THE HERSCHELIAN



2021

The Mary Muller Prize for Artwork of the Year

GEORGIA HORRIGAN





THE HERSCHELIAN

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ABOUT THE COVER

The cover photo was taken by Gemma Fürst in Grade 8. The photography club members spent some time in July photographing our lovely campus under the theme, Iconic Herschel. The winning photo captures the heart of the school. It is the heart of many tributaries leading to the outskirts of the institution. The fountain is at the centre, surrounded by beautifully manicured hedges and white-washed pathways.

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Chairperson and Deputy Chairperson's Report

BY ADV. TRACEY DICKER AND MRS TUMELO BALOYI

There is no adequate way to describe the last two years and the challenges that they have brought. The effect of the Covid-19 pandemic has continued to have an enormous effect on the world, our country, our community, our school, our families and each one of us as individuals.

We have once again 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 we 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 to 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 we 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 the last two years. We wish to record our immense gratitude to Herschel parents for continuing their payment of school fees, despite the challenges of these times.

We are in the final stages of the implementation of the recommendations and findings of the report dealing with the inquiry into institutionalised racism at Herschel. A comprehensive summary and update of the process was sent to all stakeholders on 30 July 2021. A further and hopefully final update in this regard will be circulated before the end of 2021. As a school we will continue to evaluate the processes that have taken place, reflect on the lessons learnt and strive to ensure that the necessary structures, processes and people are in place to ensure that racism and all forms of discrimination are not tolerated. We continue to work towards a Herschel that is truly inclusive and a place where everyone has a true sense of belonging.

We are very excited to celebrate our centenary next year and the OHA, management and the Centenary Committee deserve a huge thank-you for the work already done and in anticipation of their contributions leading up to the Centenary Celebrations. We encourage all stakeholders to participate in the Centenary Programme. As we look ahead to the Herschel centenary next year, we know that Council, management, the whole parent body, Old Herschelians, staff and students – working together – will be able to ensure an environment that is one of collaboration and understanding, which will in turn contribute to the wellbeing of our school and ensure that Herschel grows from strength to strength and, most importantly, that all our students will find a true sense of belonging and will thrive in all spheres of their lives.

2021 has proved to be a challenging year in many respects. Heather Goedeke, Lin Heidmann and their management and executive teams, and all staff members have once again gone above and beyond the call of duty to ensure that the school functions optimally. It has once again been a stressful, uncertain year in our country and in our school community, and we recognise and appreciate the commitment and dedication of all staff members not only to the teaching profession but also to the school. Thank you all.

We congratulate Lin Heidmann and her fiancé, Kees van Bergeijk, on their imminent marriage. Lin leaves us at the end of the first term next year to join Kees in the Netherlands. Lin has been at Herschel for 16 years and head of the Preparatory School for almost 15 years. Her loyalty and service to Herschel is unique and quite extraordinary. We thank her for her incredible contribution to Herschel – her blood will always be pink.

An enormous thank-you to Archbishop Thabo Makgoba, his representative on Council, Archdeacon Mark Long, and all our Council members, sub-committee members, members of the Prep PA and class representatives and Senior School parents' representatives who have once again been incredible in giving of their time and very often expertise in support of the Council, the school and school management. We must make particular mention of Mr Stuart Harrison and Dr Aaron Ndhluni, council members, whose tenures of 10 years have come to an end, Mr Saul Berman who steps down as a council member at the end of the year and Miss Tebogo Skwambane, who stepped down as a council member during the course of the year. Their contributions have been immeasurable.

We are in the process of finalising the updated 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. We will also introduce the new council members to the Herschel community before the end of 2021.

We would like to congratulate our Grade 12s of 2020, whose results were once again exceptional, notwithstanding the enormous impact the pandemic had on them.

An important academic development in 2022 is the move to the Independent Examination Board (IEB) for the Grade 8, 9 and 10s of 2022. Heather Goedeke and her team will keep you updated in this regard.

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 have to 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 2022 – our centenary year – and ensure that Herschel continues to lead the way in an ever-changing educational environment.

Ad dei Gloriam ◊

Adieu



Chelsea van Lieshout

BY MS JAYNE EUVRARD

We said goodbye to Chelsea van Lieshout with both sadness and excitement: sadness for Herschel and our huge loss, but great excitement for the next step in her career as she left us to lead the English department at Bridge House in Franschhoek.

Bridge House gains an incredible educator and department leader in Chelsea. She has a profound love for her subject that runs deep. Her subject knowledge is exceptional and pupils and colleagues are aware that, like the clichéd iceberg, it runs much deeper than what they see. In the English department we were gifted with Chelsea's developed understanding of curriculum design. She was generous with her skills, sharing her knowledge, wisdom, creativity and resources with generosity and love.

In the classroom Chelsea makes English sing. In Chelsea's classroom the subject is fun, demanding and challenging. It is rigorous and it is empowering. English is a complex and often controversial subject. As English teachers we know this. Our subject speaks to the heart of our human experience. It asks the big questions in life and asks of its students to consider the most difficult questions of themselves. We carry the responsibility of this heavily and sometimes awkwardly. Chelsea is intentional in her teaching. She asks the hard questions and expects pupils to do the same, but holds them carefully while they do, so that these questions are from a position of safety. She is humble and vulnerable in this subject space and this is seen and appreciated by those around her. We miss this.

Chelsea is a teacher of much intellect. She genuinely loves to learn. While at Herschel she completed her Masters degree, a seemingly impossible task while teaching English full time. She has had articles published in the *ISASA* magazine and pushed us all in our professional development by making us aware of opportunities such as the Research Ed conference. Her staff reading group was a special space of discovery.

While we wish Chelsea all the best on this exciting next step in her career, we will truly miss her as a friend and colleague. Chelsea is kind and generous of spirit. She values genuine and close relationships and is brave enough to fight for genuine honesty. I trust her immeasurably and it was hard to see her go. But this is an exciting opportunity and one in which she is already thriving. May Bridge House know how lucky they are!



Dean Hoffenberg

BY MR STUART LEVEY

At the end of May, Dean Hoffenberg, Herschel's Network Manager, was offered an employment opportunity in IT security in the corporate sector. Dean has always been passionate about ICT security and has studied extensively in this area. Therefore, this was an opportunity he could not pass on. During his one and a half years at Herschel, Dean not only successfully managed the Herschel network, but was instrumental in encouraging training and upskilling of the team. It is with a very heavy heart that we say goodbye to Dean, and we wish him all the best.



Gaynor Cornish

BY MISS TRACY ROUSSEAU

In the middle of the school we find the true heart of Herschel in Arderne House. Arderne is not a boarding house… it is a home. And if you have been lucky enough to venture up those stairs in the main admin building, you would have discovered why: House Mother Gaynor Cornish!

In her nine years as house mother, Gaynor has invested her heart and soul into the Arderne family – nurturing them, loving them, teaching them, allowing them the space to live and learn, to understand who they are, and to grow into the individuals they want to become.

Being a small boarding home with only a few pupils each year from diverse backgrounds, Arderne was a place where it didn't matter who you were or where you were from… you were made to feel that you belonged to a new family for five days a week. From family braais, movie nights with popcorn or takeaways, a breakfast of ice cream – with all the toppings – to celebrating spring day, laser tag in the gardens, pizza nights, trips to the beach/Table Mountain/putt-putt etc., Christmas dinner and gift swop, or just lying on the couch with a cup of tea for a chat… there was always something special up her sleeve to make sure memories were made and life-long connections fostered between the Arderne sisters.

Gaynor's kindness, compassion, wisdom, and great sense of fun have inspired and supported all involved with boarding over the years – staff, pupils and parents. Under her guidance Arderne House truly lived up to the saying: "Home is where love resides, memories are created, friends always belong, laughter never ends." Thank you, Gaynor, we will miss you!



Ingrid Sadler

BY MS JOS TAYLOR

Ingrid's association with Herschel started as a mom, who then volunteered in the library. That job morphed into the role of sick bay nurse as well. I like to think, though, that she found her true Herschel calling, nearly ten years ago, when she became our invaluable Music Administrative Assistant – a job which combined her love for music with her multi-faceted systems and organisational skills. Ingrid's role has been key to the smooth running of Music at Herschel. She has always been so willing to tackle anything we asked her to do… and then some! The staff and students shall miss her gentle people skills, quiet energy, sense of humour and infectious laugh, her compassion for all animals and their welfare, stories about her dogs and grandchildren, photography, her interest in local and global politics, her knowledge of every (well, almost every) movie / TV series / documentary ever produced! We wish Ingrid so much happiness as she moves into retirement – or rather refirement – I am sure that she will not just be sitting on the stoep taking in the sunset, but will also be finding some new and exciting challenge for the next phase of her life journey.



Jocelyn Taylor

BY MR JAN GOUWS

Jocelyn Taylor joined the Herschel music staff as the Director of Music in October 2002 to, what was then, a very small Music Department. Jocelyn is an outstanding singer, pianist, teacher and a wonderful colleague and leader. With her vision, hard work, leadership, and inspiration she grew the Music Department into what it is today. She was instrumental in introducing new ensembles such as the Wind Band, String Ensemble, Flute Ensemble, Fusion, Guitar Ensemble, the Herschel Band, *High Maintenance*, and the various Marimba Bands. In addition to this, she was the Musical Director in numerous musical productions, and she led and organised a memorable Chorale tour to the United Kingdom. For many years, the Music Department grew at a steady pace until it became evident that a larger and better space was necessary. With Jos at the helm, she made a dream we all had for many years a reality. The Inkwenkwezi Music Centre was built and opened by The Most Revd Dr Thabo Makgoba, Archbishop of Cape Town, on the 30th of March 2021. It was Jocelyn who visited various music departments across the country, consulted with architects, engineers and sound technicians and eventually conceptualised a building that not only is beautiful, but also provides an ambient and effective space for all aspects of music teaching and performance.

Thank you, Jos, for truly making Herschel Music the heart and soul of the school for staff and students alike. Thank you for all your tireless work and your vision in gifting the Herschel music community an amazing new home, the Inkwenkwezi Music Centre. We wish you all the best, as you venture into a new chapter. You will certainly be missed.

The following quote by Hungarian composer, ethnomusicologist, pedagogue, linguist, and philosopher is a true reflection of what Jocelyn stood for:

> *"Music is a manifestation of the human spirit, similar to language. Its greatest practitioners have conveyed to mankind things not possible to say in any other language. If we do not want these things to remain dead treasures, we must do our utmost to make the greatest possible number of people understand them."*
>
> **– Zoltán Kodály**



Sheila Moolman

BY MRS TASNEEM VARIAWA

The Herschel Support Unit will be saying adieu to Sheila Moolman, our counselling receptionist, at the end of the year. Sheila has been with the HSU for almost four years and played a significant role in the growth and daily functioning of the unit. She has been a wonderful support to both the students and the counsellors, always ensuring that everyone is well taken care of. Her words of encouragement and comforting presence will be missed by all in the Herschel community. Having her in the unit has been no less than a gift. We thank Sheila for all her hard work and wish her the happiest of retirements.



Judy Nel

BY MS ZAZIE KHAN

Judy Nel began her tenure at Herschel at the start of the new millennium in January 2000. There are many good teachers, but Mrs Nel will certainly be remembered as one of the greats! Over the 21 years she has spent in the Foundation Phase, she has taught, loved, nurtured and had a lasting positive impact on the lives of over approximately 550 Herschelians. Those are just the girls who have had the privilege of being in her class; the number would stretch into the thousands if we were to count every life she has touched in her 21 years here. Judy Nel is a passionate and devoted teacher whose loyalty to Herschel knows no bounds – she is often one of the first teachers to arrive in the morning and the last to leave in the afternoons. She creates a warm, loving and caring environment and is always accessible to both the girls in her care and their parents. Mrs Nel is meticulous in her planning and preparation and holds herself and her girls to a high standard. She believes in her girls and supports them to strive for accuracy and to be the best versions of themselves. She is an enthusiastic and supportive colleague and mentor whose wisdom and sense of humour are cherished. She is an integral part of our Foundation Phase team and is always willing to share her wealth of knowledge and experience with others. She has been a source of inspiration in the way that she has risen to the challenges of the changing landscape of teaching. Her commitment to her girls, colleagues, school and the profession as a whole is one we can all aspire to. We will miss her immensely as a friend, teacher and colleague and we wish her many happy years of a well-deserved retirement.

COMMENTS FROM CHILDREN

Why we won't EVER forget Mrs Nel:

Mrs Nel is an animal rescuer who rescued a squirrel she named Chuckles who fell out of a tree. She made Chuckles a home inside her home and to show his gratitude he ripped up her curtains.
Hannah Marshall

Mrs Nel taught us the song 'Smiling is contagious, you catch it like the flu' – and if you ever see Mrs Nel, she is always smiling.
Emily Groenewald

I remember the Froggie Flip – if you did good work, you could flip your Froggie on the chart and when you reached the end you got a certificate.
Zoë Hodge

I thought Mrs Nel was only 45, but now you tell me she is retiring so I guess that makes her 69.
Lizzy Wessels

Whenever Mrs Nel would need to leave the classroom for a minute or two, she would sing out loud, 'Too-da-loo', which meant she was actually off to the loo.
Amelia Mandy-Woodcock

We loved all the funny voices she put on when reading us stories.
Isra Abdulla

It's so nice that Mrs Nel and Mr Nel are both retiring so they can now live a normal life together.
Darya Daya

Mrs Nel always gave the best advice, she made learning fun and never let us down. I only did Grade 2 once sadly, but it was the best year ever!
Gabriella Bosini

She started every morning off with 'Howdee Kids'.
Lily-Mae Sickle

Mrs Nel was so funny, with a kind and gentle nature towards people and animals. She was always encouraging. She had the best stories about animals. There was Chuckles the squirrel and the dog who took care of the kittens. Mrs Nel was a fun and unique teacher who I will never forget.
Chloe Prain

Mrs Nel was more than a teacher; she was there for us and taught us to be kind and always made learning fun.
Amelie Hardres-Williams

Mrs Nel, thank you for being an amazing teacher. I will always remember you and being your 'P.A.' Thank you so much for the things you taught me!
Arya Chagan

Mrs Nel was always so understanding and kind and jolly. I remember we did froggy flips and in the morning, we would do a dance and at the end of the day there was a hug line and Mrs Nel always made sure I was OK when my grandad died. Even after I left Grade 2, she'd always ask if my other grandad was OK. She truly was one of my favourite teachers.
Charlotte Plummer

I remember at the end of the day the whole class lined up to hug her and I would always go for one more.
Michela Pharo

I remember how she told us all those wonderful stories of how she saved those amazing animals.
Kristina Kalil

Mrs Nel, I loved you as a teacher because you were so warm and kind and caring. I felt so comforted around you, and we are all going to miss you so much.
Jamie-Lee Horn

When I was in Grade 2, I loved her stories about her tortoises and when she brought them to school. I also loved the hug line, that was my favourite part of my day.
Abigail Böttger



Monique Nyback

BY MS ROS BOUWER

Monique joined Herschel in January 2008. Her original intention was to get immersed into the Life Orientation department. She was, however, persuaded to help out with the teaching of isiXhosa at third language level and together with Andrew Scott they formed the isiXhosa department for many years. Eventually, in 2016, after a substantial investment in the language, Monique returned to her original love: Life Orientation, with the specific intention of also furthering her studies to become an educational psychologist. This dream materialised in 2020 when she obtained her qualification Cum Laude.

Monique also managed, very successfully, the portfolio of Academic Support and Careers Counsellor in recent years, and it is in this particular role that I have experienced her immense expertise, her knowledge of university entrance requirements for so many career paths – and have witnessed the guidance shared and given to many students, colleagues, and parents. The very first Herschel online Careers Expo was pioneered by Monique during the height of the global pandemic. In a time of crisis, Monique provided a solution to her students who needed to be equipped with all the relevant and current information to chart their career paths.

Monique is a special lady who is known for the importance of building supportive and caring relationships with each student, colleague, and friend. She fosters healthy and mutually respectful relationships between her students, colleagues, and the school community.

Monique has the wonderful ability to listen and to read people. I also admire her resilience, calmness, and her strong inner strength and faith. She is always professional, patient, reflective and forgiving. Monique is a gifted and sincere friend and colleague. She has a good sense of humour and always treats everyone with respect and dignity.

Monique deserves success and fulfilment in her new position as an educational psychologist. I am convinced that she will continue to make an impact in the lives of the people she meets.

Go well my dear friend!



Ros Bouwer

BY MRS SUE GROVÉ

A close friend commented recently that an apt mantra for Ros Bouwer should be to "Always look on the bright side of life" (composed by Eric Idle). This truly is the way that Ros approaches life: she is always positive, hopeful, cheerful and happy. Her interactions with students, parents and staff are always warm, kind, considerate and gracious. Nothing is too much trouble, and she is highly dependable. She always has the best interests of the students at heart.

As Senior Deputy and Head of Academics, Ros has always adopted an open-door policy and has been receptive to innovative ideas. She is flexible and pragmatic in her approach to managing change and always tries to include staff participation in important decision-making. Part of her many responsibilities has been to manage the day structure, drawing up schedules and overseeing the organisation of the school timetable in addition to examination and invigilation timetables. Her work increased markedly in the last two years due to the impact of the pandemic and yet she managed this task with resilience and persistence. Another key responsibility has been the updating of documentation and policies for IQAA accreditation and to meet the high standards of Umalusi regarding assessment, the design and delivery of curricula and the accreditation of the School. She completed these time-consuming tasks with quiet determination and extreme efficiency.

Ros came to Herschel in 2015 with a wealth of knowledge about the IEB as an examination body, academics as an important facet of Senior School life and her speciality subjects in the Commerce Department. She quickly adapted to the State examination system and has always advised and led staff in a level-headed manner. She has taught EMS (Accounting), Mathematical Literacy and Money and Me – a practical and meaningful elective which educated the juniors in ways to work with their money in a sensible way. She has been an enthusiastic supporter of the elective system in the GETC Phase from its inception and assisted in many practical ways to implement it over the last three years. Her voluntary training on the management and efficient use of the ENGAGE administrative programme allowed her to continuously assist staff with the accurate recording and reporting of marks.

As a team player, Ros is easy to get along with and has a delightful sense of humour. Her sense of joy, generosity of spirit, quick wit and spontaneous laughter have carried many staff through stressful situations. Her deep Christian faith underpins all that she does, and she is highly principled. Ros is an honest, reliable and loyal friend and colleague: her integrity is unquestionable. Her sense of fun has been witnessed on many dress-up days e.g. the Rugby World Cup, Olympics and World Book Day, dancing displays, the annual staff fun Christmas gift function and school musicals. On a school tour to Spain, the programme ran like clockwork and much fun was had by all, including the mastering of a segway as a mode of transport.

On a personal level, Ros enjoys spending time with her son, Jonathan, and is very proud of him. She loves gardening and walking in nature, while her creative hobbies include ceramic painting and making mosaics. Her sense of adventure and courage can be seen in her spiritual journeys to complete sections of the pilgrimage known as the Camino de Santiago in Spain. Despite this tough physical experience and time of inner reflection, Ros has also taken time to enjoy the cultural experiences, beautiful scenery and interesting architecture along the way.

I wish Ros well for the future and her departure will leave a huge gap in the Herschel community. God bless you Ros as you embark on a new chapter of your life.





Toni Harding

BY MS JAYNE EUVRARD

The English department will be very sorry to see Toni Harding leave us for the beautiful Maritzburg College and we will feel her loss for some time to come.

Toni is a meticulous teacher. Pupils feel secure in her classroom as she meets them where they are at. She is genuinely interested in each pupil and believes in their potential. When a pupil has a teacher who believes in their best self, then this is the self they strive to be. And so it is in Toni's classroom. She demystifies the curriculum and makes it accessible to all the pupils in her care. She also has high standards that she expects her pupils to meet and so they do.

Toni is a voracious reader. She knows and loves her texts and is able to offer new ideas and understanding to our literary knowledge. In both the AP and English classroom, she has shared this love and knowledge with pupils. In Toni's class pupils dive deep into the text and become familiar with all its aspects.

In the department we rely on Toni's close eye on detail and her exceptional knowledge of assessment in moderation and planning. She has marked matric examinations for years and the wisdom and understanding this brings to the department will be sorely missed next year.

Herschel has felt Toni's influence beyond the classroom. The running club struggles to keep up with her as she pounds the streets of Claremont with an ever-increasing running entourage and it is difficult to imagine the running club without her. Toni has also led several Stepout groups with care and love. Her appreciation of the outdoors and the mountains is infectious and she has jollied along many a reluctant hiker or cyclist over the years. These pupils must return from Stepout with some of Toni's reverence for the beauty of nature.

Toni is a right fighter. She feels things strongly and this is often translated into philanthropy – something she encourages in her pupils. Her tutor group has taken on her responsibility to the wider community by designing and running fun days for other children in the community.

We will miss Toni as she moves to complete her career at Maritzburg College. They gain a weight of wisdom and experience.



Kathy Burden

BY MR JASON STEGMANN

Kathy's time at Herschel began 15 years ago when she took on the role as the Head of the Science department. A few years later Kathy pioneered and headed up the Advanced Programme Mathematics department. Her excellent teaching, love for the subject and high standards have attracted many students over the years, resulting in AP Mathematics growing into one of the biggest departments at Herschel. I have thoroughly enjoyed teaching alongside Kathy; her deep wealth of knowledge in AP Mathematics is inspiring and her willingness to share this knowledge has strengthened my own teaching in the subject, for which I am incredibly grateful. Kathy's attention to detail and extreme professionalism will be missed. I have not seen AP Mathematics delivered at this level and with as much success at any other school. Consequently, Kathy's departure to Somerset College will leave a big hole at Herschel that will not easily be filled. We wish Kathy all the joy and success as she takes on her new role at Somerset College. Thank you for all that you have done in creating and igniting a huge interest in Mathematics amongst the Herschel girls and for promoting a passion for our beautiful subject. You will be missed.



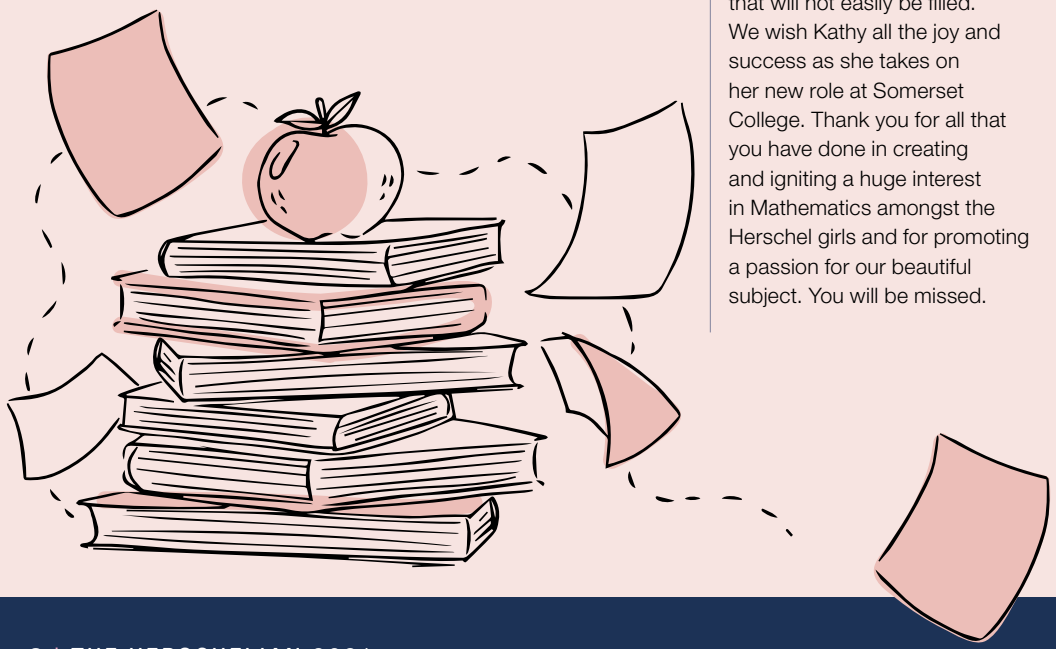
Sue Grové

BY MS ROS BOUWER

Sue Grové joined Herschel in January 2002, as the Subject Head for History. It was clear from the very beginning that Herschel had gained a passionate educator, with a deep commitment to ensuring that the pupils entrusted to her would be equipped with more than just content knowledge, but also a sincere understanding and awareness of the historical significance and need for social justice in the South African context. Pupils in Sue's classes know that their thinking and beliefs will be challenged as they seek to be mindful of how their learning can make a difference in the lives of others.

