessica Ebbs


Kate Neville


Molly Ruffel


Molly van Zyl


Nabiha Ebrahim


Raghma Bassadien


Reyna Deya-Feasey


Sarah Ebrahim


Saudah Munga

Ladybirds





What did you enjoy most about home schooling during lockdown?

Anabel Alexander: It was so fun doing themes or activities with my mum. I was cuddling up with her and we were doing Mathletics and I got some answers right.
Ameera Bassa: Doing exercise and riding on my bicycle.
Sophie Cattell: Doing work on my iPad.
Olivia de Souza: That I got to spend time with my mum.
Sophia-Grace Glenday: Watching TV and sleeping and making my wacky watermelon.
Eden Hamilton: Finishing my own story book.
Ifrah Hassan: I got to play outside and my daddy put on nice movies at the weekend.
Hanaa Hendricks: I liked doing numbers and drawing.
Evelyn Huisamen: I liked doing the maths book best.
Grace Little: I liked the maths and being at home.
Zoe Lowan: I liked playing outside with my flowers and climbing on the trees. I also liked making the snowflakes.
Eva Maconachie: I liked doing the school game where you had to get points.
Liyanda Mafanya: I didn't like it because I had to use card and it was very hard for me to cut through.
Mia Maggot: I liked doing school work and numbers.
Katherine Morrisey: I liked it because I got to use the computer. I liked doing Mathletics and art.
Pearl Mototjane: I liked using the computer by myself and seeing my friends online.
Sasha Nobre: When I was sick with a runny nose I got to watch TV. That was my favourite part.
Zia Rinquest: I liked doing the crafts.
Alayah Salie: I liked that I could sit down comfortably in my own chair. I also liked that during the video calls my mommy could get me something to drink or something to eat. And I could ask my mommy to help me with something.
Ntando Shange: I liked playing with my toys and watching TV.
Sloane van Loggerenberg: I enjoyed everything but my favourite was being able to eat snacks while I worked.
Mia Vanreusel: I liked everything about it.
Olivia Watkins-Neethling: I liked making the turtle to put in the Busy Book.
Rosie Weldon: I liked doing homework and every day I got to see Dash my dog.
Emma Wood: Getting to see my dad and spending time with my mum.
Gia Yazdanpanahi: I got to eat while I was working.















Ladybirds enjoying delicious summer watermelons!


Alayah Salie


Ameera Bassa


Anabel Alexander


Eden Hamilton


Emilia-Marie Vanreusel


Emma Wood


Eva Maconachie


Evelyn Huisamen


Gia Yazdanpanahi


Grace Little


Hanaa Hendricks


Ifrah Hassan


Katherine Morrisey


Liyanda Mafanya


Mia Maggot


Ntando Shange


Olivia de Souza


Olivia Watkins-Neethling


Rosie Weldon


Sasha Nobre


Sloane van Loggerenberg


Sophia-Grace Glenday


Sophie Cattell


Zia Rinquest


Zoe Lowan

Preparatory



















Foundation Phase HOD Report

BY MS ZAZIE KHAN

The year started like most years do, with new hopes, new dreams and a new vision for our Foundation Phase which was going to include an exciting and interactive new playground. Just when we thought we had everything under control, the way teachers like it – we, along with the rest of the world, were hit by Covid-19 and school came to an abrupt end a few days before the official end of Term 1. Still a little shell shocked, the Foundation Phase teachers kicked into another gear and decided if our playground was being put on hold we would have to create our own playground online. Enter Seesaw. The theme for 2020 was rapidly becoming Resilience and Adaptability Training 101. There was no time to mourn the way things were as it was time to reimagine a new way of teaching we could never have dreamt of just a few weeks earlier. We spent endless hours getting to grips with suddenly having to go online. Webinars became our new staffroom where we interacted with teachers around the globe. We discovered new technologies, we devised new lessons and we adapted our curriculum to deliver it via Zoom and on our new Seesaw platform. The hardest part was undeniably filming and recording ourselves – I don't think we ever got used to it.

Enter our fabulous Foundation Phase girls on Tuesday 14 April – we weren't sure how they would adapt but they fast became our new mini superheroes, minus the capes, but with the addition of onesies and fluffy gowns. They amazed us with their technological skills and how they came alive on screen, sending videos and voice notes with ease. Their many talents were put on show during this time. They ranged from singing, dancing, reciting poetry, interviewing and baking to name but a few. The best part is we now have evidence we can one day uncover when they are all grown up and return for a visit. Yes, they missed each other and the classroom, but virtual playdates became the new buzz word and the girls made it work. What seemed like an eternity at the time came to an end in June when our girls arrived back to a school and classroom with many new rules. Again, our girls amazed and surprised us with their resilience and their ability to transition. We have loved being back in the classroom, something we will never take for granted again. Social distancing, wearing masks and sanitising have become as normal as wearing our school uniforms had once been. This year has been riddled with many new challenges and head-spinning changes, but it has certainly made us stronger, has taught us to slow down and focus on our families and loved ones. It has made us look at the world with new eyes and realise that regardless of our backgrounds we were all in this together. We also discovered there were things (just a few) we missed about lockdown when it was finally over, like sleeping in and wearing our pyjamas all day. Our teaching has most definitely changed forever as now we get to mix the best of online learning with the best of in-classroom teaching. And… we eventually got our new playground – maybe next year we can use it to its full.



Intermediate / Senior Phase HOD Report

BY MRS ALISON BAIKOFF

It has been an interesting and challenging year for everyone in the Intermediate and Senior Phase at Herschel Preparatory. What has stood out is the adaptability and resilience of staff and girls. The positivity with which everyone has embraced the new ways of learning and teaching and also coped with the stringent Covid-19 protocols which involve wearing masks, sanitising all the time and remembering to keep our distance from friends, is commendable.

Our learning and teaching evolved during lockdown from online work set to online live lessons and custom-made videos as lockdown was extended. We have all learnt how to work, create and hand in assignments online. Google Classroom and Google Meet have become familiar as we learnt how to mute cameras and microphones and interact virtually. This led to us exploring exciting educational platforms and teachers became tech savvy overnight with bitmojis appearing in Google Slides and animated virtual classrooms becoming the norm.

The Grade 7s were the first group back at school on 1 June. Other grades followed when permitted, and we can proudly say that our entire Phase has been back at school every day for the whole of Term 3. An adapted timetable was introduced focusing on core subjects and including specialist subjects where possible.

Gradually, teaching was expanded and extended and thanks to our innovative staff, Art, Music, Drama, Technology and PE have become more fun and practical. Staff have spent hours reimagining and recreating their lessons, packing and moving equipment and individualising resources so that girls can continue to make and do in a practical sense. Google Classrooms are fabulous, but the need to move away from extended screen time was evident and prompted some changes once the girls were back at school.

Teachers have made the most of the altered situation at school. We have been able to continue with the Elevate study skills programme. Both the Grade 6s and 7s had an online version of this which built on the first sessions from Term 1. We were able to think about our oceans when Hayley McLellan, from the Two Oceans Aquarium, presented a fabulous online talk about plastics in the ocean. Our Hooked on Books annual performance was in video format, sadly not live, but at least we had the opportunity of a glimpse into the literary world. Coming to school in civvies every day brought an element of fun to the school day. Teachers endeavoured, where possible, to lighten the mood and atmosphere further with the introduction of crazy dress-up days and a day of no academics which allowed for fun sports skills, crafts and brainteasers. Doing the fabulous Jerusalema dance all together on the astro was a highlight this term.

Lockdown has taught us many skills but it has also taught us to value so much that we have taken for granted in the past. A huge part of what the girls have learnt is independence, self-discipline and the importance of structure and self-motivation. And mostly to appreciate what is important in life.

None of this would have been possible without the incredible hard work of all the teachers in my Phase. For this, and for their ongoing support and enthusiasm, I am eternally grateful. I feel privileged to be part of this dynamic team and want to say a huge thank-you to my staff.



Library

BY MRS CHRISTINE MORITZ

The year started off with proud library monitors compiling duty rosters and putting up vibrant Valentine's Day displays. New books were being bought, discussed, covered and shelved. In the corridors, girls were whispering in anticipation of the bi-annual Readathon literacy festival that would see the library transformed into a wonderland, the theme still a secret waiting to be discovered by the eager Herschel bookworms. In February, our senior girls shared picture book favourites with the Pre-Preppies on National Read Aloud Day and hosted a 'soapbox' pop-up talk on the fragility of the whale and dolphin eco-system, when, to our dismay, a menacing dragon called Lockdown spread its dark wings over all of us. Library doors were bolted, and the books were shut away beyond reach. We had to stay at our homes, away from our school, our precious library, unable to reach out and touch our friends, or our books.

Did our young readers cry and crumble like little dainty mallow puffs? Never! Parents revived their own treasured books from when they were young, now having the need and the opportunity for more lap-time. Teachers shared online links to magical books and I did online story events – a fancy feathered boa around my neck and fairy lights blinking in the background. I regularly visited each little story-seeker in their own homes, often having a curious brother or a snack-toting mother or a pop-up poodle joining in!

Slowly but surely, the shadow of the dragon is moving away. With wonder in our eyes, and gratitude in our hearts, we can once again choose books from the library shelves – after sanitising our hands of course! It has not been an uneventful year; uncertainties and challenges abound. But the Herschel bookworms can now slowly but surely continue to transform into the beautiful Book Butterflies they are meant to be.

Welcome back brave warrior girls – your next reading adventure is waiting for you!

Technology

BY MRS MARGOT ROEBERT

This year started with its usual busyness and demands. The Grade 7s worked hard to prepare their craft products for the Grade 7 Fair which is usually held in the second term. The Grade 6s had a wonderful Dads and Daughters evening with their fathers. The Grade 5s learnt how to use the fret saws and Grade 4s began the year using the junior hack saws and wooden block. The Grade 3s learnt how to cut, score and use wood glue correctly… and then everything changed as Covid-19 hit and online lessons became a reality. Inspiring the girls to do practical tasks through the medium of a screen, instead of the well-equipped Technology classroom, became a daily challenge! Despite this, the girls were fabulous and produced some fantastic work. They made chocolate mug cakes, bionic hands, flowers that blew in the wind, a putt-putt boat and so on and so on!

Once back at school, the task of teaching a practical subject in a meaningful way under Covid-19 restrictions, continued – and yet the girls remained inspiring with their enthusiasm and determination. My grateful thanks to Mrs Julies who spent hours sanitising equipment and preparing the packs for the girls to use each lesson.





Eco Club

BY MRS MARGOT ROEBERT

The 2020 Eco Club planning intended the teachers to celebrate several of the national and international environmental days. This would help staff drive meaningful discussion about pressing environmental issues throughout the year. This was not to be, as shortly after celebrating World Wetland Day, Covid-19 struck.

The collection of recycling by Oasis came to a halt at the end of Term 1. Families were encouraged to take their recycling to Wynberg Depot, Oasis or use the local drop-off points in their area. Can collections were able to be resumed in the third and fourth terms. Grateful thanks to all families who supported this drive.



Hayley McLellan from the Two Oceans Aquarium gave the girls a stimulating presentation on Google Meet where she explained the impact of plastic on the world's oceans. The Grade 4s used their knowledge of levers and linkages to build a rhinoceros that could move to highlight the plight of rhinos for World Rhino Day. Other activities included a hike led by Alan Woodcock on 1 March 2020 and beading beautiful dragonflies and baobab trees to celebrate Heritage and Arbor Day in September. It is hoped that as the restrictions of Covid-19 lessen, the focus of our girls can shift towards embracing Mother Earth and our individual responsibility towards how she is treated.

Music

BY MS PETRA CONRADS

The Herschel Preparatory Music Department welcomed Ms Rachelle la Grange to our team this year and her presence was immediately felt in the youthful energy and gentle spirit she has brought to all her pupils and classes. She has been a wonderful addition to the department and mention must be made of the way in which she has handled herself amidst the enormous challenges that faced us all this year.

Our year started out colourfully and cheerfully as we introduced our theme for 2020 which was the Olympics, in anticipation of the 2020 Olympic Games to be held in Tokyo this year. We launched the theme at our very first Music Assembly in Term 1 as we took a musical trip around the world. The assembly was a presentation of what the girls had been learning about in class music, which was music from around the world. The Grade 3 girls introduced the Netherlands with some traditional songs and facts about the country and the Grade 7s ended off by sharing some interesting facts about New Zealand and their National Anthems.

We also introduced the idea of our very own Music Olympics which was to run throughout the year. The aim was to initiate some House competition in the Music Department, as well as providing incentives for practising those scales and technical work!

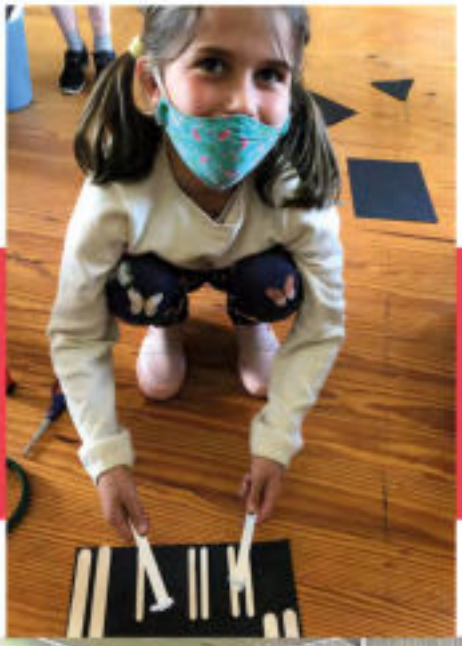
We adapted the Olympic Rings to Herschel and each ring was representative of a House: Carter, Jagger, Rolt and Merriman. The black ring at the centre was MUSIC, which unified all the houses!

Our choirs, marimba bands, orchestras, ensembles, instrumental teaching and class music were in full swing when the national lockdown was announced in March. Overnight the music staff were faced with the challenge of how to effectively teach remotely. It was a flurry of trying out various online platforms, testing lessons on each other, upgrading internet lines, recording backtracks and lessons, and always remembering to unmute and switch the camera on. By the start of virtual Term 2, Herschel Prep Music Department was ready to go. Online lessons went live, and live they went! After some initial challenges and a somewhat 'first-fire-then-aim' approach, our virtual department settled into a routine and lessons resumed. It was wonderful to see and hear reports on the teaching and how well the teachers and students adapted to the new platform. The general success of this was evident in our Term 3 Music Assembly, which was a collection of recordings the girls had submitted. It was amazing to see the progress of the girls considering they had not had a live lesson in over six months.

2020 was certainly a year where much was lost; many experiences not had and expectations not met. Through all of that, our music lessons were a way in which we were still able to connect with our students in a personal, meaningful and authentic manner. It was a privilege to spend time in homes and gardens, meet pets and cuddly toys and get a glimpse into the lives of our families. It was humbling to witness how the power of music carried and lifted spirits when the world was in crisis and we as a Department are amazed at how the girls rose to the challenge and went beyond all expectation. Brava Herschel! ◊



















Grade 6

UK

EXCHANGE TO

St John's on-the-Hill

BY MRS JESSICA HOLTZHAUSEN AND MRS TERRI AUBIN

In hindsight, the UK Tour 2020 shall always be remembered as "The Covid-Tour".

The pandemic had just started reaching out its tentacles worldwide… do we go, don't we? But our Herschel ambassadors and two excited teachers took this challenge head on. Armed with every possible sanitiser, travel diaries, endless snacks and excitement, we said goodbye to our families and eagerly started our adventure. We joined our fellow travel group, Wetpups, and endured multiple check-ins and check-ups. Finally, our journey to "Mud Island" began.

Upon arrival, the typical English weather did not disappoint, with soupy rain and cold temperatures. The very hospitable St John's team collected us from Heathrow and delivered us to their beautiful school, St John's on-the-Hill. We immediately felt at home and the girls connected with their host families. Friendships were formed and forever bonds made with their new Welsh friends.

The girls embraced every outing and trip with gusto. Having cleaned out every gift shop we visited, we were getting concerned as to their travel weight allowance. From castles to ruins, boat trips to science museums – nothing quite measured up to the thrill of a Starbucks beverage. Oh yes, the dry-slope skiing in Gloucester was tying for pole position!

All the while, Covid was making its presence felt. Through constant communication with parents and Herschel, our girls felt at ease, knowing that they were in the best possible care. They kept their enthusiasm and took full advantage of their last few days in Wales; their spirits were not to be dampened. Until they were – temporarily. The news that our amazing London trip could not take place and we would have to return home early would have crushed any a soul. However, after the initial disappointment, the girls dug deep and showed their true grit and resilience, Herschel-style. We arrived back to Cape Town brimming with pride. No doubt this experience will always be remembered by the girls. ◊

St John's on the Hill











From castles to ruins, boat trips to science museums – nothing quite measured up to the thrill of a Starbucks beverage.







Community Service

BY MRS CARERN KIEFFER-WALKER AND MRS CHELSEA BILLETT

Running an outreach programme during a worldwide pandemic has highlighted just how lucky we are at Herschel to be able to weather the storm. Covid-19 has shown us that there are so many communities in need of our assistance and highlighted the vital work to be done. While we have been limited by the restrictions in place, we have managed to support the initiatives that are most in need of our assistance and we would like to say a huge thank-you to our Herschel families for supporting us in this regard. The charities and schools we have contributed towards have hugely appreciated what they have received and would not have been able to continue without our assistance. It is very important that we continue to instil in our girls a heart of generosity, an awareness of how fortunate we are and a desire to make a difference in the lives of others. *Learning to make a difference* is true Herschel education.

We started off the year in the Pre-Primary with a Book Drive. The girls surprised us with a selection of beautiful books which we shared with Athlone Pre-Primary School and Claremont Primary School. The Grade 7 community service girls went along to read some of the stories to the Grade R boys and girls who were ecstatic to have these beautiful stories read to them. The Prep school had their Toiletries Drive collecting toothpaste, toothbrushes, soap and wetwipes for various places in need. We were able to send toiletry hampers to the Saartjie Baartman Centre for Women and Children, the Leliebloem children's home and communities in the Delft and Khayelitsha areas.

> ***"Covid-19 has shown us that there are so many communities in need of our assistance and highlighted the vital work to be done."***

Before the end of the first term, we collected Easter Eggs in both the Pre-Prep and Prep Schools. The Easter Eggs were shared with the Early Learning Resource Unit that services areas like Langa, Nyanga and Gugulethu. We were able to send enough boxes to each of these communities. We also sent eggs to communities along the West Coast and communities on the Cape Flats.

During lockdown, many families continued to support charities in and around their communities and we were incredibly proud of our girls who were identifying people in need and encouraging support within their families.

In Term 3, Kewtown Primary did not open immediately so we continued with our Sandwich Drive and contributed to the Ladies of Love charity who welcomed the support from our families. We also joined the High School in a collection for Jars of Hope where girls made up a meal in a jar to hand out to the needy. We ended Term 3 with a Slipper Day event, raising funds for the Reach for a Dream Foundation. A huge thank-you to all our families for their support and extra donations.

For Term 4 our Herschel girls and their families continue to support Chores for a Cause which raises funds to purchase stationery packs for the children at Kewtown Primary School. Caxton Books partner with us on this initiative and we are able to fill over 600 packs. The girls pack and wrap these, adding a note for the children who will receive the packs. Our Bags of Love which was a clothing collection was appreciated by St Luke's Hospice and Help The Rural Child. The Big Walk, although done in a different format this year, raised money for the Cape Peninsula Feeding Scheme, ensuring that children can get at least one meal a day when they attend school. Our fantastic Christmas Carol Collection proceeds went to Nazareth House.

We would like to take this opportunity to thank all our Herschel girls and families for their generous support and contributions no matter how big or small. The communities we supported are extremely grateful to our school for sharing their LOVE in so many different ways. ◊





Grade 1A



FRONT ROW: I Millar, S Sonday, R Thwaits, C Ratcliffe, Z Moose, P Osburn, M Munga, C Williams, S Allie, Mrs L Thebus
MIDDLE ROW: L Ben-Yosef, G McHarry, M McGregor, G De Vries, M Hansen, E Logan, Z Khan, F Maree
BACK ROW: C Tsitsa, O Duff, Z George, S Hart, R Osler, M Sidaki, S Slaviero, G Charton, K Hundermark

Grade 1 Alpha



FRONT ROW: H Bhorey, A Boyes, M Barnard, L Hendricks, A Hisham, K Thomson, A Petersen, K Adams
MIDDLE ROW: Ms A Malefane, R Milne, J Mundy, A Duff, S Graef, I Briggs, M Lobert, J Louw de Wet, S Khan, Mrs K Rutgers
BACK ROW: F Ismail, B Masemola, E Coffee, C Viljoen, G Schmidt, B Nienge, D Hadjidakis, L Termark, E Shaw, B Lehloenya



Claire Williams



Fatimah Ismail



Gabriella De Vries



Juliet Mundy



Kristin Hundermark



Layaan Hendricks



Mbalenhle Sidaki



Rose Thwaits



Letsatsi Termark



Sabrina Slaviero



Saffiyah Allie



Justine Louw de Wet



Gabriella Schmidt

GRADE 1A

I love my bitmoji...



Because you get to make them. **Saffiyah**

They are not plain yellow like emojis. **Phoebe**

Because they have a lot of colours. **Lucy-Rose**

They are better than normal emojis. They have bodies. **Claire**

They show your expression and also how you look. **Gabriella**

You can choose any action if you type it in. **Grace**

They don't have to wear masks. **Kristin**

They have lots of detail. **Maya**

Because you get to make them. **Mbali**

Because it is cool and my teacher does it. It looks super cool! **Zayb**

Because you can pick lying down and the dab. **Rose**

Because they are easy to make. **Olivia**

They have really cool outfits. **Zariya**

Because they have hair. **Bella**

I like to play with it to make my person. **Zoe**

They don't only have yellow faces, you can choose the colour. **Sabrina**

Because they are very fun. **Rebecca**

You can pick your own clothes. **Salma**

They have cool poses. **Christina**

Because they are stylish. **Cwenga**

They are nice to make. **Emma**

I get to make my own bitmoji. **Farrah**

Because they are nice to play with. **Giorgia**

Because they have a smiley face. **Maariyah**

Because it's fun! **Maddison-Rose**

You can send them to anyone. **Sophia**

GRADE 1 ALPHA

I love my bitmoji...



She likes animals. **Kulthum**

She dances on the rainbow. **Mikayla**

She is a world-famous dancer. **Haniyya**

She loves to ride on dinosaurs. **Amelia**

She can go to parties. **Isabella**

She twirls too much and falls down laughing. **Erin**

She is doing dragon yoga. **Ava**

She loves ice cream. **Sophia**

She can ride horses. **Daniela**

She likes to smile. **Chelsea**

She has a pet unicorn. **Layaan**

She is jumping so high. **Letsatsi**

She has a cupboard of confetti. **Gabriella**

She likes Autumn. **Emily**

She is funny. **Fatimah**

She is cool and trains wild animals. **Arya**

She likes to hula hoop too much. **Sofia**

She likes to dab. **Barakah**

She is saying 'hi'. **Juliet**

Her pants look sporty. **Rafaella**

She can cure Covid-19. **Bomisile**

She does gymnastics. **Justine**

She does gymnastics too much. **Kate**

She can turn invisible. **Botho**

She is a world-famous hula hooper. **Mila**

She has cool sunglasses. **Aliah**

Grade 2A



FRONT ROW: A Salie, J Potgieter, D Daya, I Joannou, S Conroy, S Ebrahim, K Plenge-Mantell, T Abdulla
MIDDLE ROW: Mrs K Parker-Muzzell, A Essop, T Ross, H Harvey, C Mills, M MacDonald, M Slatter, E Rose, A Rich
BACK ROW: E Spaun, I Todd, O Melck, E Mason, Z Scholtz, L Gonsenhauser, E Duffus, K Dunley-Owen, L Toll
ABSENT: S Gordon

Grade 2 Alpha



FRONT ROW: I Abdulla, H Marshall, L Warncke, A Maskew, S Mostafa, A Chenia, F Harnekar, J Manuel, E Wessels
MIDDLE ROW: Mrs J Nel, S Eyssen, N Soko, J Hughes, E Groenewald, T Geyer, A Turner, F Cowan
BACK ROW: L Adonis, S Akampurira, L Sickle, Z Hodge, G Spice, O van Lieshout, C Swartz, Z Desai, A Mandy-Woodcock



Amy Rich



Electra Rose



Sarah Gordon



Indiana Joannou



Megan MacDonald



Abigail Turner



Elizabeth Wessels



Olivia van Lieshout



Sky Eyssen



Mila-Belle Slatter



Tori Geyer



The Lowdown on Lockdown

Things I found out during Lockdown...

GRADE 2 A

> I found out that my baby sister likes to say a lot of weird stuff!
> I found out that my rabbit poops a lot next to the chicken coop!

Taaliah Abdulla

> I found out that I can be quiet. I even read a unicorn comic book.
> I found out that my cat Miles catches baby moles and birds and he does Dutch Ovens with my dad.

Sara Conroy

> I found out that when we were sick, our friends dropped off food for us.
> I found out that my mom can work from home.

Darya Daya

> I learnt that my teacher likes to tell us funny stories in the middle of our lessons!
> I found out that my dog snores when he is next to the fire, plus I am not surprised because he is really fat!

Ella Duffus

> I found out that I can face my fears and be brave.
> I found out that my brother shot his bow and arrow and broke the neighbour's window!

Megan MacDonald

> I found out that it's not so difficult to do piano online.
> I found out that being at home is not so boring, because you can find things at home that can keep you busy.

Samira Ebrahim

> I found out that Seesaw is actually easier than school!
> I found out that my dad watched TV until midnight!

Alayna Essop

> I learnt that my family is always there for each other.
> I found out that I can stay at my house all week and not see other people and be OK.

Lilah Gonsenhauser

> I learnt that I never give up and if I am scared I keep going and am strong.
> I found out that my dad sleeps on the couch all day and snores!

Sarah Gordon

> I found out that I should help my mom with my sister, because my mom has lots of work.
> I found out that my mom is crazy about keeping things super-duper clean!

Hannah Harvey

> I found out that it is really fun to learn online and do Zoom meetings with my friends.

Indiana Joannou

> I found out that my mom likes to sleep in.
> I found out that my dad can cook vegetarian food.

Elizabeth Mason

> I found out that farm life is so much fun!
> I found out that my dogs are very energetic like me!

Olivia Melck

> I found out that I am very good at using my iPad and it's a lot of fun!

Katinka Plenge-Mantell

> I found out that I love nature more than I ever have!

Jessica Potgieter

> I found out that even when things are hard, my family can make a plan.
> I figured out that I love technology from working on Seesaw.

Amy Rich

> I found out that I am artistic when I am at home and I find it fun!
> I found out that my cat Gary likes to catch moles and mice most of the time.

Electra Rose

> I found out that my mom likes mint tea and my dad likes black coffee.
> I found out that my cat Timothy is very fat and lazy and sleeps all day!

Taylor Ross

> I found out that you should not smoke because it is bad for your lungs!
> I found out that my dad likes to sleep and eat hotdogs and have fun!

Ariana Salie

> I found out that my neighbour Chelsea is very kind, because every time I climbed the tree she said hello to me.
> I found out that my teacher is very good at setting new activities on Seesaw.

Zara Scholtz

> I found out that my neighbours are very noisy!
> I found out that some of my friends are chatty and some are shy.

Mila-Belle Slatter

> I found out that my brother was drinking coffee when he wasn't supposed to because he left his mug out after he finished his homework.
> I found out that my chicken sits on the chair inside and loves it!

Ella Spaun

> I found out that when I was on a Zoom call with my teacher, my brother was jumping over the couch with a thing that shoots all over the room.
> I found out that my dad always eats our chocolate. He ate two of mine!

India Todd

> I found out that I snore when I sleep and I drool as well.
> I found out that my sister shouts a lot and I need to close my door!

Layla Toll











GRADE 2 ALPHA

> I found out that I actually don't have to be busy. I can chill.

> I found out that my teacher is smart and she is good at online.

Jehaan Manuel

> I found out that I'm old enough to write my own book with no help.

> I found out that my dog is best friends with me.

Alexandra Maskew

> I found out that my Mommy loves coffee soooo much and she can drink three cups every morning.

> I found out that my Daddy loves cuddles in bed every day not just Sundays and sometimes even hot chocolate.

Georgia Spice

> I found out that I didn't need people around all day and that my neighbours had friends over when they were not supposed to.

> I found out that I can read by myself with a bit of help from my Mom.

Jessica Hughes

> I found out that Mummy likes gardening because she loves plants.

> I found out that Daddy likes cuddles and I can read a chapter book by myself.

Leila Warncke

> I found out that sleeping is fun and my puppy was scared of Lego.

> I found out that people are hoarding toilet paper!

Elizabeth Wessels

> I found out my neighbours have very very loud dogs and I could climb our avocado tree which looked SO big.

> I found out that my sister can cook egg and it is so good. Yum!

Hannah Marshall

> I found out that I ACTUALLY need so much attention. Now my mom says that I should call my friends.

> I found out that my dad is a really bad chef. I wouldn't want to taste his lasagna again.

Emily Groenewald

> I found out that when I go to school my dog sits on the couch and mooos like a cow.

> I found out that I can play by myself and I can enjoy it because I am a good friend to myself.

Naledi Soko

> I found out that Mrs Nel is clever on a computer.

> I found out that I am good at gymnastics and chin stands.

Chloë Swartz

> I found out that I can be quiet and enjoy myself especially in pyjamas!

> I found out that my Mom can be a best friend to me.

Tori Geyer

> I found out that I am good at computers and home schooling.

> I found out that my dogs like lying outside in the garden with me.

Sky Eyssen

> I found out that my pets are cute and kind when they wait for me to give them food.

> I found out that my family helped me in lockdown and my whole life.

Farah Harnekar

> I found out that my Mom likes to make tea in lockdown. A lot of the time.

> I found out that my sister talks a lot and never stops but she speaks about interesting things.

Solange Akampurira

> I found out how to make hot chocolate and now I can make it for the rest of the life.

> I found out that my mom likes to speak Spanish and she is good at teaching it.

Lily-Mae Sickle

> I found out that my sister and brother can be very annoying when you are with them every day but I still love them no matter what!

> I found out that I can ride my bike without training wheels.

Zaynah Desai

> I found out that I didn't like to talk on the video because I am shy, but my teacher says that I'm amazing.

> I found out that my dad loves cuddles a lot and my mom loves cuddles too.

Zoë Hodge

> I found out that I actually like doing school from home.

> I found out that sitting in the garden on sunny days is fun.

Lusibalwethu Adonis

> I found out that my brother watches his laptop at night when everybody is sleeping.

> I found out that I could make noodles whenever I want all by myself.

Saika Mostafa

> I found out that I really really love hugging my mom.

> I found out that my dad loves to sleep on the couch after a big lunch.

Isra Abdulla

> I found out that I like spending time with my family in the garden.

> I found out that my neighbours shut and open the windows while I am sleeping.

Francesca Cowan

> I found out that I can be very quiet but only when I want to.

> I found out how to make pancakes and flapjacks on my own.

Ariana Chenia

> I found out that my dog Sammy sleeps with his tongue out and it is very cute.

> I found out that my sister sings in her sleep and it is very funny.

Abigail Turner

> I found out that I have to give lots of attention and love to my dog when I am at home.

> I found out that I snore and speak in the night. At least that is what dad says.

Olivia van Lieshout

> I found out that my Dad needs lots of hugs during lockdown.

> I found out that having my Mom as company is really good.

Amelia Mandy-Woodcock











Grade 3A



FRONT ROW: A Daniels, G Ferguson, R Boyes, M Pharo, A Joseph, N Fakir, A Chagan, I Brogan, S von Seidel
MIDDLE ROW: C Böttger, A Wareham, C Ratheb, S Ebrahim, R Shaboodien, S Govender, K Millar, Z O'Connor, Miss Z Khan
BACK ROW: D Naidoo, I Slingsby, E Capper, O Gqamana, A Hardres-Williams, J Smit, O van Sittert, A Blake, C Koen
ABSENT: I Hersov, B de Quelen

Grade 3 Alpha



FRONT ROW: K Kalil, H Mohamood, M Rahim, Z Govender, L Senol, J Horn, E Buckham, K Daya-Feasey, Ms H King
MIDDLE ROW: A Grey, J Durrant, E Warner, K Lowther, M van der Spuy, F Clark, L Devlin, N Baloyi
BACK ROW: I levy, D Campbell, G Welsh, L Cotterell, C Viljoen, C Plummer, S Sickle, L Costa, O Mundy
ABSENT: S van Zyl, M Noorani, R De Quelen, Mrs C Fürst



Iona Slingsby



Jaime Smit



Kareena Daya-Feasey



Kate Millar



Ruby Boyes



Lucy Cotterell



Kristina Kalil



Lily Costa



Sophia-Rose Sickle



Charlotte Plummer



Jessica Durrant



Amélie Hardres-Williams



What I know for sure

GRADE 3A

> Never let your dad tickle you, they never know when to stop, at first you will be laughing but soon after crying. **Jaime Smit**

> Don't let your dad play with you on the jungle gym because he will show off and end up in a moon boot and it will forever be your fault. **Claudia Böttger**

> Never let your granny watch a movie with you, she will ask a million questions and always cries at the sad parts. **Raya Shaboodien**

> Never ask for something when your mom or dad is angry because they will always say NO! **Sophie von Seidel**

> Never run a race with your brother because they always have to win and you'll have to keep running the race until they win. **Safiya Ebrahim**

> Don't let your Dad borrow money from you, he will never pay you back! I am still waiting... **Alana Wareham**

> Never trust your dad when he tells you he used to be a hairdresser and never let him cut your hair! **Emily Capper**

> Don't eat your sweets in front of your dad because he will grab them out your hand and eat them in one go. **Ariana Daniels**

> Never listen to your dad when he tells you to ride your bike faster because you will crash. **Kate Millar**

> If you have a little brother and he has a pair of scissors, don't let him anywhere near your hair – there will be chunks of your hair on the floor. **Amélie Hardres-Williams**

> Don't ever visit your gran on a school night because you will end up coming home late and will be in trouble. **Nura Fakir**

> Never fight with your sister when she is holding her scooter. She will throw it at you and it will knock you on the head. **Olivia van Sittert**

> Never let your older brother dress you and send you to school, you will look like the karate kid. **Anna Blake**

> Before you sit down on the toilet always check that there is toilet paper. **Ayesha Joseph**

> Never think that your iPad won't crack if you bite it because it will and you will lose all your pocket money and be grounded. **Michela Pharo**

> Never leave your toys on the floor or your dog will think he can chew them. **Ruby Boyes**

> Never make a mud pie and bring it into the house to serve it to your parents – you will get screamed at. **Owetu Gqamana**

> If you ever have a fight with your brother make sure he isn't near any spoons or he will use them to fight you. **Arya Chagan**

> Never try hit a dog, they will attack. **Beatrice de Quelen**







> I know if you wear your mom's high heels and try to walk across the grass you will get stuck. **Gem Ferguson**

> Never let your dad read *Harry Potter* to you, he will just fall asleep. **Imogen Brogan**

> If you are driving around in your toy car and you beep the hooter your mom won't get out the way but she will get mad at you. **Inara Hersov**

> Never spy on your parents when they are talking to each other, you will be punished. **Charlotte Koen**

> Always feed a horse with a flat hand or it will think your fingers are food. **Iona Slingsby**

> It's probably best to not make your own slime and add food colouring to it and then play with it in the house, it will end up on the curtains and your mom will get mad. **Zara O'Connor**

> Don't ever make a mess you are unable to clean up, because if your parents have to do it they will be angry. **Satara Govender**

> Don't fight with your brother on the bed because you are bound to fall off and get more injured than your brother. **Daria Naidoo**

> Don't eat any food from the fridge until you've checked the expiry date to make sure it isn't off already. **Calia Ratheb**











Of this, I am certain!

GRADE 3 ALPHA

> Never play with your Dad in a room with a wooden floor, otherwise you will cut open your chin! **Kareena Daya-Feasey**

> Never go on an anchored boat with someone who doesn't know how to drive… otherwise you can get washed out to sea! **Lucy Cotterell**

> Never stand outside when it is windy or the leaves will blow in your face. **Meesha Rahim**

> Never ever pick up a sleeping puppy in a warm, cosy blanket; trust me, it will bite you the hardest that it can! And it REALLY hurts! **Kristina Kalil**

> Never swim in a dam where there are cows nearby because they might have done their business in the dam! **Iman Levy**

> Never get out of the car without pulling up the handbrake first or it will roll back. **Jessica Durrant**

> Always look where you are going, never walk and look behind you or you could land up in hospital. **Lily Costa**

> Never let your brother tickle you in a garage by a car and a boat or you can chip your tooth! **Jamie-Lee Horn**

> Never go down a waterslide backwards with your eyes closed as you will get water up your nose and trust me, it is painful! **Emma Warner**

> Never try to go over waves that are too big or you will get washed up on the beach! **Charlotte Plummer**

> Always close your eyes when washing your hair or your eyes will start to sting! **Annabel Grey**

> Always hold your hand flat when feeding a horse or your fingers will get chomped on! **Dana Campbell**

> Never leave your tongue on an ice block for too long because it will get stuck! **Faye Clark**

> Never go down a hill on your bike without your hand on the brake because you can bump your head. **Megan van der Spuy**

> Never turn your back on the waves otherwise you will be knocked over! **Olivia Mundy**

> Never do a handstand in a room otherwise you can bump your foot! **Emma Buckham**

> Never climb up a slide – you could break your arm! **Nsovo Baloyi**

> Never have your hair loose when you are holding your baby sister otherwise she'll pull your hair. **Mehreen Noorani**

> Never pat your dog in the dark. If you do it, he will bite you! **Hanaa Mohamood**

> Always make sure you look first or know what is on your plate or you will end up with octopus legs in your mouth! **Katinka Lowther**

> Never do a handstand with bent arms otherwise you will hurt yourself really badly! **Zara Govender**

> Never hold your hand out the car window or you will hit it on a pole, tree, car or even a person! **Sophia-Rose Sickle**

> Never eat an apple after you brush your teeth otherwise it'll taste gross and sour. **Lilah Devlin**

> Never go to a new place that you have not been to before without shoes because you might get thorns or sharp pieces stuck in your feet and it is extremely sore! **Sophie van Zyl**

Grade 4A



FRONT ROW: E Slatter, O Maskew, C Henriques, G Bosini, A Weir, G Ludlam, C Hund, C Prain
MIDDLE ROW: Mrs S Centurier-Harris, H Mustapha, N Kerbelker, I Saville, A Jacobs, S Ferguson, H Hendricks, C Heinamann, F Janoodien, N Gopal, Ms V Mutara
BACK ROW: A Tresfon, E Raubenheimer, J O'Brien, A Cloete-Hopkins, E Hacking, C Campbell, M Petersen, J Collins, D Land

Grade 4 Alpha



FRONT ROW: L Slatter, E Floquet, I Gafoor, H Ebrahim, A Moolla, F A-Razzak, S Pinyana, A Nqayi
MIDDLE ROW: S O'Connor, R Watson, R Liddell, S Keers, J Naidoo, I Manuel, Mrs T McGee
BACK ROW: L van Zyl, L Arnold, G Wessels, R Rinquest, I Ganyeka, R Lumb, H Potgieter, A Hundermark, D McIvor
ABSENT: A Thacker, L Howe



Ava Tresfon



Jasmiya Naidoo



Jade O'Brien



Caitlin Campbell



Isabella Saville



Nurah Kerbelker



Ayana Nqayi



Hannah Potgieter



Iman Gafoor



Rana Rinquest

LEADERS *poems*



Abigail Jacobs

Loving
Encouraging
Attentive
Different
Exciting
Respectful
Superb
Gabriella Bosini



Ella Floquet

Listens
Empathetics
And
Does
Everything with
Responsibility
Sets a good example
Ava Tresfon



Grace Ludlam

Loyal
Equal
Appreciative
Daring
Excellent
Respectful
Strong
Isabella Saville



Imaan Manuel

Listen to others
Encourage
A good leader
Determined
Empathetic
Respectful
Supportive
Natheerah Gopal

Listen to others
Encourage
Ability to delegate
Diplomatic
Excellent persuasion skills
Respectful
Strong communication skills
Cara Grace Henriques

Listens to others
Encourages people
Always fair
Delightful
Example to others
Respectful
Supportive
Hannah Ebrahim



Ayana Nqayi

Listens to all points of view
Example to others
Always there for people
Discourages violence
and hate
Encouraging
Respects human rights
Supports people through
hard times
Maiwenn de Quelen



Emily Raubenheimer

Listens
Eloquent
Amazing
Decent
Empowering
Reasonable
Smart
Layyah Arnold



Hania Hendricks

Loves to help people
Encourages people
Amazing
Dreamer
Empathetic
Respectful
Special
Liah van Zyl

Listens to others
Encouraging
Adapts quickly
Determined
Experienced
Respectful
Selfless
Layla Slatter

Loving
Empathetic
Adventurous
Daring
Energetic
Respectful
Strong
Lily Howe

My advice to future leaders

Be loyal, be enthusiastic. Leaders must always help people and be determined. They must be willing to put in effort and be a role model.
Jade O'Brien

Remember you can do anything, but it's OK to ask for help when you need it.
Chloe Prain

Make sure all children go to school and have a proper education.
Eva Hacking

Listen to everyone's ideas before making decisions.
Olivia Maskew

Step out of your comfort zone and change people's lives. Make them want to be alive.
Chloe Heinamann

Always be fair and equal. Treat others like you would treat your family.
Huda Mustapha

Treat everyone fairly and stand up for what you believe in.
Caitlin Campbell

Give food and water to poor people and always be fair and believe in yourself.
Stella Keers

Leaders should listen to other people because then they will know what his/her people want.
Iman Gafoor

Always listen to the ideas of others and be a good example.
Fatima A-Razzak

Be confident, believe in yourself and never give up.
Farheen Janoodien

Leaders should always be fair and make sure everyone has food to eat.
Ruby Watson

Make sure that every child has a good education, stay true to who they are and support people during hard times.
Ayesha Moolla

Leaders should stand up for what they believe is right and help the people that need it the most.
Hannah Potgieter

Always listen to others and be fair and kind.
Isabelle Ganyeka

Treat everyone as equals and show people how to see things differently.
Sinéad O'Connor



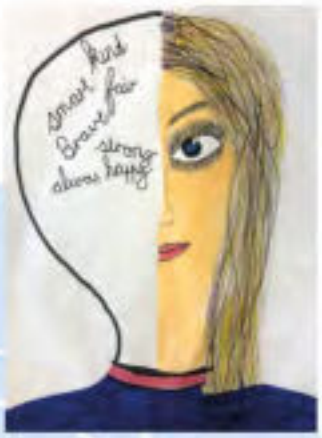
Nurah Kerbelker



Rana Rinquest



Rebecca Liddell



Ruby Lumb

Leaders who inspire me and why

MAHATMA GANDHI – because he believed in non-violence and to bring about political and social change.
Jessica Collins

NELSON MANDELA – because the look on his face was always so gentle and loving.
Christina Hund

MIRIAM MAKEBA – because she was courageous and brave. She stuck up for what she believed and she carried on singing and speaking the truth. She was never intimidated.
Dylan Land

NELSON MANDELA – for his bravery and for never giving up.
Micaela Petersen

MY DAD – because he never gives up. He works long hours for our family. I love him.
Scout Ferguson

MY MOM – because she inspires me. She always helps me when I need it and is always kind.
Emelia Slatter

MAHATMA GANDHI – because he tried his best to listen to people and to fight for human rights.
Aryana Cloete-Hopkins

DESMOND TUTU – because he is loyal and a kind man.
Amelia Weir

NELSON MANDELA – because he stayed true to his beliefs and was an amazing leader.
Daniela McIvor

ROSA PARKS – she was on a bus and asked to move because she was black and she said NO and I really admire that.
Ashlee Hundermark

LILIAN NGOYI – she fought for the rights of women in South Africa and didn't give up.
Amy Thacker

NELSON MANDELA – because he stood for what he believed in and was the Father of the Nation.
Sibulele Pinyana

STEVIE WONDER – because even though he is blind he is still a successful singer and never gives up.
Jasmiya Naidoo

MY MOM AND DAD – because they are loving and kind and always encourage me.
Georgia Wessels

Grade 5A



FRONT ROW: L van der Spuy, T Daniels, I Thompson, L Mandindi, D Naidoo, C Swart, J Marshall, E van Lierop, A Sherren
MIDDLE ROW: N Brogan, C Plenge-Mantell, C Petersen, R Koller, O Loggenberg, T Todd, J Swain, J Martin, Mrs A Mozley
BACK ROW: Y Lin, T Tutu, T Nair, E Carter, A Wareham, J Bosch, A van Sittert, S Padoa, Z Khan

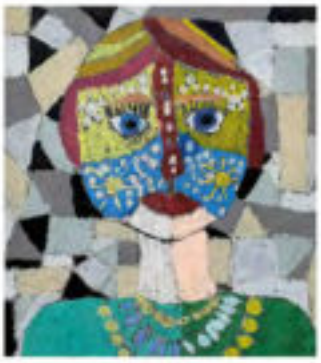
Grade 5 Alpha



FRONT ROW: G Nicklin, Z Douglas, B West, C Lobert, J Fair, C Fürst, A Mohamed, Z Sirkot, A Hendricks, Mrs H Holtzhausen
MIDDLE ROW: O Peter, L Calana, C Antrobus, L Böttger, S Lashbrooke, J Formby, L Mulder, F Leinberger
BACK ROW: S Boshoff, F Boyd, A Deering, A Dillon, T Mozley, L Adonis, S Turner, C Emmerich, L Watson



Lihlombe Mandindi



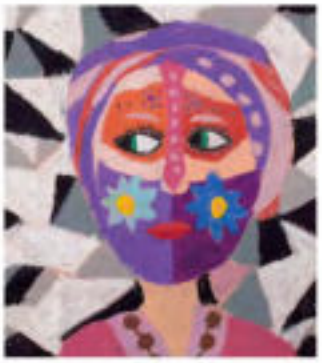
Neve Brogan



Taiya Todd



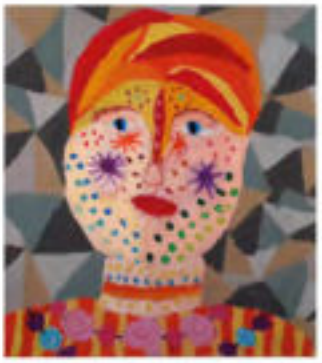
Tiffany Tutu



Bailey West



Landa Calana



Lucy Mulder



Onathi Peter



Alexis Wareham



Camryn Fürst



Jessica Bosch



Rebecca Koller



Annabelle Deering



Stella Boshoff



Chloë Emmerich



GRADE 5A

Haikus and Limericks about

ICE CREAM!

Chocolate ice cream
Sweet, cold treat on a Friday
My favourite thing.
Emily van Lierop

Ice cream for dessert
With sprinkles, cherries and more
What else to wish for?
Lauren van der Spuy

We all like ice cream
Yes, we do! It's delicious!
Do you like ice cream too?
Ella Carter

Ice cream smooth and cold
Melts on a warm summer day
Sweet, simple pleasure.
Jessica Martin

Drippy drippy drip
As my ice cream melts
So sweet and sticky.
Chelsea Petersen

There was an old ice cream man,
Who had an ice cream van.
He sold bubblegum flavour,
Which people would savour,
And to burn off the sugar
they ran.
Sophie Padoa













THE GRADE 5S CREATED A MYTHICAL CREATURE USING DESCRIPTIVE LANGUAGE TO ILLUSTRATE THEIR UNIQUE IDEAS.



Delia the Merbin Fish

GEORGIA NICKLIN
GRADE 5 ALPHA

My animal is called a Merbin fish and her name is Delia. Delia is half mermaid, half trash can. She helps collect trash in the ocean. A bin is attached to her tail so she can put the trash in her bin. Now I know what you are thinking, what happens when the bin gets full? Well, Delia can make all trash completely disappear with her powers, so she can collect more trash.

Delia has a lovely tail that she can move extremely fast with. Trash sticks to her bin, so it is easier to hold more trash before she makes it all disappear. Delia can also breathe underwater which is very helpful! She lives in a huge mansion in a coral reef. She lives in a huge mansion because of all the trash she collects and each piece she collects, the fish community pay her fish coins, which is their currency.

Delia loves wearing flowers on her head so she does not stink like trash. Delia's best friend is Daisy the dolphin. Daisy loves collecting trash with Delia.







Mushy

LUCY MULDER
GRADE 5 ALPHA

This is the weirdest, strangest animal in the whole world. His name is Mushy. He was born from a brown mushroom and is the most poisonous creature in the world. He lives in the rain forest and eats tree bark. He will hypnotise you to eat him. He acts cute around people so you will gobble him up in one bite and then you're in for a nasty surprise.

He has poisonous, pink whipped cream for hair, yellow biscuit feet that he rolls around on, almost like wheels, the body of a brown mushroom with a rough texture and has for his face, he has creepy eyes that are the size of plates...and a small, mischievous smile.

His personality is quite confusing. Whenever there's someone around, he's the sweetest little thing you'll ever see. But whenever he's alone, he's a very naughty creature.

Some terribly interesting facts about him are that his blood is rainbow, glittery ink and he does not make a single noise. One of the most important things to know about this creature is: if you ever see one, do not be fooled into eating it!

Mibbly

JENNA FORMBY
GRADE 5 ALPHA

Mibblies are very cool creatures! They live in the stars and fly down to Earth every November. When they land on Earth, they always do a little dance. You'll be surprised, Mibblies are very good dancers! They aren't too big, they are around 800 cm tall and once they have reached that height, they won't grow anymore. Mibblies have a huge green or blue eye in the middle of their face. Their body has purple polka dots and wavy, purple patterns on it. They are even green too! Imagine that!

This creature has a very funny ability. Their huge eye can pop out of their face and stretch far out to strangle an enemy but they are actually very friendly creatures. A Mibbly has a very fun, happy and creative personality. If you are feeling down, they can make you feel happy again. Mibblies are generally very energetic and kind creatures. You can go on many adventures with them.

Mibblies are so unique in every way and are definitely not your typical creature. Mibblies love to swim in warm water and they can float.

Their favourite food is speckled eggs and whenever they are hungry for speckled eggs, they always seem to have them, just like that. When Mibblies are scared or see something they don't like, they go from their normal smooth skin, to being puffed up and furry. The fur covers their eyes so they don't have to see whatever they are scared of again. Their puffed up fur is purple with green on the ends. Mibblies can also speak any languages to a human and they can speak to dogs.

Grade 6A



FRONT ROW: I Rautenbach, R Bassadien, K Slingers, A Böttger, I Parring, T Toll, G Efstathiou, S Lobert, R Teixeira
MIDDLE ROW: C Morkel, E Mills, S Leinberger, M Coquelle, K Dube, A Keers, H van Heerden, N Wides, A Moonda, Mrs A Lewis
BACK ROW: A Lashbrooke, N Roberts, G Meyer, M Munting, I Vandeyar, R Murray, N Oaker, R Bhagoo
ABSENT: A Khan

Grade 6 Alpha



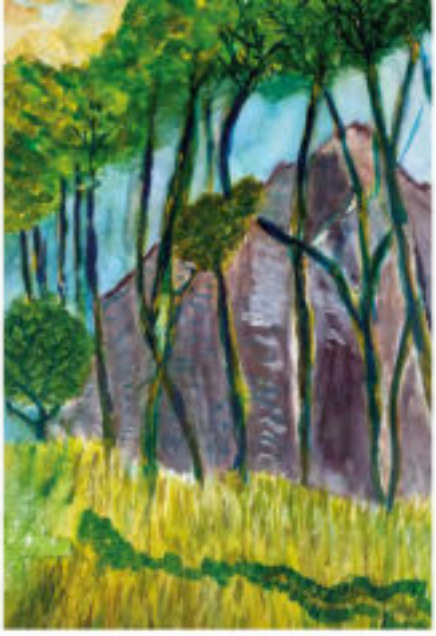
FRONT ROW: S Holwill, J Bassa, K Totaram-Jacobs, S Ashbolt, E Stodel, L Sixoto, A Bailey, C Ratcliffe, I Moolla
MIDDLE ROW: Ms L Cowie, T Ebrahim, A Ovendale, N Heyns, S-J Harrison, N Harnekar, S Nimb, G Stodel, T Rycroft
BACK ROW: D Rajoo, A Janoodien, F Bellairs, T Varney, J Mahabeer, A Murray, C Jacobs, A Efstathiou, M Dahya



Isabella Vandeyar



Charlotte Jacobs



Nurah Harnekar



Aman Moonda



Gabrielle Meyer



Morgan Munting



Rachel Murray



Rio Teixeira



Sophie Leinberger



Alexandra Murray



Imaan Moolla



Leabona Sixoto



Nathalie Heyns



Samantha Nimb





GRADE 6

Boot Camp at Buffalo Drift

BY MS LINDA COWIE

It was with great excitement that the Grade 6 classes left, with Mesdames Cowie, Lewis, Roebert and La Grange for their new camp, Boot Camp, Buffalo Drift on the Berg River. The three group leaders: Sergeant Lion (Matt) leader of the pink team, Sergeant Dory (Cassandra) leader of the orange team and Sergeant Wolf (Tim) leader of the purple team, soon had the girls involved in teamwork activities. Later, during the swimming ability assessment, the girls were able to cool off in the small pool. During the two days the girls completed many activities that challenged them physically and mentally: amazing race, slack rope, obstacle course and Time is Money were highlights. The girls were so encouraging and supportive of their team mates throughout some difficult obstacles. A highlight was a swim in the Berg River to cool off. Each evening finished with a campfire, marshmallows and hot chocolate. On the last evening, the girls played Stalk the Lantern and were caught out by 'secret agents' Lewis and La Grange who hid in bushes, behind trees and even leopard crawled to 'catch' the unsuspecting girls. At the end of the camp meeting the following awards were given by the camp leaders and director, Sergeant Snake Bite (Kyle):

Good Leadership: Alexandra Murray
Helpfulness and Positivity: Nina Wides
Enthusiasm and Participation: Gigi Stodel
Bravery and Resilience: Isabella Vandeyar

Cinquain Poems

GRADE 6 ALPHA

SPACE
Mysterious, amazing
Shining, spinning, moving
Shooting stars are flying
Planets
Faye Bellairs

JAGUAR
Silent, careful
Hiding, climbing, hunting
Getting ready to pounce
Deadly
Kira Totaram-Jacobs

SHELL
Beautiful, colourful
Shining, curling, shimmering
Comes on the wave
Spiral
Gabriella Stodel

OCEAN
Rough, gentle
Crashing, rising, swaying
Waves biting the ocean
Sea
Angeliki Efstathiou

EAGLE
Graceful, majestic
Soaring, watching, pouncing
King of the sky
Bird
Alexandra Murray

OCEAN
Vast, deep
Crashing, splashing, tumbling
Waves attacking the shore
Sea
Minal Dahya

WETLAND
Mushy, muck
Slippery, smelly, slop
I've definitely had enough
Mud
Sarah Ashbolt

OCEAN
Beautiful, blue
Splashing, crashing, swishing
Wonderful waves waving hello
Sea
Sarah Holwill

LION
Wild, big
Living, daring, roaring
Live life to the fullest
King
Emily Stodel

MOM
Selfless, intelligent
Caring, helping, guiding
Loving me no matter what
Guardian
Charlotte Jacobs

GRADE 6A

WOLF
Fast, carnivorous
Running, howling, hunting
The wolf always needs a pack
Canine
Gabrielle Meyer

SPRING
Blissful, active
Blossoming, blooming, buzzing
Animals are born and flowers open
Season
Alice Keers

SAMUEL
Kind, sweet
Laughing, smiling, loving
Will always be perfect
Human
Isabella Vandeyar

TULIP
Colourful, bright
Swaying, shining, growing
A wonderful pick for the basket
Flower
Morgan Munting

CROW
Black, sleek
Talking, carrying, flying
Symbol of bad luck
Bird
Katherine Slingers

WAVES
Delicate, glassy
Sparkling, shattering, splashing
Licking the salty shore
Ocean-tunnel
Sophie Leinberger

BOOK
Fiction, adventurous
Mesmerising, captivating, astonishing
An escape from reality
Story
Gabriella Efstathiou

FLOWER
Dainty, delicate
Shining, swaying, sleeping
Can't bloom without sunshine
Blossom
Aman Moonda

SPRING
New, fresh
Planting, growing, blooming
The world is waking up
Season
Rachel Murray

WW2
Dreadful, ghastly
Dying, evacuating, fighting
Fear as common as grain
Battle
Nina Wides

OCEAN
Natural, fresh
Sparkling, refreshing, intriguing
Waves gracefully brush the shore
Water
Carys Morkel

Grade 6s wrote a poem about water:

Die Bron van Lewe

Water is die bron van lewe
waardevol soos goud.
Dis hier vir ewig en
sommige is millennium oud.

Die woelige waterval
haas deur die berge.
Kyk na die interessante voëls
soos hulle vlieg met hulle vlerke.

Ek sien bome van groen
en see van blou.
Als dit omdat
daar water is vir jou.
Charlotte Jacobs,
Grade 6 Alpha

Die Spesiale Water

Water is die beste ding
want water is belangrik.
Water is vriendelik.
Ek drink die water elke dag
En borsel my tande in die nag.

Water is so spesiaal soos 'n
diamant
en dis goed vir jou kop.
Soms gaan die water plop.
Die wonderlike water is
wonderlik.

Water val van die wolke af
en dit loop by die see en
riviere in.
Ons het dit nodig om te lewe.
Jy moet dit spaar want daar
is min.
Alice Bailey,
Grade 6 Alpha

Brandres

Ek stap op die strand
met my branderplank onder
my arm.
Die son skyn op die oseaan
en ek is baie warm.

Ek spring in die water met 'n splat
en roei na die diep see met my
hande.
Ek sit op my bord en wag
vir die perfekte brander.

Die oseaan is soos glas
as dit skyn en glinster in die son.
Ek het hier vyf minute gewag
toe die beste brander kom.

Ek hou van brander
branderplankry
want ek hou baie van water.
Onder die see sing visse vir my
en ek wil uit die water... later.
Sophie Leinberger,
Grade 6A

Die Swembad

Dit was 'n baie mooi dag
en die warm son glimlag.
Ons kinders spring in die
swembad
en ons is nou nat.

Die yskoue water voel
so fantasties koel.
Sprankelend en vars,
dit laat my wil bars.

Die droogte is darem 'n sukkel
beskerm elke druppel.
Ek weet ons moet spaar
maar dis te wonderlik om
te baljaar!
Amy Lashbrooke,
Grade 6A

Water Wêreld

Daar is baie water in die wêreld
ek vertel jou drie.
Die rivier, reën en oseaan
ek kan nie wag nie.

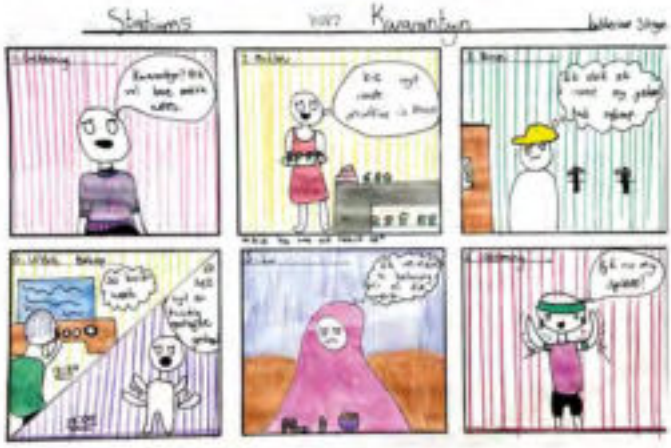
Die Nylrivier is baie wyd.
Die Amazon is lank.
Die rivier is 'n warrelwind,
dit is soos 'n slang.

Die reën het gedrup
van my vensterrame.
Dit het gehuil soos trane.

Die oseaan is baie groot,
dit is die laaste van die drie.
Die golf breek op die strand,
ek gaan daar vir my vakansie.
Rachel Murray, Grade 6A









Grade 7A



FRONT ROW: G Currie, M Brey, S Rossouw, S Dore, K Buissinne, Z Bhorey, I Kepelele, K Seymour, G Fürst
MIDDLE ROW: S Mohamed, S Hendricks, E van Zyl, S Vickers, J Turck, L Rothschild, C Kleye, C Hughes, Mrs S Blake
BACK ROW: C Karimi-Kabesh, O Emmerich, M Govender, G Mulder, G Sierra Rubia, M Ebrahim, G Ovenstone, Z Böttger

Grade 7 Alpha



FRONT ROW: Z Douglas, E Swart, G Furlong, Z Vintcent, H Rajie, L Sherwood, J Koller
MIDDLE ROW: E Brodziak, S Sierra Rubia, C Walker, K Böttger, A Rahme, E Magrath, K van Schalkwyk, B Madonko, Mrs C Billett
BACK ROW: A Coquelle, K Cadiz, I Lappin, G Sales, P Dower, M Else, J Lückhoff, S Rinquest, S Flint
ABSENT: I Lindsay, M Franks, L Pithey



Kaylin Seymour



Jenna Koller



Philippa Dower



Sofia Sierra Rubia



Grace Mulder



Maseeha Ebrahim



Sophie Vickers



Kirsten Böttger



Zara Vintcent



Samantha Dore



Eva Magrath

Lockdown poems

GRADE 7 ALPHA

Cabin Fever

Trapped inside a world of
loneliness and fear
Overflowing with screams of
sorrow and tears
Longing for interactions with
those we dearly miss
Wishing we could go back to
when we were ignorant and bliss

Worldwide we're wasting away
The virus is a predator and we
are the prey
For our own safety we abide by
the laws
While the world is put on pause

Suddenly we see what we take
for granted
And inside of us a seed of
realisation is planted
We must be grateful for all we get
Even this deadly disease that
could be a life threat

Emma Brodziak

The Earth is Replenishing Itself

The Earth is replenishing itself
It's coming back to life
The animals are back
And the world is back on track

It was caused by a virus
named Covid
Who was seriously up to no good
He made people sick
And moved around the world
at the speed of a clock tick

The canals in Venice
became clear
The skies in China were clean
There were more turtles in India
than there had ever been
The Earth has replenished itself.

Catherine Walker

The Earth Tomorrow

Yesterday air flowed across
the world
And the oceans and seas
never ceased to swirl.
Then I thought, today the
Earth will turn,
But will everything be like
tomorrow?
Today the world span once again
And above my head flies a
crested wren,
But now the ground is masked
in waste,
So I ask, will we have the Earth
tomorrow?

Tomorrow the Earth will no
longer turn
The seas will blacken and refuse
to churn.
We turned the planet into rock,
why didn't we learn.
I wish I had done something
yesterday?

Isabel Lappin

Staying Strong

During these uncertain times,
We remember the ones we love,
Though I cannot explain in lines,
We must all stay positive with
a shine

We scramble for masks,
In which we only wear outdoors,
Everyone may feel overtasked,
But we have to fight against
these wars

As time goes by we are
stuck inside,
Learning new hobbies at home,
Don't look at the downside
of things,
Because we will make histories.

Sofia Sierra Rubia

GRADE 7A

In Lockdown with Quarantine People

In this new world, people in
a town
They live together, in Lockdown
Schools, stalls and clothing
shops
If you go there, there will be cops

Spend your money well, when
you buy
No more travelling, no time to fly
Losing toilet paper to hand
sanitiser
Metre away or wear a visor

In the town in lockdown
We must not fear the Loneliness;
put away that frown
There is in this time some
fun runs
And time to spend with
loved ones

All together shop runs,
and lessons online
We can get together on
FaceTime and be all fine
All love to doctors out,
helping the sick
The best doctors ever? ... Tick!

Sienna Rossouw

Be Grateful

I am a trapped mouse.
The horrible squawks of anger
from one another, in the
angry house.
I can hear the horrible, horrid
hiss of words
My heart only listens as it's
cut into thirds.

I feel like I'm trapped in a
cramped claustrophobic cage.
I can feel everyone's rage.
I really can't stand it, I just want
to be happy.
I just want to be out, out
and freely.

I am over the buzzing TV
And I am longing to go on
my daily shopping spree
But we are all stuck in this
horrendous lockdown
And I'm stuck here with
my hometown.

I guess I should think of my
problems in a different way
Because people have it a lot
worse, so we should pray.
So I will not moan and rather
be grateful to live.
I have so much, so I shall give.

Kirsty Buissinne

Making Lemonade

The year was 2020
A young girl was outside
When upon the news she heard
A virus had just arrived

She didn't think much of it
She thought it was a hoax
But now 50 days into lockdown
She knows this is no joke
She misses school and normality
Though the calm at home's
a good change
The new routine is quite soothing
But too much time with family is
really very strange

She's learnt some new skills
And mastered some new recipes
She's practised lots more piano
Even composed her own
melodies

It's been a real experience
She knows she shouldn't complain
So many others have it worse
She's so lucky in the main

On her down days she
remembers
Her positivity shouldn't ever fade
For when life gives you lemons
It's better to make lemonade

Mira Govender

Life with Lockdown

Lockdown all started
When the coronavirus departed
Then it spread worldwide
Making us all stay inside

With emplacements of social
distancing and self-isolation
We all must do this to avoid the
spread and save our nation
When outside and doing tasks
We must always remember to
wear our masks

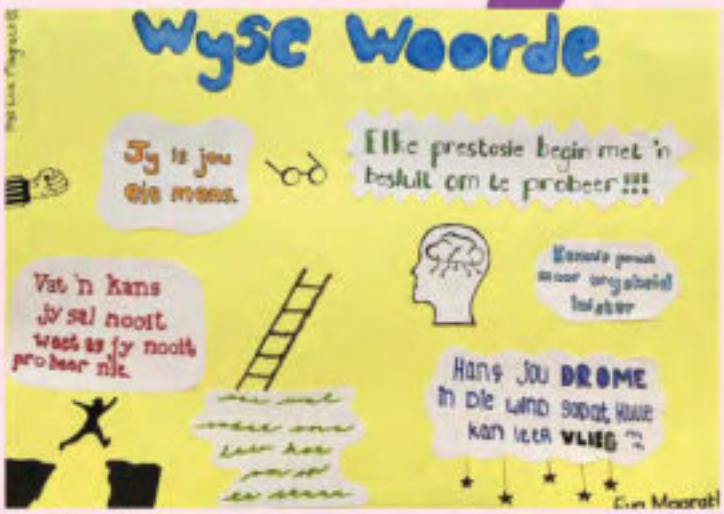
When you're inside at home
during lockdown you seem to
do a lot
Like baking delicious biscuits to
painting amazing pictures your
life becomes like a tangled knot
Watching every movie to reading
every book
To playing outside in the garden
and learning how to cook

It was very fun doing all those
things but I miss going outside
and seeing my friends
As we are all sitting here hoping
that lockdown soon ends
Even though it is a really
tough time
We'll all stick together and
everything will be fine

Maseeha Ebrahim



Philippa Dower



Eva Magrath



Isabella Lindsay

Gedigte oor dankbaarheid

GRADE 7A

Ek sê dankie want...

Wanneer ek wakker word, sien ek my ma en pa
Wat my troos wanneer ek aaklig voel as iets my pla.
Wanneer ek siek is, kry ek medisyne
En gou-gou verdwyn al my pyne.

Ek hoor die wind huil
En die reën roep wat in die wolke skuil.
Ek wil die pragtige blomme vries
Wat vrolik dans in die bries.

Wanneer ek wakker word, sien ek die son vurig
En warm soos 'n bloedrooi ballon.
Ek hoor die voëls kwetter in die borne
En mekaar vertel van hulle drome.

Ek is dankbaar vir my vriende, saam met wie ek kan lag en huil.
Hulle sal ek vir niks op die aarde verruil!
Ek kan hardloop, hoor, voel, ruik en sien.
Soms wonder ek of ek alles verdien.

Sophie Vickers

Ek sê dankie

Ek sien blou blomme
Dit waai in die wind
Wat 'n mooi wonderwerk
Wat ek vind.

Ek hoor die voëls soos instrumente
Dit sing in die dag.
Die pragtige musiek
Ek hoor dit altyd in die nag.

Ek ruik my ouma se kos
Die heerlike reuk.
Wat kruip hier in my neus
Die ding het 'n stoute spreuk.

Ek voel my ma se drukkie
So warm en wonderlik.
En ek voel nie alleen nie
Daar is niks in die wêreld beter as 'n druk.

Grace Mulder

My wêreld

In die oggend van die dag.
Ek sien my vriende en ons lag.
Speel, leer, musiek en dans.
As ek 'n fout maak, gee hulle my nog 'n kans.
My vriende is spesiale mense
Ek is so dankbaar, hulle is die beste.

My familie is soos sonskyn.
Hulle sorg altyd dat ek is piekfyn.
Hulle skyn in my hart en in die donker.
En bring my terug wanneer ek wonder.
Daarom is ek nooit bang nie.
Geen geld kan hulle ooit vervang nie.

Winter, Herfs, Somer, Lente.
Skilder reën, son, blare en blomme prente.
Ons moet hierdie aarde dophou.
Ons moet dit beskerm nou!
Ek is dankbaar dat ek die voëls kan hoor sing.
Natuur is 'n wonderlike ding!

Samantha Dore

Ek is dankbaar vir...

Ek is dankbaar vir die son in die dag
En vir die silwer sterre in die nag.
Vir die groen gras op die grond
En die groot glimlag op my mond.

Ek is dankbaar vir die blomme wat waai in die wind
En vir die bytjie wat hul pad terugvind,
Vir my vriende wat altyd daar is,
So ek hoef hulle nooit te mis.

Ek is dankbaar vir die sprankelende strome
En vir al my wonderlike drome,
Vir my fantastiese familie
En dat hulle my nie haat nie.

Kaylin Seymour

GRADE 7 ALPHA

Ek is dankbaar...

Ek is dankbaar vir wat ek eet
En dat ek nie alles vergeet
Ek is danbaar dat ek saam met my vriende kan lag
En ek het my gesin elke dag

Ek is dankbaar dat ek my honde kan loop
Want hulle twee is soet soos stroop
Ek is dankbaar dat ek kan leer
Ek sal Herschel kies elke keer.

Ek is dankbaar dat ek is gesond
Jy kan dit sien van die glimlag op my mond.
Ek is dankbaar vir die water in die kraan
En die wonderlike planeet waarop ek staan.

Megan Else



GRADE 7

Camp to High Africa

BY MRS CHELSEA BILLETT





In February, the Grade 7 girls travelled to the High Africa campsite, on the banks of the Breede River near Worcester. Our highly capable guides quickly earned our respect – as much for their abilities to lead us through, over and under any obstacles, as for their huge personalities.

Girls participated in team-building activities like obstacle courses, a climbing wall, outdoor puzzles, a night-time treasure hunt, water challenges and problem-solving activities. Bonding over peeling vegetables and shared chef duties for the potjiekos competition, decorating the tables, cooking their own roosterkoek over open fires and delicious shared food created happy meal memories. Chilling in shared dormitories, refreshing swims in the river after the extremely hot days and competitive games were wonderful social opportunities.

Special highlights were the river rafting and high ropes. Once at the river, girls put on life jackets, armed themselves with paddles and paired up, heading out for a day of adventure in inflatable kayaks. Another highlight was the high rope experience where girls bravely clipped themselves into harnesses, climbed 12 metres up, faced their fears on the high ropes and flew through the air on the 'leap-of-faith' trapeze.