Sue's commitment to deep learning and academic rigour gained greater traction when she was appointed as the acting Head of Academics in the Senior School in 2003, and then later as a member of the Executive team in the role of Head of Curriculum Development. This was Sue's 'sweet spot' and the optimal place for her to exercise her influence regarding curriculum matters.

Sue is a firm believer that an innovative, transformative, and well-rounded education should be one that is relevant for life after school. It is this foundational belief that the curriculum should stimulate curiosity, creativity and a love for learning that inspired Sue to be the driver of our exciting and educationally sound 'Electives' programme in Grade 8 and 9. Sue has helped us all see that by embracing oftentimes unconventional approaches to education, we will ensure that our girls are equipped



with educational skills that are relevant worldwide.

Herschel has also benefitted from Sue's excellent writing skills. Her strong sense of right and wrong culminated in her drafting the Academic Integrity Policy, which is the guideline for all academic research here at school. She was also a contributing author to the book *A School Where I Belong*, which outlines six areas where true transformation in South African classrooms and schools can begin.

Sue has always informed our community and inspired her pupils and colleagues with her humanity and care for others. She exemplified our tagline of 'Learning to make a Difference' and her immense contribution will continue for many a year.

Farewell and blessings for the years ahead!



Sue Stein

BY MRS SUE GROVÉ

When I think of Sue Stein as a colleague and friend, I cannot but think of the saying by the 19th century writer and thinker Ralph Waldo Emerson: "Life is a journey and not a destination." For me, Sue is always on the 'move' and being in her company is always interesting! She loves exploring new places and trying out new experiences. Sue has a keen perception of life's journey as a time to 'travel' rather than 'arrive': to not just 'do' but also to 'be'. She loves exercising and spending time in nature and constantly examines her actions and choices to intentionally avoid harming the environment. This explains why she has been an enthusiastic staff volunteer on the annual Grade 10 Stepout since its inception. Sue is a food fundi who enjoys preparing vegan food and regularly shares her newest recipes and products with her friends. Her entrepreneurial spirit is well known and many of us have received creative, useful, and environmentally friendly birthday gifts from her or bought jars of her wonderful and alternative sauces and preserves. Her creativity also extends to her many hobbies, which include painting, sewing, recycling clothes, ceramics, knitting, crocheting, embroidery and designing and making mosaics, to mention only a few.

As a person, Sue is kind, honest and authentic. She is always involved in community projects too, whether it be crocheting or knitting jerseys and beanies for premature babies or raising funds for DARG or TEARS. She is determined, goal-directed, strong-willed and principled and well known on the staff for speaking out if she believes something to be wrong. Her arty and Bohemian style defines her sense of fun and quirkiness. We have always looked forward to Sue's arrival on dress-up days such as World Book Day and Heritage Day. It has added a sense of fun to our workspaces and there is always laughter when Sue is around. Who can forget her public dancing displays near the fountain to develop 'gees' during the pandemic and many students and staff joining in with her dancing routines to the "Macarena" and the "Jerusalema"?

Sue Stein was appointed to the Herschel Staff in 2012 in the capacity of Head of ICT (staff and student training), teaching Digital Literacy to Grade 8 and 9, rolling out the iPad project across all phases of the school and teaching Technology (Robotics and Coding) to Grade 8 and 9. These responsibilities have not always been easy, yet Sue has shown dedication, resilience and perseverance as she has managed the changeover to the integration of technology in the classroom. Both students and staff can attest to her helpfulness and endless patience when she has trained them to efficiently use technology. Her innovative spirit and tenacity were witnessed by all when she seamlessly managed technological support for all staff and girls from Vanwyksdorp, a remote town in the Cape, during lockdown. As a trained educator, she has always been understanding of, and perceptive to, the needs and requests of staff and students alike. She is well liked and respected for being smart, flexible, creative and pragmatic.

As a Social Science educator and thinker, it has been enriching to have Sue in many teams I have led, for example, Grade 8 and 10 Enrichment, Staff Development, Curriculum Development and managing and designing the administration of the Electives. She is a team player and has led staff teams and designed meaningful grade programmes for Enrichment Week. These focused on the environment in and around Cape Town for Grade 8 and reaching out to communities and persons who are disabled in the Grade 10 reflective programme entitled 'A Change of Heart'. Sue also taught Consumer Studies and cross-curricular electives from 2019 to 2021, for example Windmills or Bridges? and Creative Textiles. She has guided many staff to become more confident in the implementation of technology in the delivery of their subjects. Her creativity, critical thinking, curiosity, expertise and skills will be sorely missed at Herschel in the future.

I want to thank Sue sincerely for what she has done for all of us in her nine-year stay at Herschel. We have been enriched by her dedication and generosity of spirit and I know that she will continue journeying to many 'new' places. Without doubt her 'doing' will include teaching and sharing her multitude of skills with others!

Go well Sue – wishing you a fun-filled and happy journey! ◊



Tribute

Zolile Dibela

BY MR ANDREW SCOTT

It was with great sadness that in May this year we bade farewell to Mr Zolile Dibela from the Grounds Department (he has been employed at Herschel since 2017) in a Memorial Service held at the school for his family, friends and colleagues. He had been ill for a few weeks.

Mr Dibela was a respected and much-loved colleague and those who spoke at the service all reminisced about his jokes, his 'naughtiness', his commitment to his work and his general friendliness to all that met him.

In his eyes he was responsible for a critical area of the school near the fountain and was proud that he was in charge of this space, as he knew that this was an area where all visitors and parents often found themselves. For Mr Dibela impressions were important!

A memory I will not forget was his enjoyment at the Council Dinner where we all dressed up and were able to spend time together on a social level as an extended Herschel Family.

That night he told me how much he loved working at Herschel and how appreciative he was to work in this environment. In fact, it was more like how lucky we were to have him working at Herschel!

Siza kukukhumbula, mhlobo wethu! Enkosi kakhulu ngazo zonke izinto osenzele zona! INkosi inga ingaba nawe ezulwini! Ubuyintsikelelo kuthi sonke apha eHerschel Girls School, Zolile.

Iintliziyo zethu zikunye nosapho lwakho. Uphumle ngoxolo ngoku!

We are going to miss you, our friend! Thank you so much for all the things you have done for us!
May God be with you in heaven! You were a blessing to all of us at Herschel Girls School, Zolile.
Our hearts are with your family! May you rest in peace now! ◊



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

» STAFF

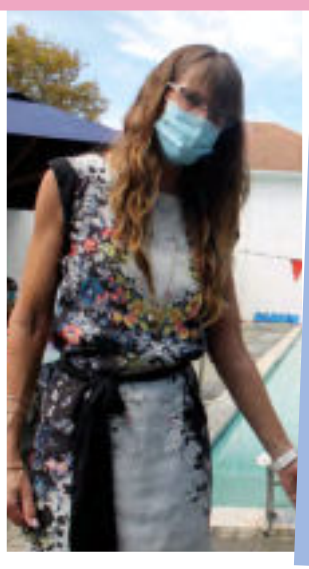
Mrs A Ally, BEd (CPUT)
Mrs T Aubin, B Prim Ed (UCT), BEd Hons (Inclusive Education) (UJ)
Ms N Barends, Assistant Teacher
Mrs G Barrett, BA (HDE) (UKZN)
Mrs J Bearne, HDE Foundation Phase (CTCE), FDE Pre-Primary (UK)
Mrs S Blake, HDE (CTCE)
Ms K Bosch, BEd (UKZN)
Mrs S Bräsler, BMus Ed (UFS) BMus Hons (UCT), LTCL
Mrs C Brittain, BSS (UCT) Hons, PGCE (UNISA)
Mrs T Brogan, BA (Hons) (UCT), HDE Pre-Primary (CTCE)
Mrs S Centurier-Harris, BEd (CTCE) ACE Special needs (UNISA)
Ms P Conrads, BMus (UKZN) BMus Hons (Ed) MMus (Performance) (UKZN)
Ms L Cowie, HDE (ECE), Dip Ed Management (RAU)
Mrs T Davids, Assistant Teacher, Dip ECD
Ms A Dawson, BEd, Intermediate and Senior Phase (VCCT)
Mrs A Foale-Price, Art Teacher
Ms S Gobey, Learnership
Mrs S Gobey, Assistant Teacher, Dip ECD
Mrs B Gabriel, BEd (CPUT)
Mrs J Holtzhausen, BA (UNISA) and PGCE (UNISA)
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 L Kebeni, Assistant Teacher, Dip ECD
Mrs M Laubscher, BSc (US) and HDE (UCT)
Rev L Lavarello-Smith, Chaplain, FD Theology Ministry & Mission, RGN, Adv Dip Counselling
Mrs A Lewis, B Prim Ed (UCT)
Mrs M Martin, Assistant Teacher, Diploma in ECD (N6)
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 Nel, DE (UPE), Dip Sp Ed (Remedial) (UNISA)
Ms L Ntuli, Aftercare
Mrs K Parker-Muzzell, BSocSci (Psych) (UCT) BA (SS) Hons (Psych) PGCE (UNISA)
Mrs R Pretorius, BMus (UCT), PGCE (UCT)
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, Dip Ed (Cape Town College), HDE (CTCE)
Mrs N Young, BEd ECD and Foundation Phase (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
Mr R Rhoda, ICT Network Technician ◊





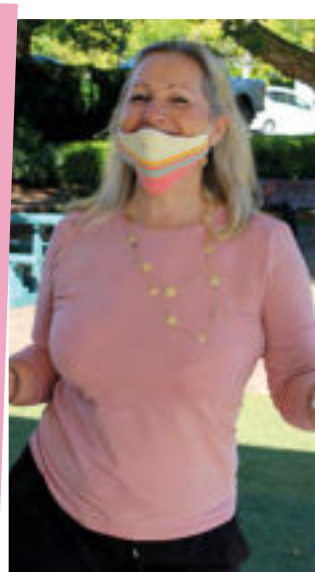













Senior School Staff

• HEAD OF SCHOOL

Mrs H Goedeke, BA Hons, HDE (UKZN)

• SCHOOL MANAGEMENT TEAM

Mr A Bearne, BCom Hons, CA (SA), Business Manager: Finance
Mrs L 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 C Alpert, A.T.C.L, L.T.C.L (Trinity College), BA (UNISA) BA Hons (UCT), English, House Director Rolt
Miss H Basson, BA, HDE (US), Afrikaans, House Director Merriman
Mrs H Botha, Dip Hons Phys Ed (Bulawayo), Director of Sport
Ms R Bouwer, Bcom (PUCHE), HDE (Wits), Deputy Head Academics
Mrs S Grové, BA Hons (UNISA), HDE (PU), ACE (History) UNISA, Curriculum Development
The Revd L Lavarello-Smith, FD Theology Ministry & Mission, RGN, Adv Dip Counselling, Chaplain
Mrs S McArthur, BA Theatre and Performance Hons, PGCE (UCT), Director of Culture
Miss T Rousseau, BCom, PGCE (US), Deputy Head Pastoral
Mr B Sopam, BA, HDE (UCT), Mathematics, House Director Jagger
Mrs L van Wyk, BA, PGCE (US), Afrikaans, House Director Rolt

• FULL-TIME ACADEMIC STAFF

Ms N Arendse, BSc, BEd. Hons, MEd (Mathematics Education), HDE (UCT), Mathematics
Mrs N Barendse, BEd, BTech HRD (CPUT), Business Studies
Mrs A Bodenstein, BA (US), Hons (UNISA), HDE (UCT), English
Ms Z Bovana, BA, PGCE (UCT), isiXhosa
Ms P Bowren, BA Hons Sport Science (US), PGCE (Rhodes), Sport
Ms K Burden, BSc Hons (UCT), HDE (JCE), Additional Mathematics
Mrs E Cairncross, BSc ED (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
Mr W Deintje, BA, Masters (Rhodes), English
Mrs C du Toit, National Higher Diploma Fine Art (Port Elizabeth Technikon), Visual Arts
Ms J Euvrard, BA Hons, PGCE (Rhodes), Mst (Cambridge), English
Mrs S Gordon, BA, HDE (UWC), Life Orientation and Geography
Mr J Gouws, Dip Mus Ed, BMus Hons (US), UPLM (UNISA), Music
Mrs A Harding, BA (UNISA), BEd (Natal), MEd University (KZN), English
Ms J Horsfield, BA (UKZN), BA Hons, MA, PGCE (UCT), 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
Mrs M Smith, BTh-Psychology (Bach. Psychology and Theology), Hons-Psych, PGCE
Mrs S Macfarlane, BA Hons (Univ of Metz), French
Ms D Main, BA, HDE (UCT), Mathematics
Mrs C Nicholls, BA, PGCE (US) Afrikaans
Mrs M Nyback, BA, HDE (UCT), BEd Hons (UNISA), MPhil (SU), Med.Psych (SU), Careers Guidance and Academic Support
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Mrs C Prins, BLIS (UWC), Librarian
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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
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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 C Esposito, BA, MA in French Literature (McMaster University, Canada), BEd (Brock University, Canada), French
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Mrs P Sellmeyer, MSocSc (UCT), Counsellor

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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
Mr S Levey, BCom Hons (Rhodes), ICT Manager
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 Co-ordinator
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

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Miss N McCarthy, Boarding House Assistant
Mrs L Jacobs-Louw, Housekeeper
Ms D Malouw, Housekeeper

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

• MAINTENANCE

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 Mngqelana

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Mrs T Baloyi, Deputy Chairman
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 Ndhluni
Miss T Skwambane
Dr N Wellington ◊







Welcome to the Prep

We must teach our children
to dream with their eyes open.

Harry Edwards





































Pre-Preparatory Report

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



"YOU'RE OFF TO GREAT PLACES! TODAY IS YOUR DAY! YOUR MOUNTAIN IS WAITING SO... GET ON YOUR WAY!" - DR SEUSS

2021, a year of learning, adjusting, changing of mindsets, being emotionally strong and being aware of those who needed support in various ways. Another delayed start to the year – more masks, more distancing, and more sanitising. Our mountain was waiting, and the staff in the Pre-Prep really got ready for an incredible climb. We took the girls on very exciting journeys even though we remained in the building.

Our Pre-Nursery girls successfully climbed their mountain when they demonstrated incredible resilience and

"YOU'LL MISS THE BEST THINGS IF YOU KEEP YOUR EYES SHUT."

- DR SEUSS

learnt how to manage and navigate their day effectively in the first six months of the year, as their parents were not allowed into the building. Seeing our girls in a happy space and flourishing on all levels continued to be our focus in the Pre-Prep for 2021.

Our Grade Rs arrived on the 1st of February and, with eyes wide open, were delighted by dinosaurs in a small world setup on the mezzanine area of the Pre-Prep. Joining in this profound time of discovery, our Nursery girls experienced what items could sink and float. In Pre-Nursery, we set up our play area to include a tea garden, a gym, troughs for various discoveries and a mud kitchen to have so much fun with. The girls were enthralled and entertained by this happy space.

This year, love, learning and laughter have been the order of the day and once again having our amazing dog show kept the girls mesmerised. I accompanied the Pre-Nursery girls on a walkabout at the Senior School. They had a picnic in the garden and then went to play at the fountain in front of Mrs Goedeke's office. A priceless moment was to see the senior girls watch the Lambs and Kittens go by and comment 'Oh my goodness, I can't believe we were once that small'.

Group work has been one of the important areas that we have encouraged in 2021 for the social and emotional development of our girls. The Nursery girls got into groups and painted huge trees for every season. They also handled snakes and tortoises in the Minimo reptile show, as well as made delicious food with the Classic Cuisine lady. Each week I marvelled at the girls as they either dressed up or brought interesting items to school for the Letterland table or theme of the week.

It is not only Pre-Nursery and Nursery girls that have all the fun, but Grade R girls too. They delighted in bringing really old toys and some new ones to talk about. The level of interest in snails that I saw with the Butterflies and Ladybirds as they were making new discoveries and observations with magnifying glasses was incredibly exciting to see. Term 3 is my favourite term in Grade R, as it is always interesting to see which woman in history they dress up as, and the interesting information they bring along to share with their class. This year, each grade celebrated the Olympics by having one of their own in various areas of the school.

We welcomed Mrs Elsworth in the place of Mrs Brittain, who gave birth to a beautiful baby girl, Zoë, and we also welcomed Miss Sias in place of Mrs Mwela, who gave birth to a beautiful baby boy, Tom.

"IN A WORLD WHERE YOU CAN BE ANYTHING, BE KIND."

- DR SEUSS

Our parents have been incredibly KIND by supporting all our community engagement projects. They have provided sandwiches, fruit, Easter eggs, stationery, puzzles, books, educational toys, socks, clothing and so much more to so many children's homes, shelters, schools, aftercare facilities and the Red Cross hospital. The generosity of the Herschel community has been much appreciated by all those in desperate need.

Covid-19 has brought sadness to many families as they have dealt with the emotional challenges of losing loved ones to this relentless virus. We hope and pray that 2022 will be a year where we can all breathe and restore what we have lost through isolation, distancing and mask wearing. I look forward to the day that we can all greet each other once again in the passages and classrooms of the Pre-Prep.

A huge thank-you to the parents for all their support through another difficult and challenging year and to all the staff of the Pre-Prep including ground and admin staff, you have made 2021 another happy and safe year for all our girls. ◊

Classic Cuisine

BY MRS NICOLE YOUNG

The Pre-Nursery girls had a blast pretending to be chefs for the day. The fabulous Sarah Nimb set out a main course and a dessert for the girls to prepare, which had our Pre-Prep smelling like an Italian kitchen.

Making meatballs was great as the girls had to dive right in, (clean) hands and all. Mixing and squishing their mince; a nice change from the usual playdough table. Some numeracy skills were required when challenged with the task of portioning their one HUGE meatball into four meatballs fit for a fairy. Once the meatballs were doused in tomato sauce and sprinkled with cheese, they went into the oven while the chefs prepped for dessert… three yummy fruit skewers were the order of the day. The girls' creativity was evident as they proudly added their fruit in various colour patterns. Some of the fruit went straight into their mouths for a delicious snack – being a chef is tiring, you know! Moms and Dads, I have every faith that your daughters are capable of being on supper duty at least once a week! A very special thank-you to Sarah Nimb who allowed the girls the opportunity.









BUSY BEES AND BOUNCING BUNNIES

Mini Olympic Games

BY MS NICOLE BARENDS AND MS KAREN MEYER

With Tokyo 2021 in full swing, the country was again gripped by Olympics fever. The Busy Bees and Bouncing Bunnies were incredibly excited to take part in their own Mini Olympic Games at school. This event was held over two days where the girls got to participate in eight different activities. There was a range of non-traditional games and activities so everyone could get involved and have fun. The activities took place in the hall, which made it even more exciting. The activities were wheelbarrow races, egg and spoon race, hurdles, walking on stilts, kicking a ball, throwing and catching, sack races, wheeled apparatus, hoola hoops and an obstacle course. All these events were created to strengthen gross and fine motor skills, balance and core, eye-hand coordination, motor planning, special orientation and coordination. Of course, no Olympic Games can be complete without awarding medals. Each girl was presented with their own medal for excellent participation. Great fun and laughter was had by all and the girls cannot wait for the next Olympics at school.

Play, play, play

BY MRS TESSA BROGAN AND MRS JANINE BEARNE

"Play is often talked about as if it were a release from serious learning. But for children play is serious learning. Play is really the work of childhood."

– Fred Rogers

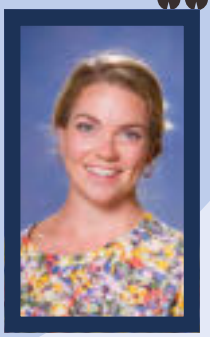
Children learn through play. It may look like they are not doing much, but through play children learn all kinds of skills such as critical thinking, language development, problem-solving and being spontaneous. It also develops their creativity and imagination. Through play they learn to engage and interact with their world.

Messy play is a favourite in the Pre-Preparatory. It is open-ended and leaves the girls free to explore all sorts of possibilities for themselves. It is also lots of fun. ◊



PRE-NURSERY

Little Lambs



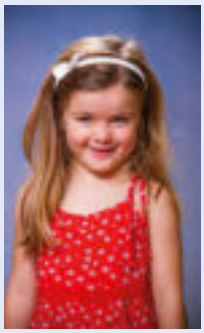
TEACHER:
Mrs N Young



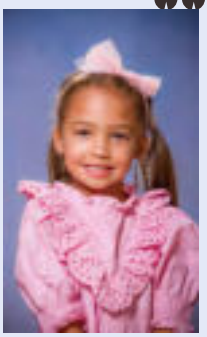
ASSISTANT:
Mrs L Kebeni



A Alston



J Baker



R Bassadien



I Ben-Yosef



I Bergenthuin



B Budden



E Crwys-Williams



I Daffue



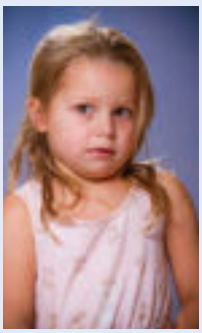
A Delson



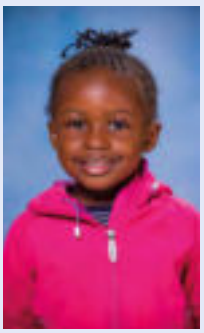
S Hughes



L Huisamen



E Jackson



N Kombo



E Laub



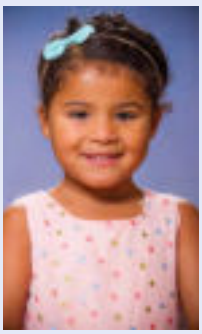
K McArthur



M Modise



G Palm



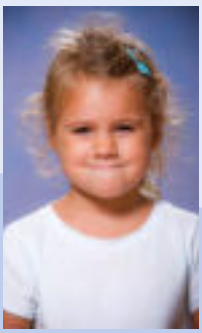
A Pillay



L Powter



A van de Ghinste



E Yazdanpanahi

ABSENT
C Hodgins
C Marsal




















Allegra Alston


Annabel van de Ghinste


Aria Pillay


Aurora Delson


Bella Budden

Fantastic flowers

A little seed for me to sow
A little soil to make it grow
A little hole, a little pat,
A little wish, and that is that.
A little sun, a little shower,
A little while –
And then, a flower!


Charlotte Hodgins


Elodie Yazdanpanahi


Emily Jackson


Emma Crwys-Williams


Emma Laub


Georgina Palm


Ingrid Bergenthuin


Isabelle Daffue


Isla-Faye Ben-Yosef


Jessica Baker


Kathryn McArthur


Lily Powter


Mmamosa Modise


Nzhinga Kombo


Rizqah Bassadien


Sophia Hughes

PRE-NURSERY

Cuddly Kittens



TEACHER:
Mrs V Johannes



ASSISTANT:
Mrs A Sass



S Abdulla



A Bam



C Caldicott



H Daniels



A Darbandi



A Ebrahim



L Galpin



A Griffiths



M Groenewald



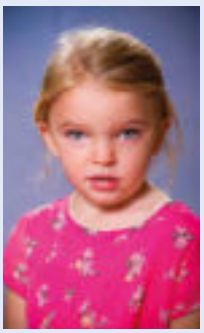
M Hussain



J Louw de Wet



A Manuel



A Marshall



S Murie



Z Njana



A Nqayi



S Parker



M Sardo



E van der Merwe



A Vasiljevic



P Walker



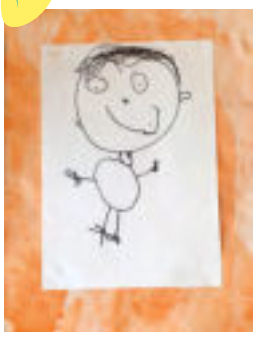
E Whitfield


Aemelia Bam


Alisa Nqayi


Amaal Manuel


Ana Vasiljevic


Anna Marshall


Annabelle Griffiths

All Of Me

My hands are for clapping
My arms can hug tight
My fingers can snap
Or can turn out the light

My legs are for jumping
My eyes help me see
This is my body.
And I love all of me!