Girls had a remarkable four days away: they grew as individuals, developed leadership skills and formed strong bonds at camp. They supported one another and came back charged and ready for the challenges of Grade 7. ◊

> ***"Girls had a remarkable four days away: they grew as individuals, developed leadership skills and formed strong bonds at camp."***



Houses

BY MS LIANE KARSTEN

In Term 1, the girls enjoyed taking part in the Interhouse Swimming Gala and Interhouse Tennis. Weekly points are also allocated by class teachers to their girls. In the Interhouse Gala Jagger were crowned the champions, Rolt came 2nd, Merriman 3rd and Carter came 4th. Merriman were awarded the coveted Spirit Trophy.

Jagger also won the Junior section of the Interhouse Tennis and Rolt won the Senior section, however, Rolt were crowned the overall winners of this year's Interhouse Tennis championships.

At the end of Term 1 Rolt were 1st, Carter 2nd, Merriman 3rd and Jagger 4th. The girls are hoping to take part in some more Interhouse events in Term 4.





Carter







Jagger



Merriman







Rolt

Sports captains



HOCKEY CAPTAIN
Kelly Cadiz



CROSS COUNTRY CAPTAIN
Kirsty Buissinne



HOCKEY CAPTAIN
Samantha Flint



NETBALL CAPTAIN
Grace Sales



NETBALL CAPTAIN
Samantha Dore



WATER POLO CAPTAIN
Julia Lückhoff



SWIMMING CAPTAINS
Kirsten Böttger & Madison Franks



WATER POLO CAPTAIN
Sophie Vickers





Swimming

BY MS LIANE KARSTEN

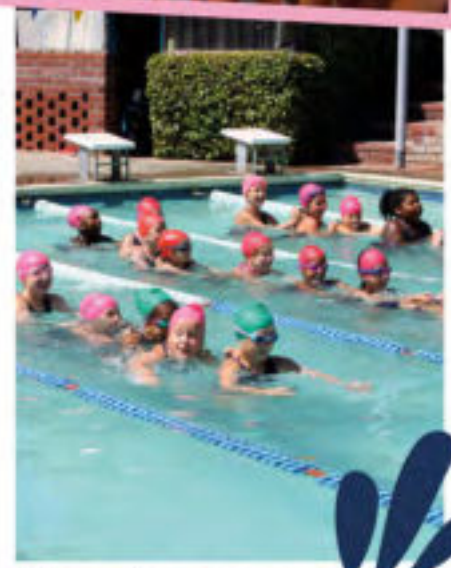
We continue to offer three different types of swimming squads for U9 – Open girls. We have an A and B swimming team which are selection-based squads. There are 30 girls in the A team and 29 in the B team. We also have an U8A squad of 15 girls. Both the A and B team girls take part in galas. Training squads are open to any girls and girls can select which day or session they would like to attend. Our Tuesday training squad has 21 U9/U10s and 31 U11/U12/Open girls. On Thursdays, we have 19 U9/U10 girls who train and 29 U11/U12/Open girls. The team swimmers have done exceptionally well in the Friday afternoon galas.

Our Prep A Team Swimmers put on an incredible performance at the annual PGSGU U10 – Open Swimming Gala. They won the U10, U11, U12 age group and tied 1st in the Open age group. Herschel finished 1st overall, out of the eight schools, and retained the coveted Interschool Swimming trophy.

The Foundation Phase Gala is a highlight for our Prep girls and they loved taking part in a variety of events and fun races. The Grade 4 – 7 Interhouse Gala was a fun and competitive event. Jagger finished 1st overall and Merriman won the Spirit trophy. All the girls loved the opportunity to take part.

Madison Franks, Sophie Vickers and Ella Mills did exceptionally well at the Level 3 Swimming champs and Samantha Nimb at the Level 2 champs. They won a number of medals between them. Sophie Vickers also won bronze in the Western Cape Open Water Championships. We are also very proud of Madison and Sophie for their inclusion in the WCA Provincial OWS Squad / Distance Squad 2020/2021. Sophie Vickers was also included in the CTA District Swimming Squads for 2020/2021.

Well done to all the swimmers on their hard work and thank you to Perry Cadiz, our Swimming coach, for her passion and commitment to helping the girls reach their goals. Thank you to all the girls who supported the swimmers.













Water Polo

BY MS LIANE KARSTEN

We had nine teams enter the Water Polo league and had ±90 girls playing Water Polo. All our teams recorded exceptional results in Term 1.

The Hurricanes played eight, won six and drew one. The Heroes played six and won four. The Heat played five and won three. U11As played 10 and won nine. U11Bs played three, won one and drew one. The U10As played 11, won seven and drew one. The U10Bs and Cs made up mostly of U9s played other U10A and B teams and progressed throughout the season.

Our Herschel Prep U13A Water Polo team dominated at the annual Reddam U13 Action Polo tournament. They finished the round-robin stage being the only unbeaten team, winning all 10 matches. They beat Springfield 11 – 1 in the semi-final and then beat Reddam 7 – 0 in the final to ensure Herschel brought the trophy home for a 2nd year in a row. They also finished off an incredible season by taking part in the annual Reddam U13 Girls Water Polo tournament. They won all their pool matches, quarter and semi-finals and beat Reddam 7 – 1 in the Final.

The same team finished at the top of the logs at the end of the league, winning all six of their matches scoring 76 goals and only conceding 7. They then played the league semi-finals against Springfield and won 10 – 0. They met rivals Reddam in the final and after a thrilling match went down 5 – 4 and won silver medals at the WP Water Polo Knockouts. Despite losing, the girls showed incredible grit and never gave up and were gracious in defeat.

Our U10 & U11 Polo players put all their hard work and training into action at the annual Sun Valley U11 Water Polo festival. Our U11A team played four matches and won all four. They scored 32 goals and only conceded 4. Our U10A team won two, drew one and lost one.

The girls are to be commended on their dedication to training in the afternoons and mornings and were supported and encouraged by a phenomenal group of passionate Water Polo coaches. ◊





Tennis

BY MRS MARISE LAUBSCHER

We ended the 2019 Tennis season with the introduction of the Herschel Tennis Championships. This tournament was well supported in both the U11 and Open draws. Bianca Stewart won the Open section and India Rautenbach the U11 section.

The 2020 tennis season at Herschel has seen more than 80 girls join squad tennis. There are 20 U11 girls playing team tennis, with three teams entered into the league. Eighteen girls play Open team tennis with three teams entered into the league. Our teams have had some good results, and have displayed true grit playing against tough competition.

The Open A tennis team participated in the PGSGU Interschool Tennis Tournament hosted by Springfield. Our A couple, Alexandra Ovendale and Gabriella Ovenstone, were placed 6th, with our B couple, Kira Totaram-Jacobs and Nicole Roberts, finishing tied 1st, and placed 2nd on the count out.

Girls had great fun at the Interhouse Tennis Tournament, with the Jagger team of Stella Keers and Ophelia Loggenberg winning the Junior section. Nicole Roberts and Alexandra Ovendale made up the Rolt team which won the Senior section. The overall winner of the Interhouse tennis was Rolt.

India Rautenbach was selected to represent WP in the U12A tennis team and Ophelia Loggenberg was selected for the WP U11B tennis team.

Thank you to all the staff who chaperone teams to matches. Thank you also to the Tennis captains, Gabriella Ovenstone and Leila Pithey, for all their help and support during the season. ◊











GRADE 5 & 6

Fun Day

BY MS LIANE KARSTEN

The girls thoroughly enjoyed ending Term 3 with a Fun Day. They dressed up in House Colours and rotated between four stations. There was a beading craft activity, a general knowledge and brain teaser station as well as games and sport skills stations. The girls competed in houses at the Netball, games and brains stations. Rolt were the overall Grade 5 and 6 winners, Jagger 2nd, Carter 3rd and Merriman 4th.













GRADE 4 & 7

Fun Day

BY MS LIANE KARSTEN

The Grade 4 and 7 girls enjoyed a Fun Day at the end of Term 3. They did decoupage at their craft station and had a general knowledge and brain teaser station as well as games and sport skills stations. The girls competed in houses at the games and brains stations. Rolt were the overall Grade 4 and 7 winners, Jagger 2nd, Merriman 3rd and Carter 4th.













PE Lessons

BY MS LIANE KARSTEN

Our Grade R to 7 girls loved taking part in PE lessons again in Term 3 and have enjoyed the new and innovative ways they could have fun exercising together, but at a distance.









Senior Girls

The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.

Albert Einstein







Head's Report

BY MRS HEATHER GOEDEKE, HEAD



"The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking." (Albert Einstein)

I would like to take this opportunity to thank the Herschel Council, Management, Staff, Pupils, OHA and Parents for their welcome and support in what has been a challenging year in many respects.

In a report of this nature, it is usual to reflect on significant events and aspects of strategy, while including an overview of the educational landscape at this current time.

Sadly, and despite the fact that human movement has been significantly curtailed, we have managed to continue in a destructive bent on many fronts. In weathering the devastating socio-economic effects of the Covid-19 Pandemic, we have witnessed incredible collaborative responses within the private sector, including NGOs, NPOs, dedicated individuals and business, but we have simultaneously observed the disarray within government, highlighted during this crisis.

Crippling levels of corruption, widespread unemployment, an ever-increasing socio-economic divide, gaping inequity between state and private medical care and increased gender-based violence (despite a heightened awareness of this following the emotive and widespread response to the brutal murder of Uyinene Mrwetyana in Claremont in 2019, which resulted in visible protests and a march to parliament) have characterised this year. There are, of course, several underlying societal and socio-economic factors that make this a massive problem within South Africa.

Globally, Harvey Weinstein's conviction for rape and predatory sexual assault has highlighted the sinister nature of gender-based violence as perpetuated through power and wealth. His arrest represented a victory for women that has been slow to come, highlighting the danger of 'boys' clubs' and power when it goes unchecked. Ongoing investigations will hopefully result in further arrests and disclosure.

Racism and social injustice have been highlighted through the #BlackLivesMatter movement and the social media anti-racism campaign through #yousilenceweamplify and other platforms. Despite many schools having policies in place, there has been a much-needed call to action and this is an area of intentional locus within Herschel. As I write this, I am grateful for the work that is ongoing in the production of the anti-racism statement that will consolidate Herschel's commitment to transformation through action.

I am also extremely grateful that we have been able to work with Lovelyn Nwadeyi of L&N Advisors. Lovelyn's advice, insight and experience has assisted us in our formulation of strategy for supporting action-based transformation at Herschel and we look forward to continuing this work with her, and other experts in the field of transformation and social justice in 2021 and beyond. Covid-19 will eventually pass, but racism, especially when it is systemic, requires intentional dismantling. The reality is that this needs ongoing and focused actioning and education, communication and engagement. We can use the educational space that we have to produce young adults who are conscious of the complexities in our country and who are able to speak into the multi-narratives within topics of race, identity and intersectionality. In order to achieve this, we need to commit to transformation as a community.

Other significant events included a third state of emergency in New South Wales, Australia, where the bushfires that raged out of control kept us focused on global environmental challenges. The action-based climate change protests and marches which characterised 2018 and 2019 were curtailed through the lockdowns that occurred globally. Given the massive amount of PPE equipment, to say nothing of the millions of masks that will be deposited in landfills, we need to continue to hold a focus here. Young activists such as Greta Thunberg have enabled people to see themselves as an integral part of the natural environment, as opposed to living on it or in it, and this has seen increased awareness in levels of conscious living and the concept of conscious community is evidence of this. Of course, when one contextualises this, it is easier to be conscious when in a position to be so. Much has been written and said about our collective need to recalibrate and to shift from the consumerism, materialism and collector mentality that traditionally has been a 'measure' of success. Lockdown has created a critical pause in which those of us fortunate enough to ponder our existence and our priorities, have been able to reassess the concept of 'need'.

The postponement of the Summer Olympics to 2021 cemented the similar fate of many major world sporting and cultural events. On a much smaller scale we felt this at Herschel as one event after the other had to be cancelled owing to the protocols we had to adhere to. These losses, when compared to the reality of losses in other industries, were not significant, but they did diminish the overall school experience for many of our pupils, not least the Grade 12s.

On a global scale there is increasing polarisation between failing democracies in the West and rising Imperialism in the East. This is a worrying factor when one considers the potentially destructive impact of world leaders whose leadership styles rest on power and domination.

Added to all of this is a new world order which will evolve through the massive disruption to major industries, including education. The tail-end of what has been described as the Fourth Industrial Revolution has been enhanced by the need for mass migration to online platforms in the educational space. This came with multi-challenges, not least in creating heightened awareness of the inequity in our country with regard to access to education, as well as delivery, support and administration.

During the pandemic, there have been interesting developments in the field of leadership. Recent research suggests that women's leadership styles might be different and beneficial. Despite this, many political organisations and companies are still working to get women to behave more like men if they want to lead or succeed. Literature and example provide compelling evidence of powerful, relational leadership by women in many countries. Jacinda Ardern of New Zealand, Sanna Marin (who became the world's youngest head of state) of Finland and Erna Solberg (Norway's Prime Minister) are leaders who exhibit empathy and care. Female leadership is a growing phenomenon.

In my Valedictory address to the Class of 2020, I said that I would detail the trials and tribulations of living in the time of Covid-19. Since the report is an official record, it is important that reference is made. After all, we have acquired a specific language during this time and the following words will haunt us for years to come: "protocols", "lockdown", "self-isolation", "unprecedented", "social distancing", and the list goes on. The

physical image of the virus will serve as a visual reminder of the pervasiveness of the pandemic for years to come.

The socio-economic divide revealed itself as a gaping wound in South Africa, and the impact of the pandemic will continue to play out for a long time. We will only be able to measure the severity of its reach in a few years' time. It showed inequity and laid bare the dire need of so many, none more so than those who are displaced and homeless. Poverty and corruption thrived in the rush to procure tenders for the distribution of PPE, food parcels and aid. On the other hand, it also showed us that South Africans generally care for each other as private organisations and companies, individuals and the business sector engaged in a number of operations to assist and to provide shelter, food and medical care.

When the pandemic 'landed' in South Africa and we were told on Monday 23 March that we would be locked down from midnight on Thursday 26 March, for a period of three weeks, none of us could have imagined what followed. As I write this report, it is Wednesday 28 October and Day 216 of the national lockdown. Many South Africans are angry at the further extension of the National Disaster Management Act and are challenging Minister Nkosazana Diamini-Zuma's decision.

The pandemic has disrupted school life as we know it and has definitely taken South African education into the technological space, forcing engagement and allowing schools to rethink and to recalibrate their core business, curriculum delivery. Of course, this applies to schools with the economic capacity for investment and growth in this area. There are exciting opportunities and Herschel needs to respond fast, especially in the face of increasing competition from online academies and institutes.

2020 has been a year of protocols and pandemics; the Covid-19 pandemic has been manageable since we have followed instructions and been the beneficiaries of sound medical advice via the Health Department, and from doctors in the Southern Suburbs who have collaborated in supporting schools throughout the months of lockdown. Initially we scurried in response to the lockdown and the impact that we envisaged this having on the school and on our teaching and learning. Once we had the protocols in place and teachers had spent their holidays planning on how to present lessons online (which is totally different to teaching in a classroom and which required an array of technological skills and quick familiarisation with platforms), we were able to adopt an online programme. In hindsight, if we had had more time, we may well have structured this differently, but given the quick switch required, we went ahead with little disruption to the timetable as it existed.

The disruptiveness has been punctuated by memorable moments and highlights too. Rainbows have emerged as symbols of solidarity, unity and peace; frontline workers across affected industries and professions have been applauded and recognised for their selflessness and care; musicians and artists have collaborated to entertain, enrich and detract from the difficulties of lockdown and the world has danced the *Jerusalema*. We have witnessed communities working together. There have been incredible stories of human courage and survival, of goodwill and a generosity of spirit that reminds us of the inherent decency in most people. It has not been 'all bad'.

There are many people I would like to thank, not least my very patient husband and my family, who have unstinting faith in me and who support me, hold me accountable, challenge me and love me – always. It is from this strong base that I am able to work and engage with the people around me, and I would like to thank them formally in recognition of how much I value their support and love.

Given the specialised areas of expertise on Council, in this year of Covid-19, all Council members have contributed significantly in advising the school as we have faced numerous challenges arising out of two pandemics: Racism and Covid-19. My sincere thanks go to Tracey Dicker (Council Chair), Logan Govender (Deputy Chair) and to all members of Council whose areas of professional expertise have been called on in this extraordinary year. The School Management team has been grateful to have been able to draw on the skills, experience and professional expertise of the Council across all areas of operation, especially in a year that has brought with it, unusual challenges.

Lin Heidmann, Head of the Preparatory School, deserves a medal for managing some exceptionally challenging situations, while also holding the position of Chair of SAHISA (South African Heads of Independent Schools Association). Throughout the 'hard' lockdown period, Lin, together with Lebogang Montjane (Executive Director, ISASA), chaired two-hour webinars every Friday afternoon, wherein Heads from around the country were able to share responses, assist each other and engage around important topics such as #BlackLivesMatter, blended learning, mental health of staff, curriculum innovations and adherence to protocols. Lin is a strong and courageous leader who has worked tirelessly to protect her staff and pupils, and who has overseen the challenges which come with online learning in the junior phases of a school, with grit and grace. I applaud her!

I also need to thank Andrew Scott ("Captain Covid") for the role that he played in overseeing the preparation of the campus before we returned to school in May. Andrew has also been very supportive of staff members, responding flexibly to work arrangements and individual need. His outstanding work ethic, his ability to communicate well and his clear commitment to Herschel is evident in every facet of his open-ended job description! Without Andrew's commitment to the health and safety standards at Herschel, including regular meetings with a representative of the Department of Health, and communication with doctors to ensure that the protocol we had was updated with each new 'amendment' or discovery, we would have struggled to navigate the pandemic, especially given its prolonged hold on the country.

Another champion has been Andrew Beame, whose judicious and calm management of the school's finances during the pandemic has allowed us to exercise the required prudence. Andrew's approachability and his calm, focused manner provided a counterpoint to moments of 'panic' or uncertainty. I would like to thank him for steering Herschel through a pandemic to emerge relatively unscathed in the bigger scheme of things.

Heather Vaughan is an exceptional PA whose understanding of the complexities of the space, discretion, professionalism and diary management is exceptional. I am indebted to her for her invaluable advice, anticipatory skills and knowledge of the school calendar and operations. I would like to take this opportunity to recognise the role that Heather has played in supporting my leadership during this difficult time. I cannot imagine having navigated this space without her friendly, caring and professional input.

It is difficult to put into words a thank-you message that will land with the appropriate depth of appreciation deserved by the Herschel staff – in both the Senior School and the Preparatory School phases. This is a year that none of us is likely to forget, despite the fact that we may want to! There have been many social media posts, quotes, comments and memes which have tried to capture the sheer madness that has characterised the teaching space this year; all of them do it justice! The challenges have been unique to each individual; no two teachers have had the same experience of online teaching. Disruption has been the norm. Duties have included the application of protocols, safe-guarding of children with respect to physical distancing, super-human skills in trying to 'read' facial expression through masks and navigating new space with colleagues and parents, all the while being uncertain of their own safety and security at times. It has not been easy.

I want to place on record my sincere thanks to each and every staff member who has 'survived' this year of Covid-19 under difficult circumstances and new leadership. I know that our experience is relative, but it does no good to negate it or reduce it through comparison. It has been real, and the year has been a tough one. Each one of you can be proud of what you have achieved. I have no doubt that perhaps what we measure as 'achievement' will be different this year and that in itself will provide for reflection and growth.

The IT Department has experienced levels of disruption that have created a huge demand on the staff's time, expertise and working hours and we can be grateful for the professional, friendly and solutions-orientated support that we have received from all members of the IT staff. Blended learning has fast-tracked training and development in this space and we need to retain these skills and continue to grow them in order to ensure our sustainability in the disrupted educational landscape. Herschel is grateful for the wonderful support that Stuart Levey and his team have provided.

I am grateful to the administrative staff at Herschel whose roles have also been disrupted through Covid-19. Herschel is fortunate to have a very supportive administrative staff, all of whom perform specific roles and functions which allow for the smooth daily operation of the school. Thank you for being willing to pick up on additional duties while not being able to continue with your standard duties owing to the changes that we have experienced at various times during the pandemic. Your commitment to the school is valued in what has not been an easy year. Much of what you do is not seen, but it is important, appreciated and valued.

To the Maintenance, Cleaning, Grounds, Security and Origin staff teams, I would like to extend the gratitude of teachers and pupils for the provision of a beautiful and safe space in which to operate. While we have not hosted the various functions and events we would ordinarily have held, the protocols that we have had to implement as a result of Covid-19, have required ongoing arranging and rearranging of classroom spaces and rigorous cleaning routines. This has placed pressure on teams to manage operations differently and to be highly responsive to a changing context. Maintaining a campus such as ours requires ongoing work. It does not stop! In reading the thank you card from this year's Class of 2020 to the staff teams who provide critical operational input, I noted the sincere appreciation on the part of the pupils for the friendliness, warm greetings, commitment and support which they enjoy from staff members. This is an indication of a further level of appreciation which is most deserved. The roles played by each and every staff member at Herschel are one of service; we all serve our community and we cannot do this without the collective input and commitment of each member of this team.

I would like to thank the parent body for their continued support of Herschel during this challenging year. This would have been a unique year for each of the Herschel families and so this is not the space in which to generalise; suffice to say that 2020 has been a year of disruption and change. As a school we have been fortunate to have had extensive medical input from parents who have kindly advised us on responses, something we have appreciated. I am very grateful to the Parents Association in the Preparatory School and the House Representatives in the Senior School for helping to streamline communications and for playing a critical role in conversations that have emerged during the course of this year. We are excited at the prospect of the Parent Portal and of coffee conversations next year, as we provide opportunities for parents to connect and to discuss topics that are relevant and important.

A special word of thanks to another special Herschel 'parent' – Gaynor Cornish – who has navigated the challenges of lockdown levels and safety protocols in Arderne House in her inimitable way. Gaynor's insightful, kind and no-nonsense approach, together with her humour and capacity to listen, means that she has a clear view of how the pupils in her house are doing and this has been especially important this year, with the uncertainty that has accompanied the pandemic. I am grateful that she has held this space during this challenging year.

All Herschel pupils have experienced a year that they will not forget, sadly not necessarily for positive reasons! The Matric Class of 2020 has left a legacy by way of the Student Transformation Mission, a valuable document which signposts critical aspects of transformation, equity and belonging. Anna von Willingh, Diversity Prefect, has spear-headed the completion of this statement which was initiated in 2017.

This year's student leadership, led by Shannon Pitman, Semane Reddy-Mbewu and Michaela Todd, has provided calm, considered and mature leadership in response to crises, and I have admired the adaptability, the fortitude and the commitment shown by this team. There has been much published about the impact of the pandemic on young people and on teens and we should not dismiss this or take it lightly. While academic success and progress is measurable, we need to contextualise this in 2020 and to be understanding of the varying effects that lockdown, physical distancing, lack of sport, reduced socialisation and online learning may have had on pupils, some more so than others. Each Grade will have experienced a sense of loss, and as adults we need to be aware of this and to support and understand it. It may not be apparent yet, but a considerable amount will have been gained in terms of perspective, adaptive quotient, technological skill, empathic quality and social awareness. This generation will have been impacted in ways that will emerge through their worldview, interactions and consciousness.

VALEDICTORY ADDRESS 2020

"Good evening, honoured guests – and you are all honoured, none more so than the Class of 2020 in this year of Covid-19!

This evening's address centres on a message – my wish for the matric pupils who have reached the end of their high school chapter. I have included the exact address that I delivered in the video version of this year's Prize-Giving and Valedictory combined Ceremony.

ee cummings, American poet, penned the following lines in his sonnet, "i thank you God for most this amazing day":

i thank You God for most this amazing
day: for the leaping greenly spirits of trees
and a blue true dream of sky; and for
everything which is natural which is infinite
which is yes

It is a poem about awakening and it is characterised by an idiosyncratic poetic style, unconventional syntax and a nonlogical ordering of words. Apart from the joy, energy and awareness of life and promise, the poem also supports individual expression, and the features listed add to it a nuance that celebrates authenticity and pure gratitude.

A sense of the vastness and energy of Nature is captured and as I consider you, the Class of 2020, 99 individuals, I sense the enormous offering that you have to make within this canvas; it is limitless and beckons you to paint your stories boldly and truthfully.

You have the opportunity to offer fresh perspectives, to reimagine the order of things. The pandemic has created an opportunity for applying new thinking to old issues and I am excited to see how you contribute to this. We can be grateful for who you are and for the richness and scope that lies within each of you. Covid-19 has thwarted the energy and spirit that you might have experienced in another year (in traditional ways) and yet, it has brought about growth, change and awareness within each one of us, allowing time for reflection and a more considered or conscious approach to how we wish to live and experience our lives. What is important; who is important; are we chasers, curators, makers or surveyors?

In this regard, I would like you to consider two concepts that I think would be useful in helping you to establish an authentic presence as you head out of school into the next chapter of your lives, to whatever and wherever that may be. I choose not to label this and to perpetuate an 'expectation'.

The first is the idea of 'taking up space'. Modern media and contemporary feminism send out strong messages to you, encouraging you to "take up space" in society and to be visible and proud. 'Taking up space' means recognising your right to exist, to have opinions, to speak without apologising, to pursue your own goals, and to have any kind of body, one you don't apologise for and one you are not made to feel ashamed of. This is empowering and supportive of gender equality beyond the gender binary.

Advocates for change and equality speak of the need for you to fight for your rights, to be assertive. We need you to take up space in society and to represent yourselves authentically and fully and in so doing to normalise individualism, something which has become manifestly more difficult in recent years.

But equally and secondly, you need to be conscious of the need to 'make space'. Yes, you can and must 'take up space'; there is something empowering and promising in this notion, but in the world in which we live today, it is equally important to emphasise the need to make space.

All too often, girls and women compete against each other and in so doing, undermine a primary concept within feminism. I have seen first-hand the way in which this happens in certain spaces, negating the power that lies in celebration and collaboration. You need to make space too, to include, enable, support, reach out and lift up those around you who are not included, invited, empowered and equipped. It is your responsibility to make space.

There is an achievable balance between taking up space and making space. If you work towards this, you will find that you will contribute to creating a more equitable society and enhance that sense of belonging which each one of us needs to feel safe and secure within an environment.

Be intentional about this: 'take up space' and 'make space' – in doing this you will make the world a better place.

Be the architects of a "true blue dream of sky".

Be fearlessly authentic. Be grateful. Be true. Dream big.

This is my wish for each of you as you graduate from Herschel."

Ad dei Gloriam ◊

Prize List

GRADE 12 SUBJECT AWARDS

Accounting: Emma Theron
Afrikaans Home Language: Louisa Naudé, Anna von Willingh
Afrikaans First Additional Language: Alexa Mesham
Business Studies: Calli Basnett
Consumer Studies: Georgia Searson, Jenna Wilson
Dramatic Arts: Olivia Doidge
English Home Language (Lady Woolley Prize): Rebecca Sparg
Advanced Programme English: Josi le Roux
French Second Additional Language: Georgia Nel
Geography: Alexa Mesham
History: Louisa Naudé
Life Orientation: Alexa Mesham, Fiona Murphy
Life Sciences: Mia Versfeld
Mathematics (Liz Gibbons Prize): Jeeyoo Kim
Advanced Programme Mathematics: Fiona Murphy
Mathematical Literacy: Emily Frater
Music: Sumin Lee
Physical Sciences: Alexa Mesham
Visual Arts: Shannon Pitman
Visual Arts – Practical: Jacqueline Dow and Shannon Pitman

GRADE 12 AWARDS FOR GENERAL ACADEMIC EXCELLENCE

Certificates of Academic Excellence: Calli Basnett, Georgina Bromley, Jacqueline Dow, Alexandra Furlong, Raine Halvorsen, Jeeyoo Kim, Gabrielle Lanfear, Josi le Roux, Sumin Lee, Nina Lewis, Alexa Mesham, Lucy Miszewski, Fiona Murphy, Louisa Naudé, Georgia Nel, Shannon Pitman, Semane Reddy-Mbewu, Emma Theron, Michaela Todd, Mia Versfeld, Anna von Willingh

SPECIAL AWARDS

PricewaterhouseCoopers Book Award for Accounting and Mathematics: Emma Theron
Prize for Enthusiasm in Afrikaans Home Language: Rebecca Sparg
Ethel Hill Cup for Spoken English: Anna von Willingh
Bilingual Oral Proficiency at Home Language level: Anna von Willingh
Mrs McCormick's Prize for Spoken French: Georgia Nel
Janet Steyn Prize for Interest in the Humanities: Raine Halvorsen, Michaela Todd
Daphne Beames Aequa Mente Cup: Shannon Pitman
The Alicia Wilkinson Silwood Prize for Practical Cookery: Georgia Searson
Mary Muller Picture of the Year: Nicola Bisset
Jennifer Sale Drama Trophy for Outstanding Performance: Quaanita Triegaardt
Annette Hartmann Trophy for the Dramatic Arts: Olivia Doidge
McClurg Trophy for the Theatre Arts: Elizabeth Ingram
Waterfield Prize for Commitment, Initiative and Fellowship in the Creative Arts: Olivia Doidge
Jenny Torr Prize for Service to the Library: Shivadhna Govender
Erasmus Community Service Trophy: Nina Lewis
Claremont Rotary Club Prize: Kathryn Joshua
Arderne House Fellowship Award: Tshiamo Sebokedi, Ciara van Niekerk
Kirsten Locke Fellowship Award: Michaela Todd
Sandra Wingfield Fellowship Prize: Georgia Nel
The Jenna Lowe Trophy: Roxanne Sutton
Pietas Trophy presented by the Labia Family: Nina Lewis, Rebecca Sparg
Pamela Duff Award for an Enquiring Mind: Semane Reddy-Mbewu
The Head's Award for Sincere and Committed Leadership: Semane Reddy-Mbewu
The Head's Award for Compassionate and Intuitive Leadership: Michaela Todd
The Head's Award for Dedicated Servant Leadership: Shannon Pitman
The Old Herschelian Award for Service, Loyalty and Leadership (trophy): Shannon Pitman

PREMIER ACADEMIC AWARDS: GRADE 12 ORDER OF MERIT

Third place: Emma Theron
Second place (Proxime Accessit): Fiona Murphy
The Desmond Loch Davis Award for Dux of the School: Alexa Mesham ◊

Tradition

Remembering the past and celebrating the future.







Founder's Day











OH REPORT

Looking back on 2020

BY MRS KRISTINA MILLER, OHA CHAIR



ABOVE: Old Herschelians and the Choir at the 2020 Founder's Day Service. Left to right: Beth Pollock (Stuart-Findlay) 1985, Deidre Murray 1985, Kyra Schlebusch (Pratt) 1985, Karen Dudley 1985, Diana Burns (Dicey) 1954, Prue Crawley (Borton) 1968

The year kicked off with a spectacular bang before Covid-19 became a reality in our lives. The Founder's Day lunch and Cocktail Party were both very well attended by Old Herschelians and our reunion years (1960, 1970, 1980, 1985, 1990, 2000 and 2010). Our lunch guests were treated to the story of Nicola Clegg, this year's Caroline Herschel Award recipient, who received a standing ovation for her immense contribution to Science and the field of Cancer treatment.

During the lunch, various reunion years spoke of their time at the school, their fond memories and pet peeves. A few tears were shed for those no longer with us to celebrate and sentiments of how being able to attend Herschel is both a blessing and a privilege were shared by all. The event was also used as a platform to gather reminiscences for the Centenary Book which is currently being drafted by Neil Veitch and Lindi Clarke (former Deputy Head).

This year has seen the OHA make use of technology during lockdown to add some serious momentum to ongoing projects. Virtual meetings have offered more frequent meetings and online voting by all OHA members on matters of concern has resulted in wider engagement and participation in the OHA. The OHA now boasts four new members all having matriculated between 2011 and 2019, a new and much-improved Constitution (now available on the website: herschel.org.za/alumni/welcome/) and a newly constituted Centenary Committee.

We have also taken up residence in our new Archive and office in the old Music Block and launched the Archive digitisation project which has been three years in the making. This project has kicked off with Kathy Wheeler, an OH and museologist who, in phase one, will inventory all records and artefacts in the Archive. Phase two, in 2021, will see all the contents of the Archive being digitised by Africa Media Online who have already digitised all school magazines from 1927 to date. In the third and final phase, the digital archive will be hosted on an independent webpage linked to the school website. The result will be an online repository of all archived Herschel records that are fully accessible to all current and Old Herschelians and will be easily searchable in terms of date, name and theme such as sport, cultural activity and academic subject.

This is a huge technological step forward for the Old Herschelians and many thanks go to the school for their financial support on this project. We look forward to being one of the few schools in South Africa to offer this online archive access to all in the Herschel family by the end of 2022.

OHA Cocktail Party





CLASS OF 1980

▲ LEFT TO RIGHT: Judith Gilbard (Knight), Carolyn New (Newton), Susan Burns, Clair Newton (Grootendorst), Susan Boehm (Steenkamp)

◀ LEFT TO RIGHT: Caroline Isted, Lucy Bailey (Burns), Diana Burns (Dicey), Julie Ward



CLASS OF 1990

▲ STANDING: Celeste Holmes, Jodi Kantor, Suzanne Dingley (Louw), Jane Eedes, Kate Williamson, Sally Blackman, Nisreen Hendricks, Jane Franco, Carianne Wilson (Wilkenson). SEATED: Bridget Richardson (O'Neill), Alex Emmerich (Mallet) and Kristina Miller, Chair of OHA

CLASS OF 1960



Founder's Day Lunch

FROM LEFT TO RIGHT: Diana Avery (Matthews), Louisa Groenewald (McDonald), Patricia Botha (Hill), Hilary Hansen (Simpson), Lesley Fisher (Wares), Joyce Goldschmidt, Secretary of the OHA, Margie Everett (Thompson), Phillipa Harvey (Ward), Sal Carter (Baxter), Gill Cobley (Liebermann)

Centenary Preparations

BY MS KRISTINA MILLER

With the recent social justice movements in mind and Herschel being brought into the spotlight on the topics of transformation, equity and belonging, the Old Herschelians recognise that they too are responsible for playing their part in the much-needed change. The formation of the Centenary Committee is the first step of many within a long-term vision that extends beyond the 2022 event. The premise is to fundraise through a number of events and the sale of centenary-inspired commemorative items. The funds would be used to support transformation in Herschel in accordance with the School's transformation mission.

The OHA Centenary Committee is determined to ensure that parents, members of the Herschel Family and OHs are supported throughout the activities by making use of the skills and businesses they may have to offer. If any Old Herschelian would like to support our fundraising efforts in any way, please reach out to Kris Miller (OHA Chair) on Kristina.miller@live.co.za. Every donation and any support will further our efforts to provide opportunities to young girls who need them most.



LEFT TO RIGHT: Warren Simpson, Joanne Simpson, Heather Goedeke, Kristina Miller, Jane Clegg, David Clegg

Caroline Herschel Award

BY MS KRISTINA MILLER

On Founder's Day, Nicola Clegg's parents were extremely proud to receive the Caroline Herschel Award in the absence of our phenomenal recipient, Nicola Clegg. Nicola's contribution to Science and Cancer treatment are immense and a video she filmed for the school, as well as a summary of her outstanding achievements, is available on the Old Herschelians' Association Facebook page: web.facebook.com/permalink.php?story_fbid=2806913799393749&id=117450475006775.



RIGHT: Nicola Clegg, recipient of the 2020 Caroline Herschel Award

Lady Margaret Herschel Cocktail Club

BY MRS DAPHNE BEAMES

January brought scant indication of the challenging social times ahead and we little thought, as we sipped our cocktails on the Cellars' Terrace, that this would be our last gathering for a while.

The Cellars-Hohenort Hotel in January is always special as the white floribundas never disappoint.

Faced with a lockdown from March, communication has been largely through social media and it has been fun to connect with, among others: Sheena Abert in New Zealand, Brenda Roberts in the US, Margaret Westgate in the UK, Liora Lazarus – now in Canada, and Caroline Sylvester Maddock in Florida – where they stayed while New York was in lockdown. These friends are all followers of our group.