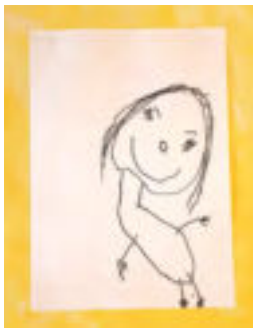

Ayah Ebrahim


Aylar Darbandi


Charlotte Caldicott


Emily van der Merwe


Emma Whitfield


Harley Daniels


Julia Louw de Wet


Lily Galpin


Maia Groenewald


Maya Hussain


Mila Sardo


Pippa Walker


Safaa Abdulla


Sienna Murie


Suha Parker


Zingce Njana


Monday
Tuesday
Wednesday
Thursday
Friday







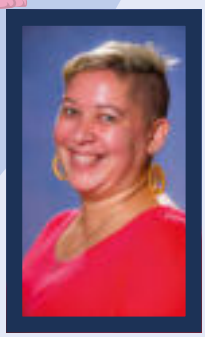




NURSERY

Bouncing Bunnies


TEACHER:
Mrs C Brittain


ASSISTANT:
Ms N Barends


H Billett


E Briggs


R Brownie


R du Plessis


F Elliott


A Fairweather


A Fels


L Lamb-Hughes


O le Roux


C Lyall


K Maggott

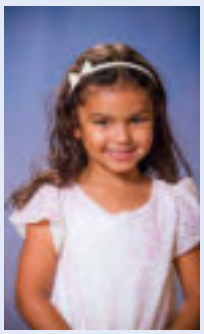

G McGregor

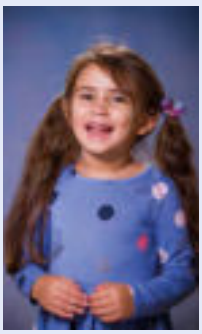

Z Naidoo


S Neville


I Pillay


N Pithey


L Rahim


L Ramdath


N Sheraton


E Snaith


G Speres


J Speres



What do you think the best part about being a child is?







Holly Billett: Eating sweets, having ice cream, going in the pool, playing with my brother, painting and colouring. All things!
Eva Briggs: To go on special outings and holidays in the bush. I went on game drives, that was fun.
Rebecca Brownie: Baking with my mamma, playing with my kitty and playing with my friends at school.
Riley du Plessis: Having playdates with my friends, having birthdays and playing with my mommy, daddy, brother, dog and cat. Going to the shops to buy ice creams and buying roses for my mommy and daddy.
Francesca Elliott: Snuggles and kisses with my mamma and daddy. Going to school and playing with my friends.
Ashley Fairweather: Painting at Art Jamming and going to Clay Café to paint stuff.
Amber Fels: Playing tag with my mom in the garden and doing puzzles inside the house.
Lucy Lamb-Hughes: When my mom lets me have chocolate and I love my mommy and daddy.
Olivia le Roux: Playing games with my best friends, playing tag and playing larva larva with Amani.
Cara Lyall: I love going to the shop and having ice cream, sleeping with my sister, having special mommy time and stories with my daddy.
Kate Maggott: When me and my daddy go to the park and the PlayStation. When me and my mommy clean up my bedroom and when me and my sister love to share our pink rabbit.
Giorgiana McGregor: Swimming in the sun and having ice creams in the jacuzzi.
Zaria Naidoo: Playing soccer with dad and being with mommy and dada.
Sarah Neville: Playing in the garden with daddy and mommy. I love swimming in the sea with my whole family.
Insaaf Pillay: Playing hide and seek and tag with my friends.
Nina Pithey: Playing with my family. I love to paint and go to the petting zoo.
Layaan Rahim: To play hide and seek with my mommy and when I get stories in the night.
Lara Ramdath: Playing with my mommy and daddy, going to school with my friends, playing at the park and my birthday.
Naomi Sheraton: I have friends and the best mom and dad. I can hug my family and play with my dogs. I love my dogs.
Emily Snaith: I like going to horse riding and swimming lessons. I like to go to Durban to ride my old lead pony.
Grace Speres: Dancing, singing, dressing up and swinging on the swings.
Josie Speres: Playing with my teddies and swimming in the swimming pool at home.







If you are happy and you know it clap your hands!


Amber Fels


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


Lucy Lamb-Hughes


Naomi Sheraton


Nina Pithey


Olivia le Roux


Rebecca Brownie


Riley du Plessis


Sarah Neville


Zaria Naidoo

NURSERY

Busy Bees



TEACHER:
Ms K Meyer



ASSISTANT:
Mrs M Martin



J Alford



A Beadle



A Buthelezi



H de Bliquy



C Dunn



A Esack



A Essop



A Golding



M Goliath



Z Hendricks



I Khan



C Lewis



G Lewis



I Little



H Masud



I McCleland



M Fatimah-Az-Zahra



E Murray



S Snaith



A Stuart



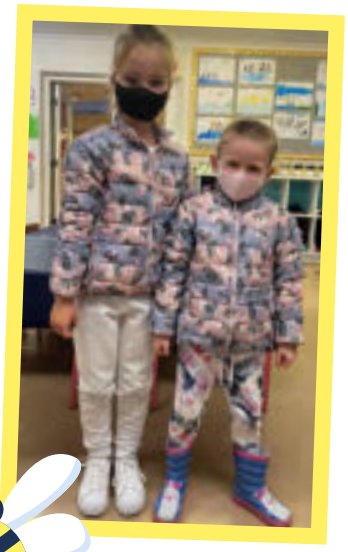
I Titus



M Vasiljevic

If I could create my own ice cream it would have...

Jamie Alford: Unicorn rainbows with rainbow flavours.
Anna Beadle: Sprinkles with a jelly topping and bubble-gum flavour.
Amani Buthelezi: A rainbow with some sprinkles, glitter and chocolate.
Harper de Bliquy: Chocolate-flavoured rainbow unicorns.
Charlotte Dunn: Chocolate and vanilla with lots of sprinkles.
Ariana Esack: A rainbow with sparkles.
Alina Essop: Rainbow sprinkles and sparkles and be caramel flavoured.
Amelia Golding: Unicorns with smarties.
Mia Goliath: Cherry flavour with cookies.
Zia Hendricks: A sparkly vanilla, grape and blueberry flavour with strawberry toppings.
Imaan Khan: Vanilla-flavoured rainbow with cherries.
Charlotte Lewis: A mint and mint chocolate kitty ice cream.
Georgia Lewis: Unicorn wolf, chocolate chip ice cream.
Isabel Little: Fairies, unicorns and dogs with strawberry, chocolate and vanilla flavours.
Humaira Masud: Candy flavour with cherries.
Isla McCleland: Chocolate-flavoured ice cream with sprinkles and sweeties.
Fatimah-Az-Zahra Mia: Caramel flavoured with sprinkles.
Elizabeth Murray: A fairy made out of glitter and a unicorn made out of jelly on top of blueberry ice cream and blueberry strawberries underneath.
Scarlett Snaith: Strawberries and unicorns with glitter.
Antoinette Stuart: Chocolate chip unicorn ice cream.
Isla Titus: Unicorn ice cream with rainbows and vanilla flavour.
Mila Vasiljevic: A squirrel ice cream with strawberry flavours.







I scream, you scream, we all scream for funny-faced ice cream!


Alina Essop


Amani Buthelezi


Amelia Golding


Anna Beadle


Antoinette Stuart


Ariana Esack


Charlotte Dunn

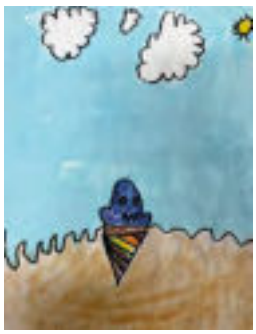

Charlotte Lewis


Elizabeth Murray


Fatimah-Az-Zahra Mia


Georgia Lewis


Harper de Bliquy


Humaira Masud


Imaan Khan


Isabel Little

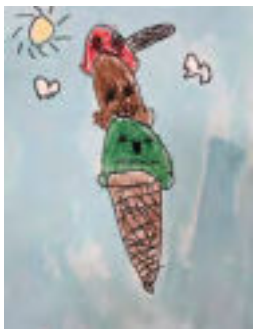

Isla McCleland


Isla Titus


Jamie Alford


Mia Goliath


Mila Vasiljevic


Scarlett Snaith


Zia Hendricks

GRADE R

Butterflies



TEACHER:
Mrs J Bearne



ASSISTANT:
Mrs S Gobey



S Akampurira



A Barnard



E Barr



C Buley



E Cossie



N Gafoor



C Groenewald



S Hall



A Isaacs



S Joseph



A Khan



M Knight



J Miller



U Naidoo



H Neethling



Z Njana



T Parker



A Puglia



S Sale



E Slingsby



O Spice



G Swartz



E Szabo



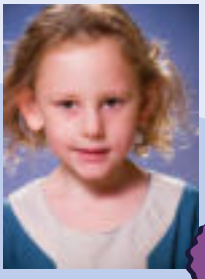
A van Rensburg



J White



F Wilkinson



K Wills







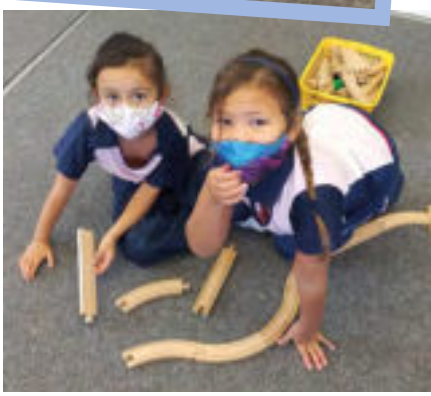


If I were in the Olympics, I would be a...

Skylar Akampurira: Tennis player because I take lessons every week.
Alessia Barnard: Gymnast because I like the trampolining and how they flip.
Emanuelle Barr: Skateboarder because I like showing off my tricks.
Caitlin Buley: Roller skater because I am good at it.
Elimyoli Cossie: Judo player because I want to show the world how strong I am.
Nabila Gafoor: Surfer because I want to learn the fanciest tricks to make me win.
Charlotte Groenewald: Runner because I like exercising and have long legs.
Sophia Hall: Gymnast because I like swinging and performing in front of a crowd.
Ayah Isaacs: Gymnast because I like the triple flip and want to learn to do it.
Saarah Joseph: Gymnast because I enjoy practising gymnastics with my friends.
Aayah Khan: Surfer because my mom says I am the best in the world, and I will win.
Mia Knight: Swimmer because I can swim fast.
Jessica Miller: Gymnast because it is my dream since I was a little girl.
Unjali Naidoo: Hockey player because it is fun to score goals and be in a team.
Helen Neethling: Tennis player because it looks cool on TV.
Zenande Njana: Gymnast because you can do flips in the air.
Talia Parker: Swimmer because I like practising in the water.
Azura Puglia: Tennis player because it is a very active sport and can be played inside or outside.
Stella-Belle Sale: Gymnast because it is my favourite sport, especially the balance beam.
Eloise Slingsby: Horse rider because I want to be a famous one.
Gia Swartz: Gymnast because my sister does it and I want to be like her.
Eva Szabo: Swimmer because it makes you very strong.
Ava van Rensburg: Roller skater because it is what I always do in my spare time.
Juliette White: Ice skater because I like the fancy outfits they wear.
Frida-Märta Wilkinson: Soccer player because I like running, playing with a ball and being part of a team.
Kyla Wills: Roller skater because I can do it for a long time.

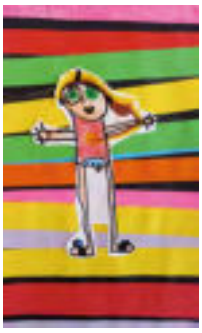






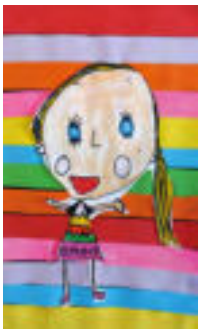
This is Me! We are all special and unique


Aayah Khan


Alessia Barnard

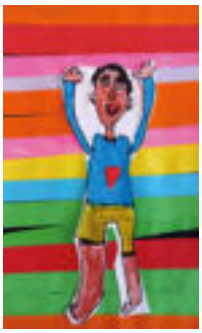

Ava van Rensburg


Ayah Isaacs


Azura Puglia


Caitlin Buley

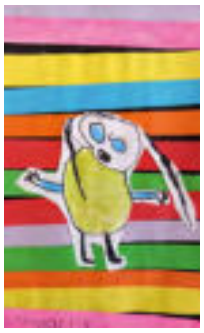

Charlotte Groenewald


Elimyoli Cossie


Eloise Slingsby


Emanuelle Barr

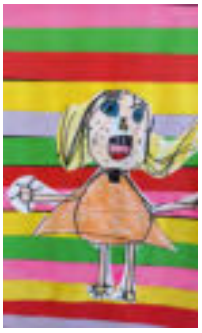

Eva Szabo


Frida-Märta Wilkinson


Gia Swart


Helen Neethling


Jessica Miller


Juliette White


Kyla Wills


Mia Knight


Nabila Gafoor


Saarah Joseph


Skylar Akampurira


Sophia Hall


Stella-Belle Sale


Talia Parker


Unjali Naidoo


Zenande Njana

GRADE R
Ladybirds


TEACHER:
Mrs T Brogan


ASSISTANT:
Mrs T Davids


M Abernethy


A Bam


K Bharat


A Cowling


E Daniel


E Duff


E Edwards


H Fakir

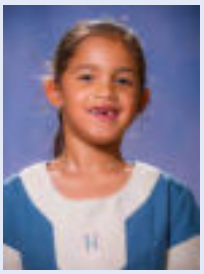

S Freddy


M Gajjar


A Graef


Z Hendricks


H Hunt


T Jakoet


D Kader


L Mahabeer


N Moodley


I Moore


S Nel


S Power


I Proudfoot


C Smit


S Thomalla


M Thomson


S Timothy


J Turner









If I were an Olympian...

Mackenzie Abernethy: I would like to be a soccer player because once I did soccer at my brother's soccer and I liked it.
Annabelle Bam: I would like to be a runner because then I would win and I am the fastest.
Kira Bharat: I would like to be a swimmer because it's fun.
Annabel Cowling: I would like to be a tennis player because I know how to play tennis. I play tennis when I go to visit my granny and my dad teaches me.
Emma Daniel: I would like to be a swimmer because I want to win medals. I also like to get my hair wet so that is why I chose swimming.
Emily Duff: I would like to be a skateboarder because for my next birthday I am going to get a skateboard and skating is cool.
Elizabeth Edwards: I would like to be a girl gymnast because a famous gymnastic person said she could fly when she did gymnastics and I want to fly.
Hafsa Fakir: I would like to be a swimmer because they get flowers and the Olympic statue.
Selena Freddy: I want to be a runner because my mom used to be a runner. I want to be just like my mommy when I grow up.
Maya Gajjar: I would like to go on the high bars because you do tricks. I've always thought it was so cool. I've seen people do it but I haven't done it.
Amelie Graef: I would like to be a gymnast because I love gymnastics and I think gymnastics is cool.
Ziya Hendricks: I would like to be a swimmer because I like swimming.
Hannah Hunt: Mmm, this is a tough decision. I would like to be a horse rider, a skateboarder and a roller skater, because I really like those things, even though my mum broke her leg on a skateboard.
Taiah Jakoet: I would like to be a gymnast because I want to go on the bars.
Deeyana Kader: I would like to be a tennis player because I am a big fan of it, and tennis is a great sport. I wish to play because I watch many games of tennis and I like to play.
Layla Mahabeer: I would like to be a gymnast because gymnastics is so cool and I love to watch it.
Nehara Moodley: I would like to be a swimmer because I like going in the pool.
Isla Moore: I would like to be a runner because I like running.
Sophia Nel: I would like to be a horse rider because I love horses.
Sophie Power: I would like to be a horse rider because once I went horse riding and it kind of feels soft and the saddle is hard and the helmet protects me from falling off.
Imogen Proudfoot: I would like to be a swimmer and an ice skater. I like swimming because I like getting wet. I've never ice skated but I like the cold and I'm sure I'd like it.
Charlotte Smit: I would like to be a gymnast.
Sophie-Kate Thomalla: I would like to be an ice skater because I want to win a gold medal.
Meg Thomson: I would like to be a gymnast because I like Simone Biles and I do gymnastics.
Skylar Timothy: I would like to be a gymnast because I really want to do the splits.
Juliette Turner: I would like to be a swimmer because I want to win a golden medal.




Amelie Graef

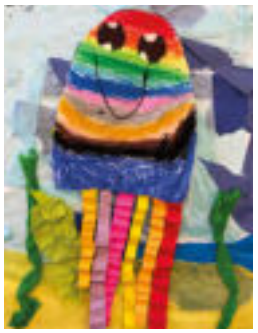

Annabel Cowling


Annabelle Bam


Charlotte Smit


Deeyana Kader


Elizabeth Edwards


Emily Duff


Emma Daniel


Hafsa Fakir

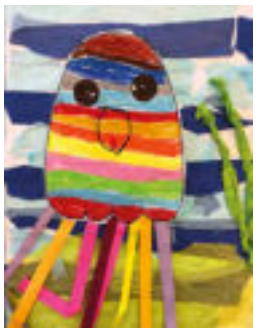

Hannah Hunt


Imogen Proudfoot

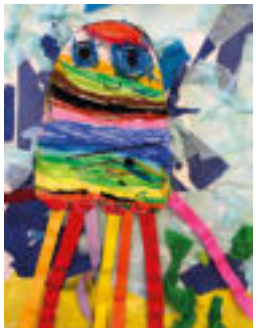

Isla Moore


Juliette Turner

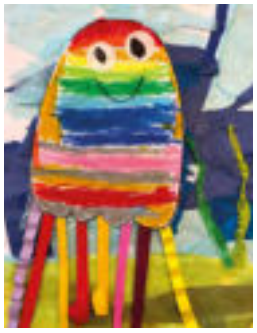

Kira Bharat


Layla Mahabeer


Mackenzie Abernethy


Maya Gajjar

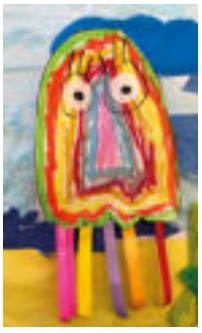

Meg Thomson

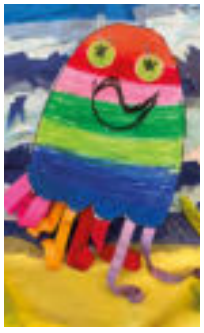

Nehara Moodley


Selena Freddy


Skylar Timothy


Sophia Nel


Sophie Power


Sophie-Kate Thomalla


Taiah Jakoet


Ziya Hendricks








Preparatory

In the middle of difficulty
lies opportunity.

Albert Einstein



Foundation Phase HOD Report

BY MS ZAZIE KHAN

"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world." *– Desmond Tutu*

Teaching girls is the most rewarding job. Teaching girls during a pandemic has been interesting and challenging to say the least as we try to help them to navigate a world that is ever-changing and uncertain – a difficult space for most adults. This has definitely made us prioritise emotional and social development on a much greater scale. Finding new ways to connect with the girls in our classroom and trying to ensure that the fun and laughter is still part of the learning process. There has been no greater time to teach kindness. Being kind to ourselves, to each other and to the world at large. Kindness is the most valuable thing in the world with all the cultures and religions respecting its importance. We know that kindness heals and releases feel-good hormones. Kindness is contagious and is the ultimate connection between people.

Our Foundation Phase is far noisier than one would expect – but it is the noise of girls finding their voices and expressing themselves with increased confidence. It is the shrill of excitement at seeing their teachers and friends daily and welcoming each other back after forced isolation. It is the noise of elation when performing a new trick in the playground and not getting caught playing a game of tag. It is a noise I love. Despite the masks and social distancing, the connections are still being made and the energy and passion to learn is still there. Ensuring a sense of belonging in our girls continues to be something we continue to prioritise and promote. Seeing each child as a unique individual who has unlimited potential is what makes being a teacher rewarding and worthwhile.

Teaching girls is aspirational; they see women in positions of power as though it is an expectation. We know, as teachers, the power we have to continue to inspire and to promote 'girl power' and provide our girls with examples of women who have and are changing the world.

That even during this pandemic with the constant disappointments of cancelled sport, outings, matches, isolating, holidays, birthday parties and gatherings we can still choose how we view the world. We can still choose to see the love and kindness in our school, community and our country and know it is far greater than the fear. Our girls have displayed fearlessness in the face of adversity, they have found the normal in the abnormal and they continue to give of their best and to flourish. If there is one thing we hope to have taught them, it is to continue to be true to themselves and offer kindness wherever and whenever they can.

I can't express the admiration I have for my Foundation Phase colleagues who continue to learn and grow and adapt at the drop of a hat. They have had to give of themselves on many new and differing levels. They are continuously ensuring no child is left behind and all receive what they need and are met where they are on their academic journey. Their kindness and compassion are commendable and their love for the girls in their care always evident.

We would also like to thank our parents for their words of encouragement, for their patience and for their on-going support and for being a vital cog in their daughters' schooling journey. We could not and would not be able to do this job without you all.



Intermediate / Senior Phase Report

BY MRS ALISON BAIKOFF

It has been another year of challenges, learning, flexibility and fun. Creative thinking and constant change are what we now expect, and resilience and independence are essential skills for success. The girls have continued to impress us with their ability to adapt. A huge part of what they are learning is the importance of self-regulation and structure and to appreciate what is important in life.

We started the year online which would have been unthinkable in the past – a testament to the way in which we have all grown. As the year progressed, we were at times in situations with some classes fully online, some pupils at home because they were ill, others learning from home because they needed to isolate and still others at home for personal reasons. Blended learning spaces like these can be challenging and time consuming to manage. Teachers have made the most of the hybrid learning situation, however, and we have been able to continue with many of our usual activities, always ensuring that we are adhering to Covid-19 regulations. In addition, our adaptability and learning the use of different online spaces and apps has been phenomenal.

An ongoing positive effect is the focus and depth of the academic work that is being achieved by many in the Intermediate and Senior Phase. Although one would not choose this restricted educational space, many girls have thrived. Conversely, girls who struggle with focus and organisation, or who are not self-motivated, are perhaps achieving lower results than they would usually. iPads have become integral to our teaching. The introduction of compulsory iPads for Grade 4 and 5 girls was an essential change this year. This brings some obvious advantages but is not without its challenges. The need for a comprehensive digital citizenship focus became apparent and was therefore introduced during the first term in all IT lessons. Intentional, explicit teaching of proper and safe behaviour in public social media spaces is included in this programme. Coding and other IT skills remain important.

This year we made some significant changes to the timetable to ensure that girls have greater balance in their school programme. We have incorporated a sports hour and a creative hour into the school day. This is in addition to Physical Education and Art, Music and Drama lessons.

We have adjusted our Mathematics groups and each grade is now divided into four groups for Mathematics. These smaller groups allow for greater consolidation of concepts as well as extension and enrichment work and should assist girls in building greater confidence in the subject.

Both Grade 6s and 7s had live presentations of the Elevate study skills programme. Both grades have also been enrolled in a project-based learning module designed by Elevate, which is very exciting and has extended our Integrated Studies programme. This holistic approach allows time for higher-order thinking, reflection, enquiry and play, which enhance learning on every level. In Integrated Studies we continue to focus on skills, application, analysis, evaluation and substantiated opinion, rather than on content learnt.