We officially changed our name to the Lady Margaret Herschel Cocktail Club, although the shorter 'Lady Herschel' is still our default. This was after an enquiry from a lady in Oxford who was doing research on Lady Margaret and her historic importance.

We look forward to meeting again before the end of this socially-distanced year and hope to see you soon.



ABOVE: Cocktails at the Cellars-Hohenort Hotel in January. Left to right: Angie Montandon, Jenny Jacobs, Joyce Goldschmidt, Daphne Beames, Mandy van Dugteran and Nancy Todd

Grade 1-12 at Herschel



FRONT ROW: S Govender, M Efstathiou, M Versfeld, L Miszewski, T Viuff, G Jacobs, V Cresswell-Turner, A Stirk
SECOND ROW: Mrs H Goedeke, L Weldon, S Sale, C Basnett, G Clark, C, Fleming, J Dow, S Slauck, R Dix-Peek, E Frater, T Cresswell-Turner, Mrs B Heidmann
THIRD ROW: O Fernandes, A Ramsbottom, O Cresswell-Turner, E Ingram, M Cadiz, S Pitman, K Hallé, S Booth
FOURTH ROW: G Lanfear, E Alberts, J Hickman, G Searson, G Bromley, A Mesham, J Quinlan, L Johnson, T Aspinall
ABSENT: K Els, R Ndhlovu, G Perdikis, F Johnstone

Service

"Life has many ways of testing a person's will, either by having nothing happen at all, or by having everything happen all at once.

Paulo Coelho







Chaplain's Report



What a year it has been so far!

BY REVD. LORNA LAVARELLO-SMITH, CHAPLAIN

In August 2019, Herschel hosted a joint Confirmation service at St Saviour's with St Cyprian's Girls School, Bishops Diocesan College, St George's Grammar School and St Saviour's Church Youth. On the Saturday prior to the Confirmation service, we all attended a morning tea with Archbishop Thabo Makgoba at his historic home in Bishopscourt. Our Herschel candidates did us proud, both at Bishopscourt and at St Saviour's. Once again, the Chorale and the Music Department provided us with a wonderful range of music from Handel to traditional Zulu and Xhosa hymns.

2019 closed with two further services in St Saviour's Church, our traditional Carol service and the farewell service to Mr West. It was fitting that the Chorale sang John Rutter's "Blessing" as Mr West knelt in the same manner as he did when he started his term at Herschel.

And then 2020 happened.

The year started amidst much excitement when the Archbishop installed Mrs Heather Goedeke in a wonderful service at St Saviour's where the Chorale once again excelled themselves by providing beautiful music that made our worship so meaningful.

The start of 2020 also saw the arrival of our Assistant Chaplain Mrs Liesel Juries. Mrs Juries came to us from St Cyprian's with a wealth of experience; she is also attending St John's Leadership Academy. Mrs Juries has been a real blessing to Herschel and although for the time being she is based in Prep and Pre-Prep, we look forward to welcoming Mrs Juries back to the Senior School soon.

Lockdown has provided us with many challenges, not least the absence of collective Eucharists and Worship. We have worked together with Mr Levey in the ICT department to continue to produce online assemblies. We acknowledge and appreciate the time and effort Mr Levey has put into ensuring the message from the Chaplains continued throughout lockdown. Online Assemblies have a completely different feel to the face-to-face ones, however, they have provided us with a means to continue to reach out to staff and students. The live music from the Prep School has been a wonderful part of our lockdown assemblies and I would like to express my thanks to Ms Conrads and her team for keeping our musical traditions alive. We have been truly blessed.

Although the Chapel has not been in use for Eucharist, it has however been a place of sanctuary and quiet for daily reflection. Towards the latter half of this term the Chapel hosted a thought-provoking exhibition by Emma Leslie, former Head Girl at Herschel (2016), comprising a series of art pieces that address gender-based violence. The artwork was inspired by the Sylvia Plath poem "Mushroom". The Chapel also hosted a very special occasion when on the 12th of September Miss Petra Conrads (Head of Music Prep) married her fiancé, Dr Stephen Venter. I believe this is the first wedding in the Herschel Chapel. It is wonderful to see the Herschel Chapel used in the ways it was intended: for family celebrations, family memorials, and as sanctuary for staff and pupils alike.

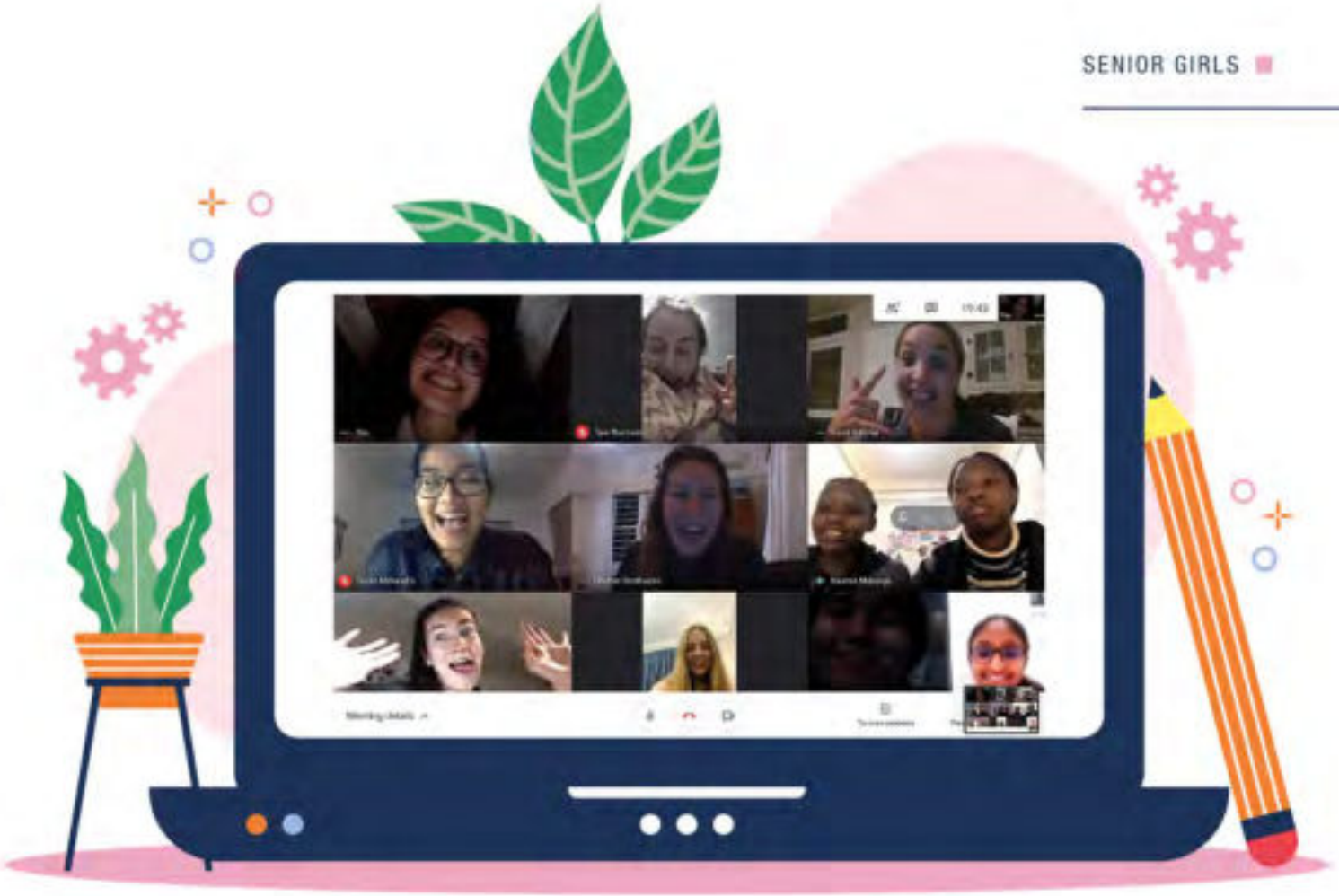
We continue to pray for the healing of our nation from the many issues it faces – gender-based violence, Covid-19 and corruption; as a school, we strive towards the instructions from Micah 6:8 The Lord God has told us what is right and what he demands: "See that justice is done, let mercy be your first concern, and humbly obey your God."

Report from Mrs Juries on Prep School

Having to adjust to new timetables and new ways of presenting lessons, I think the girls have done pretty well. Our focus since returning back to school has been about how God is always with us – He takes care of us and will always help us. With the intermediate phase we spent a great amount of time focusing on women and their spiritual influence and how God has great plans for our lives, no matter our religion, race or where we come from.

Having been able to meet in the hall with Grade 7s for assembly really helped bring realness closer. Our assembly talks have been helpful in easing anxiety and stress for the girls.

With every blessing. ◊



FISH

BY ZANDER ISAAC

2020 has been a year that revealed moments of great anxiety, change and chaos. It was the perfect platform for God to reveal His overflowing peace and love in our lives. Even in confusing times, God provides us with the wisdom and strength to overcome our challenges through the help of His Holy Spirit. For the students in this year's FISH committee, we have had the privilege of experiencing this love by going on a journey of discovering and worshipping God together.

At FISH, with its foundation firmly rooted in Christ and our faith, we aim to create a space in which every student feels heard, supported and loved. Together as a group, despite being at different stages of our faith, we plant the seeds of trust and devotion to God, nourished by understanding His word, questioning the world around us, and sharing what is in our hearts as we walk the path of a relationship with God.

The year began with our Term 1 theme being Names of God. We unpacked who we think God is, who His word tells us He is and the promises of His character. It is impossible to quantify or describe who God is with human words. One thing that was for certain in our discussions is that in an ever-changing world, God is always the same – yesterday, today and tomorrow. This all-encompassing characteristic is a profound reminder that God is our daily source of life and goodness.

Covid-19 turned our world upside down. With so much death and heartache all around us, it can be easy to question the presence of God. How does a kind and merciful God allow so much pain? If God created the world, then why can't He repair all that is broken? It can be difficult to find stability in such stormy waves where our minds are full of anxiety and havoc. In Term 2, we at FISH took comfort and hope in God's promise of peace. Not only does He give us peace far beyond our understanding, but He is the embodiment of peace. Therefore, through prayer, we can bring all our troubles and stresses before the throne of God with peace in our hearts, knowing that everything is in the hands of the one who loves us unconditionally. What a gift!

The highlight of our FISH Committee lockdown was our Thursday night Alpha sessions. These sessions happened over Google Meet with our committee members and teachers. We watched videos that focused on particular questions about the meaning of life and an introduction to Christianity and faith. This provided a great opportunity for us, as a committee, to discuss and grapple with various aspects of our faith. We shared our thoughts and feelings honestly without fear of judgement and this resulted in the committee becoming a much closer group.

From sunrise to sunset, God's blessings are all around us, if only we open our eyes and see them through the lens of faith!

"Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you."

– MATTHEW 17:20

Pastoral Care



"Life has many ways of testing a person's will, either by having nothing happen at all, or by having everything happen all at once."

Paulo Coelho

BY MS TRACY ROUSSEAU

2020 started with all the joys and challenges of a new year and I took on the role as Head of Pastoral Care at Herschel to work with the pastoral team in ensuring we looked after each student on campus, developing them and nurturing them into the best versions of themselves.

Term 1 was marked with one-on-one work with the students where requested, as well as whole-grade interactions, depending on the needs of the grade. The counsellors were very involved in the Grade 8 Orientation Programme at the start of the year, as well as in whole-grade sessions in Term 1 and 3. These sessions were focused on making the students comfortable with the counselling team, and more importantly, with each other, encouraging self-care and ongoing reflection. The students engaged in a range of activities, from relaxation exercises, journalling, social media workshops to peer support sessions.

The Grade 9s experienced focused work on friendships, looking at how friendships develop and shift as we develop our own sense of self, and learning to understand who you are as a friend. They also engaged in mindfulness workshops, enjoyed by many. In the senior phase of Grade 10 to 12, most of the interactions were on LO days, which took place four times this year. Monique Nyback, the Learning Support Coordinator, has worked closely on an individual, and sometimes group basis, during LO lessons, supporting students in understanding their academic ability and learning to find a balance that enables them to have well-rounded school lives.

As Term 1 came to an end, we found ourselves in unchartered territory and, as the pandemic progressed, we suddenly all found ourselves in a new realm of education and life. It was time for students and staff to contend with online learning. Teachers and students needed to find ways to use this as an opportunity to build new skills and continue fostering our relationships in creative ways. One thing was for sure, even if we were not in the comfort and safety of our school environment, the staff (teachers and tutors) worked hard at ensuring they remained a constant in the students' lives.

We used our newfound, technical skills to do a number of surveys during the lockdown period, and post lockdown, to get a sense of where the students were at and what needs we could address to help them grapple with and settle into the "new normal". A special Google Classroom was set up for students to join and engage with relevant material around managing lockdown and Covid-19. The counselling team also moved their one-on-one sessions to the virtual space, meeting with students using safe, online platforms to offer them a semblance of the same care and support they had experienced while on campus.

House teams and tutors came up with fun House challenges and Google Meet check-ins and each tutor group and House had to find a new rhythm of connection in a time when we needed each other, but couldn't be with each other, physically.

Once returning to the school was deemed safe, it was important to create spaces for the students to reflect on their experience of the pandemic and to adjust to the new schooling system. This started on a special orientation day for each grade for their first day back at school. This has continued in Term 3 where counsellors have met with the Grade 8 and 9 students to engage with their experiences of returning and how their term has unfolded.

In a year where everything and everyone has been tested, and where we have had nothing and everything happen all at once, we know we have learnt many lessons, together and apart. We have all faced many challenges, experienced many highs and lows and will continue to feel the effects of 2020 for a long time in many ways. We need to use the lessons we have learnt throughout this year, use the tools we have been and are acquiring, to continue to build ourselves and those around us. While we are all discovering our new or different ways to learn and live, the most important thing everyone has to learn to live by, is to be kind to oneself. It was important to step back and take time to explore the things that work and those that don't, learning to replace the pressure of the perfectionism many often feel, with a sense of calm and building confidence one step at a time. ◊

OUR PASTORAL TEAM

Herschel Support Unit: Tasneem Variawa, Paula Sellmeyer, Monica Robertson, Monique Nyback and Sheila Moolman

House teams: Bongani Sopam, Hanneke de Bruijn, Hanneke Basson, Jan Gouws, Tracy Rousseau, Sharmila Gordon, Carol Alpert and Louise van Wyk

Tutors: 36 dedicated staff members



Community Service

BY MRS GILLIAN VAN BLERK, COMMUNITY SERVICE DIRECTOR

Community Service is a valued part of Herschel Girls School. Due to Covid-19 this year we only had two terms of Community Service. I would like to thank the Community Service Committee, Herschel volunteers, parents and staff for their commitment and dedication.

To Nina Lewis, our Service Prefect: thanks for everything you have done this year for Community Service.

We hope 2021 will be a fantastic year for Community Service at Herschel Girls School.

GRADE 8

Christmas Plays

On Monday, 18 November, the Grade 8 drama students performed their drama practical in the theatre. The theatre was beautifully decorated with Christmas decorations. Eighty Grade 2 and 3 students from Kewtown Primary School in Athlone attended the Christmas plays. Our students were all dressed up in different, colourful costumes. The drama students performed beautiful Christmas plays and interacted with the visitors on the stage. The students loved the interaction with our girls and were very excited to be part of the performance. The students and teachers were provided with juice and doughnuts. They were also treated to a party pack and a gift after the show.

Service Staff Hamper Collection

We were overwhelmed by all the donations received from the parents. Sixty-two hampers were packed for all the service staff on 29 November by the Herschel girls. On Monday 2 December, during our Festive Season celebration, the service staff were presented with a Christmas card and their hamper.

Santa Shoe Boxes

On the 26 November during an outreach activity, the students from Grades 8 – 11 made Santa Shoe Boxes which were donated to Victoria Hospital in Wynberg and Vrygrond Community Projects in Vrygrond. These included toiletries, stationery, sweets and clothing in the boxes which were beautifully decorated by girls with special messages attached. The total number of boxes made was 210.

Victoria Hospital Christmas Party

On 6 December Herschel students hosted the Christmas party for 120 paediatric out-patients and their mothers. This is the eighth year we have hosted the Victoria Hospital Christmas party and it was hosted at Herschel. The Rotary Club of Constantia provided the Christmas decorations and also set up a beautiful Christmas tree with lots of lights and decorations. Twenty-five Herschel students and a few mothers volunteered to help on the day. When the children arrived they had their faces painted, followed by the biscuit decorating and game playing. They also received a balloon of their choice: either a monkey, a sword or a dog. The children were overwhelmed by the popcorn machine, busily making popcorn. Each child received a packet of popcorn and added their own flavouring. Next, the children were treated to an interactive magic show by a Grade 12 student, Caitlin Hutchison, from Wynberg Girls' High School. After lunch, consisting of a hot dog, juice and ice cream, Father Christmas arrived! The children each received a Santa Shoe Box, made by Herschel girls. The children loved the boxes and couldn't wait to open them. Father Christmas called out each child by name to receive their Santa Shoe Box and party box. The children loved Father Christmas and the smiles on their faces were priceless! Mandy Ackerman is very much involved with the Victoria Hospital and donated R7 500 towards the party. She also attended the party and thanked everyone who was involved in making the Christmas party a huge success. She loved the idea of having the party at Herschel for the children to have fun on the beautiful lawns. Dr Gill Schermbrucker's words to us were: "Thank you so much to Gillian van Blerk and her magnificent team of Herschel Girls. Thank you for the smiles you put on so many little faces, the joy and excitement the Christmas party brings. THANK YOU."



ABOVE: Donation of food to Thandokhulu

Habitat for Humanity Cyclathon

On 31 January and 1 February, 16 students from Herschel, along with others from Rustenburg, Westerford, Bishops, Rondebosch, SACS and Springfield, volunteered at Habitat for Humanity's annual 25-hour Cyclathon held at the V&A Waterfront Amphitheatre.

Habitat for Humanity is a global non-profit organisation aiming to eradicate poverty through better housing. Habitat for Humanity South Africa does this by organising build events where others can volunteer to help build homes with professional builders on site. In order to do this, they need to raise money to buy materials for the houses. This year, the Cyclathon was extremely successful and raised an overwhelming amount of money for these build projects!

Our students will be taking part in a building project this year. Our students contributed by cycling on the stationary bikes available at the event, and selling and buying raffle tickets.

Extra-Mural Programmes:

MONDAYS

Art Lessons

Eight Grade 11 students from Claremont High School attended art lessons. Mrs Tara Thompson, our art teacher, was in charge of the class.

Drama Lessons

Twenty Grade 7 students from Kewtown Primary School in Kewtown, Athlone, attended the drama lessons. The lessons were given by, Caitlin Overmeyer, a Grade 12 student and 16 Herschel volunteers. She taught the students to make up short plays and every week was a different topic. It encourages creativity, fun and always lots of laughter!

Sewing Lessons

Six students from Claremont High School attended sewing classes at the junior school. The teacher in charge was Mrs Margot Roebert, assisted by Nina Lewis (Service Prefect). The students were taught to knit, sew buttons and sew, on a sewing machine. They made bean bags and bags which were donated.

TUESDAYS

Art Lessons

Eighteen Grade 6 students from Kewtown Primary School attended the art lessons. Twenty Herschel students volunteered to assist Chloë Rumbelow and Sobaagh Zoutenberg with the lessons.

Our focus this year, prior to lockdown, was connecting with the children in a fun and creative environment, while engaging in various art activities, including painting, collages and even making our very own photo frames. By sharing this creative space each week, we are enabling an environment where we can all learn so much from each other. Unfortunately the Covid-19 lockdown meant these activities were paused. However, we look forward to starting up again in the near future!

Happy Hands

Twenty Herschel students visited St George's Children's Home in Wynberg every Tuesday afternoon. The students assist with the children's homework, do crafts and help with their reading.

Maths Lessons

Twenty-six students from Grade 11 from Thandokhulu High School in Mowbray attended the Maths lessons. Nineteen Herschel students assisted Mrs Nicole Arendse with the lessons. Our matrics made work booklets for Thandokhulu.

Science Lessons

Twenty Grade 11 students from Thandokhulu High School attended our Science lessons in our Science lab. Twelve Herschel students assisted Ms Wendy Walter, the Science teacher. They were taught about forces and electrostatics.

WEDNESDAYS

Big Sisters

Thirty-two Grade 6 students from Rosmead Primary School in Claremont are the Little Sisters, while 32 Herschel students from all grades are the Big Sisters. The Rosmead students are taught about recycling, making Mother's and Father's day cards, picture frames and beaded necklaces and bracelets. The students also had fun organising a talent show.

Consumer Studies

Sixteen Grade 12 students from Thandokhulu High School attend Consumer Studies. The lessons are given by Ms Brigitte Cass in the Consumer Studies room. The Thandokhulu students were taught basic kitchen skills and to follow recipes accurately. Sixteen Herschel students assisted the Thandokhulu learners with baking and cooking various dishes and cakes. The students had fun interacting with each other.

S.M.I.L.E. (St Mary's Interactive Learning Experience)

Forty-eight Grade 5 students from Capricorn Primary School in Vrygrond and 16 Herschel students attended our S.M.I.L.E. programme. Our students taught the students from Capricorn Primary basic English, played games with them, learnt rhymes and made various mobiles. Mrs Karen Levitt (a parent), Mrs Bev Labia (ex-parent) and Mrs Glen Jensen facilitated the programme. The Herschel students loved the interaction with the Capricorn students and getting to know each other.

THURSDAYS

Computer Lessons

Twenty-six Grade 11 students from Sibelius High School in Retreat attended computer lessons this year. Eight Herschel students assisted Mrs Susan Stein who facilitated the lessons. They are taught Excel, PowerPoint, how to write their own CVs and how to email.

History Lessons

Forty Grade 12 students from Thandokhulu High attended lessons that were given by Mrs Sue Grové and Ms Jenny Wesson. Twelve Herschel girls assisted the students.

Due to Covid-19, the Thandokhulu students only attended the lessons for two terms. Herschel students have assisted the Thandokhulu matric students by printing extra worksheets for them.

JUMP III (Junior Undiscovered Maths Prodigies Herschel Initiative)

Thirty-six Grade 5 students from Regina Coeli Primary School in Athlone attended our numeracy programme this year. Thirty Herschel students volunteered to teach the learners basic fractions, counting, additions and much more. The Herschel students loved the interaction and enjoyed seeing their buddies every week.

FRIDAYS

Caring for Kids

Caring for Kids is a club which allows the Herschel students to reach out to their communities through various creative projects spread throughout the year.

There are 25 Herschel students involved in making bean bags and making playdough to donate to various crèches.





Reach For A Dream Slipper Day

On 14 August the students of Herschel arrived in their warm fluffy slippers. The money raised from Slipper Day was donated to Reach For A Dream and will be used towards funding the dreams of terminally ill children.

Jars of Hope

The Herschel students collected 850 Jars of Hope. The jars consisted of soup mix, rice, lentils, stock cubes and a packet of soup. You need to add 2.5 litres of water to the mix and you will have a pot of soup to feed a family of four people.

This was well supported by the Herschel family.

Donations of Food and Stationery

Due to the lockdown and Covid-19, Herschel students have supported our Outreach schools and various soup kitchens with food supplies, clothes, blankets, stationery and hand sanitiser.

Thandokhulu High School

Food supplies and stationery packs were donated to the matrics. The school was very grateful and the Head, Mr De Villiers, thanked Herschel for all the kind donations.

Where Rainbows Meet – Vrygrond Community

R2 500 was donated towards their feeding scheme. The scheme feeds about 5 000 people per day. Caps, scarves, blankets, clothes, baby clothes, Jars of Hope and blanket squares were donated to the community. We received a wonderful thank-you letter from the director, Mymoena Scholtz, of Where Rainbows Meet in Vrygrond.

Kewtown Primary School – Athlone

Jars of Hope and stationery were donated to the school. A wonderful thank-you letter was received from the Head, Mr Balie.

Sibelius High School – Retreat

Food supplies, stationery and Jars of Hope were donated to the school for the matrics. We received a wonderful thank-you letter from Mr Hartman.

Victoria Hospital – Wynberg

Caps, scarves and Jars of Hope were donated to outpatients at the hospital.

Service Prefect – Nina Lewis

Each tutor group was assigned a day to make sandwiches during a break, which were given to Kewtown Primary School.

In Term 1, some students took it upon themselves to create fundraising initiatives/bake sales to raise money for specific causes. These included a bake sale to raise money for a young girl (Leani) with Cerebral Palsy, a matric bake sale to raise money for matric funds, a PRIDE bake sale, and a bake sale for the spirit committee. There was also a Slip Slop Day at the Senior School on Monday 17th February to raise funds for CHOC House and a Hair Spray Day for CANCER on the 28th February.

Despite the nationwide lockdown, the students got themselves invested in various activities such as mask making, soup packages, and contributing to the blanket drive. A stationery drive was also launched in aid of matrics from disadvantaged backgrounds who needed stationery for their upcoming exams.

Mandela Day

The school participated in the annual inter-house knitting competition. This year the students were encouraged to knit house colour scarves, beanies and knitted squares to be sewn up for blankets. The response was fantastic with moms, grandparents and students knitting.

Interschool Community Challenge

Herschel also collaborated with schools from around the Southern Suburbs (St Cyprian's, Springfield, SACS, Bishops, Rustenburg, and Rondebosch) in the Interschool Community Challenge, initiated by St Cyprian's, where items such as non-perishable foods and feminine hygiene wear were collected.

Two pyjama days were also held to further support this drive and collect money to put towards these items.

INTERACT

BY KATHRYN JOSHUA

Hopelessness. Sadness. Heartbreak. Covid-19 put an abrupt stop to our INTERACT year and left us feeling these emotions. As the virus impacted our nation and brought about these immensely difficult times, I'm sure many of us have held on tightly to the few memorable moments we shared from the beginning of this year. Fun Frenzy was filled with laughter and FUN as we played quirky games, coloured in and painted faces with disadvantaged children. Despite windy weather and a collapsed gazebo, we were able to make the most of our time with the children and departed from the event with smiling faces. Additionally, we were able to support the Red Nose Eagle Club by making and supplying the volunteers with playdough. As a club, we had MAJOR dreams and plans for 2020, but hopefully we can pick up where we left off in 2021.



RED NOSE EAGLE CLUB

BY EMILY DALLEY

The Red Nose Eagle Club visits Maitland Cottage Children's Orthopaedic Hospital every Friday after school. We have learnt how to engage with children who are suffering physically and emotionally. During our visit we see the child and not her or his disability and this connection makes all the difference.

It is such an uplifting club – both for us and the children. The children's positive attitudes, fighting spirit, joy for life and big smiles make our week! Hannah Pearse, a member of the club, says, "Red Nose is the highlight of my week. During that hour I feel a greater joy than anything else I have ever experienced. The reason I wanted to do Red Nose was to bring joy to their day – instead they light up my week."

Robyn Dunn, who is also a member of the club, said, "Being a part of Red Nose Eagles has taught me how a small act of kindness can go such a long way. Each day spent with the children is filled with incredible moments that will stay with me forever."

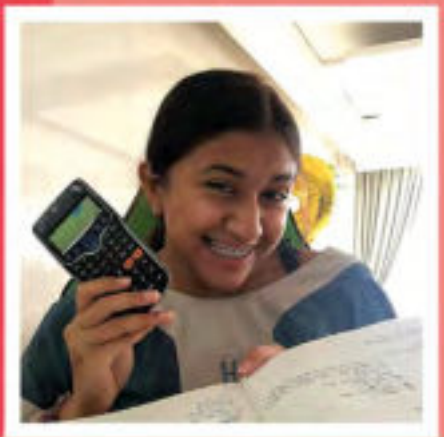
The Red Nose Eagle Club reminds us to appreciate all that we have in our lives and that making others happy actually makes us happy too!



In the Classroom

Education is not the learning of facts, but training the mind to think.

Albert Einstein







Afrikaans

Op pad na vryheid

Ek kyk na my foon – die enigste iPhone in 'n see van Huawei's.

Al die internasionale studente moet na een van die nuwe klaskamers gaan. Terwyl ek loop, kyk ek nuuskierig na studente wat op die gras slaap asof hulle op die strand is en nie hulle eerste dag van universiteit nie.

My heldergeel sak pas maklik by die moderne geboue. Die sypaadjie is van ou bottels gemaak. Met die glas en hout van die skool is dit moeilik om te besluit waar die natuur eindig en die skool begin. Die Universiteit van Beijing is 'n skool van die toekoms wat in die groot bome van die verlede wegkruip.

Ek gaan na die agterkant van die klaskamer. Studente staan in klein groepe, maar hulle het almal tevrede uitdrukkings op hulle gesigte. Daar is 'n gelukkige roering in die lug wat in die groot kamer eggo.

"Wat weet julle van Mao?"

Die stem het 'n mag wat almal tjoepstil maak. Die lektrise is die tipe vrou wat jou aandag onmiddellik trek. Haar hare is 'n stroom van blou wat glinsterend beweeg. Op die tafel het sy haar boeke in kleure gegroepeer. Sy kyk nuuskierig na die klas.

"Dink julle dat hy 'n diktator was? As jy saamstem, steek jou hand in die lug."

Dit is duidelik 'n eenvoudige vraag. Ek kyk om. Slegs die internasionale studente se hande is in die lug.

'n Meisie van Shenzen staan op. Sy praat oor haar ouers wat 'n nuwe lewe in die stad gekry het as gevolg van Mao. Mense knik hulle koppe. Die atmosfeer in die kamer raak 'n paar grade kouer. 'n Seun van New York verduidelik sy grootouers se lewe van rassisme en armoede in Amerika, maar toe hulle terug na China gekom het, het hulle kos en werk gekry. Hulle het "vryheid" verloor, maar hulle basiese menseregte word verseker. Mense knik weer hulle koppe.

Die vrou langs my staan op. Sy is woedend en kyk geskok na haar klasmaats. Haar ouers woon in Xinjiang en ken die Uigher-moslems wat so mishandel is. Sy praat van die geïndoktrineerde kinders wat dink hulle God is 'n monster en die honderde mense wat verdwyn sonder 'n rede.

"Diktatorskap is die oorsaak van hierdie pyn."

Die onderwyseres is vir 'n oomblik stil.

"Die regering het 'n moeilike keuse," begin sy. Sy kyk na die vrou langs my. "Partykeer doen hulle die verkeerde ding, maar natuurlik kan ons almal saamstem dat veiligheid die belangrikste is."

***

My vriend skakel die TV aan. Xi Jinping het besluit om soldate na Hong Kong te stuur.

"Al hierdie nuwe diktators is aaklig. Was jy nie verlede jaar in Beijing nie?"

Ek dink aan die kleurvolle universiteit, die outentieke klasgesprekke en die verhale van die mense binne hierdie "diktatorskap".

"Ja, ek was, maar ek dink 'diktatorskap' is miskien te 'n eenvoudige beskrywing."

Anna von Willingh

Geluk

Op die tiende Januarie het ek en my vriende vertrek op 'n ongelooflike avontuur in die berge. Min het ek geweet dat dit die beste ondervinding van my lewe sou wees en dat dit my so gelukkig sou maak.

Ons het besluit om die Cederberge te gaan verken.

Gedurende die twee week lange ekspedisie het ons twee verskillende staproetes aangedurf en tydens elke staptog kon ons net die allerbelangrikste goed saamvat. Ons rugsakke is dus met kos, klere, 'n slaapsak, 'n klein gasbottel tjie, 'n grondseil, en 'n mediese kissie gevul. Water het ons uit 'n klein waterstroompie gekry.

Op hierdie avontuur was daar baie dinge wat dit 'n genotvolle ervaring gemaak het. Eerstens het ek daarvan gehou om weg te kom van die woelige stadslewe en my daaglikse roetine. Ek was ook bly dat daar nie selfoonontvangs was nie.

'n Hoogtepunt was egter die pragtige natuurskoon in die berge en my beste herinnering was die dag toe ons by 'n waterval met kristalhelder water aangekom het. Ons was almal vuurwarm na die lang staptog en dit was verfrissend om in die water af te koel.

Alhoewel dit een van die taaiste ondervindings van my lewe was, was dit ook een van die bestes. Ek het baie geleer en het ook baie as mens gegroei. Ek wou tou opgooi gedurende die moeilike tye, maar ek het deurgedruk tot die einde. Dit wys net dat aanhouer wen!

Ek sal nooit hierdie ongelooflike ondervinding vergeet nie. Elke keer as ek aan hierdie vakansie terugdink, is dit met 'n breë glimlag op my gesig.

Francesca Johnson



Is vlak 4-inperking steeds die beste opsie vir ons land?

Die vraag of vlak 4-inperking goed vir ons land is, is op alle Suid-Afrikaners se lippe. Elke inwoner van ons land het sy of haar eie opinie oor die Covid-19-epidemie. Baie mense kritiseer die besluite van pres. Cyril Ramaphosa en ander ondersteun dit.

Elke huishouding benader die epidemie anders. My jongste broer wat nie 'n risiko-geval is nie, is vreesbevange dat hy die virus sal kry. Hy weier om die huis te verlaat en om vars lug tydens die afgebakende oefenure te kry. My ander broer lees weer fanaties elke beskikbare artikel oor die pandemie sodat hy goed daaroor ingelig is. Gelukkig is my ma baie optimisties en daarom beïnvloed sy ons om positief oor die inperking te wees. Sy voel dat mnr. Ramaphosa se sterk leiereienskappe nou sêlvier en dat hy elke Suid-Afrikaner wil beskerm.

My pa, aan die ander kant, het 'n benadering van die glas is nie halfvol nie, maar half leeg. Hy staaf sy argument rondom die ekonomie wat so drasties verswak het en ook oor die werkloses wat dalk as gevolg van hongersnood kan sterf.

Ek ondersteun beide ouers se standpunte en argumente en ek is bewus van die kort- en langtermyn gevolge van inperking. Ek dink egter dit is tyd dat ons na vlak 3-inperking moet beweeg sodat meer besighede hul deure kan oopmaak vir die publiek. Winkeleienaars moet weer toegelaat word om sigarette en wyn te verkoop en diegene wat nie skoolopleiding aanlyn ontvang nie, moet beslis terug skool toe kan gaan.

Ek is doodseker dat, as gevolg van inperking, die dodetal nie so hoog sal wees soos oorspronklik gevrees is nie. Suid-Afrika het egter 'n unieke sosio-ekonomiese situasie en indien ons nie binnekort tot vlak 3 oorgaan nie, sal misdaad toeneem. Daar is te veel mense wat nou werkloos is en wat nie daartoe in staat is om kos vir hul gesinne op die tafel te voorsien nie.

Elke Suid-Afrikaner moet egter besef dat die afsonderingsperiode op elke vlak die infeksiekoers vertraag het, maar die koronavirus is beslis nog met ons en dit sal vir 'n lang tyd teenwoordig wees. Ek dink dus ons moet sonder enige vlakke van inperking weer normaal probeer voortgaan met ons lewens en elke dag net doelbewus ons onmiddellike omgewing silwerskoon en kiemvry hou.

Jacqueline Dow



BO: Die Afrikaanse skrywers Nanette van Rooyen en Zelda Bezuidenhout het ons Graad 10s besoek.

Is aanlynonderrig 'n goeie langtermyn-opsie vir hoërskool-kinders?

Die onderwerp "is aanlynonderrig 'n goeie langtermynopsie vir hoërskoolkinders?" is deesdae druk onder bespreking. As gevolg van die Covid-19-pandemie het duisende leerders aanlynonderrig ontvang.

Mense voer aan dat dit eensaamheid en ongelykheid meebring en ander dink dit is die toekoms van skole. Is aanlynonderrig die antwoord op Suid-Afrika se probleme of sal dit ons probleme al hoe meer vergroot?

Baie mense argumenteer dat aanlynonderrig 'n "eensaamheid"-epidemie tot gevolg kan hê. Ondersteuners van hierdie standpunt glo dat leerders nie in aanlyniklasse praat nie. Leerders wat nie hul werk doen en nie aanlynklasse bywoon nie, sal die meeste uitgesluit voel.

Navorsing het bewys dat leerders wat tegnologie vir maar as vyf uur per dag gebruik sielkundige probleme ontwikkel. Gevolglik is dit nie vir die emosionele gesondheid van 'n leerder 'n goeie langtermynopsie nie.

Nog 'n argument wat aangevoer word, is dat aanlynonderrig groter ongelykheid in Suid-Afrikaanse skole sal bring. Studies bewys dat 90% van skole nie rekenaars het nie. Tweedens het die meeste onderwysers nie rekenaarvaardighede om aanlynonderrig aan te bied nie. Laastens, as leerders saam met baie ander mense in dieselfde huis woon, sal hulle sukkel om op hulle skoolwerk te fokus. Aanlynonderrig is vir armoedige hoërskoolleerders 'n baie swak opsie.

Aan die anderkant glo mense dat dit 'n goeie manier is om te leer. Leerders kan hul werk vinnig doen en sal dan meer tyd hê, want hulle hoef nie elke dag skool toe te gaan nie. Maar hierdie voordele word hoofsaaklik net deur leerders in bevoorregte skole ervaar en is nie universeel nie. Daarom is dit nie 'n goeie opsie vir alle leerders nie.

Om saam te vat: Daar is sterk argumente aan altwee kante. Aanlynonderrig is 'n goeie langtermynopsie, maar net in skole wat dit kan bekostig.

Semane Reddy-Mbewu

Soete Ontsnapping

Al het sy tydens die vlug niks geslaap nie, voel Lara so energiek soos 'n vuurwerk wat binnekort gaan ontplof. Sy skuifel rond, en wikkel haar bene om weer lewe in hulle te kry.

"Mamma, kan ons asseblief 'n bietjie rondloop? Ek is moeg gesit."

"Ek weet, my kind, maar Dubai se lughawe is veels te groot vir jou om alleen rond te loop, en ek moet hier by ons uitgangshek wag. Maar dink net, binne ses uur gaan ons in Parys wees!"

Opgewonde verwerk Lara se klein koppie dié brokkie inligting. Ses minus vyf is een volle uur se wag op die lughawe. Nee, sy kan nie!

"Asseblief Mamma! Ek dink my bene gaan vergeet hoe om te loop!" smeek Lara terwyl die trane begin rol.

Haar ma oorweeg dit om verder te redeneer, maar die vasberade kyk in haar dogter se oë laat haar besef sy gaan die stryd verloor. Met 'n sug gee sy toe.

"Maar bly naby," kom die waarskuwing.

Lara spring op en soos 'n pyl

uit 'n boog hardloop sy reguit na die lekkergoedwinkel.

Daar sien sy alles waaroor 'n tienjarige meisietjie kan droom (behalwe die nuwe iPhone 11): Smarties en M&M's in elke kleur, en daar in die middel van die rak, honderde Toblerones.

Skielik voel sy hoe iemand haar aan die skouers beetkry. Sy ruk om om te sien wie dit is. Dis 'n vreemde man.

Haar hart klop in haar keel wanneer die man in 'n vreemde taal begin praat.

"Los my!" skree Lara. Maar die man hou haar nog stywer vas.

Sy gryp een van die grootste Toblerones en slaan dit hard teen sy bors. Hy laat haar vir 'n oomblik los van skok, en Lara ontsnap soos blits.

Binne sekondes kom sy by haar ma uit, en val in haar arms neer.

"Ek's so jammer, Mamma! Ek sal nooit weer so kerm nie," huil sy.

Alhoewel dit nie heeltemal waar was nie, het Lara tog hard probeer om haar belofte na te kom.

Juliette Roux

Lewenslesse van die see

My eerste lewensles was: Soms lyk die see plat en die ritme van die branders voel soos 'n diep, kalm asemhaling. Maar onder die glinsterende bokant van die water is daar altyd 'n storm wat wag om iemand op die strand in te sluk.

Toe ek 'n vyfjarige kind was, het ek van die strand se rotse afgeval. Ek onthou die kwaaie water, die skerpheid van die rotse en die sout wat my oë en mond gebrand het. My pa het my uit die see gered. Na die gebeure het ons op die sand gesit en die bloed van sy voete het die sand pienk gemaak. Ek sal nooit sy woorde op daardie strand vergeet nie.

"Ek sal altyd my kindjie red, Becca," fluister hy. "Altyd."

As 'n jong kind was die storm binne-in my huis so groot soos die storm van die see en wind. My kamer se deur was nie dik genoeg om my ouers se geskree te keer nie. Die geskree was soos die wind wat altyd kwaad klink, maar die stilte rondom die tafel gedurende aandete het my geleer dat stilte nie kalmte beteken nie. Nooit nie.

My ma het my en my susters van daardie storm gered.

Die see was nog 'n plek vol bangheid. Toe ek sewe was en ek het emmers naby die water gesien, het ek hulle "gered" van die dood wat in die see se branders wag.

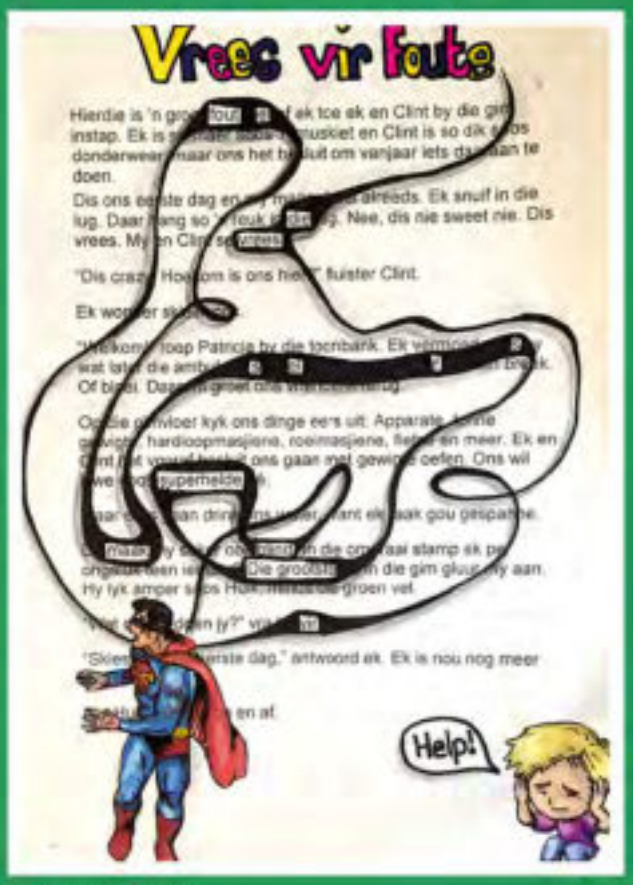
My pa het weer getrou. My stiefma het 'n oulike kind – Emma – gehad. Maar die nuwe huwelik en die nuwe familie het nie my pa se storm kalm gemaak nie. Gedurende my pa en stiefma se storms het ek probeer om Emma – soos een van my outydse emmers – te red. Ek wou nie haar onskuldigheid in die see van verhoudings doodmaak nie.

Ek was sestien toe my ma probeer om my weer in die see te laat swem. Ons het 'n boot gehuur en ons het verder as die branders gegaan. Dit was pret tot ons terug by die branders gekom het. Toe het die boot op en af op die branders gewip en die water het binne-in die boot gekom. My oë en die boot het vol water word en my ma het nie meer probeer nie.

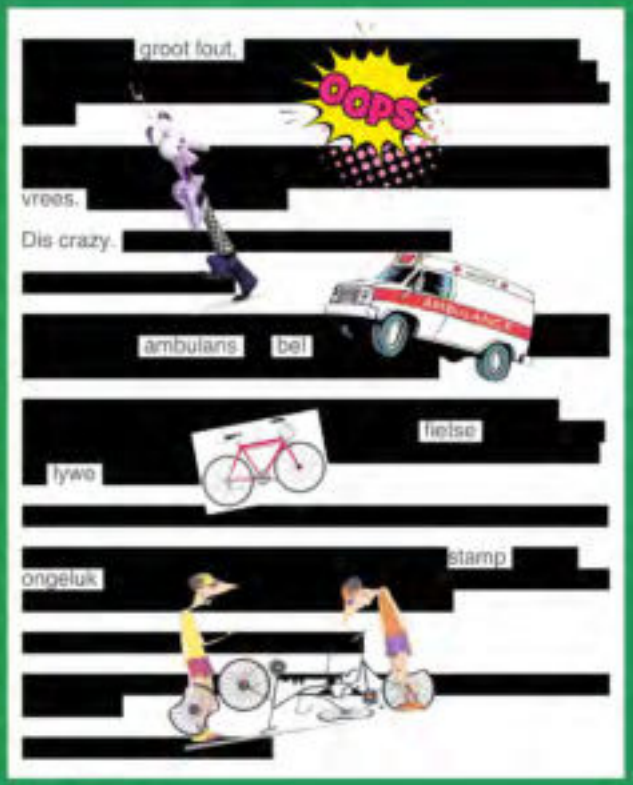
Nou is ek sewentien. Ek sien die see van verhoudings wat uiterlik kalm lyk, maar groot konflik aan die binnekant het. Ek sien ook die storm wat altyd uit die see sal kom.

Ek is nog te bang om my tone in die see te sit. Is ek ook te bang om huiwerig in die see van romantiek te swem?

Rebecca Sparg



Katherine Swain



Jodie Sharp

Die snaaksste/ vreemde/hartseerste insident van 2020

Kaal, dooie lug. Alles het tot stilstand gekom.

My emosies spring rond tussen ongeloof, woede, hartseer, aanvaarding en optimisme. Wat egter tydens hierdie Covid-19-krisis vir my uitstaan, is die hartseer oor myself en oor baie mede-Suid-Afrikaners rondom my.

Covid-19 is 'n virus wat uiteindelik die longe aanval en wat daartoe kan lei dat jy sukkel om asem te haal en uiteindelik versmoor. Dit voel of ek reeds daar is. Dag vir dag voel my bors stywer en ek hyg na asem.

Die hartseerste deel van die Covid-19-virus is dat dit gelei het tot 'n ineenstorting van ons land se ekonomie wat reeds swak was, en mense laat ineenstort. As 'n gemeenskap het ons begin sukkel om asem te haal. Ons weet nie wanneer ons weer 'n inkomste gaan verdien nie en of ons van honger sal sterf nie. Dis op die oomblik 'n wedloop tussen hongerly aan die een kant en die dodelike Corona-virus aan die ander kant.

Nie net is ons gedagtes vasgevang nie, ons is ook fisiek binnenshuis vasgevang. As studente word ons onderwys geweier en as werkerskas word ons betaling geweier. Dit daag my uit en maak my hartseer dat ons regering nie verstaan wat vir een mens noodsaaklik is, is miskien nie vir 'n ander mens noodsaaklik nie.

Die hartseerste aspek van die Corona-virus is dat maatskaplike ongelykheid sal toeneem aangesien baie ondernemings gaan sukkel om werkers in diens te hou wat tot 'n hoë werkloosheidsyfer sal lei. Die mense van Suid-Afrika is smagtend: hulle smag na 'n normale lewe, na die reg om vry te wees.

Ons besef dat die regering probeer om die Corona-viruskrisis na die beste van hul vermoë te beheer. Die meerderheid Suid-Afrikaners het volle vertroue in president Cyril Ramaphosa en besef dat die regering tyd nodig gehad het om te verseker dat die hospitale ten volle toegerus is, maar as 'n gemeenskap het ons hulle daardie tyd gegun en ons het by die reëls gehou. Nou wil ons net ons vryheid terughê.

Lauren Leach-Lewis

Insig in 'n tyd van onsekerheid

As jy in 'n geskiedenishandboek soek, sal jy 'n bladsy of twee oor Europa in die 16de, 17de, 18de en 19de eeu vind.

"Die Tydperk van Die Rede," word dit in geskiedenishandboeke genoem.

"Tradisioneel word gesag bevraagteken. Aanvaarde norme word uitgedaag... kennis as gevolg van ervaring en nie as gevolg van eksterne waarhede nie... die mensdom het vir altyd verander..."

Revolusies. Verandering. 'n Nuwe wêreld. 'n Beter wêreld?

Ek kan nie help om te wonder wat die bladsye van geskiedenishandboeke binne 'n paar jaar sal bevat nie.

"Die Groot Pandemie van 2020" of iets soortgelyks. Miskien sal Hollywood 'n film daaroor maak.

Miskien sal die handboeke die klem op die pandemie se statistieke laat val. Miskien sal dit op die politieke en ekonomiese gevolge val. Miskien nie een van hierdie dinge nie, maar eerder die lesse wat geleer is as gevolg van die virus...

Dat mense meer op mekaar aangewese is as wat ons dink.

Dat die vermoë om te omhels, om te soen, om hande te hou onderskat is.

Dat ons meer dankbaar vir kassiere en verpleegsters en onderwysers moet wees... dat hulle die regte helde in die krisis was.

Die belangrikste dat die mees basiese behoefte menslike kontak is.

"Die mense het hulle gewoontes verander. Die aarde het begin asemhaal. Mense het besluit dat hulle nie sal wag totdat iets van hulle weggeneem word voordat hulle dit waardeer nie."

Miskien sal die geskiedenishandboeke dit sê.

Miskien sal hulle dit "die Tydperk van Insig" noem.

Michaela Todd

Wie sou kon raai dat ek skool so baie sou mis!

Ek het nooit gedink dat ek ooit die skool sou mis nie. As die inperking verby is, sal ek baie gelukkig en opgewonde wees om terug te gaan skool toe.

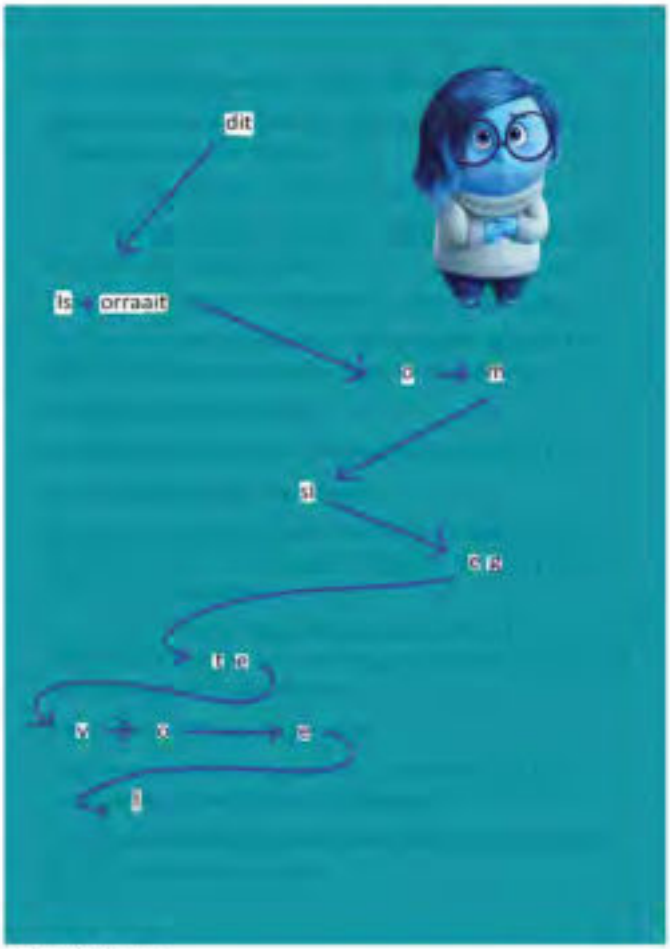
Ek mis ons tutorklasse in die oggend en my tutoronderwyseres. Ek mis die saalbyeenkomste en ek mis al my onderwysers, maar meestal mis ek al my vriende. Ek mis dit om my vriende elke oggend te ontmoet, en ek mis al die drukkies. Ek mis dit ook om te lag tydens pouse. Ek mis ook al my lesse, selfs wiskunde! Die biblioteek is die plek wat ek die meeste mis van skool.

Om tuis te wees en aanlyn skool te gaan, is baie anders as om regtig op skool te wees. Gewoonlik word ons vroeg wakker en trek ons skooldrag aan. Nou kan ons later wakker word en ons kan kies wat ons dra, wat baie meer tyd in beslag neem. Ek mis dit ook om skool toe te stap; nou sit ons die hele dag by ons lessenaars. Ek mis sport en al die buitemuurse aktiwiteite na skool. Plätesklasse en dansklasse is nie dieselfde op Zoom nie en daar is nie baie ruimte om in ons huise te dans nie.

Ek het nooit gedink dat ek die skool sou mis nie. As ons teruggaan skool toe, sal ek nooit weer kla dat ek nooit weer skool toe wil gaan nie. Ek sal selfs graag toetse skryf!

Maar wat as ek, as ek teruggaan skool toe, my huis mis? Dan sal ek 'n opstel moet skryf oor hoe ek dit mis om by die huis te wees!

Nehal Dahya

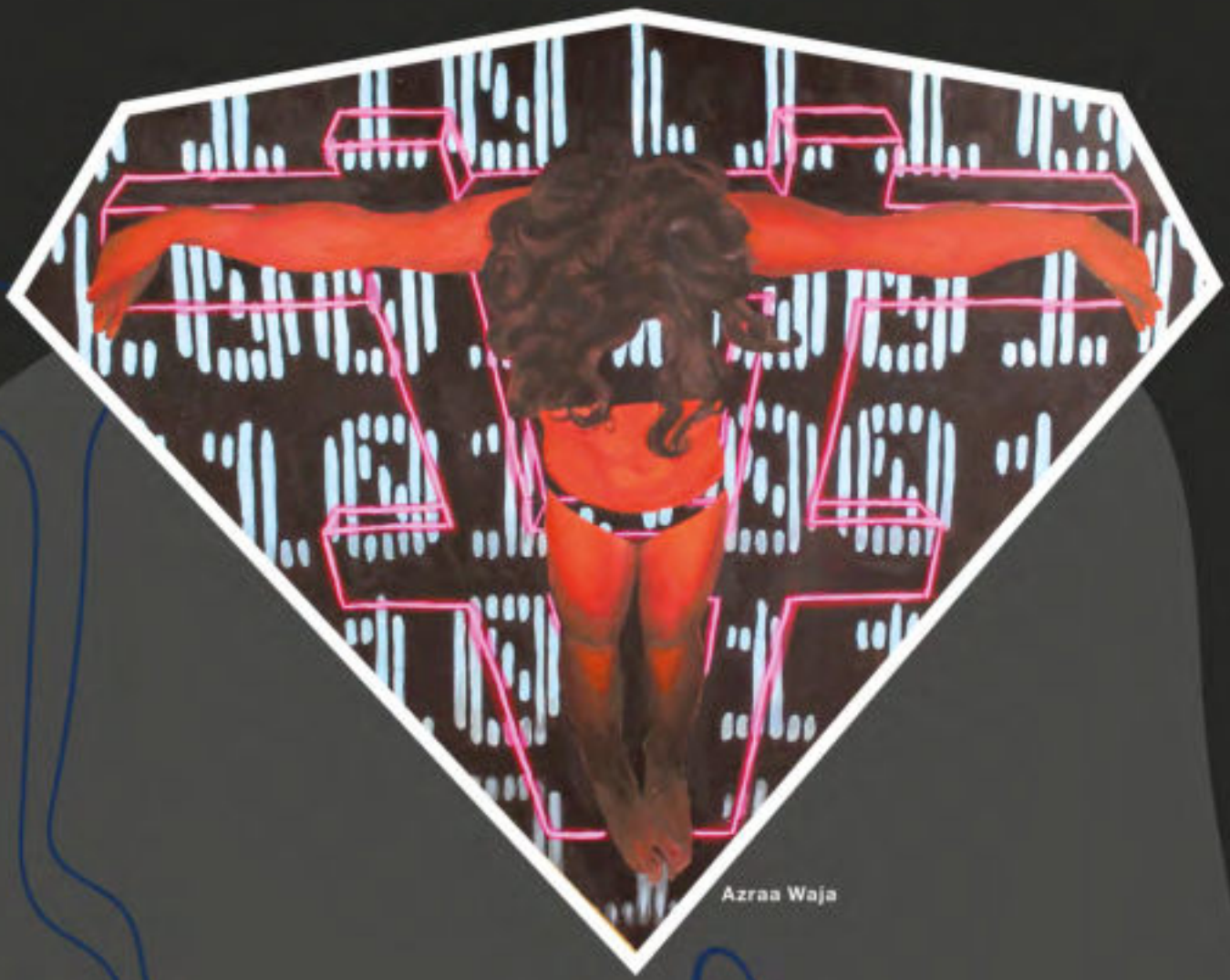


Jessica Miller

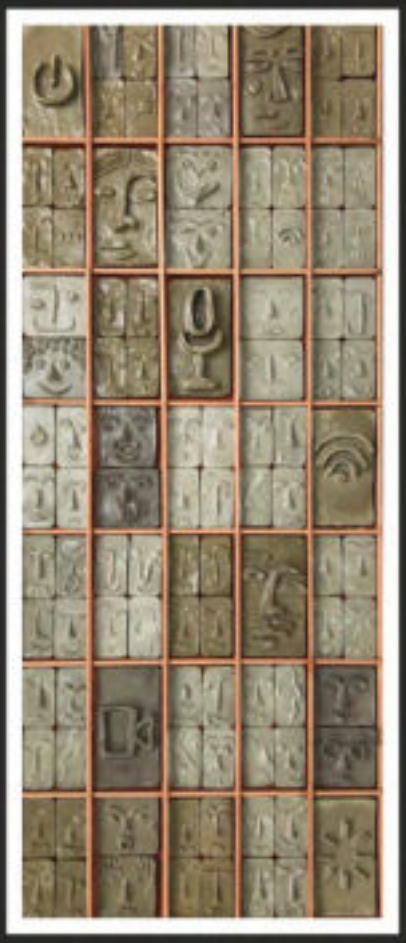
Art

Art enables us to find ourselves and lose ourselves at the same time.

Thomas Merton



Azraa Waja



Julia Moxley



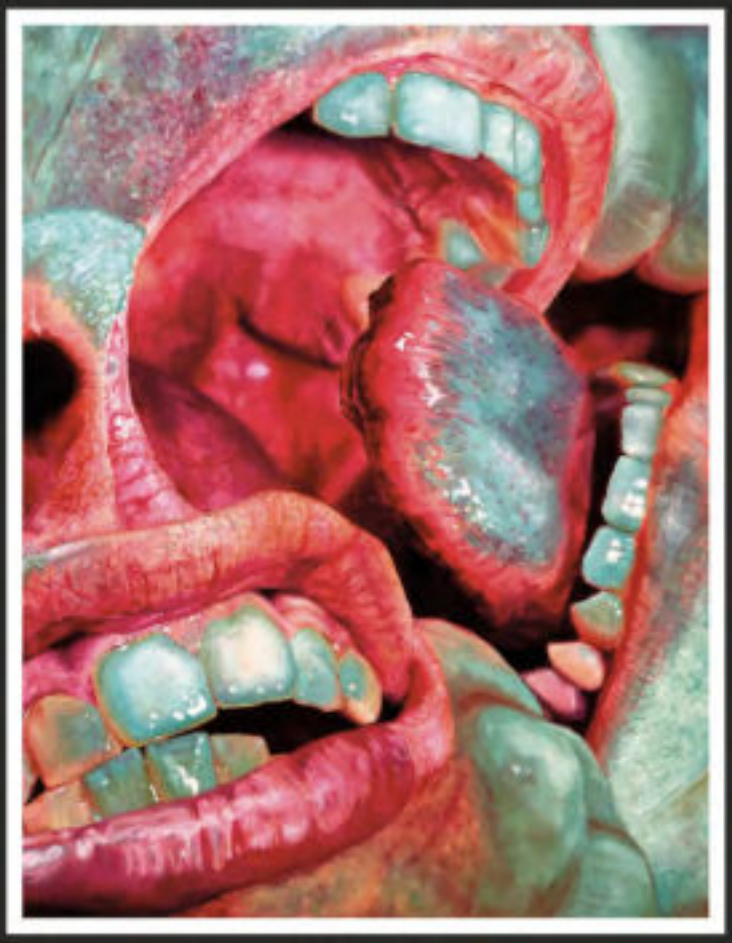
Geena Shellys



Jacqueline Dow



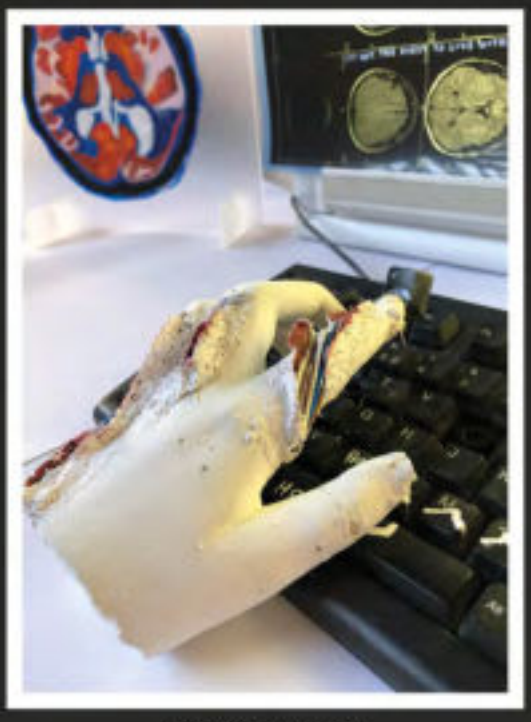
Charlotte Flemimg



Kate Hallé



Lily Bertish



Elizabeth Ingram



Kelsey Els



Olivia Lascaris



Namreen Ebrahim



Louisa Naudé



Olivia Davis



Nicola Bisset



Olivia Nel



Renee Pedegana



Shannon Pitman



Michaela Todd



Raine Halvorsen





Sobaagh Zoutenberg

Drama



Girls Like That

BY MRS SARAH MCARTHUR

Herschel's 2020 production *Girls Like That* was staged amidst our rolling Eskom blackouts and performed a mere three weeks before the Covid-19 pandemic forced theatres to close around the world. Looking back now, it therefore feels almost miraculous that we were able to stage this incredible text when we did, and that the performances and performers were able to go on to create one of the most engaging, challenging and successful plays that Herschel has seen.

On a personal note, this play was also very special as it represented the first piece of theatre I produced here without the support of my longtime collaborator Tessa Steyn, who retired last year. I was able to stand firmly on my own two feet and create something of which I felt exceptionally proud, and to work with my new colleague Brent Palmer who brought a wealth of experience from the professional theatre sector to our process.

Girls Like That is a play that explores the complex dynamics around friendship and sisterhood, and challenges us to re-examine our relationship with social media and the way we conduct our relationships both digitally and face to face. We were incredibly blessed by the commitment and creativity of a cast of 41 dedicated and earnest young actors who have brought their own vision and voice to staging this work, some of the students even tackling the direction of scenes themselves. Our cast was a constant source of inspiration for us, and we are immeasurably proud of what we achieved together. ◊





Shakespeare Schools Festival

BY HANNAH MACKAY

The Grade 10 drama students this year were fortunate enough to participate in the Shakespeare Schools Festival which took place from the 3rd-14th of March at the Fugard Theatre. The festival includes a number of different schools all performing on separate days their respective Shakespeare plays. The productions all took place in the evenings for any person who wanted to attend. However the students were all expected to arrive at the beginning of the day and would spend the day at the Fugard Theatre before their shows. Between the two Herschel drama classes, we performed *Macbeth* and *Midsummer Night's Dream*, while another school, South Peninsula, did *Hamlet*. After weeks of rehearsals and planning of set and costumes, the Herschel girls set off on the 10th for the Fugard Theatre. Upon our arrival, we were introduced to the stage where some iconic actors and actresses such as Ian McKellen and our very own drama teacher, Mr Palmer, had performed. It was truly exciting to get the full experience of being an actress in the Fugard Theatre. After some lighting and stage checks, we spent the rest of the day rehearsing and wondering around town near the theatre. We grabbed some lunch together and headed back for a dress rehearsal. Each group performed their show for the others. The energy in the air was thrilling. When the time came, all of us performers gathered on the stage where the wonderful Shakespeare Festival Coordinators worked through some warm-ups with us and quickly ran through the finale bow. The order of the shows went: *Macbeth*, *Midsummer Night's Dream* and *Hamlet*. It was a good combination of tragedy (*Macbeth* and *Hamlet*) as well as humour (*Midsummer Night's Dream*). Each was performed uniquely and creatively with good acting. All of us students had so much fun and were proud of the work we did on stage. Thank you to Herschel for allowing this opportunity as well as Mr Palmer for accompanying us and guiding us through the process.

"The Shakespeare Schools Festival was a way to discover more about drama, Shakespeare, history and performing, all in one little bundle of joy. The entire process was exciting and fun but also informative, especially on the day of the performance when we skipped, I mean missed for valid reasons, a day of school in order to prepare for the live performance that evening. I learnt a lot about Elizabethan theatre, trusting others and an entirely new type of adrenaline-induced stress, but overall it was one of the best experiences I have ever had in drama". **Katherine Bennett**

"Attending and participating in the Shakespeare Festival was literally the highlight of my year, not only did I feel super comfortable in the theatre and annex, but the staff were so sweet and helped us with any queries we had. The annex was super safe and I particularly loved the big space where the cast could practise. The actual performance was obviously stressful but satisfying in the end as we were constantly motivated by our fellow casts and backstage staff members. This is an experience I will certainly never forget and I would love to do it again". **Arwen Lehmann**

"SSF was a manic project with many rehearsals! On the day of our performance, we spent the entire day at the theatre. Each cast got their own dressing room with all the essentials including a piano, our own individual lanyards stating we were 'cast' and security guards who escorted us to and from the theatre. It felt as though we were part of a proper film production which was pretty cool. I thought this was a unique and different experience". **Hannah Mackay** ◊





"The Shakespeare Schools Festival was a way to discover more about drama, Shakespeare, history and performing, all in one little bundle of joy."



Robotics and Programming

BY MRS SUE STEIN



The Grade 8 and 9 students attend a Digital Literacy class every week where they learn the skills, knowledge and understanding required to use technology to create and share ideas, assignments and tasks. The students are exposed to creative applications and the Google suite used at Herschel to effectively create, receive, research, present and communicate information. The students and staff made use of Google Classroom and Google Meet to attend virtual meetings and share tasks.

Herschel Robotics and Coding classes had to do a swift turn and become virtual with the onset of Covid-19. Our EV3 Lego robots were locked down and the students were enrolled in virtual online programming applications. The Grade 8 students used their iPads to learn Swift coding via the Playgrounds application. The Grade 9 students were enrolled in a Khan Academy course to learn JavaScript. Both courses exposed the students to self-paced online learning.

By exposing our students to coding, robotics and programming, Herschel is keeping up with the trend and enabling our young women to launch into many vocational fields such as animation, engineering and programming.

Consumer Studies

BY MS BRIGITTE CASS

A wide variety of topics are covered in Consumer Studies. The girls learn about consumer issues, clothing and fashion, interiors and housing, entrepreneurship, finances and budgeting and of course, food, which includes the practical aspect and nutrition.

The first term gave the Grade 10s an opportunity to explore and to compare different food outlets together with a group of Business Studies learners, as part of their marketing component. We visited several outlets in Harrington Street and the learners had the opportunity to find out more about waste-free and sustainable shopping opportunities. As mini entrepreneurs, the Grade 10s were tasked with developing a product suitable for the Herschel community as a target market with the aim of making and selling the products at a mini-market day, adjudicated by the Business Studies and Art staff members. The learners all had a lot of fun while learning valuable lessons along the way.

This year the girls have had tremendous fun while experimenting with a variety of practical areas. Many of these practical lessons happened at home in their own kitchens during the lockdown, sharing their processes on Google Meet or via the making of videos or slide presentations. The Grade 11s explored the making of different breads while baking with yeast and mastered the art of sweet-making with their fudge, marshmallows and nut brittle-making. The Grade 11s were also tasked with planning the refurbishment of a special space within the school as part of their Interior component. Many chose to make over the 'green room' with beautiful ideas.

The Grade 12s tried their hand at butter chicken, roti and gourmet burgers, in addition to making rolls. Soon after arriving back at school during July, the Grade 12s were faced with completing their practical examinations. Despite the flurry of nerves that commonly accompanies this event, these were all a great success.

Sustainable consumerism continues to be a prevalent theme in our learning this year, with learners gaining much insight and awareness of how our behaviour as consumers affects our immediate environment as well as the world at large.



Grade 10
Crumpet practical

Grade 11
Bread-making



Grade 12
Fish and chips and hamburgers





Life Orientation

BY MRS NICOLE POGGENPOEL (LO EDUCATOR) AND
MRS SHARMILA GORDON (SUBJECT HEAD)

We continue to deliver the LO curriculum in the form of modules to our students in Grades 8 and 9. These modules cover personal development where the focus is on the physical, mental and emotional well-being of our students, as well as making them aware of their online safety and mental health as they engage in the use of social media. In Grade 8 attention was also given to Health, Social and Environmental Responsibility and how these rights and responsibilities are enshrined in our Constitution. They learn that active citizenship is essential to facilitate nation building.

A large part of the Grade 9 curriculum is devoted to Subject and Career Choice and Ms Nyback was able to continue to support the girls by doing this online for a large part of the second term while we were all working from home. The Grade 9s also benefitted from modules on Decision-making and Goal Setting as well as Time Management. We trust that these modules were useful as the students embraced the new reality of working online initially and then the blended programme of face-to-face lessons and online learning. The concept of active citizenship (Grade 8) was explored more extensively in their Responsible Citizenship module. We hope that the module on Emotional Intelligence assisted them during this very peculiar time of dealing with their studies amidst the Covid-19 pandemic.

Sadly, only one of the Grade 9 classes was able to experience the benefits of the Mindfulness module by our outside facilitators due to the restrictions of the lockdown and the associated health protocols that we have had to adhere to this year.

In the senior curriculum the Grade 10s also missed the opportunity to continue with mindfulness sessions on LO days and they were unfortunately not able to continue engaging in the module on Sexuality as this too is offered by external facilitators. Due to the pandemic, PET sessions could no longer take place as scheduled and even when attempts were made to reschedule some of these physical activities for different grades towards the end of the third term, the weather did not play along. But, we are grateful that our dams are nearly full thanks to the welcome rain!

> ***"All in all, 2020 proved to be quite a year – one during which we were all forced to dig deep and evince resilience in the face of the many challenges that kept being thrown at us."***

We continued the format of LO days for our senior students, however, we had to accommodate more sessions as we had to have smaller numbers of students per session and we also had to navigate the scarcity of suitable venues. Despite these challenges we have managed to offer our students meaningful content. All collaborative work was completed online and this has worked well.

The Careers Expo continued online this year, thanks to Ms Nyback's dedication and hard work and she continues to guide our students through university applications both local and abroad and in addition, provides our students with information about funding and other forms of tertiary support.

Topics that were covered in addition to the syllabus included Gender-Based Violence which was made more meaningful by the unique opportunity we had of having Emma Leslie's artwork exhibited in our Chapel. Her work focused on the many victims of gender-based violence, particularly during August 2019, which led to the march to Parliament on 5 September last year. Having the Chapel as a space for this exhibition was especially poignant and allowed for important quiet reflection.

Other pertinent topics included Black Lives Matter, the Covid-19 pandemic and its effects on people, our environment, our society, as well as our emotional wellbeing. All in all, 2020 proved to be quite a year – one during which we were all forced to dig deep and evince resilience in the face of the many challenges that kept being thrown at us. Despite this, we are so very proud of our staff and students, all of whom rose to the occasion and met these challenges with poise and grace. ◊



Curriculum Matters 2020

BY MRS SUE GROVÉ, HEAD OF CURRICULUM AND STAFF DEVELOPMENT

"Education is not the learning of facts, but training the mind to think."