I am in awe of the teachers in my Phase. I applaud them for their ongoing hard work, willingness to keep learning, their professionalism and enthusiasm. As Albert Einstein said, "In the middle of difficulty lies opportunity". I am privileged to be part of this dynamic team at Herschel Prep. ◊

Technology

BY MRS MARGOT ROEBERT

A busy year has passed in a flash. This report mentions some of the many activities and projects that were tackled. The Grade 2s had fun practising their hand skills during their bi-weekly Technology lesson. Some activities they enjoyed were learning how to finger knit, cut, and colour carefully, and complete some origami tasks. The Grade 3s discovered the advantage of scoring card when making up 3D objects from a template and how to thread a needle and complete some basic hand stitches. The Grade 4s loved discovering the way different indigenous cultures made dolls before applying this knowledge to create their own African beaded doll. A highlight for the Grade 5s was making a piece of felted fabric which was converted to a useful article and using electrical components to make their own homemade torch. The Grade 6s applied their knowledge of Newton's Laws of Motion when completing their pop-pop boats. This year, to link with their Integrated Studies project on plastic, the girls made a bedside light from electrical components that they soldered onto a piece of Vero board before mounting this in a lamp made from plastic bottles and a tin can. The Grade 7s spent many hours preparing their craft item for their very successful Grade 7 Fair. They also had fun completing their hydraulics and pneumatics project in addition to completing their unique Christmas lantern.

A special thanks to Mrs Bernadine Julies for her love, support and assistance that she gives to us all on a daily basis.

Eco Club

BY MRS MARGOT ROEBERT

The 2021 international environmental days were used to drive Eco Awareness in the school. Where possible, a guest speaker was invited to address the girls during Assembly. The girls were privileged to listen to Rachel Mash on World Ocean's Day, a ranger, Phoebe Mottram, for World Ranger Day and Misha Teasdale during Arbor Week, to name but a few. This year, Herschel teamed up with CleanC to facilitate beach clean-ups – either at Muizenberg or Hout Bay. Alan Woodcock led the termly Herschel hikes. We are grateful to Alan for his knowledge of suitable mountain routes that are easily accessible and of manageable difficulty for whole families to enjoy. Every person who participated in any of these events enjoyed themselves. Perhaps one of the most exciting evenings for the girls was hunting for the endangered leopard toads during August – the time of their annual migration. The girls used their torches to find the toads in storm water drains, gutters, or roads. The toads were sexed, measured and photographed before being set free near their breeding ponds.

Herschel has teamed with an external company, Clearer Conscious, to ensure that the recycling collected from school is recycled in the correct manner.

The Grade 7 Sustainability leaders were ably led by Gabriella Stodel and Sophia Lobert. These girls were tireless in supporting the special environmental days and making the school body aware of upcoming events, such as the can collection. My gratitude to Miss Caitlin Schreuder who assisted with Eco Matters and who continues to help make Herschel a greener campus.





Library

BY MRS CHRISTINE MORITZ

School libraries are many things to many people. Sometimes dark and intimidating spaces where only brave children dare enter. And, of course, the epitome of QUIET.

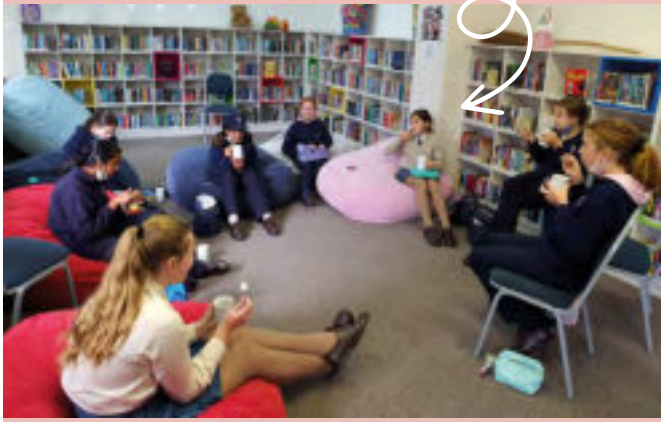
Not this library. Here we ask endless questions, debate plot twists and entertain passionate pleas on preferred purchases. We read together and stand in awe of the stories of inspirational women like Malala Yousafzai and Wangari Maathai and we dream of how each of us will change the world. We share outrageously funny books and silly songs and laugh-out-loud stories. Peals of laughter often echo up the stairs. We share academic triumphs but also sit quietly when little voices speak of fears and disappointments.

The mission of finding the right book at the right time is a worthy pursuit, but so is the connecting of minds and hearts. Even when the sun isn't shining, the library is a warm and welcoming place. The youngest of us often remind the taller ones that 'sharing is caring' and how our feelings, and how we treat others, can be either 'a Warm Fuzzy or a Cold Prickly'.

Please sit and read. Or just sit.

I hope you like what you see, but sometimes you have to close your eyes and open your heart to see the Warm Fuzzies dozing behind doors or cheekily swinging on the pendant lights.

You are welcome. ◊



Community Service

BY MRS CARERN KIEFFER-WALKER

Covid-19 continues to show us that there are so many communities in need of our assistance. The Herschel community supported our Outreach Programmes with much love and generosity this year. Starting from the first term, the sandwich collection for Kewtown Primary kept momentum for the entire year. This was driven by our class reps, motivating parents each week to send fruit and sandwiches. Mrs Kebeni made an appeal for a collection of toys, books, and puzzles for Mpendulo Primary School in Khayelitsha. The response from Herschel parents and their girls was overwhelming. The teachers and children were grateful and very appreciative of their educational items. We started the Easter egg collection in the Pre-Prep and Foundation Phase and in the Senior Phases of the school, we collected toiletries. Another amazing outpouring of love by the parents and girls. We were able to send Easter eggs and toiletries to Christine Revell Home for Abandoned Children, St Francis Home for Boys, Leliebloem House, Saartjie Baartman Centre, and the Early Learning Resource Unit. We sent Easter eggs only to Levana Primary in Lavender Hill, Rora Farm School in Wolseley and the church communities of Miss Mrasi, Mr Shorti, Mrs Kebeni and Mrs Gobey. The Grade 7 girls got into groups, advertised their wares and had a spectacular fair to raise funds to support community engagement projects. This term, we donated our Civvies day funds to the Smile Foundation to support children that needed cleft palate operations.

> ***"We can't help everyone, but everyone can help someone."***
>
> ***– Ronald Reagan***

We started Term 2 off with an energy bar collection for our brave fire fighters. We also sent some to the SPCA volunteers who rescued the animals after the devastating fire we had in Cape Town. We joined in with KFM and collected pairs of socks in honour of our healthcare workers. Over 500 pairs of socks were donated by the Herschel community. The outreach committee sorted and bagged the socks and we sent them off to old age homes as well as community centres around Cape Town who run feeding schemes and haven shelters. A box also went to bless the children in the Red Cross Oncology Unit. At the end of term, the civvies money raised was used to purchase educational toys for the Eluvukweni Aftercare facility, an initiative from our Parents' Association.



Chores for a Cause – the girls from Grade R to Grade 7 did chores at home during the holidays and each raised R90 for their efforts. This was our fundraiser for the start of Term 3 and these funds will go towards purchasing stationery for Kewtown Primary for 2022. Our clothing collection for the Help the Rural Child and the St Luke's Hospice charities was outstanding. The Help the Rural Child truck had to make two trips to collect the clothes donated. Bags that came in late were sent to a community centre in Darling.

Our third term civvies day money went to the PDSA (People's Dispensary for Sick Animals). This is a non-profit organisation that relies on the generosity of the people of Cape Town. The Peninsula Feeding Scheme is always well supported by the Herschel community and this year was no different. The funds raised by the Grade 7 fair helped the outreach committee make Christmas party packs for the children at Engedi Community Educare in Mitchells Plain.

It is important that our girls become involved in our community outreach projects so that they have the opportunity to provide a service to those in need and be aware of those less fortunate in their very close communities. Our focus on outreach activities and making a difference to others remains an important aspect in growing empathetic, caring, young women.

We would like to take this opportunity to thank all our Herschel girls and families for their generous support and contributions. The communities we supported are extremely grateful to our school for their outpouring of LOVE. ◊







Music

BY MS PETRA CONRADS

The Music Department continues to be stretched and challenged and we have all had our creativity put to the test in 2021. Starting the year online was at least now familiar, and students and teachers took to it with ease. It was, however, an immense joy when we were able to resume face-to-face lessons. The launch of Sports/Creative Hour within the Intermediate Phase timetable this year has been a wonderful addition in that the various ensembles have been given the time to rehearse during the school day. Those girls not participating in ensembles have been flexing their creative muscles by learning various skills such as body percussion, gumboot dancing, crocheting, knitting, art activities and more. It has been a challenge presenting an offering that sits within Covid-19 regulations, and whilst choral singing has largely not been allowed this year, the girls have all been given new and fresh opportunities and have grown immensely within this creative space.

Throughout the year, the girls have been hard at work with individual lessons – sometimes online, sometimes face-to-face. Our class music lessons have been vibrant and loud and it has been wonderful to see and hear the projects in the department. The lessons are innovative and diverse and range from building musical instruments from trash in Grade 1, to examining socio-political contributions of music in South Africa in Grade 7.

Our termly Music Workshops were recorded and shared with parents and classes. Teachers, students (and parents!) have become most adept at recording performances and working online platforms.

There was much excitement when the annual Kaapse Afrikaanse Eisteddfod was able to take place live! Adjudicators came to Herschel and the girls performed confidently and beautifully. It was encouraging to see how quickly the girls adapted to performing to a live audience again. The Junior and Senior Orchestra's submitted entries, under the brilliant batons of Ms Ayliffe and Ms van der Vyver respectively, made Herschel proud.

We bid farewell to Dr Linda Muller in Term 2. Dr Muller was an integral part of the Prep Music Department and developed drums and percussion into a strong and vibrant department. We will miss her quiet and calm presence as well as her unique take on life. The girls are privileged to have been taught by someone of her calibre and we wish her well as she pursues new projects and adventures.

Mr Daniel Nambassi and Mr Lilavan Gangen, or Mr N and Mr G as they are fondly known to staff and girls alike, joined our department to teach drums and percussion. Mr Nambassi hails from KwaZulu-Natal and attended the Drakensberg Boys Choir School, completing his schooling at Hilton College. Mr Gangen attended Rondebosch Boys High and completed his studies in jazz performance at UCT. The skill set they collectively bring to Herschel is vast and exciting, and ranges from beatboxing, jazz and contemporary percussion, to classical percussion, and Indian Classical Music.

Mr N and Mr G have been a wonderful asset to our department, and their energy and passion for music and percussion is infectious.

2021 was again a year filled with challenges and disappointment. Through all of that, our music lessons and creative spaces were a way in which we were still able to connect with our students in a personal and meaningful manner and ensure that we all flourish, despite the challenges faced. We will continue to create a space where students and staff are able to express themselves and make loud and beautiful music! ◊



"You can't move mountains by whispering at them."
– P!nk



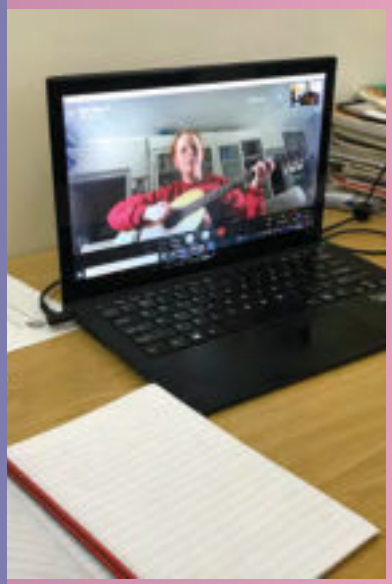

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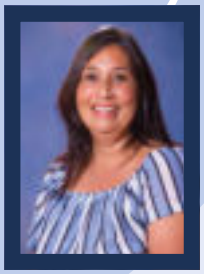








Grade 1A



TEACHER:
Mrs L Thebus



ASSISTANT:
Mrs T Davids



H Abdulla



A Alexander



A Bassa



R Bassadien



S Cattell



H Daniels



R Daya-Feasey



A Dollie



N Ebrahim



S Ebrahim



I Hughes



E Huisamen



A Lange



G Little



A Mandy-Woodcock



K Morrissey



T Mototjane



S Munga



S Nobre



E Pryor



A Salie



N Shange



E van Lieshout



M van Zyl



E Vanreusel



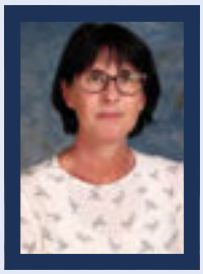
O Watkins-Neethling



G Yazdanpanahi

ABSENT
N West

Grade 1 Alpha



TEACHER:
Mrs K Rutgers



ASSISTANT:
Ms Z Mrasi



A Baines



J Boyes



O de Souza



J Ebbs



H Ebrahim



A Fisher



S Glenday



E Hamilton



B Harvey



I Hassan



H Hendricks



Z Lowan



E Maconachie



L Mafanya



M Maggott



A McDonald



E Melck



A Mohammed



K Neville



Z Rinquest



B Ross



K Runyawo



A Taylor



S van Loggerenberg



R Weldon



E Wood



Emily Melck



Erin Pryor



Reyna Daya-Feasey



Sophie Cattell



Emma Wood



Gia Yazdanpanahi



Katherine Morrissey



Molly van Zyl



Olivia Watkins-Neethling



Hanaa Hendricks



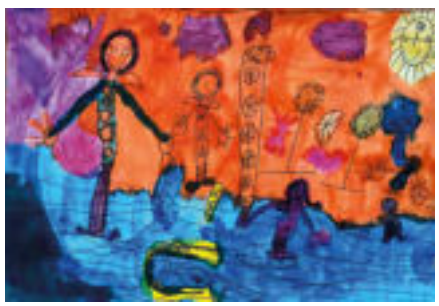
Jessica Boyes



Kundiso Runyowa



Liyanda Mafanya



Sloane van Loggerenberg



Sarah Ebrahim

Grade 1A

Grade 1s like to think out the box



Hana Abdulla: When the cat's away the… ***secret comes out.***
Ameera Bassa: People in glass houses shouldn't… ***be in them.***
Raghma Bassadien: If at first you don't succeed… ***you must try again.***
Hannah Daniels: Don't put all your eggs in… ***the pan.***
Reyna Daya-Feasey: It's all fun and games until… ***you get hurt.***
Aaliya Dollie: Better to be safe than… ***to be chocolate.***

Sarah Ebrahim: Never underestimate the power of… ***electricity!***
Nabiha Ebrahim: A rolling stone… ***is very big.***
Abigail Lange: If you can't stand the heat then… ***you want Winter.***
Grace Little: You have nothing to fear but… ***your safety.***
Annabelle Mandy-Woodcock: The grass is always greener… ***and it grows.***
Pearl Mototjane: No news is… ***no weather.***

Katherine Morrissey: Don't count your chickens before… ***getting them.***
Saudah Munga: You can't teach an old dog new… ***stuff.***
Erin Pryor: Two's company, three's… ***a group.***
Alayah Salie: A chain is only as strong as… ***a rock.***
Molly van Zyl: The only way to have a friend is… ***to help your Mom.***
Gia Yazdanpanahi: Always put your best… ***chocolate in your school bag.***

Anabel Alexander: Don't judge a book… ***It's to enjoy.***
Isabella Hughes: Every dog has… ***a leash.***
Sophie Cattell: All work and no play makes… ***fun times.***
Ntandoyenkosi Shange: Better late than… ***school.***
Emilia-Marie Vanreusel: Every cloud has… ***five sides.***
Olivia Watkins-Neethling: All that glitters… ***shimmers.***

ABSENT: Sasha Nobre

Grade 1 Alpha



Eva Maconachie: When the cat's away the… ***dogs will come to play.***
Brooke Ross: People in glass houses shouldn't… ***jump.***
Jessica Ebbs: If at first you don't succeed… ***you must try until you get it right.***
Hanaa Hendricks: All work and no play makes Jack… ***clever.***
Zia Rinquest: Don't put all your eggs in… ***vinegar.***
Amelia McDonald: It's all fun and games until… ***it's home time.***
Zoe Lowan: Better to be safe than… ***in a shark's tummy.***
Brooke Harvey: Never underestimate the power of… ***friendship.***
Emma Wood: A rolling stone… ***goes down to the sea.***
Annabelle Baines: If you can't stand the heat, then… ***you must turn it down.***
Sophia-Grace Glenday: You have nothing to fear but… ***zombies because they are real.***
Anna Taylor: I think, therefore I… ***play.***
Kundiso Runyowa: The grass is always greener… ***outside.***

Emily Melck: Don't count your chickens before… ***you have dinner.***
Amaani Mohammed: No news is… ***when you don't do anything on the weekend.***
Kate Neville: Where there's smoke, there's… ***a braai.***
Sloane van Loggerenberg: Two's company, three's… ***having more fun.***
Liyanda Mafanya: An apple a day, keeps… ***the worms away.***
Ifrah Hassan: Better late than… ***being too early.***
Ann Fisher: Every cloud has… ***water.***
Hana Ebrahim: The only way to have a friend is… ***to be kind to them.***

Olivia de Souza: All that glitters is… ***a fairy's wings.***
Mia Maggott: Every dog has… ***a bone.***
Eden Hamilton: All good things… ***get played with.***
Rosie Weldon: A chain is only as strong as… ***a lion.***
Jessica Boyes: A leopard doesn't… ***bite.***

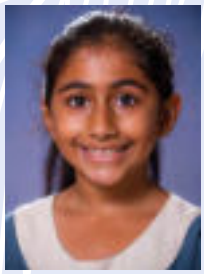
Grade 2A


Mrs K Parker-Muzzell


S Allie


M Barnard


L Ben-Yosef


H Bhorey


E Coffee


G de Vries


O Duff


S Graef


D Hadjidakis


M Hansen


S Hart


A Hisham


Z Khan


E Logan


F Maree


B Masemola


G McHarry


R Milne


Z Moose


B Nienge


R Osler


G Schmidt


E Shaw


L Termark


K Thomson


C Tsitsa


M Wessels

Grade 2 Alpha


Mrs J Nel


K Adams


A Boyes


I Briggs

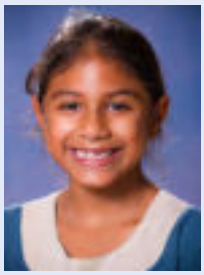

G Charton


A Duff


Z George


L Hendricks


K Hundermark


F Ismail


S Khan


B Lehloenya


J Louw de Wet


M McGregor


I Millar


J Mundy


M Munga


P Osburn


A Petersen


R Quin


C Ratcliffe


M Sidaki


S Slaviero


S Sonday


B Stanley


R Thwaits

ABSENT
M Lobert


Barakah Nienge


Ava Duff


Bomisile Masemola


Christina Ratcliffe


Justine Louw de Wet


Cwenga Tsitsa


Kulthum Adams


Emma Logan


Haniyya Bhorey


Mbalenhle Sidaki


Letsatsi Termark


Phoebe Osburn


Rebecca Quin


Olivia Duff


Salma Sonday


Saffiyah Allie





Grade 2 Alpha

20 years from now...

> In 20 years' time, it will be 2041. I will be in the Olympics. I want to be in archery with a bow and arrow. I think there will be lots of forests and flowers because they will not cut the trees down. **Sabrina Slaviero**

> When I grow up, I want to be a zookeeper. I will introduce all the people to the animals so that they can know what the names of the animals are. **Phoebe Osburn**

> I want to be a dancer and a YouTuber. I think I will marry a man named Jason. We have been killing the earth because we used to ride horses but now we have cars. **Botho Lehloenya**

> I would like to and am going to be an Olympic show jumper. I love horse riding and when I think of the jumps, I just can't stop imagining them! I hope the world doesn't have more climate change and that poaching will stop. **Brooke Stanley**

> I want to be a sweet maker because there are lots of sweet types. People will be happy and homeless people can have food for free if they are hungry. I think the world will be more populated, but there will be better technology. **Juliet Mundy**

> I am going to be a lead singer for my band. We are going to sing about looking after the environment. My phone will float in the air and what I say will take me to the app or type it for me. **Fatimah Ismail**

> I want to go to college and graduate. I will go to Hawaii to be a vet. Or, to help people who don't have much. I think I will be in a metallic flying car. So exciting! People might make pear or mango products. **Kristin Hundermark**

> I want to help sea animals. I would like to dive in the ocean and see dolphins, whales and lots of fish that glow in the dark. **Isabella Briggs**

> When I grow up, I am going to be a gymnast and an artist. I will have more friends than I have now and I will have a nice house and car. There will be no such thing as money. **Rebecca Quin**

> I want to own my own pet clinic and it is going to be called 'Lobert Pet Care'. I'm going to work in London and I'm going to be a DOG LADY! If I can't be a vet, I am going to work at a dog shelter. **Mila Lobert**

> The world will be more advanced like cars floating off the ground. I want people to help me stop pollution and to have clean and fresh air in the world. I will be a musician and I will have a dog sanctuary to help to keep stray dogs safe. **Sofia Khan**

> I want to be an interior decorator or work in a bakery. There will be new things to get and not just cars. There will be less animals in the sea and there won't be much nature around us. **Isabella Millar**

> I want to be a vet and then later on, I will get a letter from the best vet in the world to ask if I want to work there. I will be excited to go, but I would miss my friends. **Zoe George**

> I will join the Olympics and I will get married and have children and take them to school every day. I will take care of our mom and dad in case they need me. **Arya Petersen**

> I will be a mother when I grow up or I would be a teacher. It doesn't matter what you look like. What matters is what you can do. **Maariyah Munga**

> I want to be an interior designer to make detailed houses for people. I think the world will be better by then. I would look different and would have new friends. There would be new inventions, good ones not bad ones. **Salma Sonday**

> I am going to be a vet. I am going to work hard like never before. I will make a difference in the world and I am going to spread the love. **Grace Charton**

> I will finish school and I will get a job and a car, get married and then have two children. I will send my children to Herschel and will have a two-storey house. I will be a chef and there will be new food to make. **Layaan Hendricks**

> I think everyone will live in a space house. We would be living in a flying house. You would have to tie ropes to your rocket ship to walk your dogs. **Ava Duff**

> I hope that I would own a farm. I want there to be animal rescues so all the stray animals can have a better life. I hope that people in the future can realise what they have done so that the world can look beautiful again. **Mbalenhle Sidaki**

> I want to be a zookeeper. I will feed animals and clean the cages all day long. I will live near a forest and a cave. I will have a big house and I will live with my sister. **Amelia Boyes**

> I will be older because I will be 27 and I think I will be out of school – I don't know. I will get married and have kids – only one. She will go to Herschel. I want to be a vet because I love animals. **Kulthum Adams**

> I want to be a vet when I am 28. My wish is to help people with their pets. We love our world and our family and friends. **Maddison-Rose McGregor**

> I want to be an air hostess. I want to live in the USA and get married and have kids. I hope that there will be no water restrictions. **Justine Louw de Wet**

> I want to be a professional horse rider and compete in shows. I want to have the best horse alive and want to win trophies. In 20 years, I think that you will be able to teleport and that car doors will open upwards. **Christina Ratcliffe**

Grade 2A



> I will be a doctor for children. I will have a good home and I will be kind and helpful to others. I will live in South Africa and have two children. **Saffiyah Allie**

> I will be cooking cupcakes and food. I will be studying to be a chef and I will be at the Olympic Games for gymnastics. I will be living with my same family and be married with three kids. They will be girls. **Mikayla Barnard**

> I will be a famous GP living in Italy or New York. I will have one son named Alex. I will also have a YouTube channel called Sugar Rush. I will donate R100 every month to the poor. I will drive an electric car. I love helping nature. **Lucy-Rose Ben-Yosef**

> I am going to be a teacher and live in my mom and dad's house. I will have horses and I will swim breaststroke at the Olympics. There will be more mountains and plants in the world and everyone will be friends. **Haniyya Bhorey**

> I want to be a tennis player at Roland Garros and I also want to be a swimmer at the Olympics. I will train my hardest to achieve my goal 20 years from now. I want to have 10 dogs because they are a big piece of my life. I will definitely not be married because I am not that kind of a girl. **Erin Coffee**

> I would like to become a horse rider and a YouTuber. I want five dogs and a female monkey. I will be rich and I want to own a zoo. There will be no Covid-19! **Gabriella de Vries**

> What if in 20 years everyone in the world lived in Space? We would live in flying houses and some people would have flying cars. You would have to tie ropes to your car. If you want to walk your dog, you could walk on the moon. You could put your hand out and touch a star! **Olivia Duff**

> In 20 years' time, I want to travel around the world. When I have children of my own, I want to take them to all the different places I have been to. I will get my own helicopter and I will fly it on my own. It will be lots of fun! **Sophia Graef**

> I want to be a tennis player and a horse rider. My business will be called Horse-riding Lessons and I am going to have five horses. I am going to live in Bishopscourt. There will be no Covid-19 and there will be cures for everything. I am going to have twins. **Daniela Hadjidakis**

> There will be plants that grow all over buildings and it will be like a rainforest. I will live there on my own with my pet snake. I will be a birdwatcher and I will find parrots, owls and eagles and bring them to a place where people can hold them. I will climb Mount Everest. **Maya Hansen**

> I am at the Olympics for gymnastics. I am in Team South Africa and staying in a hotel with a lot of people. I am sharing a room with a girl called Lily. I really want to get first place and I want Lily to get second place. I have three children and a husband. **Sophia Hart**

> I will work at a vet. I will help pets and I will also help poor animals. I will also be an artist. I will paint and draw and make pictures for people. I will make a new technique with paint and stuff like salt and water. I will also make stuff out of cardboard and paper. **Aliah Hisham**

> In 20 years, I want to be a skateboarder in the Olympics. I will live in South Africa and I will have a lot of dogs. **Zariya Khan**

> I would like to be a runner in the Olympics and I would like to be an artist. I would like to draw lots of dog pictures. I would like to have 50 dogs in my home and I would like to live with Emily. **Emma Logan**

> I will help the Earth, adopt a child and teach horse riding. I will help the animals and pick up plastic. I will adopt Pomeranians. I think that there will be robots to help us and there will be holograms and time travel. There will also be a machine that makes people indestructible. **Farrah Maree**

> I want to be a paediatrician to help all of the children all over the world. I will adopt a German Shepherd. I will travel all over the world. I want to make a cure for Covid-19. **Bomisile Masemola**

> When I am 27, I will be done studying Art. Things will cost more than they used to. I would like to be an artist. I can teach at a school. There will be no Covid-19 around by then, so we can travel around the world telling people about God. **Giorgia McHarry**

> I will have a job where I can spend time with my kids. I love soccer but I don't know if I can spend much time with my kids then. If I am not a soccer player then I want a simple job like a waiter. I think there will be R10 000 notes and t-shirts that light up. I want a pet monkey. **Rafaella Milne**

> I might become rich one day, but I can only become rich if I work hard. I might be pregnant with twins. I might be a famous swimmer or the manager of a zoo. **Zayb Moose**

> I will be living in Durban with my auntie. Her name is Fatu and is my dad's sister. I will be a teacher and I will have children. I will come back to see my parents and then I will go to George the next year. **Barakah Nienge**

> I am going to be a nurse for a vet. I am also going to try and get into the Olympics for swimming. I am going to stay in London and Cape Town. I will stay with my mom and dad sometimes. I am going to have brown hair with orange streaks. I am going to have a dog called Anna if it's a girl and Billy if it's a boy. **Rebecca Osler**

> I will work at a dog shelter as a hobby every Monday. I will build my own shelter and at the top I will build a loft for Emma to be an artist for when she needs space. I would like a pet hedgehog called Robin and a sheep called Shep. For a job, I would like to do gymnastics or be a swimmer. **Emily Shaw**

> I am going to be a professional tennis player in the Olympics and a professional soccer player in Denmark. There will be no Covid-19. **Letsatsi Termark**

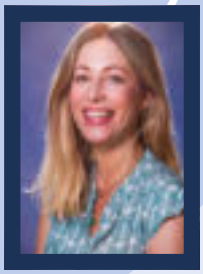
> I will be 28 years old. Maybe I will live in a forest next to the seaside. Maybe I will start my own company that helps people get houses, clothes and food. Maybe the beaches will be clean and the world will be peaceful. Maybe cars will fly over the city or even better be invisible. Maybe there will be no Covid-19. **Kate Thomson**

> I am going to be a surgeon doctor. I am going to live in Hawaii and get married and have two kids. I will have two dogs and two cats. I am going to save people and have fun. **Cwenga Tsitsa**

> I am in 2041. First of all, I am not going to have any kids. I actually want kids but I don't want to go to hospital. I've been there before and know how it feels. I am going to have a husband for sure. I am going to be back in Australia with my friends and I am going to dye my hair brown. **Madison Wessels**



Grade 3A


Ms Z Khan


T Abdulla


L Adonis


E Batchelor


S Conroy


H Duchenne


E Duffus


S Ebrahim


L Gonsenhauser


S Gordon


E Groenewald


H Harvey


R Hime


Z Hodge


J Hughes


M Macdonald


A Mandy-Woodcock


H Marshall


A Maskew


E Mason


M Modise


I Mpetshwa


A Rich


Z Scholtz


N Soko

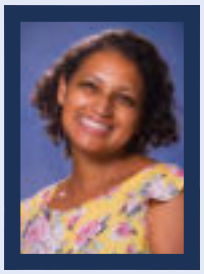

G Spice


O van Lieshout


L Warncke

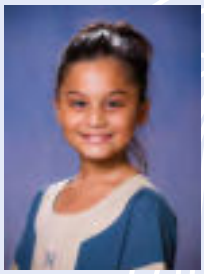

E Wessels

Grade 3 Alpha


Mrs B Gabriel


I Abdulla


S Akampurira


A Chenia


F Cowan


D Daya


Z Desai


A Essop

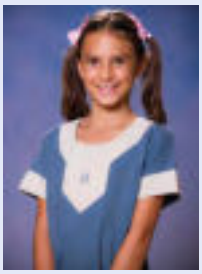

S Eyssen


T Geyer


F Harnekar


I Joannou


J Manuel


O Melck


S Mostafa


A Parrello


K Plenge-Mantell


E Rose


T Ross


A Salie


L Sickle


M Slatter


E Spaun


I Todd


L Toll


A Turner


E van Mill

ABSENT
J Potgieter



Indiana Joannou



Elizabeth Mason



Katinka Plenge-Mantell



Lusibalwethu Adonis



Amy Rich



Elizabeth Wessels



Sara Conroy



Ariana Salie



Mila-Belle Slatter



Solange Akampurira



Ella Duffus



Olivia Melck



Megan Macdonald



Electra Rose

What I know for sure...

GRADE 3A

> Do not copy your older cousin and ride your bike around the pool because you will end up in the pool. **Taaliah Abdulla**

> When your dad dares you to do something don't do it because it will be something disgusting like brushing your teeth with aloe vera. **Sara Conroy**

> Don't trust your siblings home-made coke-a-cola because it's likely to be soya sauce and water. **Hannah Marshall**

> Never ever go to a little person's pony party because as you try to help a pony will stand on your foot. **Amelia Mandy-Woodcock**

> Don't interrupt adults when they are talking even if you're desperate because you will be punished with no TV. **Amy Rich**

> Do not run down the stairs or you might break your ankle. **Rebecca Hime**

> Never trust your dad when he tells you it's 'apple juice' because it's definitely going to be whiskey. **Emily Groenewald**

> Never read messages out aloud from an adult's phone as there may be a bad word you then have to say aloud. **Lizzy Wessels**

> Don't listen in to your parents' conversations because it may ruin your birthday surprise. **Hannah Harvey**

> Always stay close to your mom and dad when you are at the shops, because when you lose them, it will cause a huge panic. **Zoë Hodge**

> Don't dig a hole in front of your dogs because they will continue your efforts and you will be in trouble for ruining the garden. **Sarah Gordon**

> Don't try and do tricks on a quad bike with your dad because you will end up doing a back flip and your dad will land on top of you! **Megan Macdonald**

> Never back chat your parents or you will get your iPad taken away. **Naledi Soko**

> Do not jump on the trampoline with your dad especially if he thinks you're playing a game you will end up with a broken leg and in a cast for six weeks! **Emily Batchelor**

> Do not make a mess in your sister's room she will get mad and make you pay for it. **Alexandra Maskew**

> Do not ride your bike shirtless in the street because a couple will see you and march you back to your house and you will be in tears. **Elizabeth Mason**

> Don't be mean to your brother even if they are mean to you because if you are the oldest you will always get the blame. **Leila Warncke**

> Don't be mean to your brother in front of your friends because you will also get into trouble in front of your friends. **Zara Scholtz**

> Never go down a hill in your rollerblades without checking for cars because you will not be able to brake in time and will end up meeting the road with your face. **Harper Duchenne**

> Always be kind even if it's the hardest choice to make because it will come back to you one day. **Samira Ebrahim**

> Never go for a ride on your bike with the wrong helmet because you will crash and get hurt. **Lilah Gonsenhauser**

> Most times sleepovers don't involve any sleep and you'll be exhausted the next day. **Ella Duffus**

> I have learnt to always look in front of you when riding your bike and not worrying about the person behind you or you'll crash into a parked car. **Jessica Hughes**

> Don't convince your mother that you are capable of carrying the Christmas pudding to your family's house on Christmas Day because the excitement of the day will cause you to drop it face down on the floor. **Lusibalwethu Adonis**

> When you drop the toilet paper into the toilet bowl fish it out as soon as possible and let it dry before you use it. **Motheo Modise**

> Never try to rush things in life, when you rush bad things will happen and you will have the scars on your knees and chin to prove it. **Ibavile Mpetshwe**





















GRADE 3 ALPHA

> You should never kiss a horse on the nose unless you know the horse! **Allegra Parrello**

> You must not claim something from your dog when he is growling at you! **Lily-Mae Sickle**

> You should not eat your sister's food when she is angry! **Jehaan Manuel**

> You must not let your friend push you on the zipline or you will end up in the hospital with stitches. **Taylor Ross**

> Never go past a fire barefoot or you will burn your foot off! **Darya Daya**

> Don't go close to your baby sister when she is mad; she'll kick and bite and scratch you! **Alayna Essop**

> You should never climb on a windowsill or you'll fall and break your elbow. **Indiana Joannou**

> Never curl your hand when you are feeding a horse. **Mila-Belle Slatter**

> Never put your hand on a treadmill when your dad is running on it. **Saika Mostafa**

> Don't stand on things to try reach high up to pull a box off a shelf, especially a box off a very high shelf! **Katinka Plenge-Mantell**

> Never to mess with my brother! **Ariana Chenia**

> Never pretend to hold food in front of your dog. **Ariana Salie**

> You must not paint on your brother's stickers ever and never! **Tori Geyer**

> You must never go into your sibling's room when they have a friend over and call them a brat! **Electra Rose**

> Never disturb your sister while she is reading. **India Todd**

> You must not go close to your brother when he is mad or he will throw you on the ground then you can't breathe! **Zaynah Desai**

> Don't prank your brother! **Layla Toll**

> You should always do what your little sister says or she will be more bossy than usual. **Solange Akampurira**

> You must never lay on the ground because your dog will lick you! **Sky Eyssen**

> Never stick a fork into a toaster! **Olivia Melck**

> Don't go around the pool without shoes on when there are bees flying around. **Farah Harnekar**

> Never stick my hand into the toaster. **Isra Abdulla**

> Don't take your brother's sweets! **Ella Spaun**

> Never put your face too close to your sleeping dog. **Francesca Cowan**

> Don't jump off a bunkbed onto two mattresses with a gap in between. **Abigail Turner**

> Never do a running game before Sport Hour! **Ella Joy van Mill**

> If I don't do my schoolwork, it won't get done. **Jessica Potgieter**

Grade 4A


Mrs S Centurier-Harris


A Blake


R Boyes


I Brogan


E Buckham


E Capper


L Costa


L Cotterell


A Daniels


K Daya-Feasey


B de Quelen


J Durrant


S Ebrahim


N Fakir


S Govender


Z Govender


A Joseph


A Kalis


I Levy


H Mohamood


D Naidoo


M Noorani


C Ratheb


R Shaboodien


S Sickle


M van der Spuy


S von Seidel


A Wareham

Grade 4 Alpha


Mrs S Blake


N Baloyi


C Böttger


D Campbell


A Chagan


F Clark


L Devlin


G Ferguson


O Gqamana


A Grey


A Hardres-Williams


I Hersov


J Horn


K Kalil


C Koen


K Millar


O Mundy


Z O'Connor


M Pharo


C Plummer


C Quin


M Rahim


I Slingsby


J Smit


O van Sittert


S van Zyl


E Warner


Catalina Quin

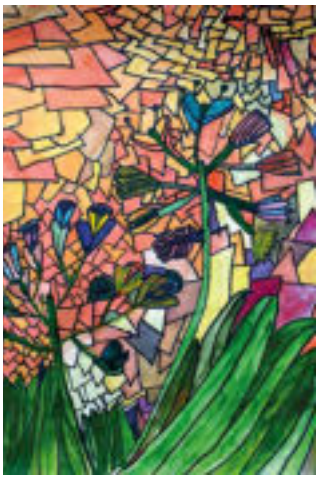

Iona Slingsby


Kate Millar


Kristina Kalil


Alana Wareham


Zara O'Connor


Emma Buckham

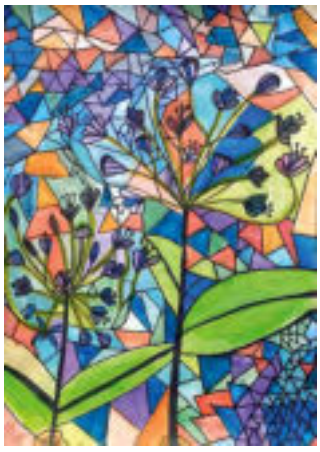

Sophie von Seidel


Annabel Grey


Hanaa Mohamood


Olivia van Sittert


Imogen Brogan


Nura Fakir


Kereena Daya-Feasey


Charlotte Plummer


Sophia-Rose Sickle

GRADE 4A

Emma Buckham
Dusty
Amazing
Interesting
Sunshine
Yellow

Lily Costa
Lovely
Intelligent
Low
Yellow

Satara Govender
Pretty
Lovely
Air that is fresh
Nice colour
Terrific smell
Special

Daria Naidoo
Pretty
Remarkable
One of a kind
Thorny
Enormous
And very special

Raya Shaboodien
Super
Unique
Nice and pretty
Fun
Lovely
One of a kind
Wonderful
Elegant
Really yellow

Sophia-Rose Sickle
Sunny, pretty, gorgeous
Under the beautiful sun!
No other flower like this one!
Fabulous yellow petals!
Lovely flower it is
Ordinary to you!
Wonderful to me!
Each and every one of them is special.
Radiant to thee.

Lucy Cotterell
Daisies
Pretty, beautiful
Growing, swaying, sleeping
Always fun to sniff
Pretty

Sophie von Seidel
Trees
Big, beautiful
Growing, breathing, moving
Nice to sit under
Evergreen

Alana Wareham
Plants
Pretty, happy
Blooming, growing, springing,
Always makes you
Smile

Ruby Boyes
Flowers
Pretty, lovely, colourful, big
Nice to look at
Beautiful

Kareena Daya-Feasey
Rose
Pretty, pink
Swaying, growing, pricking
Always pretty to see
Flower

Anna Blake
Leaves
Leaves, leaves, leaves
Helpful to plants and insects
I love leaves

Jessica Durrant
Flowers
I love flowers
They are so very pretty
Very, very pretty

Imogen Brogan
Flowers
Pink, purple, blue and white
Every flower is one of a kind
They flourish in the sun and flop in the shade,
But, other than that
Flowers are so pretty

Ariana Daniels
Roses
Rose are so pretty
Swaying in the wind
Oh, so beautiful

PLANTS ARE IMPORTANT BECAUSE

> They take in Carbon Dioxide and give off Oxygen. **Amy Kalis**
> They help people, insects, birds and snakes. Without them, where would the monkeys sleep and where would the bees get food? **Calia Ratheb**

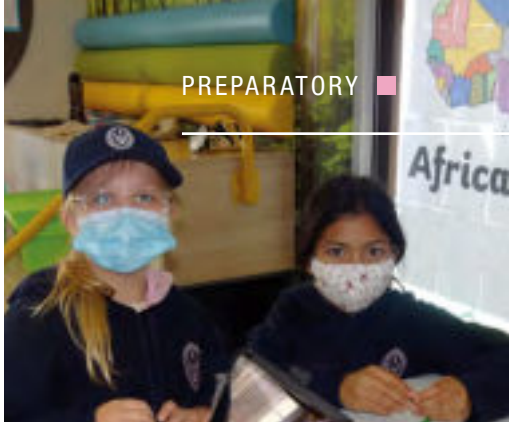
MY FAVOURITE PLANT IS...

> A white rose because it is beautiful and delicate like me. **Emily Capper**
> A sunflower because it is so beautiful and yellow. **Safiya Ebrahim**
> A cactus because it is a nice plant and full of thorns. **Hanaa Mohamood**
> A rose because it looks so pretty and there are so many different colours that make them unique and beautiful. **Mehreen Noorani**

IF I COULD SAVE ONE PLANT IN THE WORLD, IT WOULD BE...

> The Marula plant because its leaves, roots and nuts are used to help people. **Nura Fakir**
> The Spekboom because it gives Earth the most oxygen. **Zara Govender**
> The Buchu because it smells nice and is used as medicine. **Ayesha Joseph**
> Trees, because they are big and strong and have a lot of uses. **Iman Levy**
> The Yellow Wood Tree because it is our National Tree and pretty. **Megan van der Spuy**









GRADE 4 ALPHA

Nsovo Baloyi
Lilies
Beautiful, exquisite
Growing, swaying, moving
Swaying in the silence
Lilies

Kristina Kalil
Posy
Lovely, pretty
Growing, flowering, blooming
Beautiful to look at
Posy

Kate Millar
Flowers
Flowers all beautiful
They shine in the sun
Every single one

Zara O'Connor
Flowers
Flowers and plants
They also give us oxygen
They are beautiful

Michela Pharo
Plants
Plants are cool
And they grow like you
They are fun too.

Jaime Smit
Plants
Pretty, sweet, living
Growing, living, green, brown
I love plants

Charlotte Koen
Roses
I love Roses,
They look beautiful,
and smell like Turkish delight

Inara Hersov
Growth
A plant, a seed
Watch it grow because
there's wonder
as it goes.

Faye Clark
Hide and seek
Ensuring privacy
Dividing gardens
Garden wall
Exciting shapes and sizes

Annabel Grey
Ferns have feathery,
fragile leaves
Extraordinary, elegant,
beautiful trees
Rain needs to fall to keep it alive
Narrow, shady leaves make it a
good place to hide

Emma Warner
Dazzling down on me
As wonderful as can be
I hope to get a Daisy
Something covers me
Yes, those are the petals,
frolicking around with me!

Sophie van Zyl
Lilac coloured
Amazing fields full of it
Velvet feeling
Enchanting smells
No better flower than it
Dusty petals
Extraordinary how it grows and
Really everyone loves the smell

Charlotte Plummer
Fragrance so beautiful
Lovely smell and look
Outer and inner Beauty
Wonderful in every way
Enchanted, they make you feel
Radiant, all the time
Sensitive, stylish and sublime

Gem Ferguson
People plant plants in all
different areas
Living, they are all living
Abelia grows up to six
metres high
Natal Plum fruits are poisonous
There are so many different
plants in this world
Sometimes I ask myself, how?

PLANTS ARE IMPORTANT BECAUSE

> They keep us alive. **Arya Chagan**
> They give us oxygen and create life. **Amélie Hardes-Williams**
> We need to eat plants; they help us live. **Iona Slingsby**
> They allow us to breathe by giving us oxygen. **Olivia van Sittert**

MY FAVOURITE PLANT IS...

> The King Protea because they are pretty and South Africa's national flower. **Claudia Böttger**
> The Lippia Javanica because it is super useful. It helps you with rashes, scratches, bites etc. **Dana Campbell**
> The Peony because they are beautiful and smell good. **Owetu Gqamana**
> An Apple Tree because they give me apples. **Jamie-Lee Horn**
> The Daisy because it's pretty and I like their colours. **Catalina Quin**
> A rose because it's my middle name and the national flower of England. (I was born there.) **Lilah Devlin**

IF I COULD SAVE ONE PLANT IN THE WORLD, IT WOULD BE...

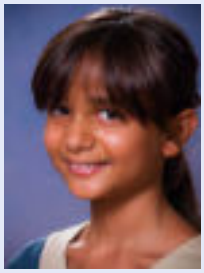
> The daisy because they provide nectar for animals and I also like them. **Meesha Rahim**
> Trees because they give us oxygen. **Olivia Mundy**

Grade 5A


Mrs A Mozley


R Batchelor


A Cloete-Hopkins


H Ebrahim


I Gafoor


N Gopal


C Heinamann


H Hendricks


A Hundermark


F Janoodien


S Keers


D Land


R Lumb


O Maskew


D McIvor


A Moolla


J Naidoo


J O'Brien


I Saville


E Slatter


A Thacker


A Tresfon


M van Mill

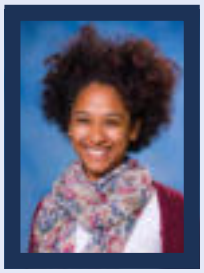

L van Zyl


K Ward


A Weir


G Wessels

Grade 5 Alpha


Mrs A Ally


F A-Razzak


L Arnold


G Bosini


G Böttger


C Campbell


J Collins


M de Quelen


S Duchenne


S Ferguson


E Floquet


E Hacking


C Henriques


C Hund


A Jacobs


N Kerbelker


A Leith


R Liddell


G Ludlam


I Manuel


A Nqayi


S O'Connor


S Pinyana


C Prain


E Raubenheimer


R Rinquest


L Slatter


R Watson

ABSENT
H Potgieter



Amelia Weir



Imaan Manuel



Olivia Maskew



Ruby Watson



Chloe Heinamann



Eva Hacking



Stella Keers



Georgia Wessels



Farheen Janoodien



Layyah Arnold



Ava Tresfon



Emily Raubenheimer



Scout Ferguson



Gabriella Bosini



Annabelle Leith



Ashlee Hundermark



Rachel Batchelor

GRADE 5

FIGURE OUT WHAT I LIKE

Georgia Böttger

I like tennis but I like hockey
even more.
I like to write but I find homework
a chore.
I don't like ice cream and I could
leave a cookie in a drawer.
I like pizza but not when it's been
on the floor.
I like swimming and waterpolo is
something I could go for.
I don't like ice cream, but I like
sorbet galore.

FIGURE OUT WHAT I LIKE

Nurah Kerbelker

I like pizza but I like sushi
even more.
I like to go to the toilet, but
I find it a chore.
I don't like English and I could
leave books in a drawer.
I like pasta but not when it's
been on the floor.
I like chocolate and milkshakes
are something I could go for.
I don't like grasshoppers, but
I like sushi galore.

FIGURE OUT WHAT I LIKE

Ayana Nqayi

I like hockey but I like spaghetti
even more.
I like to draw but I find writing a
chore.
I don't like potatoes and I could
leave mash in a drawer.
I like sushi but not when it's been
on the floor.
I like chocolate and a milkshake
is something I could go for.
I don't like running, but I like
acrobatics galore.

FIGURE OUT WHAT I LIKE

Ruby Watson

I like hockey but I like horse
riding even more.
I like to surf but I find paddling
a chore.
I don't like running and I could
leave my running shoes in
a drawer.
I like sweets but not when
it's been on the floor.
I like black and white is
something I could go for.
I don't like netball, but I like
hockey galore.

LIMERICK

Rebecca Liddell

There once was a black and
white cat
Who had a very big pink hat
There was also an owl
Who carried a blue towel
The cat was sitting on a mat

LIMERICK

Eva Hacking

There once was a boy
from mush
Who wanted to live in a bush
The atmosphere was not
very clear
So, he jumped off the cliff
with a whoosh









GRADE 5

PERSONIFICATION POEMS

We wrote poems using personification and tried to include other figures of speech.