– Albert Einstein

CURRICULUM INNOVATION, THE ELECTIVES AND BLENDED LEARNING:

We have successfully completed two years of the elective system in the GET phase with great success. The transformation of the curriculum in Grade 8 and 9 into six core subjects and three electives per semester has given girls the option of choosing electives that really interest them. The expectation that each girl needs to cover the key learning areas namely Economic and Management Sciences, Social Sciences and Technology means that the package is balanced and meets the expected framework of the South African National Curriculum Statement (NCS). Girls have had the freedom to choose a Second Additional Language, isiXhosa or French, or an additional exciting elective in the Creative Arts group if they have met the compulsory requirements.

The significant impact this year of the strict lockdown measures due to Covid-19 on education meant that the academic staff had to readjust their teaching practice to accommodate schooling 'from and at home' at very short notice. Full-time online teaching became a challenge for all as the Google platform was extended and pedagogy was adapted. Girls had to be organised and many were challenged to stay motivated, organised and work more independently. Learning and teaching were enriched with many apps and visual elements as 'classrooms were flipped' and Google Meets became part of the daily routine. The IT department realigned their service delivery to all staff and rose to the challenge of keeping all devices connected and assisting staff on a one-to-one basis. The blended learning model boosted the teaching of soft skills as girls were challenged to develop better organisation, resilience, grit and integrity. Girls could work at their own pace but were still expected to meet online deadlines. In many cases it was found that there was improved retention due to increased visualisation and repetition of videos by girls if necessary. Academic staff worked tirelessly to master new apps and methodologies to deliver their lessons. The rotational system that was introduced after the reopening of schools certainly brought with it many challenges, but the combined method of lesson delivery certainly has created new opportunities for learning and teaching.



http://www.michaelfullan.ca/wp-content/uploads/2014/09/Education-Plus-A-Whitepaper-July-2014-1.pdf

Believing strongly that one of the most important outcomes of a meaningful education is equipping girls for life beyond school, we subscribe to the 6 Cs as a basic philosophy to inform our planning and delivery of the GET curriculum as illustrated in the diagram by Michael Fullan and Sylvia Duckworth.





HERE FOLLOWS A BRIEF REFERENCE TO EACH OF THESE:

CREATIVITY AND IMAGINATION

Girls are encouraged to adopt an enquiring attitude, to ask the right questions to explore and propose original ideas. Lessons are designed for girls to be imaginative and brave to freely generate new ideas.

CRITICAL THINKING

This skill enables girls to evaluate information and arguments, make connections, detect patterns, construct meaningful knowledge and apply it in a range of contexts. Girls also evaluate their own thinking processes to gain clarity.

CITIZENSHIP AND CULTURE

These skills equip the girls to think and help solve complex issues of a global and national nature in terms of sustainability and a deep understanding of values. Individuals should be connected to the world around them and be able to make a worthwhile contribution to their broader community.

CHARACTER

The emphasis is placed on ethical choice-making and skills that will help girls cope effectively with challenges in a complex world e.g. empathy, reliability, honesty, perseverance, grit and resilience to name but a few. Developing these skills will result in them becoming caring and connected citizens.

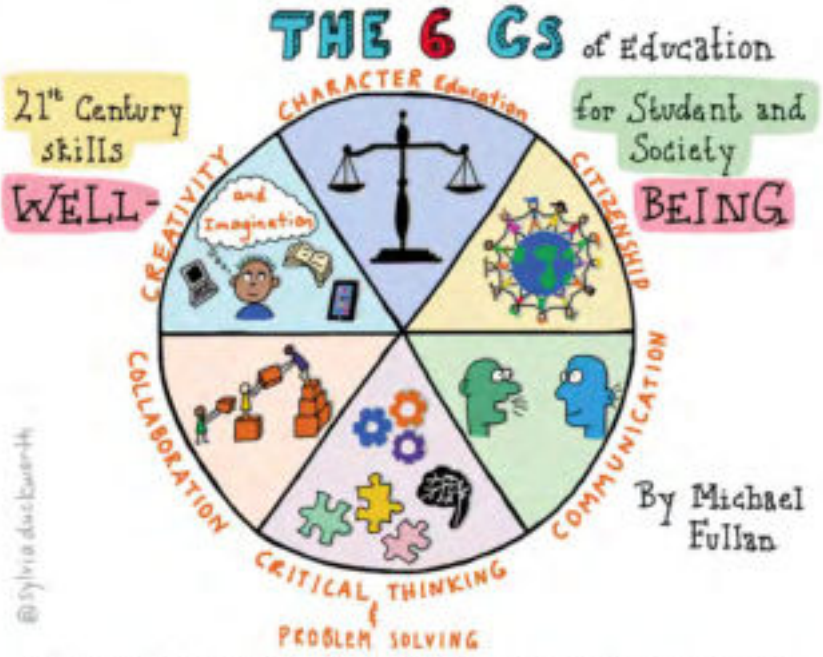
COLLABORATION

The development of this skill involves working together with others to solve a problem, constructing meaning in response to new knowledge, thinking flexibly to help design a product or developing a plan of action. This often demands compromise and conflict resolution which are vital skills to develop to prepare for the world of work beyond school.

COMMUNICATION

In an increasingly digital and technological world, communication skills are even more important. These would include writing, verbal skills, listening, presentation skills, interpreting non-verbal cues and interpersonal skills. Building relationships based on trust remains essential in a world where communication is often instant, brief and digital.

The hidden curriculum is different to the formal one and includes values, norms and procedures that underpin life at school. These aspects get reinforced in the many activities and situations that make up life at school. As a school we are examining our curriculum offering to create a greater sense of belonging. ◊



This illustration is from https://twitter.com/sylviaduckworth/status/567373802968186880

English

Relief

BY EMMA VAN DER VELDEN (GRADE 11)

My world is quiet. Just silence cramming itself into my ears. But if I put my finger to the radio speaker I can feel the buzzing of music. And if I put my palm to the kitchen counter I can feel the heavy thud of my mother cutting raw vegetables.

My world is also small. Only as big as my mother's two bedroom apartment. The apartment block – where I've lived all my 12 years – was built in the 70s next to the train tracks. The building has a way of looking wide, but inside it's cramped. The bathroom is mint green with a broad sink yet water still splashes over the edges. In the corner of the living room there is a leak. It's stained the roof around it a horrible brown. Sometimes the stain features in my nightmares; crawling all the way to my room and up my bed just to weigh me down so I can't move. But the best part of the apartment would be the balcony.

The balcony has terra cotta tiles and one big pot with a leafy fern growing from it. The sun fills the balcony with warmth everyday at about three until it sets. I sit there and wait, in the sunlight, till five. That's when the trains start going back and forth. My mother says the trains just squeak and groan with their rusty wheels.

"You're lucky you can't hear them," my mother signs to me. "They rattle my bones to pieces."

Sometimes I pull a cushion off the couch to sit on but often I just lie on the tiled floor with my eyes closed, waiting. And then the first train comes.

I'm sure the neighbours can hear it coming from a long way off but I can only feel it when it's just a few metres away from the apartment block, when it starts to rumble and shake the ground it trudges over. The leafy fern quivers in anticipation as even more trains pass by. They go by in a blink so I have to savour my moments on the balcony.

Often I try to catch the faces that are stuck in the dusty glass windows of the train. I try to memorise their features so that maybe I can recognise them tomorrow, but the train moves so quickly. At night I think of these people and their lives. Do they live in an apartment like me? Do they also have a stain in their living room? I create their lives for them, guessing and assuming just on the colour of their hair. By five o'clock the next day I'm attached to them and I'm pleading with the train to slow down so I can maybe find them among the other faces.

When the trains have all passed and it's still again I stretch over the balcony, gripping the balustrade tightly. I do this so I can get closer to the burning smell of the sizzling tracks. It floats up from the red hot lines of metal like incense and straight into my nose. It makes me dizzy.

Then I walk back into the living room and slump on the couch. After the trains pass there's nothing to do other than stare at the stain, lurking in the corner.

Man in his Mind

BY SALMA MOOSA (GRADE 9)

death is a man in a long trench coat
with sunglasses concealing his eyes
because if you look into his pair of eyes
you will see everything left undone

loneliness is a lady in patent black boots
with heels echoing into the depths of your mind
because the closer she strides towards you
the more hollow your mind will feel

fear is a boy clad in a knitted vest
with a baseball bat in hand
because he hit too close to home
and now your window is broken, and your vision
is distorted

joy is a girl in a satin skirt
with gold gleaming between her teeth
because gold is too precious to hide
and you will think her pitiful without it

contentment is a fellow in paper bag pants
with a cane and a pocket full of sweets
because his sweets bring smiles to faces
and his cane lifts a weight off your shoulders

love is a woman with a bundle in her bed
and three pillows by its side
because if left unsupported her bundle will fall
and she wants it to thrive as long as she lives

the power of words

BY SARAH GUTUZA (GRADE 9)

the power of words
is a dangerous feat
they can cut you to pieces
like a butcher and his meat
they can pull you apart
like you would pull open a door
they can be your greatest
the face behind the mask

the power of words
is a wondrous feat
they can make you fall in love
like you fall when bungee jumping
they can convince you to give your all to
someone, a special someone
they can be your best friend

the power of words
is a sneaky feat
sliding it's way into your mind
and taking you down from the inside
or sliding it's way into your heart
and helping you find joy

the power of words is one that you can decide
how you interpret and use
you can break people down
or you can build them back up
you can tear them apart
or you can stitch them back together

the power of words
is a useful feat

French DEPARTMENT

"Life is a shipwreck, but we must not forget to sing in the lifeboats." – Voltaire



BY MME SUSY MACFARLANE, HOD FRENCH

This year has made a profound impact on everyone in the world and whilst it was clear that we are all in the same storm we continue to all be in different boats. Open communication, emotional resilience and determination to keep afloat became the focus. The French Department was mindful of those aspects and has thus navigated carefully through these unprecedent times. Being cognisant of the stormy waters, we ensured that our students embarked on the same boat online and in class for their French lessons. We are fortunate that learning a different language and learning about a different culture remain a way to travel and to dream…

Peut-on tout pardonner?

Si on regarde l'histoire humaine on peut voir beaucoup d'exemples qui montrent que le pardon n'est pas facile. En plus, c'est un instinct humain d'essayer d'obtenir de la vengeance. Il n'y a pas de solution facile pour pardonner et à cause de cela, pardonner peut, en effet, être très difficile.

Pour moi, il y a beaucoup de facteurs qui jouent un rôle dans le choix de pardonner à quelqu'un. D'abord on doit considérer la sévérité de la situation. Par exemple c'est plus facile de pardonner à quelqu'un s'il a dit un petit mensonge mais si quelqu'un m'a vraiment blessé c'est plus difficile de lui pardonner. Donc, je dois examiner à quel point j'ai été blessée. En effet, si on m'a menti dans une situation sérieuse, ce sera plus difficile de pardonner pour moi parce que je ne pourrais plus faire confiance à cette personne. Je pense que pardonner c'est un voyage et on a besoin de beaucoup de temps pour examiner comment on se sent. Donc si la douleur est trop grande, je ne pourrai pas regarder la situation avec objectivité et à cause de cela pardonner sera plus difficile.

Ensuite, je pense que pardonner peut-être difficile parce que certains gens ne comprennent pas ce que c'est le pardon. On assume souvent que quand on pardonne on doit oublier le mal qui a été fait et cela n'est pas la vérité. En fait, pour moi pardonner c'est être capable de se rappeler ce que cette personne a fait sans avoir de ressentiments pour cette personne ou cette situation. Je pense qu'on garde toujours un peu de cette émotion qu'on avait sentie pendant cet incident parce que les émotions ne nous quittent pas facilement.

Un autre aspect du pardon est le pardon à soi-même. Pardonner à soi-même peut être encore plus difficile. Pour moi, la partie qui est très difficile est la réalisation que je suis capable de faire du mal mais d'autre part je sais aussi que cela fait partie de ma vie. Par exemple si j'ai blessé mes amies avec mes mots, même si je sais qu'elles vont me pardonner après un certain temps, j'ai appris que je ne dois pas parler quand je me fâche. Cette réalisation est très importante et ensuite de décider ce que je vais faire avec ce défaut. Je crois c'est en se posant cette question, qu'on fait le premier pas vers le pardon à soi-même.

Finalement, pour moi, certains fois c'est facile de pardonner mais d'autre fois ce ne l'est pas. Je pense pardonner à d'autres gens et se pardonner prennent beaucoup de temps et beaucoup d'efforts pour comprendre les émotions. Enfin, je pense que j'accepte qu'il y ait des choses que je ne pourrai jamais pardonner comme si quelqu'un fait du mal à ma famille. Je sais que je ne pourrai pas toujours tout pardonner parce que je ne suis pas parfaite.

Tshiamo Sebokedi, Grade 12

Mon histoire de rupture

Un jour un garçon m'a demandé de sortir avec lui…
Il a commencé à m'ignorer.
Il a oublié de dire joyeux anniversaire.
J'ai décidé de l'appeler.
Il a refusé de parler.
J'ai choisi d'aller chez lui.
Il dit que j'ai à rentrer à la maison mais j'ai décidé de rester.
J'ai essayé de lui parler dans son jardin.
Je lui ai demandé de sortir mais il a dit non.
Mon ami m'a aidé à incendier sa maison.
J'ai essayé de lui donner une leçon.
Je pense qu'il a appris à ne plus recommencer.
Je me suis amusée à le faire mais il a continué à l'ignorer.

Lucy Frater, Grade 11

Il est beau
Il est vraiment grand
C'est une personne toujours drôle
C'est une personne timide
Il n'est pas pénible
Il n'est pas méchant
C'est mon ami

Romy Myers, Grade 9





IsiXhosa

The year started off on a high note with the new group of students wishing to study the elective "Clicking with isiXhosa" in Grade 8 and in Grade 9, isiXhosa First Additional Language (FAL) and isiXhosa Second Additional Language (SAL).

More excitement took place when the isiXhosa students welcomed prospective learners to the classroom during the Open Evening event to celebrate their joy of learning isiXhosa.

Caitlin Maharajh in Grade 10 shares her isiXhosa learning experience as follows:

"Studying isiXhosa SAL has been an incredible journey for me of not only learning the basic and academic approach to the language, but also experiencing the rich and fascinating culture, literature and history of it. It forces one to step out of one's comfort zone and to explore the enchanting indigenous language of the amaXhosa people."

Enjoy reading her written isincoko / essay, Amaxesha Onyaka (seasons of the year) too.

Amaxesha onyaka elizweni lethu

Inene! Amaxesha onyaka amnandi elizweni lethu. Ixesha lokuqala lihlobo, elesibini kukwindla, elisithathu bubusika, elesine yintwasahlobo.

Ixesha lokuqala elizweni lethu lihlobo. Kushushu kakhulu ehlotyeni. Ilanga likhupha intlanzi emanzini. Kunxitywa iimpahla eziphoilkeyo. Akunxitywa iimpahla ezishushu. Ilanga liyatshisa ngoko ke kukho abantu abaninzi elwandle. Abantu bathanda ukugcakamela ilanga xa befunda iincwadi neemagazini. Sii. Ayintle ngako inkungu ekuseni ehlotyeni elwandle.

Ixesha elesibini kukwindla. Kupholile ekwindla. Kuyaqala ukubanda. Amagqabi ayavuthuza emoyeni kwaye alala athi saa emhlabeni. Amagqabi antsundu. Umoya wasekwindla upholile kwaye nemvula inqabile ekwindla. Kubalulekile ukuthenga iingubo ezifudumeleyo ngoku kuba ubusika buyalandela.

Khupha iingubo kwikhabhathi kuba ubusika bufikile. Ixesha elesithathu bubusika. Awu. Kuyabanda kakhulu ebusika. Kunzima kakhulu ukuvuka ngeli xesha. Umoya apha uyingxaki. Heyi, awubandi lo moya, uyahlaba. Lihle ikhephu ezintabeni ebusika. Sii. Ikhephu liyakhithika. Iintaba zimhlophe qwa. Kubalulekile ukunxiba iimpahla ezishushu. Umntu ubasa umlilo ukuzifudumalisa ngobushushu bomlilo kuba ingqele iyahlaba. Kuqhaqhazelisa amazinyo kwelixesha.

Ixesha elesine yintwasahlobo. Kuyaqala ukufudumala nemvula iyana kwiindawo ezithile elizweni lethu. Iintyatyambo ziyaqala ukudubula entwasahlobo kwaye imithi iyaqala ukuhluma. Sii, azisentle nje iintyatyambo kweli xesha lonyaka! Kumnandi ukubukela iintyatyambo ezintle nokuphula-phula iingoma zeentaka emithini. Yonke into ikhangeleka ntsha! Ingca iluhlaza yaka. Ilizwe liyintombazana kweli xesha elikuthiwa yintlakohlaza.

Kubalulekile ukwazi ngamaxesha onyaka. Kuba anomtsalane kakhulu. Inkangeleko yendalo kuwo onke amaxesha onyaka ibalulekile empilweni yabantu ngoko ke abantu bamele ukubhiyoza amaxesha onyaka.

Written by Caitlin Maharajh in Grade 10 – isiXhosa SAL August 2020

Okokugqibela, ndiyasishiya isikolo ngokuphela konyaka kuba lixesha lomhlala phantsi ngoku.

Enkosi ngenkxaso yenu nangeminyaka emihlanu ngolwazi, umdla nobubele. Ndiza kunikhumbula nina nonke, bafundi bam! Ndiyanikhuthaza ukukhumbula ukuba imfundo sisitshixo sokuphumelela emagqabini nembeko nokuhlonipha zivul' iindlela ekuhlalweni noxolo nomanyano! Bunjalo ubomi – umntu ngumntu ngabantu! Ningadinwa nangomso!"

Utitshalakazi – Nkskz. Corine Sharp





Geography

BY MRS NASEEMA PARKER

The normal business of the end of term was brought on earlier by the whole of South Africa going into lockdown. Suddenly, all that echoed was Covid-19, the global pandemic which took the world by storm!

The storm thrust us into online teaching: from Google Classroom, now our new online classroom-from-home, to the current blended learning programme. It has been a phenomenal year in terms of growth, perseverance and gratitude. Gratitude and compassion are what we took out of this pandemic. As a Geography department, we, more than ever, shared, cared and supported each other and the girls through the uncertain times.

Luckily our Grade 11 and 12 groups managed to get out before lockdown and explore Paarl Rock and Groot Constantia on their day trips. Thanks to Jodie Collins [Grade 11] who so aptly encapsulated the day's events:

"On the 12th of February, the two Grade 11 Geography classes departed on the annual Grade 11 Paarl Rock outing. The 25 learners left early on Wednesday morning, not quite prepared for what was in store for the day. After an hour bus ride in 30-degree heat, we arrived at the bottom of Paarl Rock where we were treated with a stunning view of the Paarl valley. This is where we began our task for the day: answering questions about the town of Paarl.

As the temperatures climbed into the high 30s, we sat and had lunch next to a river with our feet in the cold water. As we hid from the heat, we continued with a task. We opted to take the buses up the 4x4 track instead of walking because by now, the temperature was nearing the 40s. We scrambled out of the buses, excited to reach the top of Paarl Rock and see the beautiful view of Paarl and the Du Toit's Kloof mountain pass on the opposite side of the valley. The view was truly breathtaking. The heat became unbearable, so we clambered back into the buses and travelled to Fairview wine and cheese farmstall where we treated ourselves to milkshakes and juice. We were also allowed to shop for cheeses and meats which many of us bought as gifts for our parents. We also encountered llamas and goats in paddocks around the farmstall. After a long day, the 25, now very sweaty, people headed back to school. Thank you to Mrs Parker and Mrs Gordon for organising such an amazing outing and being the best Geography teachers a class could ask for. We love you!"

> *"It has been a phenomenal year in terms of growth, perseverance and gratitude."*



While 2020 proved to be a challenging year, we are extremely proud of our Geographers and the way in which they embraced our 'new normal' by rising up to meet challenges and obstacles head on. As a department we look forward to a promising 2021!





History

BY MS LINDSAY WILLS

It did not take long for lockdown memes to begin commenting on how certain phrases had become seemingly ubiquitous and would be forever associated with Covid-era communication. One meme, 'Covid Lingo Bingo', listed the following as possible hits: 'Optimistic mention of "when this is all over"…', and 'Any mention of times: "strange", "crazy", "worrying", "unsettling"…', and 'Unprecedented mentions of the word "unprecedented"…'. A History teacher reading this Covid lingo, perhaps even using it themselves in emails or texts, can't resist giving a wry smile. Perhaps the History teacher is darkly amused because they know that the Covid lingo is not out of place in history discourse: that, ultimately, human history is the story of crisis and catastrophe, but also of ebbs and flows, or change and continuity. We need only to turn our gaze from Covid to the scenes and stories of #BlackLivesMatter to know that this will be a year of much historical significance.

Suffice it to say, to teach and learn history at Herschel in 2020 has been a unique experience.

It is hard to remember, but there was a time before Google Meets, masks and sanitiser were a feature of history lessons. Term 1 this year saw vibrant activity in the History department. The elective system has enabled deep and meaningful exploration of a variety of topics, for example, African history, World War 1, the Holocaust, the Sixties, to critical historical themes such as feminism, gender representation, the dynamics of power, and ethical citizenship.

We did have some adventurous plans in place for multiple grades this year, but sadly many of them were waylaid by Covid. However, just before lockdown, the Grade 10s did manage a visit to the Adderley Street Slave Lodge museum and heritage site, and enjoyed a guided tour of the National Archives. A highlight of the trip was being able to see historic documents relating to Jan Dirk de Beer who, in 1679, was one of several free burghers given land to farm south of the Liesbeek River. This farm would, about 150 years later, become Herschel. We look forward to future projects exploring further even older history of the land and the indigenous people who lived here.

'Online' school and the blended learning programme came with its challenges and opportunities. However, the History department's culture of hard work, creativity and a growth mindset, shown by staff and students alike, has carried us through. Perhaps one of the central features of both 'online' school and blended learning has been the emphasis placed on independent learning and thinking. We believe that a positive corollary of this has been a nurturing of critical thinking skills and tools – these have proven essential to the difficult but important conversations that have been necessitated by the current climate of #BlackLivesMatter, the scourge of ongoing gender-based violence in our nation, and global humanitarian and political crises. The History department hopes to continue leaning in to the hard work required to grapple with these issues.

A study of the past shows us that the only way to understand the present is to embrace the messiness of people, politics and society. There are never easy answers to the pressing questions of our time. History enables us to develop a better understanding of the world in which we live. Building knowledge and understanding of historical events and trends enables us to develop a much greater appreciation for current events today. I wish to extend my thanks and gratitude to Mrs Grové and Ms Wesson for their support and commitment to ensuring the History department rose to each new challenge brought by 2020. ◊



Baxter Resource Centre

BY SHIVADHNA GOVENDER

I think it is safe to say that 2020 was definitely one for the books!

It was certainly not the year I had imagined and planned extensively for. However, through this entire pandemic, the library remained a hive of (now socially distanced) buzz and activities.

We kickstarted the year by displaying the powerful student-made posters about GBV and Femicide, which is a daily reality in South Africa. It was a painful yet needed reminder to keep on striving and living our lives for those who have unfairly lost theirs. The library has always had the most wonderful displays from posters educating you about Covid-etiquette, beautiful illustrations and quotes, to insightful and educational displays about cultural appropriation.

Throughout Term 1, the library was filled to the brim. Groups of students gathered upstairs, murmuring while busy working on assignments and tasks – others were flopped onto fat sacks and couches, reading and chilling downstairs. The upstairs library now remains the "headquarters" of the boarding house students who attend online school, while the bottom library is constantly filled with socially distanced students and teachers.

The library monitors held a Baby Drive throughout Term 1. We decided to host the Baby Drive for infants and young children born in underprivileged areas. Beautifully decorated boxes were placed strategically in and around the library and atrium. We collected new and previously loved baby clothing items, toiletries, and non-perishable baby food. Everyone was urged to donate at least one item. We would like to say a huge thank-you to everybody who donated, and a special thank-you to Ms Harding's tutor class who hosted a bake sale to raise funds for our Baby Drive.







The prospect of lockdown did not dampen our spirits and we held an extreme reading competition from the end of Term 1. The library made sure to tell everyone that safety of themselves (and their books) should come first! During lockdown, we also celebrated World Book Day and shared pictures of our special and sometimes unusual reading spots, our favourite books and books we were currently attempting to finish. The magic and power of books and reading helped many students and staff escape the confines of their homes (and lockdown) and the bored monotony they might have been facing.

The library celebrated Women's Day, Heritage Day and National Book Week with our signature displays that never disappoint! You can always trust Mrs Prins and the creative library monitors to liven up the library surroundings. The beautifully made posters greeted you as soon as you walked into the library and were intricate and thought-provoking.

Maryam Ameen and Mrs Prins also launched the Hand Sanitiser Drive in collaboration with the Outreach Maths Programme, during Term 3. This collection will be handed out to the Matric learners at Thandokhulu High School before their final examinations. The library has, as always, remained a hub of activity, amid Covid-19 and load shedding!

I would like to say a huge thank-you to my two deputy heads, Emma and Zander, for always being so organised and willing to help Mrs Prins keeping the library running smoothly. Finally, a huge thank-you to all the library monitors who have kept the library neat and functioning, and for being as enthusiastic as possible for Friday meetings. ◊

Science in Action!

BY MRS CANDICE LACERDA

Newton's laws of gravitation, Faraday's law and Einstein's theory all needed to step aside this year in the wake of the global pandemic. It was a real challenge getting used to the 'new normal' but as a Science department we found our feet very quickly. We split the grades up and each teacher taught one grade of students. There were online videos, Google Classroom meets, virtual assessments and daily check-ins. Many a home became a classroom! When we returned to school, it was with a new mindset and a very different set of protocols. We needed to be creative in the way in which we handled practicals as well as our lessons. Our Grade 11 students got very involved with Organic Chemistry and were able to prepare two of their own esters in the laboratory. This presented its own set of challenges as we needed to make sure all stations were sanitised at all times and that the students were socially distanced. The Grade 11s had great fun being back in the laboratory and wearing their lab coats with goggles. They did need to keep their masks on which presented a slight problem when they needed to smell their ester!

Our lives began to revolve around technology even more so than before and our dependency on technology is growing by the day. The teachers in the Science Department at Herschel Girls Senior School have always been interested in developing new ways to convey information and this certainly opened our minds up to all sorts of new education ideology. We have all had to get used to increased amounts of screen time. We have tried to get the balance between screen time and being present right in our department and I really feel that we have achieved this.

While this has been a very challenging year for all of us it has certainly been a year where we have all learnt a great deal.



Life Sciences

BY MRS SANDY RULE

So 2020 started with a very productive "normal" term at Herschel. We welcomed five classes of new Grade 8s to Life Sciences. Grade 9s embarked on the customary exploration of the Scientific Method, culminating in an EXPO project. The Grade 10s who had chosen Life Sciences as one of their FET subjects were treated to an outing to the rocky shore at Kommetjie where we studied a transect, appreciating the diversity of fauna and flora in this ecosystem. The Grade 11s embarked on understanding the Five Kingdom Model of Taxonomy – more about that later, and the Grade 12s continued their studies of an extensive syllabus with the exit exam in sight.

Then entered Sars-CoV-2. This virus was of topical interest when the Grade 11s started studying viruses as a lead-up to the Five Kingdom Model of Taxonomy. Every day there was a new interesting snippet to discuss, enriching our study of viruses; the virus causes a disease Covid-19 (we all know the symptoms by now). It originated from a wet seafood market in Wuhan, from bats? Snakes? Genetic sequence studies suggested this coronavirus was similar to one found in pangolins. This was all very interesting, and little did we know it would lead to our present "new normal".

This Chinese epidemic quickly became a pandemic and we were in lockdown. The Life Sciences department swiftly evolved from being classroom teachers into emergency online teachers. Google Meets, videos, scanned documents and WhatsApp groups became the order of the day. Our students responded very well to this; we are proud of them. This model then became the blended learning programme where we enjoyed teaching our masked students in class as much as possible and had to keep social distancing in mind – practicals became



demonstrations and group work a no-no. We have all learnt something from these new demands – the students have definitely learnt, amongst many other things, more resilience, responsibility, independence and determination.

It is also important to congratulate our Matrics of 2019 who achieved outstanding results. Many hours were spent exploring a large syllabus and the girls' exemplary work ethic was well rewarded. We wish these girls of 2019 all the best for their future and hope that Life Sciences remains part of their development. The other grades also spent much time getting to grips with what was required and developing the enquiring diligence to make a success of this subject.

Whilst we are still in the midst of a pandemic writing history, we plan to continue to inspire young biologists who may become virologists of the future and develop vaccines to protect the human race from such a disease.

All of this was only possible thanks to the collaborative teamwork displayed by the Life Sciences department comprising my colleagues: Karen van der Merwe, Silvana Scarola and Yaasien Kerbelker and the laboratory assistant, Warren Johnson. All the dedication and passion is always worth it.

Music DEPARTMENT

BY MRS JOS TAYLOR





In January this year, after a journey of 18 months of planning and 18 months of building, our wonderful new Music Centre was finally ready for new sounds, new musical memories and new creative energies to infiltrate its spaces.

We were settling in, finding our feet, discovering what was still needed, what fitted like a glove… and lessons and rehearsals started. It was quite strange, but so exciting, to be in this huge, light-filled and very beautiful building.

We welcomed new students and new staff: Mrs Nicole d'Oliveira (Violin), Ms Hilandi du Toit (Ukulele), Mr Grant McLachlan (Singing, Piano and the Choir) and Mrs Tamara Rennie (Viola). Mrs Celia Halkett retired. At the end of the year, we will be bidding farewell to Mrs Margie Barry after 23 years in the Music Department (see separate article).

And then Covid-19 struck. The plans for the year – a special opening celebration, a myriad of concerts, exams, eisteddfods, lessons, a Chorale tour – were all abruptly stopped. And our precious new space was closed up. Literally.

But did we stop? We may not have been in a physical space called Herschel for months but, for most of the rest of 2020, we have explored new ways of teaching, connecting, learning, discovering what was possible and what was not. We learnt new skills, fought the vagaries of internet speed (especially challenging with practical lessons), discovered that teaching and learning online was possible, that sharing music was possible, that our new reality was tough but could be exciting and filled with opportunities. Some competitions, exams and eisteddfods were reinvented. A number of our students were invited to submit online performances for the ABRSM Global High Scorers Concert. We have uploaded concerts, competition entries and compositions.

And gradually we are opening up our physical space and gradually filling it with the sounds with which we started the year. And so, the journey continues – hopefully, we have learnt from this time of Covid, and that the musical road ahead is richer, but slower and more intentionally varied as a result. ◊



Maths

We started the year with everything planned for each term, each week, and even down to each lesson. Well, little did we know...



BY MS DEBBIE MAIN

Early on in the lockdown period, I was asked to write a reflective article for the Herschel Facebook page. I thought it would be pertinent to look back now and reflect again on what I thought then...

"Times of adversity can either strengthen the bonds of a community or destroy them. Over the past few weeks, I have been surrounded by communities that have grown stronger by the day – from the complex in which I live, supporting and helping each other and standing outside our front doors every evening at 8 to clap and whoop for those on the front line, to the daily family meetings on Zoom. And then there is my awesome team.

The moment the President made the call to close schools, we strategised, planned and organised ourselves into a coma (OK – that was just me), but every member of the team had to face some fear-factor challenges with regard to making video lessons so that our girls would be able to continue ploughing through the over-sized Mathematics curriculum. By the time we went into lockdown, we had all mastered new skills and felt that we deserved a major number of professional development points! As the holiday part of our lockdown drew to an end, we slowly started treading into the territory of online Department meetings and grew in confidence with scheduling meeting rooms and sending invites.

So, on Sunday evening, I went to bed feeling confident. We had prepped and planned and put everything we possibly could in place. And then Monday dawned...

I woke up to a WhatsApp message, "Classroom seems to have crashed." My heart fell through the floor. I couldn't open Google Classroom on my iPad – the app was circling the drain, with my nerves. On my laptop, access came and went. However, I think the students must have been sleeping in as we didn't hear a peep about it. Whilst Day One was full of techno debacles, it was also full of hope. Students and staff encouraged each other and helped each other trouble-shoot the world of technology that is a mystery to most of us.

The past few weeks have seen exponential growth in our learning curve, both for teachers and students, and I have no doubt that it will see further growth in the weeks to come. It takes small steps of bravery each time we venture out onto a new platform. We have to feel safe enough to get it all completely wrong when we step out of our comfort zones and the methods of teaching that we have used for years (or decades). We don't have the same visual cues we are used to in the physical classroom and this will take time to adjust to. We are a community that is family. Family is a safe space in which to try new things and to accept that not everything is perfect. We just keep doing our best.

These times are interesting and stressful, but they are also opportunities to grow tenacity and grit, and to grow skills that have been lying dormant."

And so, the journey continued to unfold and we continued to learn and grow. Yes, I dared to take a 10-minute tea break only to come back to 120 "permission request" emails from our Grade 8s. I still feel as strongly as I did before that all of this has made my team a stronger unit who fully support each other and have continually gone above and beyond for their students over this difficult time. This meant often spending half an hour making a video for one girl who didn't understand how to answer a question and couldn't make sense of the memorandum or answering emails or phone messages from students late at night and over weekends.

Over the past few years, we have had a number of staff development training sessions on the "flipped" or "blended" classroom approach to teaching. As a Department, we have always been interested in this approach and the research that has come out of it. Stronger engagement from students, and a far greater sense of students needing to "own" their learning and education, has globally been an outcome of the "flipped" classroom. Thus, we embarked on investigating this approach further. Whilst it has been challenging, with the students at school on alternating days, to implement the methodology as fully as it should be, we definitely feel this is an approach we would love to engage with and one in which to develop our skills in delivering material. It leads to a far stronger depth of engagement with the content and much better skill set for coping with tertiary studies. ◊



Congratulations to Juliette Roux (Grade 10) who was selected as one of six high school students to represent South Africa in the 2020 International Mathematical Olympiad, where she was awarded Honourable Mentions for solving at least one problem completely.

Beyond Books

Be fearless in the pursuit of what sets your soul on fire.

Jennifer Lee









Clubs

Hiking

BY JESSICA PREVOST

The hiking club welcomed many new and enthusiastic members this year, all eager to explore the beautiful Cape mountains. Our year began with a hike up Skeleton Gorge to the Hely-Hutchinson Dam and down Nursery Ravine on a stunning, sunny day. We had a unique sighting of Red Disas at our lunch spot and many girls enjoyed a refreshing dip in the dam. Mrs Oelofse, Mrs Oosthuizen and Mrs Goedeke even joined us for the hike. Our second hike of the term was a gentle walk up the Silvermine River Trail for a picnic and swim in the reservoir. Many even swam the breadth of the dam and back. Throughout first term breaks, we watched *The Dawn Wall*, a fascinating documentary about rock climbers tackling El Capitan. Unfortunately, the rest of our plans for many other hikes, including an overnight hike, were halted due to Covid-19, but our members still sent in plenty of pictures from their own hikes, as the lockdown levels decreased and the mountains began to open up again. A sincere thank-you to Mrs Paterson, who passionately organises and leads these wonderful excursions.







ABOVE LEFT:
Jessica Prevost, 2020 Hiking Club leader, with some Red Disas.

ABOVE:
Almost at the top of Skeleton Gorge.

LEFT:
Picnic and swim at the Hely-Hutchinson Dam.



Ballroom Dancing

BY KEREN KISTENSAMY, GRADE 11

For the majority of the girls, Ballroom Dancing has been one of the very few highlights of our 2020 year, despite only having three sessions. The excitement and bliss of approaching "Ballroom Dancing" on the calendar sadly ended due to the Covid-19 pandemic.

To lift our spirits, the "sokkie" video that we received during lockdown really inspired us to grab a broomstick and beat the Covid-19 blues! Those memorable sessions with the dance instructors from Bishops, Mr Phil Court and Ms Withey, the Bishops Matric class of 2020, our Herschel Manager, Mrs Corine Sharp, and with our own Herschel group will not be forgotten.

The favourite of the three sessions was the Valentine's Day-themed dance hosted at Herschel. The students all looked amazing, but we were stunned when the Bishops young gentlemen arrived – even though they were in school uniform, the Matric boys dazzled us all with their bright red neckties. A few toes were stepped on that night while we enthusiastically learnt the steps to the waltz, foxtrot and swing (one of my personal favourites), but the Butlers' pizzas, banter and good vibes after the session certainly took the pain away!

All in all, Ballroom Dancing 2020 has been an incredible and memorable experience! It is indeed a fun event on the Herschel school calendar for Grade 11 students and one not to be missed. Take the first step, put on your dancing shoes and dance as if no-one is watching!



Peer Support

BY MRS MONICA ROBERTSON, COUNSELLOR

On Tuesday 10 March, the Herschel Peer Supporters, under the guidance of Jessica Keeton, ran a one-hour Personal Development workshop with the Grade 8s. The purpose of this workshop was to offer the Grade 8s an opportunity to engage with their Grade 11 and Matric peers around issues that affect them. Each Grade 11 or 12 student facilitated a discussion with a group of Grade 8s. The topics that were discussed ranged from self-esteem, to managing peer pressure, to how to deal with the stereotypes of being a Herschel student. The workshop also included a Q&A for the Grade 8s around their upcoming camp.

This was a wonderful opportunity for younger students to engage meaningfully with their older peers and gain guidance and advice from older students who have been through the system. Furthermore, it was an opportunity for the Peer Supporters to practise their facilitation skills and learn how to manage small groups.

BY JESS KEETON, HEAD OF PEER SUPPORT 2020

Peer Support is made up of a group of Grade 11 and 12 students who are available to help, support, give advice and lend an ear to other students. They are there to help and support with any challenges students are facing, relaying common problems to the counsellors and helping create, plan and organise events that could help students with current issues being faced. The 2020 committee members were dedicated, selfless and empathetic students who underwent training to be able to correctly support the students they help. For Peer Support 2020 we really wanted to create a more structured and involved committee that had regular interactions with the younger grades, especially the Grade 8s. We wanted to create a structure for peer support that could be used as a backbone for future students who take on the role. A few of the events Peer Support held included committee meetings for grades, facilitation workshops for Grades 11 and 12, Grade 8 introduction to Peer Support and Pastoral, and a Grade 8 workshop on empathy, peer pressure, self-esteem and the Herschel identity.

Exchange Experience



Laura Formby

USA

The number of kilometres – 12 443 to be exact – that I had to travel across the world in order to spend three months at a co-ed boarding school, Kents Hill in Maine, is still mind-blowing to me. Having been at an all-girls, predominantly day school for most of my life, this was a major change, but change is something I thrive on and I can truly say it was one of the best experiences of my life.

Kents Hill was eye-opening: the facilities, the 400-acre campus, the classes offered (e.g. Criminology which I signed up for) and the fact that they had their very own ski slope!

Classes were co-ed, very small and grades were mixed. I loved meeting new people and having a whole range of close friends from the "Freshman" (Grade 9s) to "Post Grads." The school was also international, so throughout my time there, I made many friends from all over the world whom I'm sure I'll visit one day. Life on campus was one of my favourite parts: I loved boarding and being able to spend time with my friends, having a roommate and, of course, relaxing in others' dorms or even going to support a few football, soccer and ice hockey matches on the weekends!





I was exposed to the beautiful Maine "Fall," when I was able to join their Field Hockey team and for the cold, snowy winter season, I did rec skiing! Kents Hill has such a community feel to it and being an Exchange student did not affect this at all. From my first Thanksgiving, American Halloween and Homecoming – I can truly say I've made memories to last.

I was lucky to have had the most amazing Exchange partner, Josie Palmer, and her family. Together she and Dani (Jenna's exchange) spoilt us by taking us on a trip to New York, Portland and even to hiking Mount Katahdin (highest mountain in Maine).

I came back wishing for more time on "The Hill" but hopefully, a piece of South Africa will remain there and I have established life-long friendships – some of these American students have already come to stay with me in SA and then there are the others with whom I will continue to keep in contact.



Jodie Collins

ENGLAND

I was fortunate enough to go to Culford School in England. Culford is a private, co-educational, traditional English boarding school near Cambridge in England.

At school, I took four A-level subjects: Psychology, Digital Media, Economics and Philosophy, which I found very interesting and were completely different from any subject I had ever taken before. Being in Sixth Form (Grades 11 and 12), we were treated very differently from the rest of the school and were able to go into Bury St Edmunds (the local town) after school and on the weekends. We also spent most evenings in the Sixth Form centre which is pretty much a playroom with TVs, games and couches for the Upper and Lower Sixth Form students to spend their time in. The Sixth Form boarders are also allowed to spend their Friday nights in Paddies and Scott's, the school's restaurant and hangout spot, where we would chat, eat pizza and play music.

I played indoor and outdoor hockey, cricket, tennis, swimming, netball and table tennis which I loved, and it really helped me to make friends with so many people from around the school when I was new. On Saturdays, I either had hockey or netball games/tournaments where the team would take a bus to various schools around England to play against them. After the game, we would have 'tea' where we would eat lunch provided by the other team and chat with them. I also had the opportunity to play for the Bury St Edmunds 1st club hockey



team where I played with women in the England national side and the England master's side. My sporting season at Culford was cut short after my injury during half term, but I still went to all their games and supported from the sidelines which I also really enjoyed.

On the weekends, we had Saturday school in the morning (this is because most students board full time and it means the holidays and half terms are longer) and in the afternoons I had sports matches. On Saturday nights and Sundays, I would spend time with friends either in Bury, or we would take a train to Cambridge, Ipswich or London and spend the day walking around the cities and seeing the sights. For my birthday, my host family threw me a party and invited all the students from both Upper and Lower Sixth Form. This was by far the highlight of exchange for me. (This might be second to watching South Africa beat England in the Rugby World Cup final in the middle of my trip and not having any of my English friends speak to me for a week.)

My second day at Culford, we had the Lower Sixth formal, which is a night where the new Sixth Form students dress up and have dinner with the Headmaster, his wife and the senior members of staff. My second last day at Culford, the school had its annual Highland ball which is a Scottish ball where the Sixth Form students come in formal dress and masks and spend the night dancing and are treated to a three-course meal; it is very similar to the Matric dance. It was the perfect way to say goodbye.

Outside of school, I visited the hospital where I was born in London which is directly opposite the Houses of Parliament on the Thames. I went to Spain during half term with my host family and their extended family. During half term, I also went to Disneyland in Paris as part of the school's 1st team netball tour where I ended up tearing ligaments in my ankle which put me on crutches for six weeks, and the remainder of my exchange experience. The upside to this was I was in a wheelchair when we went to Disneyland and could skip all of the lines for the rides. In the last week of half term, I stayed with my parents' close friends and their family, which made me feel like I was home for a while. My sister flew over for my birthday and we went and spent a week in Amsterdam and London. I also spent a weekend in Cambridge and toured around the university and went punting in the canals.

I don't think I could have asked for a better exchange experience. I did absolutely everything I could have possibly dreamed of doing and so SO much more. It's an experience I will never forget and a memory I will cherish forever.



Jessica Prevost

UK

It is extremely difficult to describe the experiences of eight weeks in a completely unfamiliar environment, in less than a page, but I'll attempt to. After boarding my flight from Dubai to London with barely minutes to spare, I began to realise the independence I would gain from this new adventure. I soon settled into life in the UK, with weekdays spent in the boarding house at Framlingham College in the small town in Suffolk and weekends at Cara's (my exchange partner) house on a stud farm in the horse racing capital, Newmarket.

I thoroughly enjoyed boarding at a co-ed school and the freedom which came with it. There was a strong family-orientated atmosphere in my house, Victoria, and I met many wonderful people during the time spent in house. The Year 12s were allowed into town most days of the week where we would often visit the acclaimed milkshake café. I threw myself into school life by playing for one of the hockey teams and joining the choir and orchestra with which I performed in the annual Autumn concert. Taking only three A level subjects (and having many free periods!) was an exciting experience. One of my subjects was photography, where

we spent much time in the dark room learning about fascinating early photography techniques and also experienced a day trip to the great art museums and exhibitions of London such as the Tate Modern. I also had the privilege of visiting Framlingham Castle, the castle on which Ed Sheeran's song, "Castle on the Hill", is based. Ed Sheeran grew up in the town of Framlingham.

Back at Cara's house, I was welcomed with open arms. Living in the countryside, we were free to walk for miles around the open farmland, feeling completely safe. Part of the experience of living on a stud farm included visiting the sales and watching the horse

> ***"Although at times I felt a little homesick and out of my comfort zone, the personal growth I experienced in so many ways is irreplaceable."***

auctions at Tattersalls. As I am one of two sisters, it was a fascinating new family dynamic to have three new brothers during my stay.

A week during half term was spent in London where my exchange family and I explored many of London's major attractions and found our way on the underground. We visited Buckingham Palace, the Tower of London, Covent Gardens and went for a bike tour of the city which visited most of the iconic landmarks we had not yet encountered. I was also lucky enough to watch the West End production of *Mamma Mia!* As well as the trip to London, my exchange family treated me to a trip to Cambridge to punt (a Cambridge tradition which is a form of 'rowing') on the river Cam between the Cambridge colleges.

Although at times I felt a little homesick and out of my comfort zone, the personal growth I experienced in so many ways is irreplaceable. I will forever treasure my memories from this incredible adventure offered to me.



Leah Berman

USA

Hotchkiss is situated in a picturesque little town in Connecticut, called Lakeville. On the school's doorstep is a large lake – which we were allowed to go swim in whenever we wanted to, and the beautiful sunsets were a bonus! Just a little way down from the school is a farm, where we did farming as an extracurricular. The incorporation of the beautiful natural surroundings into everyday school life was a truly extraordinary addition to the experience. Moreover, the school had sport facilities that one cannot even begin to imagine, and a dining hall fit for a typical American movie scene – decorated with flags from all around the world!

Coming from an Anglican, all-girls school – and being a day girl – made for a lot of adjustment! Hotchkiss is a co-ed boarding school that has no attachment to one specific religion, but rather makes space for all. Going to the polar opposite to what I would consider my 'comfort zone' taught me many invaluable lessons. However, I do believe the most important lesson I learnt was how to be independent and look after myself.

Hotchkiss offers a whole variety of extracurricular activities, ranging vastly from sport, farming, yoga, managing a sport, community service, and more. I am very passionate about nature and agriculture – so being given the opportunity to experience working on the farm was one of my most cherished highlights. Straight after school we would hop onto the bus that would take us down to the farm. I learnt how to feed pigs, turkeys, and chickens; along with learning how to transplant, pick, clean, and plant fresh produce. Working on a charming farm in the beaming sunlight, whilst surrounded by some of your dearest friends, is an opportunity I will probably never be able to relive again. I will forever hold it close in my heart.

One thing that really stood out to me was the sense of community within the school. The compassion that every student had for one another was incredibly eye-opening – whether it was with homework or even just getting something from the post office, the willingness to lend a hand was abundant. Each and every teacher would make sure that you were managing – both with your work, and mentally.

Hotchkiss had a variety of cultures, religions, teachers, courses, and subjects, which really highlights the diversity of the school. I mean, imagine going to school with somebody from Liberia who just won the Children's International Peace Prize for fighting against domestic violence in his home country!

The school has 200+ subjects and courses that you can take such as Architecture, Limnology (which is the study of water), all the Arts, Mathematics, African literature and endless more! Embracing diversity in all spheres of life was really the cornerstone of the Hotchkiss ethics and values.

Exchange taught me a number of skills and lessons that I will keep on developing and utilising in my life going forward. It was four months – that in the bigger scheme of things is very little time – that completely touched my life forever. I gained memories, values, experiences, friends and new outlooks on life that I never thought was possible. I reflect back on it as one of the greatest opportunities I have ever been given, and I have no doubt I will carry that same sentiment with me throughout my life. I truly will cherish my Hotchkiss experience, as it will shape the person I am and become, in ways that I am even unaware of. I am so beyond grateful.



Orange River









Arderne House

BY TSHIAMO SEBOKEDI AND CIARA VAN NIEKERK





Arderne House started off 2020 with its usual anticipation and excitement for the new school year after a restful December break. Mrs Cornish awaited us at the top of the stairs, standing alongside our new student house mistress, Miss B. As always they were greeted with big smiles and screeches as the boarders, some old and some new, returned back to their home-away-from-home, ready to face a new chapter of life. We celebrated the start of the new school year by making pizzas, catching up on holiday news and getting to know the new Grade 8s.

Term 1 started off with a bang and, from the very beginning, we could tell it would be a busy and eventful term. These events consisted of our very first fundraising event, as well as the first-ever Inter-boarding social. Arderne House took on the challenge of hosting its first-ever Sprayathon in a bid to raise money for the CANSA foundation. The Sprayathon involved the colouring of students' and teachers' hair through the use of a carefully curated selection of hairspray, in order to add a little colour to a regular school day. This was all done in return for a donation that would ultimately go towards the CANSA foundation. After a very successful morning and afternoon of being professional hair colourists, Arderne House was able to proudly announce that around R14 000 was made and consequently donated. Another event that was successfully organised included an Inter-boarding social with Rondebosch Boys High and Rustenburg Girls High Schools. As a house, we were able to enjoy a fun night away from home and its white walls, as we were able to socialise, but most importantly dance the night away. Finally, as per tradition, we also joined Bishops for their annual cabaret practice where we cheered them on and enjoyed the show.



Unfortunately the fun stopped there as Arderne House had to close its doors for the first time in history, due to the surge in coronavirus cases in the country. It was a time of separation and isolation where we were confined to our homes. Despite this, it was during this time that the sisterhood that is so prevalent throughout Arderne House really prevailed. Through messages of concern and care, Google Meets, group chats, FaceTime and more, our boarding house stayed connected. Ultimately, although we may have been far apart, we had never been closer.

When we received the news that we would be able to return to the boarding house, everyone was overjoyed by just the thought of some normality and human connection. Although it was a 'new normal', where using hand sanitiser, temperature checks and wearing masks became like brushing your teeth, we found a way to make it work and bring Arderne back to life. From group exercise, karaoke and socially-distanced dance parties in the prep room we realised that, despite the fact that we found ourselves in very scary and strange times, the joy, energy and happiness that radiates from Arderne House could never be fully extinguished. Slowly but surely, the hallways of the boarding house were, once again, filled with laughter and fun.

2020 brought on many surprises and challenges but Arderne House managed to stand together to bear the storm. As times are continuously changing and we continue to adjust to brand-new situations, one thing is for certain: the bond that has been formed between us all has never been stronger. Furthermore, this proves the resilience and determination of Arderne House and all its occupants. Now we can say with confidence that this house is able to withstand any challenges that are thrown at it, and that love, joy and the occasional joke, will remain constant in our home-away-from-home. As heads of house we can truly say that we never expected our final report to include a pandemic but we could not have imagined surviving it with any other group of people. ◊

Matrics

And so we have reached our current year, one for the history books to be sure.

Hayley Lochhead







Valedictory Address

BY MS HAYLEY LOCHHEAD

I'm not going to speak today about how to 'see the silver linings' or 'look on the bright side' – this year has been difficult, disappointing and distressing, and we must acknowledge that for what it is. I'm sorry it has coincided with what should have been a year of togetherness, celebration, and memory-making for all of you.

I shall, however, be speaking about how your high school careers have unfolded against the backdrop of some of the most tumultuous and world-defining events of this century, and how your particular cohort of students might be singularly prepared for the uncertainties ahead. To do this, I'll be relying on music: specifically, that well of oracular insight and the ever-trustworthy thermometer of zeitgeist, pop music best-seller charts.

In Grade 8 (2016), I imagine you were wide-eyed, hopeful and naïve: as a 'student observer' at Herschel, I remember you with fondness, as it was you who first caused me to question my decision to transition into school teaching. Really it was Mrs Alpert's English class.

The last lesson on a sweltering February day, I was trying to teach grammar to very hot and bothered 13-year-olds when, suddenly, one of them burst out of her chair in a fit of heat-induced hysteria, jumped over the desk, sending her chair crashing, and fell upon the dials for the fans, cranking them up to hurricane category 5 strength. In two seconds flat, the whole class was in an uproar as papers, hair, dresses and screaming voices all swirled and took flight in the vortex of hot, stale air. Completely traumatised by how quickly a room of young people could turn feral, and how long it took to get any of you even vaguely sensible for the rest of the lesson, I found myself wondering if I was really cut out for this job…

Thank you, Emily Alberts, for teaching me two important lessons: firstly, one should never attempt to teach grammar when the mercury is above 30; secondly, order is always precarious at best, and entirely misleading at worst… in other words, one should never take comfort and stability for granted. As the class of 2020, along with the rest of the world, muddled head first into one of the most disruptive years of recent history, we all would have done well to remember what Mrs Alpert's class so sagaciously demonstrated that hot afternoon. Our 'ordered' universe does, in fact, tend towards chaos, and all complex systems need to reach points of unprecedented instability before there is enough dynamic energy fluctuation to allow the structures that determine that order to change, adapt, reorganise, or disintegrate completely.



The number-one-selling digital single for 2016 was "Closer", a collaboration between The Chainsmokers and Halsey, in which the refrain "we aint ever growing older" echoes repeatedly. Whether this captures the desire for a generation of young listeners to spurn the multiple responsibilities of adulthood for as long as possible (completely fitting for 14-year-olds), or whether it was a prescient critique of the type of juvenile egotism that was about to assert itself in the highest offices of global power, only the writers of that track will ever really know.

As 2016 finally ended, with everyone sighing in relief that "at least it can't get any worse", enter 2017, Grade 9, and the dawn of the 'post-truth' age. It was also the age of the world's best-ever Southern accents, courtesy of Josie Le Roux, Shannon Pitman and Chumisa Dornford-May. While we all quaked in fear at the thought of Boo Radley, the world quaked in fear as North Korea tested more missiles, so-called leaders withdrew from the Paris Climate Agreement and more investigations into the use of social media to destabilise the democratic process delivered haunting findings.

Those who weren't cowering, though, were the bold leaders of the #metoo movement, who openly challenged the millennia-old structures of patriarchal power and the stronghold of toxic masculinity in our entertainment industries, institutional cultures, and dating rituals. Of course, things didn't change overnight, but we now live in an age where victims have a voice and more people are listening, and that is no small feat.

Yet again, a big old "Phew! At least that's over!" is how 2018 was welcomed. And it was… a GREAT YEAR! You all survived Stepout! There was a royal wedding! Ramaphoria! The world came together to rescue a soccer team from an underwater cave. Greta Thunberg started bunking school. And a football world cup! Finally. Everything was beautiful and nothing hurt. Except Cambridge Analytica.

But no worries! As one social media giant was burning slowly in a sweltering firepit of its own making, another, more frenetic, memetic, kinaesthetic iteration was blazing

an unstoppable path to the top of the life-consuming, culture-defining world of online content creation. Thanks to Georgia Nal, I now know that TikTok has actually changed the way in which artists write pop music, with a greater focus on the repetition of catchy, bite-size hooks and choruses.

Lil Nas X seems to have been ahead of that curve. His best-selling single "Old Town Road" became TikTok's flagship success story for 2018, inspiring a whole generation of young students to... drop out of university and pursue social media success. Scoff and scold as we might, most adults are so far removed from this reality that we cannot begin to comprehend its depths and possibilities, although I'd strongly recommend you all have some safety nets.

Then 2019 came steaming in and the gauntlet of Grade 11. Once again, there were myriad worldly concerns that, as senior students, it must have felt hard to escape. Being part of the crowd that compelled our President to come out onto a makeshift stage to face hundreds of thousands of broken, heart-sore, traumatised and angry women, and give account was, I hope, a reminder of the civic power that it is your right to enact. We saw the upswing in the Fridays for Future movement, too, along with conversations around identity, belonging, race, culture, language, land and economics, the fabric of our complex South African reality. It is a lot to take in, and even more to take on.

As the adult representative addressing you here, I want to make sure you know that nobody expects you to tackle it all. The enormity of that kind of thinking is often what paralyses one into inaction, or indifference, or – worst of all – hostility.

Enter Billie Eilish who, with her statement hair, slouching posture and signature eye-roll, could be mistaken for the poster child of today's disaffected youth. Except, one has to take into account the themes she chooses to cover and the authenticity of her 'brand.' Her single "Bad Guy" has sold 19.5 million copies, and whether it is down to the taunting mix, the brazen challenge to male bravado, her refreshingly unsexy styling, or the cathartic nature of her dancing, it's not hard to see why she has captured the loyalty and admiration of a generation. Her unfiltered exploration of the themes of death, depression and suicide often make me think of our favourite moody not-teen, Hamlet.

In a recent interview, Eilish stated that the thing she values most is her 'happiness', and I would like to focus on that: being happy is not a crime. Yes, the world is in pain, and a lot of people are not happy, but working to safeguard or even cultivate your own kind of happiness is probably the single most effective way to tackle some of the other issues looming over us with a spirit of humility and gratitude.

And so we have reached our current year, one for the history books to be sure. Everybody's experience of this time has been so deeply individual that to speak to one reality might negate the horrors or triumphs of another, so I'm going to stick to the music. This year, the single that has sold the most digital copies is Xiao Zhan's "Spotlight." Some of you might never have heard of Xiao Zhan, and that's what makes this particular track notable.

A Chinese superstar celebrity, with a reputation for being pure, good and beautiful, both externally and internally, Xiao Zhan's fanbase is enormous, and enormously loyal. After a fanfiction story offended some of his more conservative followers, he became the centrepiece in a showdown between censorship and the freedom of speech that the fanfiction universe holds sacrosanct, having never offended any of the warring factions, himself. The enormity of the battle prompted the Chinese Government to institute new regulations for online fanfiction writers, hoping that it would minimise the threat of 'social disturbance' that could emanate from such conflicts.

What might be read between the lines is that the civil impact of two warring virtual communities was significant enough to mobilise one of the planet's most powerful political structures into swift legislative action. Is it possible, then, that the identities people are forging for themselves virtually are starting to feel more real, more meaningful, perhaps, than national allegiances and loyalty? Is it possible that ruling powers are recognising the power of these virtual communities, and the very real civil disturbances that could manifest if they are provoked?

> ***"we have one life and one world, so let's come together we'll weather the storm. A rain of colours, look up to the sky. We're all made of shooting stars."***

The lyrics of Xiao Zhan's record-breaking, comeback hit are simple in their apoliticism: "we have one life and one world, so let's come together we'll weather the storm. A rain of colours, look up to the sky. We're all made of shooting stars." Like the sorting hat, preaching solidarity between the houses of Hogwarts, in times of adversity, Xiao Zhan's message here is clear, but I wonder whether there isn't also a clear warning: our world is growing more and more polarised, and when we 'go to war' with each other, ideologically or physically, everyone loses.

It might seem trite only to brush the surface of the most popular music of each year of your high school career, but I think collectively, they speak to a unique group experience and something of a toolbox that has been 'forged in the fires of the last five years':

WHAT THE MUSIC TELLS US IS THIS:

1. Youthful attitudes are all good and well, but at some point 'we aint ever growing older' begins to look like 'I'm never learning from my mistakes' – charting your post-school years with grace will mean coming to terms with this.
2. Dialogue is the first and most important tool in your adulting toolbox. Speak, be heard, hear and listen, whether it is in your politics, your romances or your professional life – this is the first step to understanding and appreciating others.
3. Strict categorisations are often limiting, and there is immense power in forging connections between realms that were previously thought of as distinct, or even diametrically opposed. We need creative ways of reimagining our world, and seeing beyond our arbitrary 'boxes' is how we produce new solutions to new (and old) problems.
4. You need some version of happiness, joy and/or personal fulfilment in order to have the energy to keep striving. Don't negate yourself – bitter people rarely change the world in a constructive way.
5. Polarisation is dangerous and plays into the hands of the already-powerful. Resist the ease of excluding opposing voices, and when dialogue feels hard, try to remember "we're all made of shooting stars".

Since you started Grade 8, the world has learnt that democracy is not the unshakeable pinnacle of political progress we'd like to believe, that the 'popular choice' might not always equal a 'good choice,' and that adults cannot always be relied upon to act maturely. We've also seen unity and community mobilisation on an unprecedented scale; we've seen leaders emerge who are creating a new blueprint for power without ego; we've heard Greta's resounding "How Dare You?!" and been shown new examples of what it means to speak truth to power. When things feel chaotic, look for the changes, that's where you'll find hope and perhaps just a hint of a silver lining.

Matric dance































Leadership Report

BY MRS MICHELLE SYLVESTER

This has been a long and arduous year for our leaders. They have managed to do so much in such limited time and with many challenges.

Our 2020 Prefects closed last year with the annual Festive Celebration and arranged a touching farewell to Mr West.

At the beginning of the first term they shared their vision with the school which reads as follows:

To dismantle previous barriers, we will be balanced and genuine leaders who will actively use our strengths, self-worth and value for a shared humanity to create an inclusive Herschel culture where everyone feels appreciated. Vision 2020

Our Prefects meet weekly and have really led our school with resilience and grace this term. The Diversity Prefect, Anna Von Willingh, wrote much of the material for the assembly on Cultural Appropriation. Our Head Girl, Shannon Pitman, addressed the school in a kind and sensitive manner. As a community we do have much to learn and sometimes our students will show us the way.

Our Prefects ran a regular assembly with our students. They used this as a forum to remind our girls about uniform and manners using humour as a platform.

Our Grade 8 Prefect, Georgia Nel, has endeared herself to the new Grade 8s and was pivotal to their start at our school. Our Grade 12 Prefect, Sumin Lee, busily arranged jerseys and led with strength, navigating some tough times. Our Pastoral Head, Michaela Todd, has arranged wellness sessions with the assistance of our Counsellors. They have had one session, with attendance being voluntary. Our Grade 10 Prefect, Olivia Lascaris, helped prepare our Grade 10s for Stepout and accompanied them on their hike. Our Grade 9 Prefect, Josi Le Roux, was intent on building relationships and finding time for them to bond. Our Grade 11 Prefect, Rutendo Nhdluni, continued to manage all the many PowerPoints and videos for assemblies as well as helping the Grade 11s with their research essay preparation. In this, she was assisted by the Academic Prefect.

In the New Year, the service activities were launched to the school successfully, with all the new and current Community Service Committee members assigned a portfolio.

The Service and Culture Prefects, Nina Lewis and Olivia Doidge, ran a successful assembly advertising all we have to offer at Herschel.

On the Sporting front, Olivia Nel continued to inspire the students with her weekly reports as well as her sport awards.

Our Boarding House Prefects, Tshiamo Sebokedi and Ciara Van Nierkerk, also instituted a Boarder of the week award.

During lockdown, our Prefects met bi-weekly online and have really led our school with courage and dignity during this period. Keeping spirits high whilst tending to their own anxieties, has been tough. Our Prefects run a regular assembly with our students. They use this as a forum to remind our students that we may be at home but are still united. Their "TrashTeeVee" segment has proven to be a hit with the students. They have also been hard at work academically whilst creating humorous videos for our community.

Our Culture Prefect, Olivia Doidge, has used Instagram to keep Culture alive in the school. Our Service Prefect, Nina Lewis, and Calli Basnett, our Academic Prefect, have also been very busy. We have fed communities in Khayelitsha and Lavender Hill. Calli has also spear-headed Herschel's involvement in Notes Share: "It is a website called Notes Share where students and teachers can contribute their own notes to help others. There has been a large number of notes sent by pupils but they would really appreciate it if some teachers could get involved."

Our staff have also been involved in another resource share opportunity through, https://sites.google.com/view/we-move-za/home. This was an opportunity brought to staff by our Diversity Prefect, Anna Von Willingh.

Sadly, their year is at an end. We have redeveloped our leadership system, endeavouring to make it more collaborative. We thank our outgoing group for their service and are mindful of the words: "If serving is below you, then leadership is beyond you." Thank you for your service.



Houses

Nothing can dim the light that shines from within.

Maya Angelou









Carter

BY MS TRACY ROUSSEAU, CARTER HOUSE DIRECTOR

At the start of the year we decided to delve into the **C** for Carter and how it translates into the characteristics which we, as Carter House, want to display. Little did we know how 2020 would unfold to push us to not only look at these characteristics, but to live them as well.

SO WHAT ARE SOME OF THE CHARACTERISTICS WE LEARNT AND LIVED BY:

- To be **conscious** of those around you, showing **care**, **comfort** and **compassion** – **contribute** when and where you can.
- The challenges of the pandemic, a new way of schooling and not being with friends and family took its toll at times. But Carter students took this on **calmly**, with bold **courage** and **confidence**.
- Term 1 gave us the opportunity to enjoy the Interhouse Gala where Carter got the greatest award – spirit! Our **cheerful**, **charming** and **charismatic** ways allowed us to shine.
- Be **clever** and **creative** – with no House events for the remainder of the year, we shared some fun House challenges on social networks – as the photos streamed in, we got to see that Carter students don't need to be in one space together to show House spirit.
- This year taught us the value of **connection** and **communication** – we need each other for the **chatty** happy moments and **comfort** in trying times.

I would like to thank the Carter Community: our tutors who care for each and every one of their students; Hánim and Jemma for your creativity and energy throughout this year and your commitment to Carter; our parents for working with us and supporting us as we have travelled this 2020 journey; Mrs Gordon for being a constant at my side and helping lead us through this year; to all the Carter students for embodying the characteristics of what Carter stands for. ◊



Carter House

BY HÁNIM ABRAHAMS (HOUSE PREFECT) AND JEMMA DAVIDSON (DEPUTY HOUSE PREFECT)

This year has been nothing if not with its challenges. 2020 took us all by storm, however, despite what has been, Carter has made it a memorable year. We started off the year by welcoming our new Grade 8s into our family. Having so many energetic and fun faces join our already incredible family, with such enthusiasm, was a pleasure to witness. We loved seeing our little lemurs grow into our family. House Assemblies full of laughs, the odd TikTok dance and karaoke kept us all joyous throughout the first term.

The Carter House Function was the highlight of the year for us as a House as we spent the evening playing games, cheering and bonding. It was so incredible seeing our House unite as one – it's not often that we get to spend time together as a whole House just having fun and the evening was a memorable one.

The last event of this year was our Interhouse Gala. Everyone gave it their all and the cheering encouraged the swimmers. We were ecstatic to walk away that afternoon with the Spirit Cup held high!

Throughout lockdown our House participated in various challenges and in doing so we kept connected with one another. We were so happy to see our lemurs stick together through the difficult time supporting and uplifting one another.

This year we also delved into some difficult but much-needed conversations as a school about race, privilege and how to make our school an environment for everyone. Some of these conversations took place within our House and therefore we grew to know our fellow Carter students on a deeper level.

Our family is a passionate one filled with talented, unique and determined young students. Each and every student rises to all occasions, and unites as a House to create a spirit which is unreplicable. At the start of the year we as House Heads created goals for our House and not only did we achieve them but we exceeded these goals. We truly showcased that "Dynamite comes in small packages". It has been more than a pleasure to lead a group of resilient and proud young people through this onerous year.

CARTER WHOHAHA. ◊





Jagger

BY MR BONGANI SOPAM (HOUSE DIRECTOR) AND MS HANNEKE DE BRUIJN (ASSISTANT HOUSE DIRECTOR)

This year started off well with great enthusiasm amongst our learners and with everyone looking forward to what we thought would be a great year. It was going to be even more special for our matric learners as this is their last year of schooling. Certainly no one anticipated the sudden change of events and how schooling, as we know it, was suddenly turned upside down by a pandemic.

Even when the pandemic of Covid-19 was reported in China towards the end of 2019, the majority of people around the world (including ourselves) were oblivious of the fact that it would ever affect us because "the Chinese were having a problem" and not us.

The only effective term of schooling that we therefore had was Term 1, as schools were forced to close at the end of Term 1, following national regulations on the pandemic. This meant that a whole lot of house events that were scheduled for the year for our learners never happened. The girls were fortunate to get to show their house spirit before all of this started during the Gala. Our swimmers represented the house well as Gabi, Leah and our matrics led them in this battle.

We are, however, immensely proud of our girls for holding on and hanging in there to what was a challenging year for schools, both academically and emotionally for learners and teachers. Our Grade 10 learners were still fortunate that at the time of closure of schools they were already out there in the bundus and did not miss out on the six-day self-discovery journey of Stepout. Here they get to push themselves to the limit, learning the art of perseverance and resilience and they began to appreciate their safe home environments.

Hermione Hippo, our mascot, could not be awarded this year as we also cancelled any house assemblies due to social distancing and lack of activities where our girls could show their talents. Everyone is looking forward to the year 2021 where we can have an opportunity to turn around the abnormal to normality again. We will continue to work on achieving the goals of fun, house spirit, and on striving to be the best in all that we do as Jagger House and as a school.

We continue to thank our tutors for the work they do with girls in their tutor groups, sharing their love and care! Our team: Ms Burden, Ms Cass, Ms Klassen, Mrs McArthur, Mrs Parker, Mr Stegmann, Mrs van der Merwe, Mrs Venter and Mrs Walter. We also thank Miss Bianca Flanders who came in for two terms whilst Mrs McArthur's was on maternity leave. Certainly it was so good for everybody to connect in the comfort and familiarity of the tutor room routine every morning, even if it was only two or three grades at a time.

In what has been a non-eventful year, we would also like to thank our House Prefect and Deputy, Gabi Lanfear and Leah Weldon, for the leadership they provided during the short stint whilst everything was still normal. We hope this has provided them with an opportunity to learn about leadership and skills that will be useful in their future endeavours. ◊





JAGGER!!! JAGGER!!! JAGGER!!!

BY GABI LANFEAR (HOUSE PREFECT) AND LEAH WELDON (DEPUTY HOUSE PREFECT)

Although this year hasn't turned out quite the way we had expected it to, we did manage to make the most out of the short time we had together and tried to keep spirits high throughout the crazy lockdown experience.

As house heads, our goal for the year was to try to build the relationships that have formed in previous years within Jagger. We wanted to do this by creating a more integrated and united environment. From that, we hoped that everyone would have somewhere they felt they belonged.



We started off our stint as the new heads of Jagger with interhouse games and karaoke. These are non-competitive events that build the house spirit and allow for some fun at the end of a tough year. Jagger thrives in the field of spirit and fun and the house came together to put on quite a performance in the aspects of both tug of war and One Direction's "Best Song Ever".

The annual house braais are an opportunity for all the Jagger hippos to come together and bond. It allowed for us to welcome the eager Grade 8s into the house through icebreakers and cheers along with the rest of the grades. The regular house assemblies held throughout the first term gave us the opportunity to connect as a house and strengthen the bonds we'd formed. It also allowed us to keep everyone informed about the happenings in the school.

Despite Covid-19, and not being able to enjoy most of the events that would normally take place throughout the year, we did manage to fit in a few before we went into lockdown. Both the interhouse soccer and interhouse gala allowed for Jagger to show off their positive energy and house spirit. Although our house has never been known to be the most competitive in the field of sports, we do have some talented athletes that make us proud both in the pool and on field. Whether in the action or on the sidelines cheering, everyone was eager to take part and bring an incredible energy. Our spirit really did shine through as we cheered our hearts out for every swimmer in her green cap and every player in their hippo T-shirt. These events were definitely a highlight and made us very proud to be in charge of such a committed house.

Lockdown took a massive toll on everyone in different ways so the house heads decided to try to pick up the morale by introducing virtual challenges and initiatives. We included TikTok dances, knitting scarves, and making food parcels. Our aim was to invite a sense of purpose and fun into what many found a very tough time.

We really appreciate the support of all the other house heads and deputies. The eight of us worked well together throughout the year, even in the events that were supposed to be competitive. I think we can all agree that the year would not have been as successful without each other's help.