PHOTOSYNTHESIS

Stem arched its back to catch
the sun.
Roots gathered up some soil.
Chlorophyll shouted, "There's
one more ingredient I need!"
"What is it?" Roots asked
anxiously.
"I need water, more water!"
cried Chlorophyll.
That's when the roots cried
out for water.
Soil sent a swanky message –
clouds don't like to be
shouted at!
Clouds cried, and down
came the rain, like tears.
Leaves licked and lapped
up the water.
Like wet and slimy little
puppy tongues.
Chlorophyll mixed in
the last ingredient.
Photosynthesis ended
and peace reigned.
By Dylan Land





STATIONERY

My stationery has gone cray
I don't know what to say
It started doing backflips
Every single day!
My scissors are ripping
My paper is screaming,
it's yelling and shrieking
My sharpener is twirling
My pencil whirling
My pen has begun spinning,
my paintbrush swimming
My ruler has begun to do
bench presses and pumps
And my calculator decided
to do six jumps!
I am tired of all this nonsense,
When will it finally end?
By Iman Gafoor

PREPOSITION POEMS

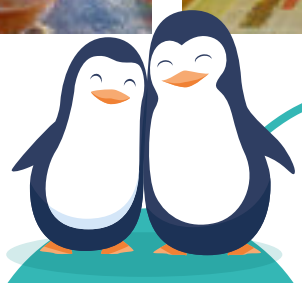
We wrote poems where each line had to begin with a preposition.

THE WARTHOG

Across the land
Past the trees
It gallops
Through the mud
Into the bushes
It rolls
With the piglets
In the grass
It plays
The smart warthog.
By Amelia Weir

THE BEAR

Across the forest floor
On the mossy stones
It prowls
In the humid forest
Under the shade of trees
It stalks
Behind a big rock
Amongst the sand
It blends in and hides
The very hungry bear.
By Daniela McIvor



THE PENGUIN

Over the snow
Onto slippery ice
It waddles
Into the cold Antarctic
Ocean
Under the water
It dives
Behind the rock
From the polar bear
It hides in fear
The adventurous penguin
By Farheen Janoodien

THE WOLF

Across the snow
Into shelter
It runs
On the mountain
Next to the tree
It howls
By the lake
In the cave
It sleeps
Between the rocks
With its cubs
It cares
The active wolf.
By Ashlee Hundermark

Grade 6A


Mrs A Lewis


J Bosch


S Boshoff


L Böttger


F Boyd


N Brogan


L Calana


A Dillon


C Emmerich


J Formby


C Fürst


A Hendricks


Z Khan


S Lashbrooke


Y Lin


L Mandindi


I Mohammed


L Mulder


D Naidoo


O Peter


Z Sirkot


I Thompson


S Turner


T Tutu


E van Lierop


A van Sittert


L Watson

Grade 6 Alpha


Ms L Cowie


L Adonis


E Carter


T Daniels


A Deering


Z Douglas


J Fair


A Khan


R Koller


F Leinberger


C Lobert


J Marshall

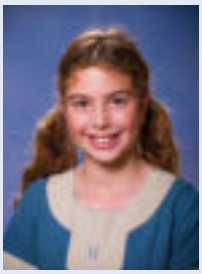

J Martin


A Mohamed


T Mozley


T Nair


G Nicklin


S Padoa


C Petersen


C Plenge-Mantell


A Sherren


J Swain


C Swart


T Todd


L van der Spuy


A Wareham


B West



Lily Watson



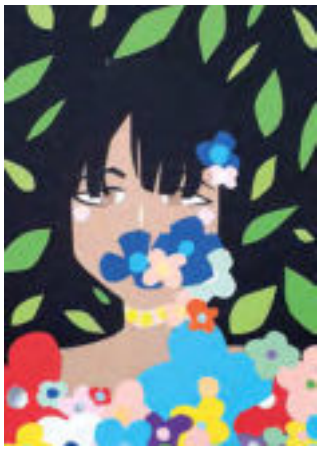
Josephine Fair



Zayaan Sirkot



Teagan Mozley



Chloë Emmerich



Ella Carter



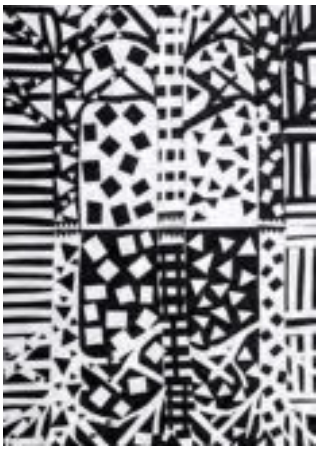
Rebecca Koller



Lucy Mulder



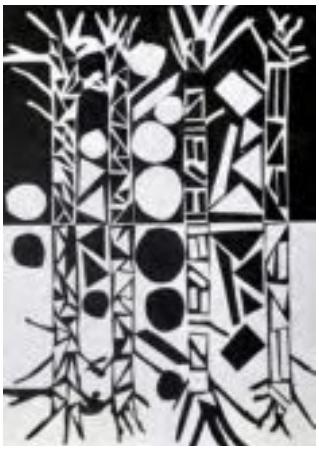
Neve Brogan



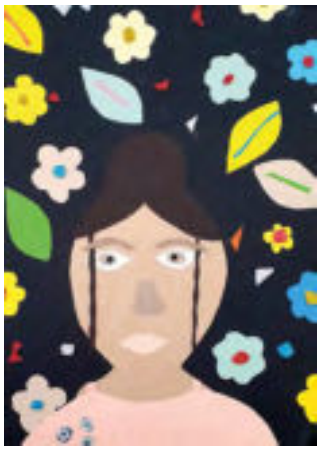
Stella Boshoff



Jessica Martin



Julia Swain



Onathi Peter



Alexis Wareham



Anna Dillon



Chelsea Peterson

Africa Day

BY MS LINDA COWIE

Africa Day was held on 25 May and was a day to remember. We learnt so much about the amazing continent that we live on. During assembly the Grade 6 classes dressed as air hostesses and escorted everyone to their seats as we lifted off on Herschel Africa Airline. Different girls explained about the exciting places we "touched down" on, on our flight around Africa. We sang songs and learnt about the Xhosa and Zulu cultures from the staff, who wore traditional clothes. After assembly we did beading in the shape and colours of the South African flag. We then joined Mr Nambassi who taught us different beats on the Djembe drums. It was loads of fun!



MY FAVOURITE THINGS!

Snow like soft, fluffy, white
clouds.
POP! Goes the corn in my mouth.
Tasty ice cream as sweet
as candy.
The sound of music I listen
to happily.
When the sun sinks into
the horizon,
This is when my mind will wizen.
Kadyn Lin, Grade 6A

The sight of frolicking birds
in the morning sun
The sound of my guinea pigs,
hiccupping, having fun
The salty smell of seawater, green
The sweet taste of chocolate
ice cream
The soft feeling of the summer
sun, massaging my back
Relaxing, reviving, the sun has
the knack!
Josephine Fair,
Grade 6 Alpha

The big bang, crash of the
waves in the sea,
The clickety, clackety of
a pen held by me,
The big whiff of perfume
from a small jar,
A sip from a glass, where
the milk looks bizarre.
The feeling when you rip
your mask away,
after having a very long day.
Bailey West, Grade 6 Alpha

The warm breeze from
my window.
The splish splash of water
from the river flow.
The taste of salty air passing
my mouth.
The sound of busy buzzing bees
coming from the south.

The aroma of the air after
it has just rained.
Some animals seem thirsty
and drained.
The sight of the stars when
it hits midnight.
Squirrels grabbing nuts
is quite a sight.

Forests, jungles and
mountains galore.
Nothing else that I could
want more.
Devanya Naidoo,
Grade 6A

MY WATER WALK

Miles I walk everyday;
I wish there was another way,
Every morning I grab my bucket
to start my day.
It gets lonely on my walk,
Quiet, with no one to talk.
I fetch my water from a puddle,
Everything seems like a muddle.
I'm thirsty so I have a sip,
I wish that I could go for a dip.
I don't because my mother
is waiting,
For me in anticipation.
I hate this walk,
Oh why? oh why?
I think about this as I begin
to cry.
Coco Lobert, Grade 6 Alpha

Water, water where are you?
I have been searching for you the
whole day through
My legs are weary, my back
is sore
I feel that I can't search anymore!
How I dream of attending school,
drinking clean water or
swimming in a pool
Hooray! Our new well brings
clean water to us,
so much less fuss
Now I feel happy, healthy
and strong
I can concentrate all day long.
I can get everything done,
learning, doing my chores
and having fun!
Lauren van der Spuy,
Grade 6 Alpha

SUNRISE TO SUNSET

The crisp, dewy morning air
waving me hello.
The hand of the salty ocean
grabbing at my feet.
The orange autumn leaves
crunching beneath my shoes.
The soothing, tranquil music
ensemble that plays.
The freshly baked Cinnabons
smelling so sweet.
The gooey, milky chocolate
so delicious.
The soft scoop of smooth vanilla
ice cream.
The gigantic trees soaring above.
The soft, green tufts of grass like
a pillow.
The layers of colours in the
ombre sunset.
Lihlombe Mandindi,
Grade 6A

Ocean Plastic Waste

BY JENNA FORMBY AND ZAYAAN SIRKOT

Imagine seeing a view just of plastic, not being able to swim in the sea, all our animals dying and eventually humankind too.

We have learnt that ocean plastic is one of the most crucial things we need to change. There is a lot of plastic in the ocean and our biggest problem is that most of it is single-use plastic which means it can't be recycled. Did you know that only nine percent of plastic gets recycled, 40 percent of plastic produced is single-use plastic and one million plastic bottles are brought around the world every minute? Do you know where this all ends up? In the ocean. In 2050 it is predicted by scientists that there will be more plastic in the ocean than fish, well that's unless we make a difference now.

We have been learning about ocean plastic waste during our Integrated Studies project. We have realised that it is up to our generation to make a difference. You might be wondering why we must make a change and here is why. Plastic is killing more than 1,1 million seabirds and sea animals each year. Our world will be polluted, the sea will be full of plastic and believe it or not you will end up eating tons of microscopic plastic yourself. This will be a world gone wrong, something you would have never imagined to happen and whoever is reading this it is up to YOU to make a change now.



VRIENDSKAP

Ooo vriendskap is die beste
ding rondom,
Teer en kompleks soos
'n legkaart.
Een slegte stap en hulle breek.

Vertroue is 'n moeilike ding en
dit is hoekom ek dankbaar
is vir
al my vriende wat my vertou.

Vriende kan drukkies gee
en hulle kan byt.
Die tyd is donker, maar
vriendskap skyn
So helder soos die son.

Die beste ding vir ons is
'n goeie vriend.
Vriendskap help ons om jou
lewe te leef met liefde.
Isabella Thompson,
Graad 6A

DIE DANKBAAR GEDIG

Ek is dankbaar vir my
troeteldiere
Iemand om te druk in
slegte tye.
Ek is dankbaar vir my
vriendinne
Hulle laat my warm voel
soos 'n teddiebeer.

Ek is dankbaar vir my familie
Wanneer ek hulle sien
dans my hart.
Ek is dankbaar vir my kos
wat ek eet elke dag
Die soet, suur sensasie
Ek hou van dit alles.

En laastens, ek is dankbaar
vir alles wat ek besit
Soos jy kan sien
Is ek dankbaar vir baie dinge
En jy moet ook.
Imaan Mohammed,
Graad 6A

EK IS BAIE DANKBAAR

Ek is dankbaar vir my huis
waarin ek lewe.
My familie hulle is lief vir my
en my hond.
God het my geseën met
my familie.

Die uitsig van die sonsonder
en sonopkoms
In die vreugde van die môre.
Die lig wat skitter snags.
Kaapstad is soos my
beste vriend.

Ek eet en dans op musiek.
Ek is dankbaar vir die bome,
Hulle druk my met hulle
lang takke.

Ek is dapper soos 'n leeu.
Ek is dankbaar ek kan.
Ek kan sing en optree.
Ek is dankbaar ek gaan skool.
Liqhamile Adonis,
Graad 6 Alpha

The Lovelyn Nwadeyi workshop

BY LIQHAMILE ADONIS

The Grade 6s attended a Lovelyn workshop on the 26th of July. The purpose of the workshop was to help the girls understand more about racism and what makes our different qualities special.

The girls came up with wonderful answers to each question. They talked about what makes people feel excluded: having a better phone, clothes, colour hair, how big your house is. This made everyone more aware of the feelings of others.

We went on to touch on Women's Day which is celebrated all over the world and how it played a bigger part in South Africa's history. We learnt it wasn't just the same people of the same culture who marched, but that it was all the women of different cultures. They had had enough of only men's voices being heard and the passbooks, so they had a march to the Union buildings with signed petitions from thousands of women.

It also shows how much power we have together if we focus on what's on the inside, not how we look on the outside.

Kreatiewe skryf

BONNIE DIE BOBBEJAAN

Daar was 'n bobbejaan genaamd Bonnie. Sy was 'n lieflike meisie. Eendag was Bonnie in haar kombuis, want sy was baie honger. Sy maak die yskas oop en 'n kruik melk val uit. Daar was melk orals! Haar ma en pa het al die lawaai gehoor en sê Bonnie moet teruggaan na haar bed. Bonnie maak die gemors skoon en drink 'n koppie melk met beskuit. Sy klim in haar bed en slap.

In die oggend eet Bonnie al haar kos so vining, want sy wil vir Tortie gaan kuier. Bonnie soek 'n sak en pak twee beskuite en twee koppies tee. Haar ma sê sy moet terug wees teen half twee. Bonnie gee vir haar ma en pa 'n soen en hardloop uit die huis. Sy hardloop by die steenpad af. Eweskielik sien Bonnie 'n groot knorrige slang. Die slang was woedend en hy sis vir Bonnie. Bonnie spoedloop verby die slang en dan hardloop sy.

Bonnie het by die rivier aangekom. Bonnie kyk orals vir Tortie. Uiteindelik het sy Tortie onder die boom gesien. Hulle hardloop teen die pad en by die water. Bonnie klim op Tortie se dop en hulle swem in die rivier. Tortie het 'n liedjie gesing… "Dis 'n lieflike dag vandag en wat okal ek moet doen, doen ek. Dis 'n…" Bonnie het 'n lawaai gehoor. Tortie kyk agter hom en sien 'n groot krokodil.

Bonnie en Tortie swem so vinnig na die rivier se oewer. Bonnie spring af en klim in die palmboom. Tortie hardloop onder 'n klip en krokkie lê onder die boom. Tortie het 'n plastiese sak gesien. Hy loop van onder die klip en vang die plastiese sak. Bonnie skreeu: "Nee, Tortie nee!". Tortie het gedink die plastiese sak was kos. Bonnie gooi 'n kokosneut op die krokodil se kop. Die krokodil hardloop na die water en gaan weg. Bonnie klim teen die boom af en hardloop huistoe.
Stella Boshoff, Graad 6A

DIE ONGELUK

Eenkeer op 'n tyd was daar 'n skilpad genaamd Sam en 'n eekhoring Emma. Emma het magiese genesing trane. Die diere was beste vriende. Sam was oud en verswak. Alhoewel sy beste vriend omgee en baie vriendelik was. Die diere woon in 'n magiese land, waar voëls sing en die mooi blomme het 'n soet aroma. Daar is 'n drinkstroom naby die welige bos. Al die ander wesens in die magiese land drink van die stroom.

Die vriende gaan stap na die manjifieke bos. Die vriende het 'n sterk band, maar Emma baklei partykeer met Sam en hy is baie selfsugtig. Sam is baie treurig. Sam sê dat hy nie vriende met Emma wil bly nie. Emma is baie kwaad en hardloop weg.

Dan uit nêrens kom 'n vliegtuig! Al die diere kyk na die hemel. Die vliegtuig kom meer en meer nader. Die diere is doodbang. Die vliegtuigvleuel val af en land in die welige bos, waar Sam is. Sam hardloop so vinnig soos hy kan, maar hy is baie stadig. Die brandstof van die vliegtuig val in die drinkstroom.

'n Bietjie later het 'n paar diere van die stroom gedrink. Die wesens val dood omdat die diere brandstof gedrink het. MAAR, Emma het magiese genesing trane. Sy gaan na elke dier by die stroom. 'n Paar minute later is alles reg. Die eekhoring kan nie Sam vind nie. Emma is baie bekommerd. Sy kyk in die bos. Sy kan 'n klein stem hoor. Help, help!" sê Sam. "Ek kom nou!" sê Emma.

Emma help Sam. Sy sê: "Ek is baie jammer, kan jy my vergewe?" "Ja," sê Sam. Die beste vriende loop saam mekaar en gaan maak 'n heerlike koek.

Die einde.
Carla Plenge-Mantell,
Graad 6 Alpha

Grade 7A


Ms K Bosch


F Bellairs


R Bhagoo


M Coquelle


M Dahya


K Dube


T Ebrahim


G Efstathiou


S Harrison


S Holwill


A Janoodien


A Khan


S Leinberger


S Lobert


J Mahabeer


C Morkel


M Munting


D Rajoo


L Sixoto


K Slingers


E Stodel


G Stodel


H van Heerden


I Vandeyar


T Varney

ABSENT
R Murray
A Ovendale

Grade 7 Alpha


Mrs J Holtzhausen


S Ashbolt


A Bailey


J Bassa


R Bassadien


A Böttger


H Coovadia


T Duchenne


A Efstathiou


N Harnekar


N Heyns


C Jacobs


A Keers


I Moolla


A Moonda


N Oaker


I Parring


C Ratcliffe


N Roberts


T Rycroft


R Teixeira


T Toll


K Totaram-Jacobs


N Wides

ABSENT
S Miller
A Murray
S Nimb



Alexandra Ovendale



Isabella Vandeyar



Rachel Murray



Leabona Sixoto



Gabriella Efstathiou



Tess Rycroft



Nina Wides



Jiya Mahabeer



Imaan Moolla



Tay-yibah Ebrahim



Navina Oaker



Tara Mae Varney



Alice Keers



Samantha Nimb



Samantha Miller



Charlotte Jacobs



Alexandra Murray

Grade 7 Fair 2021

BY MS KAREN BOSCH

The Grade 7 Fair was a fun and exciting day for the whole school. The girls spent weeks doing market research, researching products and making goods in Technology and at home. In their teams, the girls put much effort into dressing up, preparing and decorating their stalls and offering first-class services. The hall was dazzling with their beautiful items! At 09:00 the fair was declared 'open' by Mrs Heidmann and the rest of the school shopped with enthusiasm in their grades. The Grade 7s smiled from ear to ear as they sold their goods. The day was a wonderful success! Proceeds brought in by the fair go towards a variety of Community Service initiatives throughout the year.







KREATIEWE SKRYF

Die Ou Uil – Fabel

Eendag was daar 'n wyse Uil, hy was 'n superheld. Hy woon in die land van Amaria. Amaria het skoon lug, helder mere, mooi watervalle en donker woude. Hy was nou te oud om 'n superheld te word. "Ek moet 'n nuwe superheld maak," het hy gesê.

Die uil verander in 'n klein muis met 'n bruin vel en 'n pienk neus. "Ek sal 'n toets maak om 'n goeie mens te vind" het hy gesê. Hy hardloop in die donker woud, langs sy huis by die rivier. Hy het 'n stroom gevind in die woud, daar vang twee diere groot heerlike vorelvis in die varswater stroom. Die toets het begin.

Muis het na die eerste dier geloop, hy was 'n oranje, slinkse jakkals met groen oë. "Hallo Muis, wat wil jy hê? Het Jakkals gevra. "Jakkals, ek is baie honger. Kan ek 'n bietjie vis kry?" het Muis gevra. "Dom muis, niemand sal vis vir jou gee nie, jy is 'n lastige knaagdier," het Jakkals gesê.

Muis het na die volgende dier geloop. Sy was 'n mooi, wit wolf met blou oë en 'n grys neus. "Hallo muis, hoe gaan dit?" het die wolf gevra. "Ek is baie honger Wolf, het jy 'n bietjie vis vir my?" het Muis gevra. Wolf het een van haar visse in die helfde gebreek. Sy het die bietjie vir Muis gegee. Die muis het die vis geëet.

"Hoekom het jy vir my die vis gegee, want Jakkals het nee gesê," sê die Muis. "As iemand in die moeilikheid is, kan ek nie net by sit en kyk nie", het Wolf gesê. Skielik verander die muis in die superheld. "Superheld?" het wolf verbaas gevra. "Wolf jy het jouself bewys. Jy is nou die nuwe superheld. Gebruik jou kragte vir goed," het Uil gesê.

Superwolf was baie gelukkig en sy was 'n goeie superheld. Die les van die storie is, as jy goeie dinge doen, sal jy beloon word.

Sophie Leinberger

Olifant se Verjaarsdag

Diep, diep in die bosveld het 'n olifant geleef. Hierdie olifant was altyd kwaad en ongelukkig. Al die ander bosvelddiere was baie vriendelik en gaaf. Die ander diere het Olifant woedend gemaak.

Eendag het Ouma Skilpad gesukkel om oor die pad te stap met haar groot sak kruideniersware. Olifant het langs haar gestaan en na haar gekyk. "Kan jy my asseblief help, Olifant?" het Ouma Skilpad gevra. Olifant het gefrons en gesê, "Nee." Dan het hy afgestorm. Ouma Skilpad het baie kwaad vir Olifant geword en sy het vir Hasie gesê wat Olifant gedoen het. Hasie het die hele bosveld van Olifant se gevaarlike maniere vertel.

'n Paar weke later was dit amper Olifant se verjaarsdag. Hy was baie opgewonde en het die hele bosveld uitgenooi.

Die dag van die partytjie het gekom en Olifant het alles reg gemaak. Toe het hy gesit en wag vir al die bosvelddiere. Hy sit en wag. En sit. En wag. Olifant het die hele dag gesit en wag. Hy het baie hartseer geword. "Hou hulle nie van my nie?" het Olifant gedink. 'n Traandruppel het oor sy wang gehardloop. Deur die trane in sy oë het Olifant 'n brief op die tafel gesien. Dit het gesê…

Kom na Hasie se huis, nou!

Olifant was baie onseker, maar hy het na Hasie se huis gestap.

Wanneer hy by Hasie se huis opgedaag het, sien hy niks spesiaals nie. Olifant het die deur oppgemaak. Die huis was pikswart. Skielik het al die diere in die bosveld, "VERRASSING" geskree. Olifant word baie gelukkig. "Hulle het onthou!" het Olifant gedink. Al die bosveld diere was baie gaaf en Olifant het dit na hart gevat. Vanaf daardie dag was Olifant die gaafste dier in die bosveld.

Die les van die storie is dat jy moet altyd gaaf wees, want jy kan iemand se lewe verander.

Nina Wides

Poetry

GRADE 7 ALPHA

My Paradise
BY NINA WIDES

An escape to a paradise,
A break from the stress,
A far-away place where you
can finally rest.

A place where life's perfect,
Where nothing goes wrong,
A small space in the corner the
world smiles upon.

Skin colour doesn't matter,
Nor eyes, nor body, nor hair.
People will finally show kindness,
love and care.

You can do as you please,
No one will tell you differently,
Be whatever or whoever you
want to be.

Everyone makes decisions,
But with hearts instead of brains.
There's no such thing as
suffering, or hurt, or tears
Or pain.

It doesn't matter anymore;
The things people have said.
It means nothing in the paradise
I've built Inside my head.

A Confusing Goodbye
BY HANA COOVADIA

Don't go, come back,
please stay!
I'm not ready for you to go away.

A thousand onions pierce
my eyes.
It hurts, it stings to say my
goodbyes.
I thought you said you'd watch
me grow,
Now I guess you'll never know.

I'm glad you're gone, you
never cared.
You were never there for me,
you never shared.

And to think we fought for so
many years,
All of a sudden, the regret is
now an abundance of tears.

You think I'm broken, but
you're so wrong.
You're the one who hurt me
all along.

You're gone now and it's
all on you.
The truth is, I hate that
I miss you.

The Feelings of Goodbye
BY KIRA TOTARAM-JACOBS

Their eyes fill with tears
Their heart's a sea of fears
Now every time they blink,
Their faces start to sink.

But some do not always act
so afraid
Their eyes sparkle like a winking,
shining blade
They push others away,
Choosing then no longer to stay.

The others shout
Only they know what about
They SLAM the door,
But inside, they are sore.

I do not understand
Why it is so hard to let go
of one's hand,
For every time you open
a new door,
It's a great gateway to more.

Although you never see me,
I am one you cannot fell
But…I don't know why,
I just cannot say,
Goodbye.

Goodbye Tree
BY ANGELIKI EFSTATHIOU

Goodbye is a word
I thought I would never say
Until I saw my favourite Tree
Slipping through the light
of day.

I love this Tree deeply
It is like my home
I visit it daily
To be alone.

When I am sad
I go to the Tree
It is my Weeping Willow
A place to go and be free.

The leaves become brown
Not from the cold
I give it a hug
To protect it from getting old.

I go to the Tree
It looks wrinkly and thin
It has lost its hair
And its grin.

My tears are hard to
keep away
I really have to try
I give the Tree a hug
And say a sad goodbye.

A Prisoner to My Thoughts
BY CHARLOTTE JACOBS

Inside everyone is a voice,
That whispers from inside
your head –
Taunting you with all the things
You wish you were instead.

Some are louder than others',
But the ones that you can hear;
A constant boulder, pushing
you down,
Until all that's left is fear.

It's time to say goodbye
To these voices that we dread,
And fill your mind with strength
To fight the battles that're ahead.

Goodbye to all my fears
That have been restraining me.
Your life will be a never-ending
battle,
If you are your own greatest
enemy.

And to my doubts, I bid adieu,
For they've only held me back,
You'll find out that success
will follow
And soon you'll be on the
right track.

I am a prisoner to my thoughts,
And it's time that I break free;
Escape from the bars that hold
me back,
And welcome a brand new me.









GRADE 7A

Return to Ardonlay

BY RACHEL MURRAY

A grandly carved boat of oak
sailed with the sun's first ray,
for the passenger in the
golden cloak
was returning home today.

Aboard the softly sleeping sea,
the man started to dream,
of the dawn where he again
would see
his ivory, amber queen.

Of the land of birds' sweet calls,
of mountains climbing high,
a castle with proud diamond
walls
and turrets that pierced the sky.

A land where witches cast
their spells
like glowing arcs of light,
where princesses dance with
water elves
and magic lights up the night.

Where dreams are as infinite
as stars
and hope is picked like flowers,
where joy bloomed on the
sunny pass
and moonlight shines on
the sapphire towers.

A realm that is home to peace,
filled with a child's sweet
laughter,
a life of love that would
never cease,
a happily ever after.

And as the grand boat of oak
crept into the emerald bay,
joyous was the king in the
golden cloak,
for he had returned to Ardonlay.

Best Friends for a While

BY SOPHIA LOBERT

Remember when you said we'd
be best friends forever?
Our friendship would be strong,
We'd always be together,
We were like a song,
Perfect harmony,
Just the two of us, always you
and me.

I recall playing Black Jack,
On the Grade 4 carpet floor,
As it began to pour,
Drip, drop, drip, drop,
Down the window pane,
Listening to the thundering rain.

Or swimming on the colourful
lilos,
Despite the hot summer heat,
Talking about our lives,
While the crystal water
swallowed our feet,
Everyday, every summer,
Just the two of us talking to
one another.

Remember in Grade 5 when
we sang our Xhosa oral?
We sang loud and proud,
Dancing and prancing,
Singing our happy song,
Just lie two clumsy ballerinas,
We were twirling along.

Or Grade 6 camp, how
enthusiastic we were!
We couldn't sleep a wink,
The mosquitoes were
ferocious beasts,
But that didn't stop us from
having tasty midnight feasts!
All these beautiful memories
of us together,
All of these wonderful moments
I thought would last forever.

Forever – a word that means
eternity,
It doesn't have an end,
A promise that you made to me,
Me, your best friend,
Friends come and go, I know,
day-by-day,
But I thought you were here
to stay.

From the moment we met,
Till the day you made me cry,
Never did I think,
That we would say goodbye.

Holiday in my Head

BY GABRIELLA STODEL

I'm skiing on Switzerland's
icy slopes,
while the snow dances
gracefully.
I sip hot cocoa and watch the fire
burn as bright as my hopes.

I'm swimming in Bali's big
blue sea,
and sunbathing on its golden
sand.
I dive down to the riveting reef
in glee.

I'm going to LA, where the movie
stars are grand,
to see the glowing HOLLYWOOD
sign.
I've become a movie character
in magical Disney Land.

To see the pyramids in Egypt you
must be patient,
taking a picture of a Sphinx of old.
Rolling sand dunes hide
monuments ancient.

Come to Paris all brave and bold,
and climb up the Eiffel Tower.
Eat fancy food and listen to
stories untold.

But in reality, my face is a glower,
I'm sitting at my desk.
All because of Covid-19's
relentless power.

Earth

BY MORGAN MUNTING

Welcome to life on my home
planet.
Most kids here make a racket.
BOOM! CLASH! But when taught
in school,
They are all fine, they are all cool.
This is our form of EDUCATION.

Music, drama, arts and more.
Expression, creation make
our core.
Think a bit, make something
nice.
Something new with a bit
of spice.
This is our form of ART.

After a day of work and labour,
Sit down, give yourself a favour.
Chips, chocolates, cherries
on top.
When you've had enough, you
know when to stop.
This is our form of RELAXATION.

Forests, deserts, oceans galore.
Omnivores, herbivores,
carnivores and more!
Hills go up, hills go down.
Homes built to form a town.
This is our form of TERRAIN.

A place where you feel safe.
Somewhere to put your faith.
Friends and family live together.
And create memories to
remember.
This is our form of HOME.

EDUCATION, ART and
RELAXATION.
TERRAIN and HOME are our
inspiration.
This is our place of birth.
Spell it out with me.
This is our planet we call EARTH.

Slavery

BY DIYA RAJOO

Centuries of labouring,
they've finally had enough.
No matter how heavy or light
the load,
every day was tough.

They were captured from
the East
and transported like parcels.
The work was completed,
as their owners watched from
their castles.

Their bodies malnourished,
the meat barely cooked.
The people slept restlessly,
the discrimination overlooked.

The torture unbearable,
almost impossible to be alive.
The slap of thick leather,
no human could thrive.

Treated like hostages,
not like a neighbour,
The life of a slave,
nothing more than labour.



Houses

BY MRS AMANDA MOZLEY, MRS SAM CENTURIER-HARRIS, MS KAREN BOSCH AND MRS JESSICA HOLTZHAUSEN



It has been a relatively quiet year of Interhouse competition as we have had to adhere to the various Covid protocols and many sporting activities have, therefore, been put on hold. We were able to hold our Interhouse Gala in the first term. For the first time we held separate galas for girls in Grade 4 and 5 and for girls in Grade 6 and 7. The House Captains co-ordinated cheering practices at breaks leading up to the galas and led the girls in song at both events. Jagger were the overall winners of the gala with Merriman winning the Spirit Trophy for the Grade 4 and 5 gala and Rolt winning the Spirit Trophy for the Grade 6 and 7 event.

We have tried to ensure that our Interhouse competition includes aspects of academics and culture. In the first term, Mrs Blake organised an Interhouse Spelling Bee. A team of the most competent spellers in each house was selected in each grade and they participated in the Spelling Bee. All the other girls also earned points for their house by participating in an online quiz. Rolt were the winners in Grade 5 and 6 and were also the overall winners of the Interhouse Spelling Bee, while Jagger won in Grade 4 and Merriman won in Grade 7. In the second term Mrs Robbertze organised an Afrikaans Interhouse competition called Flinkdink. All the girls in the grade were divided into their houses and they completed various Afrikaans challenges which tested their knowledge of spelling, vocabulary and grammar rules. Carter were the winners in Grade 5 and 6 and were also the overall Flinkdink winners, while Jagger won in Grade 4 and Merriman won in Grade 7. An Interhouse General Knowledge Quiz is planned for later in the year.

Girls continue to earn weekly house points in their classes for good work, showing responsibility and various donations. The weekly house points are read out in Assembly and it has been good to see that the competition has been close this year. ◊



Carter



Jagger



Merriman











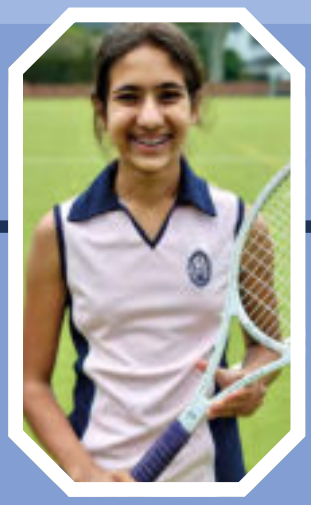


Rolt

Sport Captains



CROSS COUNTRY CAPTAIN
Alice Bailey



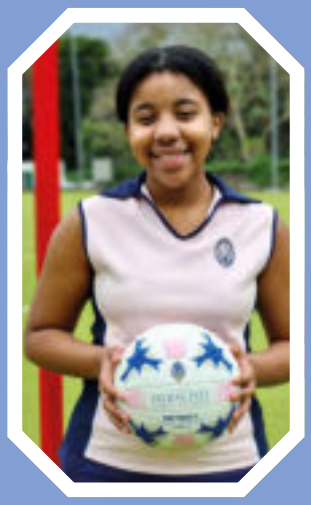
TENNIS CAPTAIN
Kira Totaram-Jacobs



HOCKEY CAPTAIN
Sarah Ashbolt



HOCKEY CAPTAIN
Nina Wides



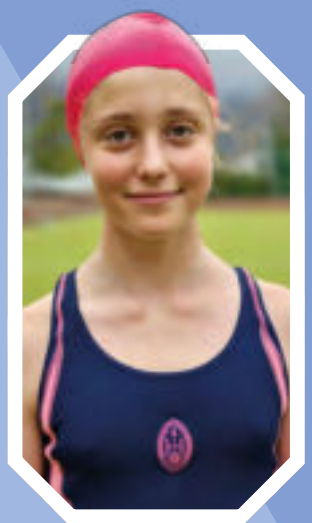
NETBALL CAPTAIN
Kelello Dube



NETBALL CAPTAIN
Rachel Murray



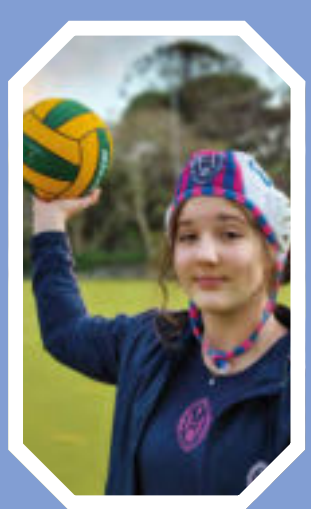
SWIMMING CAPTAIN
Samantha Nimb



SWIMMING CAPTAIN
Sophie Leinberger

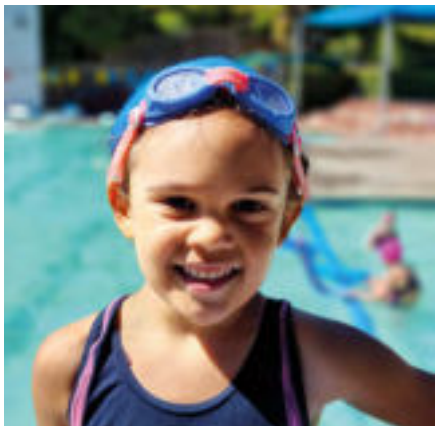


WATER POLO CAPTAIN
Alexandra Ovendale



WATER POLO CAPTAIN
Nicole Roberts

Swimming





BY MS LIANE KARSTEN

Herschel Prep has three different types of swimming squads available to girls: team swimming, training squad swimming and beginner swimming. Team swimming is made up of an A and B team and is selection-based. Our team swimmers unfortunately could not participate in any external Galas in Term 1, due to Covid. Training squad swimming sessions were open to all girls. The beginner swimming sessions were small group lessons focused on assisting those girls who needed more individualised attention to develop water safety and learn to swim independently.

Our Grade 4 – 7 girls loved taking part in the annual Interhouse Galas. We ran two separate galas this year, one for Grades 4 and 5 and another for Grades 6 and 7. Jagger were the overall winners. Merriman won the Spirit Trophy for the Grade 4 and 5 Gala and Rolt won it for the Grade 6 and 7 Gala. It was a wonderful day of excellent swimming and house spirit. There was also lots of excitement and splashing at the Grade 2 and 3 Fun Gala. It was wonderful to see how all the girls have improved, a result of their hard work and practise during the term. The girls also enjoyed the fun races and watching the traditional Grade 3 Pool Dance.

Thank you to our Swimming Coach, Perry Cadiz, for managing to motivate and develop the girls despite not having competitive galas. Our Swimming Captains for 2021 were Samantha Nimb and Sophie Leinberger who were both great ambassadors for the sport. A special mention to Samantha Nimb who was awarded age group Western Cape full colours for Swimming, for her participation at the SA Junior Nationals. We are very proud of her accomplishments. Samantha qualified for the Nationals after winning four medals and reaching a qualifying time for the 200m breaststroke at the Level 3 Championships. ◊



MOST IMPROVED SENIOR SWIMMER
Mia Coquelle



MOST IMPROVED JUNIOR SWIMMER
Jessica Collins



OPEN & IM CHAMPION
Sophie Leinberger



U10 CHAMPION
Jaime Smit



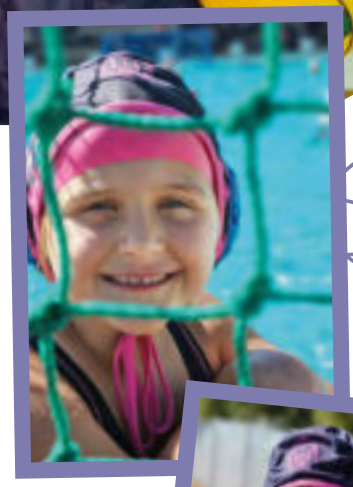
U11 CHAMPION
Eva Hacking

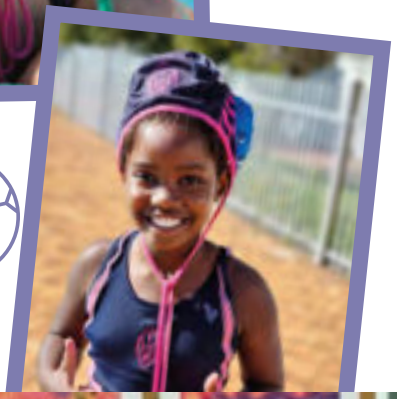


U12 CHAMPION
Jessica Bosch









Water Polo

BY MS CAITLIN SCHREUDER

We had over 80 Grade 3 – 7 girls participating in Water Polo this year. Every week our Water Polo players took part in internal matches. The girls loved taking part in some form of competition whilst external matches were prohibited. Thank you to our Water Polo Captains Alexandra Ovendale and Nicole Roberts.

CONGRATULATIONS TO THE FOLLOWING GIRLS WHO WERE SELECTED FOR WP U13 WATER POLO TEAMS FOR 2021:

WP U13A: Alexandra Ovendale, Nina Wides, Nicole Roberts and Samantha Nimb

WP U13B: Aman Moonda, Sophie Lashbrooke, Jessica Bosch and Tamika Nair

WP U13C: Jenna Formby and Sophia Turner

Non-Travelling Reserve: Anna Sherren ◊



Tennis

BY MRS MARISE LAUBSCHER

We enjoyed a fun term of tennis this year, even though we were not permitted to play matches against other schools. Team and squad practices were well attended. We continued with challenge matches and the girls battled enthusiastically for positions on the U11 and Open ladder.

The Herschel Tennis Championships was the highlight of the first term tennis calendar. The Championship was played over a period of two weeks, starting with a round robin and followed by a semi-final and final in each age group. The standard of tennis was outstanding as was the sportsmanship displayed by all the girls.

Thank you to our Tennis Captain, Kira Totaram-Jacobs, for her enthusiasm and help during the tennis season. We would also like to congratulate her on being awarded U13 Cape Town B Colours for 2021. ◊





ABOVE:
Kira Totaram-Jacobs

RIGHT:
Faye Clark

HERSCHEL TENNIS CHAMPIONSHIPS

Grade 4 Champion: Faye Clark
Grade 5 Champion: Stella Keers
Grade 6 Champion: Camryn Fürst
Grade 7 Champion: Kira Totaram-Jacobs
U11 Runner-up: Stella Keers
Open Runner-up: Alexandra Ovendale
U11 Champion: Faye Clark
Open Champion: Kira Totaram-Jacobs



Stella Keers



Camryn Fürst



Alexandra Ovendale





Netball

BY MRS MARISE LAUBSCHER

The Netball season started on a high note with external matches being allowed under strict Covid protocols. Herschel opted not to play in the official league this season and set up a 'Friendly League' for Term 2. The girls loved their matches against Springfield and Kirstenhof, before fixtures were suspended. Practices continued, but as the term progressed the Covid protocols became more restrictive and we focused on maintaining fitness and practising various drills. We were very excited when we were able to start playing matches against Reddam, Springfield and Micklefield.

Thank you to the Netball Captains, Kelello Dube and Rachel Murray, for their enthusiasm and willingness to help during the Netball season. ◊













Hockey

BY MS LIANE KARSTEN

150 girls participated in hockey during the 2021 season and Herschel had 16 teams. Practice sessions were held during Sport Hour for U11 and after school for U9, U10 and Open. Our early-morning hockey sessions were well attended by our U11, U12 and Open girls. It was a great opportunity for all girls to improve their skills in a session that was not team-based.

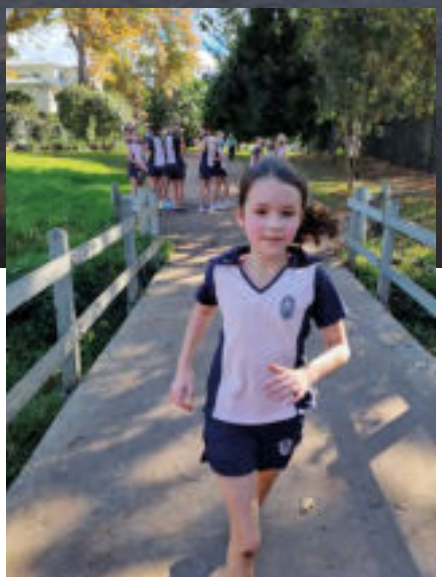
Our hockey teams played fixtures against St Cyprian's, Kirstenhof and Micklefield and it was a momentous occasion for the girls to be out on the astro again. Herschel recorded outstanding results in all age groups. The girls were excited to take part in a few more matches towards the end of Term 3.

Our Hockey Captains, Sarah Ashbolt and Nina Wides, led by example and were great ambassadors for Herschel and Hockey. ◊



Cross Country









BY MS CAITLIN SCHREUDER

We had over 60 girls participating in Cross Country this season, either during Sport Hour or early-morning training sessions on a Monday morning. There was no official league. However, a highlight was being able to organise and run our own internal Cross Country race on Friday 14th May 2021. The race was optional and open to all girls from Grade 3 – 7 even if they do not participate in Cross Country as a sport. The race was held at the Constantia Greenbelt and we had about 30 girls participating. Thank you to our enthusiastic coaches and our Cross Country Captain, Alice Bailey. ◊







Senior Girls

As a result of these massive shifts and of your heightened awareness, there are opportunities for you to reimagine your world.

Mrs Heather Goedeke, Head

Music Department

BY MS PETRA CONRADS

The Music Department continued where it left off in 2020 and staff and students alike have seamlessly adapted to a hybrid of online and what we have termed 'live' lessons. We have learnt to be beyond flexible and creative and are extremely grateful for the resources available to us that we are able to continue in the way that we do.

The long-awaited official opening of our new Music Department took place on Tuesday evening 30th March. Aptly named Inkwenkwezi, meaning Star, the Most Reverend Dr Thabo Makgoba, Archbishop of Cape Town, blessed and officially opened the new music centre.

Due to Covid-19 restrictions the Senior School Music Department was unfortunately only able to present a limited programme to a reduced audience. This certainly did not detract from the quality and energy of the performances. It was a privilege to watch the staff and students perform and witness the exquisite acoustics of the new space. It was a truly magical evening and a wonderful way to inaugurate our special new building.

It has been a challenge presenting an offering that sits within Covid regulations, and whilst choral singing has largely not been allowed this year, the staff have been tireless in providing new and fresh opportunities for the students to grow and experience music.

We said goodbye to Dr Linda Muller in Term 2 as she left to pursue new ventures. Dr Muller was an integral part of the Music Department and developed drums and percussion into a strong and vibrant department. We will miss her quiet and calm presence as well as her unique take on life. The girls are privileged to have been taught by someone of her calibre and we wish her well as she pursues new projects and adventures. Sadly, we also bid farewell to Ms Jocelyn Taylor, Director of Music. Ms Taylor has steered the Herschel Music Department for almost 18 years and her vision and determination were a driving force behind Inkwenkwezi.

We welcomed Ms Lente Louw (Voice) and Mr Lilavan Gangen (Drums and Percussion). They have a wonderful skill set and a range of experiences to offer Herschel and we are delighted to have them both on board.

2021 was a challenging year for the Music Department. Overall, though, music and beauty won and continue to carry and inspire. May Inkwenkwezi and all her staff and students shine brightly as they learn and flourish through making music.



Ensemble Reports

String Ensemble

BY MS CARLA VAN WYK

The String Ensemble started the year with a whirlwind of rehearsals as we prepared for the Opening of Inkwenkwezi, our beautiful new music building. String Quartets provided background music as the guests arrived and the String Ensemble performed in the formal ceremony. We had the privilege of premiering the music "Octopus Joy", composed by our very own Mr Kevin Smuts, from the Netflix series *My Octopus Teacher*. This was an extraordinary experience and the excitement and emotion was tangible!

After the concert, we continued to rehearse whenever Covid regulations allowed, even when many girls were absent due to illness or when self-isolating. We staged a concert in the fourth term, showcasing our Ensemble as well as accompanying a Cello Concerto.

Despite the challenges, it has been a full year and we look forward to many more exciting string adventures.





Chorale

BY OLIVIA BEAUCHAMP, HEAD OF CHORALE 2021

Despite the continuous interruptions and uncertainty that 2021 has brought us, the Herschel Chorale has remained a source of light, comfort, and joy in ever-changing and difficult times. We were lucky enough to have a term and a half of normalcy before, unfortunately, Covid restrictions prevented us from rehearsing and singing together. However, we certainly made the most of our time, from singing in assemblies to teaching our new members all our favourite songs from the last five years. For our 10 matrics leaving Herschel this year, we were so grateful to be able to sing in St Saviour's Church one last time in the first term, a truly special memory for all of us. To the rest of the Chorale who have shared in all our memories over the years, and to the newest members of our Chorale family in Grade 8 and 9, who adapted so well under incredibly challenging circumstances, we know you will carry on our beloved traditions next year and in the years to come. The Chorale is in good hands!

A huge thank-you to our incredible Mr Gouws, who took over the Chorale at the beginning of this year. We have absolutely loved our time in rehearsals and performances with you; you made it so enjoyable and memorable and taught us so much in such little time. I wish our amazing Chorale, her members and of course Mr Gouws, all the best in continuing their journey together next year. You will love every second of it, I know we did!

Choir

BY MRS ANNE MEYER

We started the year very excited about the possibility of having choir under the new leadership of Mrs Meyer. We ran auditions and a 60-strong choir was ready to take on the year. Unfortunately, Covid restrictions meant that rehearsals were sporadic and uncertain, and this was the theme for the year! Nonetheless, we continued doing what we could, and Mrs Meyer ensured we all had music and parts to practise at home until we could resume rehearsals together. We look forward to a time when we are able to sing together and share our voices with everyone again.

High Maintenance

BY MR GARY CRAIG

The Herschel Band, High Maintenance, started off their year with a performance at the opening of the Inkwenkwezi Music Centre, where they played "Don't Stop Me Now" by Queen and Adele's *James Bond* theme song, "Skyfall". In "Skyfall" they were joined by a string and brass section to help recreate the big orchestral sound on the original soundtrack. This was a highlight and the audience loved it! Their next performance was at Café Roux as part of the Herschel Unplugged Concert, where they performed songs by Radiohead, The Mamas and the Papas, amongst others. It was a huge privilege for them to have the opportunity to perform at one of Cape Town's most popular live music venues.