Thank you to Mr Sopam and Ms De Bruijn, who were always right by our sides and keen to give a helping hand wherever they could. It made our job a lot easier. We have had an incredible year leading our amazing house full of such special people. We wish Jagger the best of luck in the years to come. ◊



Merriman

BY MS HANNEKE BASSON (HOUSE DIRECTOR)

At the start of 2020, Merriman welcomed two new tutors, Mr Brent Palmer and Ms Pamela Bowren. They soon fell into the swing of things and took all the new tutor responsibilities in their stride. It feels as if they have always been a part of Merriman and it is with deep gratitude that I can say they are always willing to help and are very supportive of their tutor groups.

The first term of 2020 started with the usual fast Herschel pace. On 28 January, the Merriman House Evening was held on campus and the Grade 8 parents were given the opportunity to meet other parents while the students played games and welcomed the Grade 8s to Merriman.

At the Swimming Gala, Merriman dominated and walked (swam?) away with the trophy for winning house. Our swimmers did us proud and lay the foundation for an exciting Interhouse year to come.

Unfortunately fate stepped in and Covid took over the rest of the year. Tutors tried their best to check in with tutor groups online and support them during the hard lockdown and online school. It was not an easy time and all of us learnt valuable lessons that will stay with us the rest of our lives.

During this strange time, it was impressed upon me, once again, how meaningful the House Events and Interhouse Competitions are in fostering school spirit, a sense of fun and a level of belonging outside of the classroom. May we get that back in 2021.

BY MR JAN GOUWS (ASSISTANT HOUSE DIRECTOR)

We all experienced a sense of loss, uncertainty and the feeling of being out of control since the outbreak of Covid-19. There were so many positive and negative things that happened over the past seven months. Many of our students coped extremely well with their online lessons, while others could not cope with it at all. Our sense of routine, social interaction, being in class with friends and teachers was all of a sudden taken away from us.

But thanks to Herschel and technology we jumped aboard and tutors started making contact with students and parents. We all tried our utmost best to make all our learners aware that we are still out there as teachers, tutors and people who care about our learners. We managed to identify students who needed support in various aspects – academic, emotional, social, technological etc. As teachers we had to find ways to stay informed, to stay in touch and try to fulfil our roles as teachers, tutors, House Directors and Assistant House Directors. Thinking back, I think we all did a fantastic job under very difficult circumstances.

Thank you for all the emails we received from parents and students. Some were very positive, others not so positive, but in general I felt that I belonged to a family that is much bigger than I ever imagined.

It is a privilege to be part of such a supportive and caring community. We are blessed to be in a school where students will always have a tutor, a teacher who cares, a special friend or family member to turn to when the going gets tough. Please remember that there is a huge support system at Herschel and I urge you all to make use of it.

I have learnt so much about life in general and about my role as teacher and Assistant House Director of Merriman and it has made me a stronger, more compassionate person and it has taught me not to take the simple things in life for granted.

I am looking forward to the 'new normal' to become normal and for the interhouse events to resume. May 2021 be the year that we all get closer in our different houses and may Merriman's blood be even redder (or rosier) in the new year.

To conclude, I would like to quote the following from our school song:

"In times of trouble we support our fellows;
We are taught to be there for our friends.
And all around us, there will be that special unity,
That binds us all together." ◊



BY GEENA DRABBE (HOUSE PREFECT)

House Evenings of 2020 were a definite success. After having a lovely meet-and-greet between the Grade 8 and 12 parents as well as Juffrou Basson, we whisked the students off to the astro turf for some house bonding fun. We started off the games with kiddies-champagne pong. The Grade 9s and 10s came out on top of the scoreboards. Everyone then lined up for a game of the iconic jelly bean toss, which led to everyone running around, laughing and munching on their jelly beans. We ended off with a short war cry practice. Matrics were in a circle in the middle facing outwards with the rest of the house in a circle facing inwards around us. After some super high-energy songs we called it a day and left the astro with greatly increased house spirit.

Term 1 of 2020 was coming to a close after a jam-packed few months when Interhouse Swimming was announced to be taking place the second last week of term. With half of Merriman presuming the event to be cancelled and the other half hoping for a reschedule, there were certainly mixed feelings leading up to the day. With three important galas for the Herschel swimmers as well as the *Girls Like That* play happening at the same time, tensions were running high. The day turned out to be beautiful and warm and we were ready and rearing to go. Whatever nerves Lily and I had about absentees, excuses and swimmer numbers decreased as the afternoon went by in a flash. With each win, house morale increased greatly and by halfway through the excitement and pride was tangible in the Merriman arena. Shouts of encouragement and congratulations were on a continuous loop. It is safe to say our swimming performance increased with our spirit. The prize-giving saw us come out victorious! Our first swimming win since our Grade 8 year in Herschel!

BY LILY BERTISH (DEPUTY HOUSE PREFECT)

We started off the 2020 academic year with bright eyes and bushy tails; Covid seemed only to be a dream as we began to plan the first house event of the year!

House Evening has the focus of introducing the new Grade 8 reindeers into the rest of the house through fun activities and cheers. Geena and myself planned a great deal in order to make sure that each Grade 8 felt completely comfortable and welcomed into our house. Through many a jelly bean toss, inter-grade dizzy running, cheers and of course red face paint, it was safe to say that the House Evening was a success!

As the Matrics began readying themselves for their final Interhouse Singing, Covid struck and sadly put a halt to all of our preparations. This would not stop us though as we were determined to give the school something to remind them of a normal school year. We began the auditions for the Merriman ensemble. Everyone was absolutely brilliant making it an incredibly tough decision for myself and Geena but we eventually put together a group of very special students. With the Matrics crunching under the pressure of the looming prelim exams, we called on the Grade 11s to take over the leadership of the ensemble. The ensemble continues to practise for the upcoming online performance. Geena and I could not be more proud of their determination and fun-loving attitudes!

This year was certainly not what we expected but we made the most of what we could, and I can say for myself that I really had the most memorable experience co-leading this very special house and I'm sure Merrimania will continue the winning streak into next year! ◊



Rolt

BY MRS CAROL ALPERT (HOUSE DIRECTOR) AND MRS LOUISE VAN WYK (ASSISTANT HOUSE DIRECTOR)

This has been an extraordinary year and one that has certainly tested each and every one of us in different ways.

We started the year with great excitement, meeting the future Rolties in their brighter-than-bright yellow T-shirts at the 7/11 Day. The Grade 8s started the year with huge expectations and perhaps some trepidation. They were beginning their high school adventure, as our Grade 12s began their matric year countdown.

The Interhouse gala proved to be as exciting as ever. All four houses were on top form shouting and cheering their swimmers to the finish line. Little did we know that the gala was going to be our only Interhouse function for the year. Whisperings of this dreadful virus started infiltrating social media, news headlines and soon it was a reality that we were facing. Lockdown!

We were all robbed of long summer days as we remained at home, tackling online learning. Somehow we managed and tried to find some stability, becoming world-famous chefs and bakers overnight. The Rolt spirit was evident all around as tutors had special moments on Google Meets, sharing recipes and listening to some highs and lows their tutees were experiencing.

Once we were all back on campus it was wonderful to see the Rolties, albeit with masked faces. We have, like the sunflower, lifted our heads and turned towards the sun, remaining positive. We are grateful to the wonderful Rolt tutors for all the early morning temperature checks, braving the icy winter.

A huge thank-you goes to Abby de Waal and Olivia Fernandes, our Rolt Prefect and Deputy. Your energy and enthusiasm was tangible at all house meetings. The Rolt space stood out with bright yellow sunflowers, bunting and tablecloths. It is sad that you never got to enjoy orchestrating all the house events and we hope that this will not take away from your memories of Rolt.

We would like to wish our Rolt matrics everything of the best as they embark on their final examinations. It will not be long before they walk the last little bit of the yellow brick road to the finish.

Thank you to each and every Roltie and parent for your unwavering support throughout this year. To finish, we would like to share these wise words with you. ◊











BY ABBY DE WAAL (HOUSE PREFECT) AND OLIVIA FERNANDES (DEPUTY HOUSE PREFECT)

When Olivia and I were inducted into the position of house head and deputy, there was so much excitement and anticipation for the year ahead. We instantly started talking about what we wanted to do the following year and what our dreams for Rolt were. Our hopes were high and we could not wait for 2020 to begin!

At the end of 2019 we had the opportunity to meet and welcome the incoming Grade 8s for 2020 to Herschel at "7/11 Day". There was both excitement and nervousness buzzing in the air from both the mentors and the mentees as both parties were meeting for the first time. When the day came to an end we went away feeling energised and eager for what lay ahead.

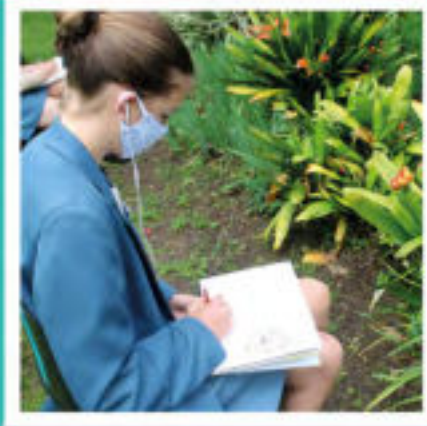
The House braai was the first event of 2020. We had prepared many a wonderful array of yellow sunflowers, bunting and gorgeous warm lights to decorate our area. We had also planned fun games for the Grade 8s to take part in. While the Grade 8s played games, the rest of the house learnt new cheers. The Rolties executed the cheers with much vigour and gusto. Excitement rose and we were looking forward to using these cheers throughout the year and showing everyone the Rolt Spirit.

The last house event we were able to have was the gala. Despite the fact that many students were involved in the production at the time and therefore were exhausted from all the late evening practices, as well as the fact that many swimmers had swum in the A-League gala the day before, we still kept the spirit going and cheered on the sidelines, encouraging those who swam.

The year did unfortunately not go as planned and the rest of the house events which we were all looking forward to, were cancelled. We are truly grateful that we were able to have the time together that we did. A huge thank-you to Mrs Alpert and Mrs van Wyk for being the biggest Rolt supporters and fans of all things yellow. There is a lot that happens behind the scenes, and they always put lots of love and effort into everything involving Rolt and the Rolt family. ◊

Senior Classes

We never know what the future holds so it's incredibly important to show appreciation to those we love and to value the moments that we spend with them.







Grade 11

BY MRS NURAAN BARENDSE

It is safe to say that 2020 did not turn out the way anyone had anticipated. This year has tested us in ways that we could not have ever imagined. The Grade 11s had a good start to the year. One can always appreciate the summertime buzz in the first month when everyone arrives eagerly to see their friends and share their holiday experiences. Hugs, laughter and joyful screams fill the air as students happily bask in the company of those they love.

After a very busy and successful first term, news of the looming Coronavirus outbreak in parts of the world started to surface and talk of whether it would make its way to South Africa filled every classroom. Little did we know that very soon we would enter into what felt like an unknown realm called lockdown.

When Term 2 started, students and teachers alike were met with their first school challenge: adjusting to an online learning model. Grade 11 students on a whole proved to be rather tech-savvy and were quick to learn as they navigated their way through Google Classroom and other applications. Perhaps the use of technology was not the ultimate challenge for this group of students, but rather the fact that they were painfully missing their family and friends. Being able to 'attend' class in pyjamas and slippers came as a wonderful treat for some. Learning from home also presented some students with a chance to reconstruct their daily routine and explore new ways to master assessments and studying at a different pace.

Of course learning from home was not without technical glitches. "Can you hear me now?", "Please switch your microphone on" and "My WiFi is problematic" were common phrases which become somewhat iconic in their own comical way. Despite being online most of the day during Term 2, keeping in touch with friends from school was not always easy. And keeping in touch via social media or video calls is just not the same as a good old visit. Needless to say students could not wait to get back to school to see their friends (if not for any other reason!).

The start of Term 3 was met with some apprehension. Fear over the 'new normal' and what it would be like was widespread. Once students received training on Covid-19 protocols and a warm welcome from staff and the Herschel Support Unit, students embarked on a new term exemplified by face masks, hand sanitiser, social distancing, lunch-break zones, walking periods and temperature checks and what seemed to be the most challenging rule for some: NO HUGGING.

Term 3 has really been one where students' resilience and strength have been tested, if not stretched to the limit. It seemed like an endless term exacerbated by the absence of sport and other extra-mural activities.

The overhaul of Herschel's student leadership structure was a task which revolved around the Grade 11 student body under the leadership of Mrs Sylvester. After several discussions, meetings and brainstorming, the new leadership structure was developed. This new structure involved altering current roles to create a more inclusive arrangement to better support the House System and the school.

As we move into a new year with new possibilities, we look forward to more opportunities for grade bonding and moments when we can once again bask in the comfort of friendship at school.

A word from the Grade 11s...

BY OLIVIA BEAUCHAMP, EMMA VAN DER VELDEN AND CHLOË RUMBELOW

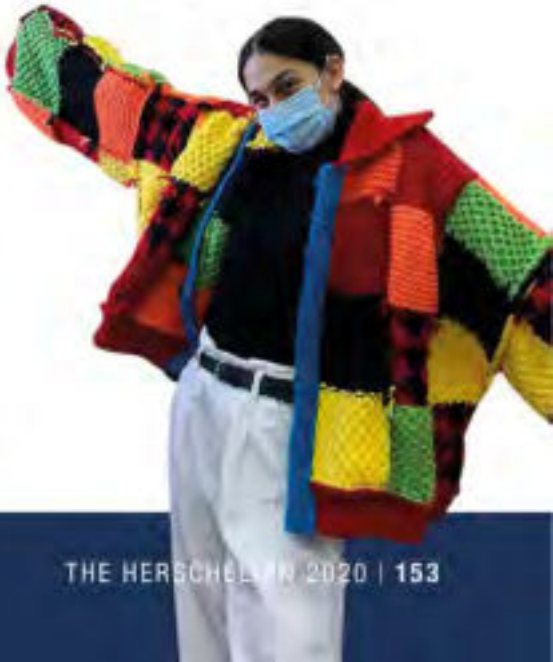
This year has been a difficult time for everyone. Many of us have found it tough to manage the tiring unpredictability of life during this peculiar period. While lockdown and quarantine have limited our connections with those around us, we have, however, taken the opportunity to strengthen our individuality. We needed to figure out how to integrate a mask into our stylish outfits, learning a new skill that has now grown into a talent, expanding our music taste or simply spending more time with our family and pets! The Grade 11s of the infamous year 2020 have taken this time to inspire each other, aiming for growth and uniqueness. We have all been searching for (and hopefully found) the sliver of silver light lining the stormy clouds.

Grade 11s were asked for some insight as to what lockdown meant to them. These were some of the responses:

- *"Lockdown made me appreciate the wonderful people that I have in my life. I was able to find balance between work and fun activities and learnt so much about myself and others."*
- *"Covid made me realise just how much I appreciate my friends and teachers."*
- *"I am grateful for having the privilege of being able to self-isolate and still continue with school work. I really enjoyed spending time with family during lockdown."*
- *"We never know what the future holds so it's incredibly important to show appreciation to those we love and to value the moments that we spend with them."*
- *"I found that I had been able to enjoy the little things in life and have become far more grateful for what I have. Lockdown has provided me with this burning desire to learn and expand my knowledge about the world and about life. I have also had so much time to spend with myself, learning about myself and discovering new things that I didn't know about myself."*
- *"I had more time for my favourite hobbies and I was grateful for my family, our health and nature."*
- *"I missed being at school and around all my teachers who always had enthusiasm about their subjects. This helped motivate me to work and enjoy it and not being at school just took that personal touch and subject flair away."*
- *"I really enjoyed spending time with family during lockdown."*
- *"It was amazing to see my sister again and grow our relationship. She stays overseas, but came to live with us during lockdown."*
- *"I had more time for my dogs!"*
- *"I had more time for the things I enjoy like music and writing."*
- *"During Covid-19 times, I missed all the extra-curricular activities I'm so used to doing during breaks and after school!"*

A song that best describes my year:

- "The Sound of Silence" by Disturbed
- "Stuck with U" by Justin Bieber and Ariana Grande
- "Break Free" by Ariana Grande
- "Through The Dark" by One Direction
- "Cry Me a River" by Justin Timberlake
- "Get On Your Feet" by Nick Evans
- "Stressed Out" by Twenty One Pilots
- "Overwhelmed" by Royal & the Serpent
- "Pain" by Nessa
- "Don't Stand So Close To Me" by The Police
- "Supalonely" by Benee



Grade 10 Stepout

BY MRS SANDY RULE, STEPOUT COORDINATOR



Stepout 2020 set off on 14 March 2020, a matter of hours before South Africa reacted to contain the pandemic. We had a wonderful group of Grade 10 students supported by 15 Herschel staff and professional guides for each activity. Stepout 2020 continued in the Overberg away from cellphones and much contact with others. We had an amazing time, subconsciously equipping ourselves for the reality of the lockdown we were faced with on our return. Here are some responses from the Grade 10s who experienced Stepout.

> This was an incredible experience which truly allowed for self-discovery and personal growth. Despite the muscle aches and fatigue, Stepout has become one of the highlights of my high school career not only because of the sense of pride one experiences after completing the challenge, but also because of the many memories and friends I made along the way. **Kate Theron**

> Stepout was one of the best experiences I've had. It was long and challenging but overall, I look back very fondly. I made friends who I hope I will have for life; our bonding through the tough times really brought us together. No better way to start a lockdown. **Amelie de la Harpe**

> Stepout was a really wonderful experience. It taught me so many new skills and so much about myself. It really helps you realise that you are capable of so much more than you think you are. It was a great opportunity to make new friends and the motivation and support of everyone in the group towards each other was really encouraging. **Diyara Govender**

> My favourite part was possibly the cycling, exploring the farm side roads and going between places. It was strange for us because we left Cape Town with Covid-19 only being a small concern and came back to the country going into full lockdown. The time we managed to escape the world for six days of blissful adventure was amazing before heading into a three-month lockdown seeing no people. It was a once-in-a-lifetime experience and I would love to go back! **Rebecca Hall**

> Stepout had many ups and only a few downs, including itchy bites, muscle pain and the idea of having no toilets on one of the canoeing nights! It made me come out of my comfort zone and experience and enjoy all the great things in life! **Katie Webb**

> Stepout was an incredible experience! Whether we were hiking, cycling or canoeing, I was constantly talking to new people and creating new friendships. I am so glad I got to experience this adventure and I would do it all again in a heartbeat. **Anonymous**

> I really enjoyed all of Stepout. My favourite activity was the canoeing. I especially liked the night where we slept on the island, looking up at the stars. Stepout feels like a completely different world to our lives now, and I wish I could do it again! **Juliet Roux**

> My Stepout experience was a total rollercoaster of emotions. I was told Stepout was something that was painful and hard in the moment, but something you would wish to go back to. Obviously, the physical intensity was at a constant high, but because we were all in it together, we kept each other going and laughed most of the way. **Rachel Turck**

> From hours on a saddle, to long days on the river, and all the way to some deep and enticing conversations with people who I hadn't been close to until then, brought us together in some weird and wacky way. We all knew exactly how drained the other was and could console and support each other. All of this coupled with the mosquito bites surprisingly made Stepout an amazing experience. I would love to do something like it again. **Kelli Arendse**

> Stepout taught me many things such as grit, resilience and patience. I was grateful to be put in a group with many of my friends whom I spent the six days with, laughing until we couldn't breathe, fighting over last rationed snacks and racing to the top of the mountains. Overall Stepout pushed me out of my comfort zone and taught me new appreciation for my mattress and home-cooked meals. **Jessica Kirsten**

> I got the opportunity to get closer to a lot more girls in my grade and to do some of my favourite hobbies with my friends, like cycling and hiking. My absolute favourite was canoeing down the rapids and swimming in the Breede River. **Sarah van Wyngarden**

> I loved Stepout. It was a great experience to escape my comfort zone, try new things and challenge myself. It was quite difficult at times, like on the first night of canoeing when we got attacked by mosquitoes, but in the end, it was worth it, and I had so much fun. The food was yummy, the guides and teachers were helpful, and everyone worked together so well. I can definitely say it's been my favourite school camp so far. **Roseanne Burton**





Grade 9

BY MS BRIGITTE CASS

For the Grade 9s of 2020, this year will be collectively remembered as "the year they did not get to go on camp". The group, as a whole, looked forward to being outside and escaping the academic routine for several days. Those that felt trepidation as we approached the end of Term 1, the usual time for camps, are usually convinced that the outdoors is a great place to be once they arrive armed with sunblock, snacks, and plenty of support. However, two days prior to departure, we all found ourselves locked up at home with tent forts the order of the day.

Despite the unusual circumstances, many of the learners really enjoyed the time at home, working at a slower pace in pyjamas; and found the initial online space, and later the hybrid space, enjoyable and a wonderful opportunity to adapt. Many did express their emerging awareness of the need for a substantial amount of self-discipline, and many missed the contact with their friends and the outside world. The lack of sporting and extra-curricular activities opened the door to different activities on campus, and most learners immersed themselves in the dancing and dress-up days that were initiated to introduce some variety into the days. Electives were embraced as never before and most learners thoroughly enjoyed the niche subjects that they had chosen.

With subject choices for 2021 a highlight in the return to school, many girls expressed nervous excitement in entering into their senior phase of High School; but, for the moment, most are enjoying what is left of their Grade 9 Covid-19 experience!







Grade 8



The Grade 8 year is all about transitioning to a new school, a new friendship circle and a new set of teachers.

BY MRS CANDICE LACERDA

There has certainly been a lot of transition this year. The Grade 8s have coped beautifully with it all! It started with the Orientation programme in the first three days of the year where the girls got to know their new house, as well as their teachers. It was such a lovely way to start the year off. Then the hard work began with elective and core subjects. It was a difficult first year of High School as the Grade 8s needed to cope with the global pandemic and the challenges of the online platform. This was so well received and the Grade 8 girls worked hard to maintain their academic goals. As we started to return to some normality, the social aspect of Grade 8 came back to school and the girls were able to get to know each other better. I know that many of the bonds and friendships that they have made this year will be carried through in the years to come.





BY GEORGIA NEL, GRADE 8 PREFECT

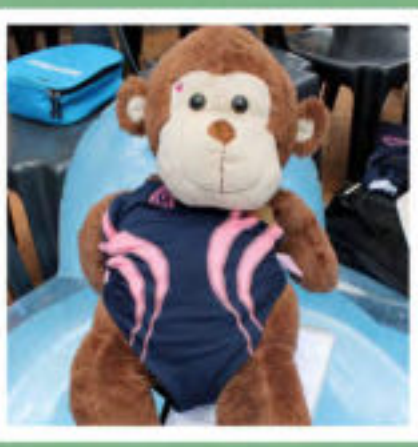
Wow! What an incredible year to be the Grade 8 class of 2020 at Herschel. From the very first hug on Orientation day to the very last Covid-greeting at the end of Term 4, this group has managed to amaze me, without failure. Their constant excitement, optimism and perseverance, despite this unprecedented year, with many cancellations of significant events on the Grade 8 calendar, shows a collective depth of character and I cannot wait to see how they will all prosper into the near future. I feel privileged to have watched each and every one of them mature from that very first interaction that I so clearly remember on 7/11 day. So, to the Grade 8s of 2020, you have my heart! Irrespective of our masks, I will never forget your beautiful smiles.

Sport

This is unprecedented. It's not like we can refer to our rule book. Everyone's kind of making it up as they go.

Bethanie Mattek-Sands







Sport Report

This year is one that many of us will never forget. The year of Covid-19.

BY MRS HELEN BOTHA, HEAD OF SPORT

As with many spheres of life, the sporting front has been hit hard since lockdown in March, as school sport was "benched". Fortunately, we were able to complete the 2020 summer season and these sports are reported on in the magazine by the Captains of each discipline.

The Herschel European Hockey tour was cancelled a week before departure which was a huge disappointment for the 32 girls who would have been involved.

Winter sports were also cancelled and students have missed out on the following major sporting events:

- Roedean U14 Hockey tournament
- St Mary's Hockey
- St Andrew's Netball
- U16 Champions Cup for U16 Netball and Hockey
- Oranje Top Schools 1st Team Hockey tournament
- Paarl U16 Top Schools Hockey tournament
- DSG U14 Top Schools Hockey tournament
- Eastern Cape Hockey and Netball mini tour (six teams normally go on this tour)
- Mackenzie Cup First Team Waterpolo tournament
- Collegiate U15 Waterpolo tournament
- Roedean U14 Waterpolo tournament
- PGSGU Cross Country, Netball and Hockey tournaments
- All Squash, Hockey and Netball Inter-provincial tournaments.

Bethanie Mattek-Sands, an American tennis player with nine Grand Slam doubles titles, had this to say:

"This is unprecedented. It's not like we can refer to our rule book. Everyone's kind of making it up as they go."

This is how many of us feel. And so, as the end of the year approaches, we await the directive from the Minister of Sport and Recreation. Hopefully, our campus will come alive soon with pupils filling all those empty spaces as they participate in all the sports that they love.

Indoor Hockey

BY GEORGIE CLARK, CAPTAIN

None of us knew that our indoor season would be the only hockey we would play for Herschel in 2020!

1st team results:

We were looking forward to the 2020 season as we had a strong team with a few players back from 2019, as well as some exciting new ones and we were confident of carrying on with the tradition of strong Herschel indoor teams. We started off well with a few good wins, but we lacked our usual consistency and never quite performed as well as we knew we could or should. However, we never stopped working hard and as the interschools drew nearer, we knew we were capable of better things and were determined to prove this not only to ourselves but to Mr Scott and the whole of Herschel.

This we did by ending up the only unbeaten team at the interschools (two draws), in the process beating the powerful Springfield team, this being their only loss of the season. We ended up in 2nd only on goal difference and so it was a good end to the season where perseverance and hard work paid off. We had great spirit in the team and really enjoyed the season. Thank you to all my team members for making my last indoor season so special and to Mr Scott for all his hard work and always making indoor such fun. Also, a huge thank-you to Mrs Botha and Miss Bowren for organising and hosting another successful interschools at our stunning venue.

Indoor results:

Herschel is very fortunate to have a strong indoor programme, with many talented players and coaches. This was confirmed by the outstanding results of all our teams. Herschel had 12 indoor teams this year with nine out of the 12 teams being unbeaten. This is particularly commendable as most of our indoor teams play against higher teams from other schools. This shows the depth Herschel indoor hockey has and shows promise for future indoor teams. Exciting times are ahead. Well done to all the players, teams and coaches for their wonderful achievements.





Swimming

BY OLIVIA NEL, CAPTAIN

When it's time to swim, our swimmers do not back down!

Swimming has such a special place in the heart of Herschel School due to the most effortless performance of each and every student. The dedication of the swimmers to their practices in the early morning and the late afternoons, as well as the weekly swimming galas, is unmatched. Whether a student wants to train for fitness, for passion, for health or for the benefit of the school, they leave the school speechless with regards to their aptitude for the sport. Swimming has become increasingly competitive over the years, but this year a special legacy has been established as the Herschel swimming team remained unbeaten. As Captain of the swimming team, being proud of these swimmers is an understatement. I have had the amazing opportunity to see the sport of swimming grow immensely over the past year, being a South African swimmer myself. From the beginning of the year, I told all the swimmers in the team that we were going to strive to remain unbeaten, and I had the opportunity to lead the group to this victory that we worked so hard for.

With regards to events happening around the school there have been multiple girls who have achieved phenomenal results. A certificate of recognition for receiving Western Province Colours and Level 3 Qualification was given to Bianca Ribeiro. Kerryn Benade achieved a certificate for swimming for Level 3 Qualification. A swimming badge was given to Caitlyn Ribeiro in recognition of her participation as a member of the Herschel Swimming Team and Level 3 Qualification. Colours for swimming was given to Hannah Cromhout in recognition of her qualification for Junior and Senior Nationals and Savannah Voigt for participating in the South African National Open Water and Olympic Trials and selection as a Western Cape Open Water Swimmer. Michaela de Villiers was awarded Honours for swimming in recognition of her outstanding achievements in 2019 when attending the Junior World Championships. We also have five South African representatives for swimming on the team including Olivia Nel, Georgia Nel, Hânim Abrahams, Michaela de Villiers and Hannah Pearse.

Results for this year have been more than incredible. Herschel finished in first place at the A-League Gala at Rondebosch earlier in the year. This is considered the toughest, most challenging and competitive interschools gala of the year, which is what makes this achievement so outstanding. Herschel also finished in first place in the PGSGU interschools gala at Springfield this year. This was an intense gala in which first place was tough to compete for, due to the high levels of competition, although our swimmers never let us down. I am so proud of the team for being so humble about this amazing achievement.

Herschel's annual Interhouse gala was great fun again this year. I, Olivia Nel, had the opportunity of taking home the trophy for being the Open swimming champion for the U19 age group. Hannah Cromhout received this trophy for the U16 age group and Alexa de Villiers achieved the trophy for the U14 age group. New school records were set by Olivia Nel and Hânim Abrahams in their freestyle and breaststroke races respectively. Overall, Merriman house achieved first place, followed closely by Carter in second, Rolt in third and Jagger in fourth place. This gala was so much fun, and all swimmers and spectators had the most incredible time.

I know that the younger students today who will lead the future swimming team will create an atmosphere of leadership, fun, and hard work in every single practice and swim meet.



Water Polo

BY ASTRID FAUSTMANN, CAPTAIN

The 2020 Water Polo season which runs from October to March has been filled with fun, energy, enthusiasm and lots of laughter. The teams trained incredibly hard throughout the season and had the most extraordinary time competing in matches and tournaments.

The U14s, U15s, U16A and B, 2nd and 1st team all participated in tours.

The U14s participated in the Roedean tournament as well as the Pitcairn Cup. In the Pitcairn tournament they won a silver medal having played some very good polo throughout the tournament.

The U15s went to PE for the Collegiate tournament as well as the Shaun Fuchs tournament in Jo'burg. This team won a well-earned bronze medal at Shaun Fuchs.

The U16A and B teams went to the Alexander Road festival in PE.

The 2nd team went to the Oakhill festival in Knysna where they were challenged by playing against some strong local 1st teams.

The 1st team played in the Mackenzie cup, travelled to Kingswood for the Brian Baker tournament as well as the prestigious St Peter's tournament in Jo'burg. The 1st team acquitted themselves well in all the tournaments.

The water polo players have been very lucky this year as they were able to complete the season before the Covid lockdown.

The last tournaments of the season were the Ultima U14, Morelli U16 and Waller U18. These were held at SACS. Herschel met Reddam in all three finals. The most exciting finish for the season was the 1st team/Waller Cup final. At full time the score was even and so a penalty shootout was the deciding factor and sadly Herschel lost in the shootout.

Overall, we have had the most spectacular season and are grateful for every moment we could compete together this year.

Herschel are very privileged to have an outstanding team of coaches. They are passionate about water polo and give up so much of their time to make sure the players get top-class coaching. Thank you to all of them for all they do for the players and Herschel.



Basketball

BY GABI LANFEAR, CAPTAIN

The basketball season is always a memorable one and one that the girls look forward to. The 1st and U16 Teams started off the season with the annual AISJ Basketball Tournament in Johannesburg. This tournament gives the teams a chance to play with their new teammates before the home season begins. Once again, it was an incredible learning experience for the players. The 1st Team fought hard and won some very tough matches, but unfortunately, were knocked out early on in the playoffs. The U16 Team played some tight games and made it to the finals where they won the tournament.

This tour is filled with crazy experiences that we shall always remember, such as having to leave the courts mid-match due to a severe electric storm. The tour also encourages friendships and bonds to be established within the teams and across all age groups. We interact with people we don't see every day and these relationships often last throughout the rest of the season and the ones to come. It was amazing to see the support and sportsmanship shown by the students despite injuries, losses and tough times. A positive energy prevailed and many laughs were shared.

When we arrived home, everyone felt more confident about the games to be played and this was shown through a very successful season of basketball. The 1st Team improved their results throughout the season. They started with an extremely competitive game against the Western Cape Sports School, their biggest rival, in which they narrowly lost towards the end of the game. They then went on to play Heideveld, Camps Bay and Settlers High, winning all three matches. This Team showed talent, passion, and great sportsmanship and can be very proud of their season.

The U16 Team returned after winning the AISJ tournament, feeling confident. This positive spirit continued throughout a season in which they remained unbeaten. There was some tough competition throughout, including Heideveld and the Sports School, as well as the Westerford match which was played into extra time. In the end, it was a matter of the team that was most determined – Herschel – which won the match. The U16 Team definitely showed us what grit and determination look like and they really made Herschel proud.

The U14 girls had an unbeaten season which is highly commendable seeing that Herschel only starts basketball in Grade 8: most of these girls would not have played before 2020. They started off their season with a knockout win against Westerford High. They then went on to play Camps Bay High and Settlers High, winning both of these games. They finished the season by winning the Top Schools' Tournament, making them the top team in the Western Province. These students had to learn on the job and improved greatly throughout the season.

Our second teams also had a successful season. These teams showed improvement throughout the term and, in the younger age groups, will have an opportunity to prove themselves and move into A teams in the following years. The U16B and U14B Teams won all of their matches while the Second Team came up against some tough competition which helped the team learn and grow in skill.

The teams owe a lot to our dedicated coaches, who planned, conducted training sessions, taught us new skills and, most importantly, who raised our morale during matches throughout the season. We also appreciate the hard work Mrs Botha puts into making sure our tour and the rest of the season runs smoothly. Our teams can be extremely proud of the amazing season of basketball played this year.

Tennis

BY LAUREN JOHNSON, CAPTAIN

The tennis season at Herschel has been exciting and rewarding. The dedication of all the girls at the early morning practices, that start at 6.15, has been noticed and paid off. Tennis was very lucky this year to be able to have their season and hopefully it will continue again in the 4th term being a non-contact sport. Herschel was able to compete in the Independent Schools Tennis Tournament, PGSGU Interschools as well as weekly league matches. Herschel has six teams entered in the league as well as a social squad.

At the end of February the top seven players – Lauren Johnson, Grace Goodwin, Rachael Wolhuter, Matilda Loggenberg, Zara-Leigh Oliphant, Natasha Paul and Erin Meyer – took part in the Independent Schools Tennis Tournament at St Mary's DSG in Pretoria. Each player played one singles and one doubles match against each school in our pool. After three days of intense, gruelling matches against St Anne's, St Mary's DSG, Kingswood and Roedean, Herschel came second in their pool and sadly lost in playoffs to Roedean, coming 4th out of the eight participating schools. This tour had many tough competitors and we did very well in achieving 4th place. The team grew and developed after every match. A special mention goes to Zara-Leigh Oliphant who managed to win all her singles matches. This tour was a great way for the team to bond and to make new friends from other schools. It is a huge honour to be able to take part in this prestigious tournament which enables Herschel to play schools that are not in their normal school league.

At the end of the tennis season the top six senior players and the top four junior players participated in the PGSGU Interschools tennis tournament. Each team played three doubles matches against St Cyprian's, Springfield and Rustenburg. The tournament was a round-robin tournament based on number of games won and not number of matches won. The seniors came 4th while the juniors managed to finish in 2nd place.

Herschel is extremely proud of the girls who were selected to represent the Western Cape. This comes with many hours of training on and off the court. Zara-Leigh Oliphant made U15A, Matilda Loggenberg made U15B and Erin Meyer was the 1st reserve for U15. We are very proud of these girls.

Thank you to all the girls that committed themselves to the Herschel tennis teams for the past season. The girls have shown great sportsmanship and determination throughout the season. It is so promising to see so many younger grades take part in the sport and know that Herschel will always have an outstanding tennis team. We also would like to thank our coaches for their dedication and commitment throughout the season.



The Visual Arts Practical Prize

SHANNON PITMAN AND JACQUELINE DOW



Shannon Pitman



Jacqueline Dow

What if 2020 isn't cancelled?

What if 2020 is the year we've been waiting for?
A year so uncomfortable, so painful, so scary, so raw –
that it finally *forces* us to grow.
A year that screams so loud, finally awakening us
from our ignorant slumber.
A year we finally accept the need for change.
Declare change. Work for change. Become the change.
A year we finally band together, instead of
pushing each other further apart.

2020 isn't cancelled, but rather
the most important year of them all.

Leslie Dwight



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