However, the most fun performance of the year was a pop-up concert at the Preparatory School, where they played to a very excited and enthusiastic young audience. They made such an impression that many of the prep girls were inspired to start their very own bands!

Guitar Ensemble

BY MR GARY CRAIG

With so many new guitarists and not much ensemble work able to take place last year, there were many new players in the Guitar Ensemble this year. For some it was their first time playing in a group, but everyone was quick to understand the dynamics of playing in an ensemble and were soon all playing comfortably together. They have played a variety of pieces this year, from arrangements of popular songs like "Lean on Me" and "Hallelujah", to traditional Japanese and Scottish folk songs.

Wind Band

BY MS ROCHELLE KLASSEN

Wind band rehearsals started in full force last year as we prepared repertoire for the Opening of the Music Department. Unfortunately, we were unable to perform as a group, adhering to the Covid protocols and regulations. Instead we got creative...

We approached a group of community seamstresses from the non-profit organisation called YesWeCanSouthAfrica who kindly offered to make masks and bell covers for our wind instruments. A huge thank-you to Mila, Abieda and their team for their efforts.

This year we started with small sectional practices in Term 2, revising our repertoire of film music, *Pirates of the Caribbean*, a favourite amongst the past wind band players, and the theme from *Game of Thrones*. We also worked on music from the legendary Johnny Clegg as we started rehearsing a medley of his songs. We filmed our performances and showcased them on various platforms. It is good to be making music once again!

Fusion (A Cappella Ensemble)

BY MR KEVIN SMUTS

As with many ensembles during this time, we have had to improvise and do our best to keep rehearsing, keep making music and most of all, to keep having fun! Fusion has always been a space that the girls really enjoy – giving up their Friday afternoons for our weekly rehearsals and even choosing to continue rehearsing during exam time!

Though we couldn't host our annual Fusion Supper Show, we did manage to organise a concert on 10th September in the beautiful concert hall of the new music department. Unfortunately, we were limited to a small audience of 40 due to Covid restrictions. However, we managed to live stream the event for those who were unable to attend, and we hope that everyone enjoyed the concert as much as we enjoyed performing!

Marimbas

BY MS SKY DLADLA

The school has three Marimba Bands at present: a Senior Band, a Junior Band and an Afro Jazz Band. In rehearsals we explore old traditional Xhosa, as well as Zimbabwean Marimba Songs, such as "Emaxhoseni" and "Nhemamusasa". The Afro Jazz Band's purpose is to unite indigenous instruments with Jazz and reimagine the idea of African Music.

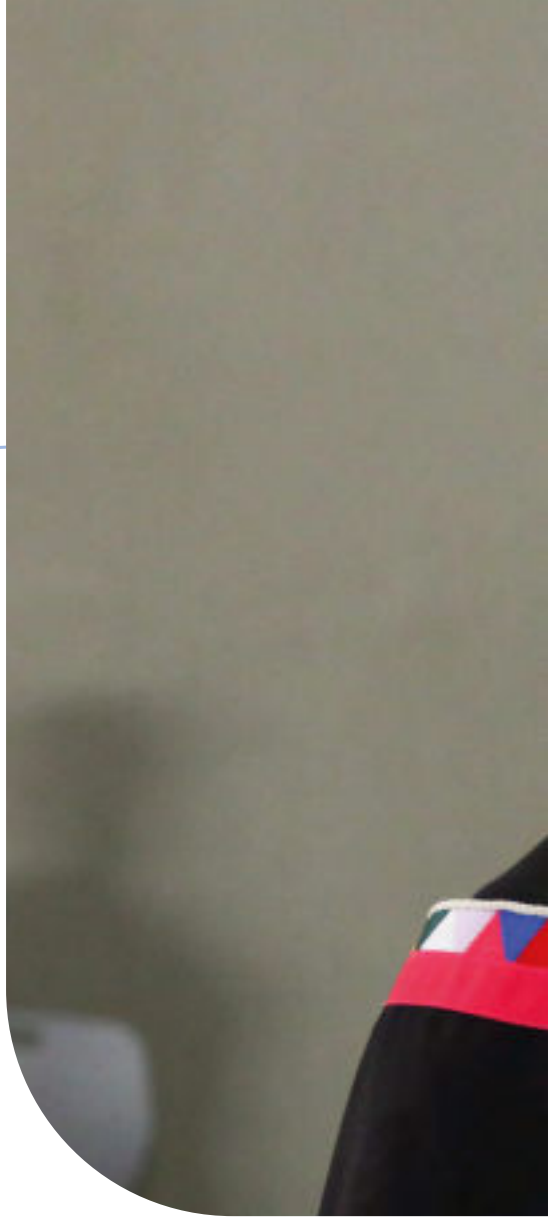
Flute Ensemble

BY RUBY PATERSON, HEAD OF FLUTE ENSEMBLE

The Flute Ensemble has been active throughout the year, rehearsing every Monday after school, and consists of students from Grade 8 to Grade 11. Flute Ensemble provides us with the opportunity to meet people from different grades. This year our main pieces were "Hedwig's Theme", "The Pink Panther", "Greensleeves", "Over the Rainbow", "Morning Has Broken" and "The Dancing Doll". We performed at the opening of Inkwenkwezi Music Centre in Term 1 and in Term 3 we recorded a submission for the Cape Town Eisteddfod. ◊

Valedictory Address

BY MRS HEATHER GOEDEKE, HEAD



Good afternoon members of Council, Parents, Staff and especially the Class of 2021. Welcome to this special occasion at which we applaud the achievements and mark the rite of passage of this group of young women who are navigating matric, a pandemic, and complex societal issues.

To all of you here today, thank you for your support of Herschel and for entrusting your daughters to us. Today we gather together to celebrate them and to recognise the contributions they have made. It is wonderful to welcome you back on campus and to host this ceremony.

Matrics, this is a special occasion and your last formal function in Herschel uniform!

Thank you Haadiyah, Jenna and Laura for your courageous leadership despite so much being taken away and the many disrupted plans. Each of you has shown commitment, heart and vision in your portfolios and you can be proud of having led the school in challenging times. To all Heads of House and Portfolio leaders, and to each matric who led in an area of passion and interest, thank you for your contributions to the school and for holding these spaces despite the restrictions.

I would like to thank the academic staff at Herschel – our Prep School staff and Senior School staff and those teachers at our feeder schools for their collective efforts in preparing all students for the Final Examinations and beyond that, as nurturers and mentors, providing a platform for growth, self-confidence, and authenticity. Thank you for your commitment, professionalism and rich input into the lives of your students. Teaching and learning is our core business and you play a critical role in ensuring that this happens and that it happens well.

The holistic education of our students involves several teachers and coaches across the cultural, musical, community engagement and sporting arenas and I want to thank them all for their skilled and supportive input. I know that you have all shared in the disappointments of the past two years with the pandemic having restricted participation, performance and competition. Nevertheless, there have been special moments and opportunities, and these have always been enjoyed.

To all staff cohorts across the school, teaching and learning might be our core business, but it cannot happen without your role in operations and in the life of the school. My sincere thanks to administrative, boarding, finance, grounds, maintenance, catering, security and cleaning staff cohorts – we are all part of a large team working together. Thank you!

The Senior School Exec and Manco Teams have been stretched this year and I hope that we have grown together. Your collective passion, commitment and support of Herschel is inspiring. Thank you!

My thanks too to Council for your time and commitment to Herschel, and in particular to The Chair, Tracey Dicker, and Deputy Chair, Tumelo Baloyi, with whom Lin Heidmann and I have worked closely in what has been a challenging year. Tracey and Tumelo, your support and your availability to Herschel has been so deeply appreciated and we thank your families for sharing you with us!

And now, my message to you, the Class of 2021. It is abridged owing to time constraints. At this premier event in ordinary times, I would be delivering the Head's Report, including a message for the Class of 2021. But we are not experiencing ordinary times!

Last year in a newsletter I referenced Arundhati Roy, whose words have been quoted regularly since:

Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.

And so matrics, I would like to leave you with thoughts on adaptability and reimagining the world.

The algorithm of words that is recognised by the artificial intelligence that drives our smart devices illustrates our incredible capacity for adaptation: "isolation," "community spread," "asymptomatic" and "quarantine" show the rapid acquisition of words attesting to the flexibility of human language. Phrases such as "state of emergency," "contact tracing" and "flattening the curve," as well as acronyms like "PPE", help us to understand the complexity of the virus. Colloquial terms such as ''zooming'' show how adaptive language is. "You're on mute" will go down as part of the collective memory of lockdown language!

We have had to acquire these words because in not understanding them, we would have risked being part of a larger problem. Being aware of important and current language shifts has empowered us to navigate the pandemic and beyond this to create positive change.

Great literature reminds us that social hierarchies, racial differences, and wealth determine people's ability to protect or defend themselves from the destructive forces of a pandemic. These differences expose the underlying vulnerabilities linked to inequalities and reveal deeply entrenched fault lines in societies. In this way the



pandemic offers a unique opportunity to forge a new narrative of social justice and in so doing to reimagine the South African landscape.

Matrics, you are leaving Herschel with knowledge, skills and an adaptive mindset, awakened to socio-political and economic societal challenges, impacted by the simultaneous movements of #blacklivesmatter, #metoo, global socio-economic disparities and power play, vaccine control and ownership, climate change and the disrupted world of work. As a result of these massive shifts and of your heightened awareness, there are opportunities for you to reimagine your world.

The ability to remain flexible in a time of uncertainty is challenging and you may need to pivot and look at things differently or look for opportunities that you have not previously considered. Your adaptive quotient has prepared you for this. Be aware. Act with intention. Anticipate change. Develop a responsive mindset. In so doing you will look beyond yourself and take people with you.

And what do you need beyond being adaptable?

In reimagining this you will need to be highly collaborative. Work with people, build teams, seek partnerships, work smartly together towards finding solutions.

Be open about valuing what you have. The terrible uncertainty caused by the pandemic made people certain of one thing – we need to cherish the people in our lives. This refreshed focus on people will help towards recognising injustice and division. In reimagining how this might happen you will redefine the concepts of togetherness and belonging.

Prioritise good mental health. After months of lockdown and isolation, the ability to remain calm and positive is proving to be essential to surviving the pandemic. You have recognised the need to talk about feeling vulnerable and uncertain and this has to some extent destigmatised mental health issues, but not sufficiently. Being able to talk about mental health is courageous and honest. It makes us human.

Remember that struggle leads to growth: As difficult as this year has been, it has also led to personal growth. Leverage the lessons learnt from the pandemic to experience personal growth. It was Jordan Peterson who stated that *while an excess of chaos threatens us with uncertainty, an excess of order leads to a lack of curiosity and creative vitality.*

Strive towards finding the balance between these two principles of order and chaos. Somewhere in the space between you will arrive and discover and be: as in the words of the poet, Adrienne Rich:

I came to explore the wreck.
The words are purposes.
The words are maps.
I came to see the damage that was done
and the treasures that prevail.

(Diving into the Wreck – Adrienne Rich)

To the Class of 2021, I speak on behalf of the entire Herschel staff when I wish you well.

Wherever you go, go with all your heart. (Confucius)

Ad Dei Gloriam, Herschel's Class of 2021! ◊

Prize List



ABOVE: Jessica Prevôst, Dux of the School 2021

GRADE 12 SUBJECT AWARDS

Accounting: Melissa Dalley, Safiya Mia
Afrikaans Home Language: Maryam Ameen
Afrikaans First Additional Language: Safiya Mia
Business Studies: Amy Raichman
Consumer Studies: Emily Dalley, Gemma Wellington
Dramatic Arts: Kayla Casewell, Noa Duckitt
English Home Language (Lady Woolley Prize): Aria Ward
Equine Studies: Jenna Moxley
Advanced Programme English: Maryam Ameen, Caitlin Howie
French Second Additional Language: Iris Barrault, Naomie Mubenga
Geography: Chloë Rumbelow
History: Samiya Bhorat, Laura Formby
Life Orientation: Haadiyah Ebrahim, Jessica Prevôst
Life Sciences: Natasha Paul, Jessica Prevôst, Gemma Wellington
Mathematics (Liz Gibbons Prize): Jessica Prevôst
Advanced Programme Mathematics: Natasha Paul, Jessica Prevôst
Mathematical Literacy: Caroline Hooper
Music: Robyn Dunn
Physical Sciences: Jessica Prevôst
Visual Arts: Laura Formby
Visual Arts – Practical Portfolio: Katelin Kruger, Josephine Orpen

GRADE 12 AWARDS FOR GENERAL ACADEMIC EXCELLENCE

Certificates of Academic Excellence: Maryam Ameen, Jenna Betty, Aliya Bhorat, Samiya Bhorat, Zoë Cohen, Emily Dalley, Melissa Dalley, Robyn Dunn, Laura Formby, Lucy Frater, Hannah Golding, Caroline Hooper, Jungyeon Lee, Hannah Meyer, Safiya Mia, Ghanaan Mohammed, Rachael Mol, Natasha Paul, Hannah Pearse, Jessica Prevôst, Amy Raichman, Chloë Rumbelow, Zeeka Sellidon, Saskia van der Byl, Emma van der Velden, Megan van Rooyen, Aria Ward, Gemma Wellington

SPECIAL AWARDS

PricewaterhouseCoopers Book Award for Accounting and Mathematics: Safiya Mia
Prize for Enthusiasm in Afrikaans Home Language: Maryam Ameen
Ethel Hill Cup for Spoken English: Epiphany Stransham-Ford
Bilingual Oral Proficiency at Home Language level: Maryam Ameen
Mrs McCormick's Prize for Spoken French: Safiya Mia
Janet Steyn Prize for Interest in the Humanities: Epiphany Stransham-Ford
Daphne Beames Aequa Mente Cup: Jessica Prevôst
The Alicia Wilkinson Silwood Prize for Practical Cookery: Emily Dalley, Saskia van der Byl
Mary Muller Picture of the Year: Georgia Horrigan
Stobie Musicianship Prize: Robyn Dunn
Choral Prize: Olivia Beauchamp
Jennifer Sale Drama Trophy for Outstanding Performance: Kayla Casewell
Annette Hartmann Trophy for the Dramatic Arts: Noa Duckitt, Caitlin Wilson-Trollip
McClurg Trophy for the Theatre Arts: Bibi Aishah Balim
Waterfield Prize for Commitment, Initiative and Fellowship in the Creative Arts: Noa Duckitt, Sibulele Sodayise
Jenny Torr Prize for Service to the Library: Maryam Ameen, Sarah Gordon
Erasmus Community Service Trophy: Aliya Bhorat
Claremont Rotary Club Prize: Jessica Prevôst
Kirsten Locke Fellowship Award: Chloë Rumbelow
Sandra Wingfield Fellowship Prize: Amaara Abdulla
The Jenna Lowe Trophy: Isabella Slabber
Schönborn Trophy for exceptional achievement: Hannah Pearse
Pietas Trophy presented by the Labia Family: Gemma Wellington
Pamela Duff Award for an Enquiring Mind: Natasha Paul
The Di van Zyl Award: Maryam Ameen, Sarah Gordon
The Head's Award for Compassionate and Authentic Leadership: Laura Formby
The Head's Award for Compassionate and Intuitive Leadership: Jenna Betty
The Head's Award for Dedicated Servant Leadership: Haadiyah Ebrahim
The Old Herschelian Award for Service, Loyalty and Leadership (trophy): Haadiyah Ebrahim

PREMIER ACADEMIC AWARDS

GRADE 12 ORDER OF MERIT

Third place: Aria Ward
Second place (Proxime Accessit): Natasha Paul
The Desmond Loch Davis Award for Dux of the School: Jessica Prevôst ◊







Tradition

The past is behind, learn from it. The future is ahead, prepare for it. The present is here, live it.

Thomas S. Monson

OH REPORT

Looking back on 2021

BY MS KRISTINA MILLER, OHA CHAIR



ABOVE: Emmanuelle Tshala



ABOVE: Talysa Rudah

When President Cyril Ramaphosa announced in January this year that the country was changing to a tighter level of lockdown, we knew in our hopeful hearts that 2021 would not be the year we had all been looking forward to after the annus horribilis that was 2020. The restrictions meant that we could not host the usual Founder's Day celebrations, which includes the service at St Saviour's Church, the Cocktail Party and the popular Founder's Day lunch.

The School hosted a Founder's Day assembly where the recipient of the Caroline Herschel Award, Joan Smith, was celebrated and where a recording of her accepting the award was played for the girls. Please read more about this below.

The OHA also welcomed two new OHA Committee members, Talysa Rudah and Emmanuelle Tshala, to the fold late in 2020. Emmanuelle has already been supportive to ongoing initiatives in her time and also sits on the Transformation, Equity and Belonging subcommittee. In early 2021, we saw two long-standing OHA Committee members, Di Burns and Tamlyn Prevôst, retire from the committee. We thank them both for their long and loyal service to the OHA. Di, who had served for more than 40 years in various capacities on the OHA Committee, received a 'Covid-compliant' gift from the committee in the form of a 'Dine In' meal cooked by Chef Lara Muller from Thyme to Dine and served to Di and her husband in the comfort of their home.

The OHA could not function without the time and efforts of the OHA Committee. I would like to thank each and every one of them for all they do to make membership of the Old Herschelians' Association an attractive option for the Matric girls who are about to come on board.

The Committee of the OHA would like to thank...



DIANA BURNS (DICEY)
for her enormous contribution to the OHA. Di served on the committee as secretary from 1978 to 2010 and, thereafter, as treasurer until 2019 when her daughter, Lucy, took over. Di resigns from the committee after 40 years of service. We are all deeply grateful to you, Di, for your incredible contribution to the OHA. Enjoy your retirement.



TAMLYN PREVÔST (MCKEAG)
for serving on the committee since 2013. Tammy will continue to be the Circle Secretary for the Class of 1992 who are due to celebrate their 30-year reunion next year, during the centenary celebrations. Thank you, Tammy, for your contribution to the OHA.



Centenary Sub-Committee

Late last year, an OHA sub-committee was formed to focus on the Centenary celebrations and has been hard at work planning ways in which to celebrate this milestone. A Centenary website was recently launched by the OHA which features a selection of commemorative sale items; the sale of these items will serve as keepsakes for current and Old Herschelians and will also be the source of a fundraising initiative. In due course, the sub-committee will concentrate on event planning for the 2022 Centenary celebrations in collaboration with the school. In the coming months, you will receive information about the OHA Centenary website where you will be able to purchase items to mark the Herschel Centenary and find more information about 2022 Centenary celebration events.



ABOVE: Kathy Wheeler (Caradoc-Davies) 1973, Doctor of Museology

Herschel Heritage Centre

The OHA committee focused this year on projects that could gain ground in this Covid 'quiet' time. We were delighted to engage the service of Kathy Wheeler, Class of 1973, and Doctor of Museology to sort, categorise and inventorise the contents of the Herschel Archive. Phase two of this project will see a selection of items from the collection being digitised. Already digitised is a full set of the Herschelian 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's website. The result will be an online repository of all archived Herschel records that will be fully accessible to the Herschel family, current and Old Herschelians alike. These records will be easily searchable in terms of date, name and theme such as sport, cultural activity and academic subject. We plan to curate various digital displays which will help bring the history of Herschel to life. This is a huge technological leap for the Old Herschelians' Association and grateful thanks go to the School for their financial support of this project. We look forward to being one of the few schools in South Africa to offer this online archive access by the end of 2022, our Centenary year.

Quicket Crowdfunding

In order to supplement the funding of the digitisation project, the OHA Committee launched a R50 000 crowdfunding initiative using Quicket in mid-2021. To our joy, we reached 50% of our target within one month with a further commitment to cover any shortfall in the target by the wonderful Old Herschelian Francesca Welbore-Ker, Class of 1974. We are continually reminded of the generous alumnae we have in our midst and who continue to support us in so many ways.

Caroline Herschel Award

When nominations for the 2020 Caroline Herschel Award recipient opened in June 2020, we knew this would be a tough year as the nominees were so phenomenal. The OHA took steps in 2020 to ensure that the judging process was independent and fair. For the first time, all Old Herschelians were able to vote for the nominees via a Google voting sheet and the top two nominees were then submitted to an external panel of judges who represented the fields of education, philanthropy and business. These judges have no affiliation to Herschel nor to the nominees and their selection of Joan Smith was unanimous.

The School hosted a Founder's Day assembly during which Joan Smith, recipient of the Caroline Herschel Award for 2020, was celebrated and where, due to the travel bans in place, a recording of Joan accepting the award was played for the girls. Joan and her husband Tich are the founders of LIV Villages across South Africa and abroad. The LIV model is long-term cluster foster care, where children have a sense of belonging in a supportive community.

They place orphaned and vulnerable children in a family environment where all their needs are met by taking a holistic approach to physical, emotional, and spiritual healing. We have a couple of video recordings which you may like to watch. Please spend a few moments watching the Senior School Founder's Day Assembly on Founder's Day when Joan Smith addressed the School and talked about her work with LIV. *https://drive.google.com/file/d/1c-rA_auO7iCmuwHj-fbm_jD0joUVmG01/view*



ABOVE: Joan Smith, Recipient of the 2020 Caroline Herschel Award

Lady Margaret Herschel Cocktail Club

BY MRS DAPHNE BEAMES

The Lady Margaret Herschel Cocktail Club is an inclusive social circle and welcomes not only Herschel Alumnae, but also their friends and families to our cocktail evenings and occasional dinners. Arranging a sparkling, social calendar in this 'virtual' world of viruses and vaccinations has, however, proved challenging – but we have soldiered on. Private homes and clubs have proved invaluable as venues and numbers have had to be restricted. It was good to see Caroline Isted (who bravely attended after a difficult year) and to watch her Herschel friends, of over 40 years, rally around her. Sadly, we had to say a final farewell to Helen Stanford, a dearly-loved, long-standing member. Looking back at this year's picture gallery, my favourite photo is entitled 'The Bench' and portrays three of our legal ladies, clearly enjoying themselves, and perched on a wooden seat: Angie Montandon (Jacobs) 2003, Kris Miller 2002 and Lis van Wyk (Mallet) 1989. An image of Lady Margaret Herschel is always in mind and while recently reading through her 'Letters from the Cape, 1834', I came across Sir John Herschel's description of their first glimpse of Table Bay from the ship at sunrise. He describes Table Mountain in the words of Lord Byron: 'Soaring... through thy native sky, In the wild pomp of mountain majesty'.



ABOVE: Angie Montandon (Jacobs) 2003, Kris Miller 2002 and Lis van Wyk (Mallet) 1989



ABOVE: Standing: Angie Montandon (Jacobs) 2003, Daphne Beames, Joyce Goldschmidt. Sitting: Jenny Jacobs, Nancy Todd (Jackson) 1978, Jeanette Beauchamp







Centenary Preparations

BY MRS JUSTINE MACDONALD, CHAIR OF THE CENTENARY SUB-COMMITTEE

Herschel's long-awaited Centenary is now just months away. We hope to be able to celebrate this very special Founder's Day in person and hold the many reunions that were postponed in 2021. We are hoping to have the annual OH cocktail party as well as the Founder's Day celebrations followed by the OH lunch. To celebrate Herschel's 100th Birthday, we have sourced a number of beautiful Centenary commemorative items that we hope will have a wide appeal to the many members of the Herschel family. Proceeds from the sale of these items will form part of the OHA's fundraising initiative in support of both OHA and school projects that the OHA support, such as the Bursary Relief Fund.

Annual OHA Winter Dinner

As you know, we invited Joan Smith to come to Cape Town in August to address the guests at the annual OHA Winter Dinner. But, once again, Covid-19 threw a spanner in the works and the event had to be cancelled. Please visit this website *https://www.liv-village.com/* to learn more about the incredible work done by Joan and Tich Smith. Here are a few happy memories of our Winter Dinner in 2019. ◊







Winter Dinner 2019

LEFT: Class of 1989 from left to right – Anthea Stephens, Karin Young (Gowdy), Doranne Mc-Donald, Kate Ovendale (O'Neill), Elizabeth Young (Gowdy), Libo Msengana-Bam (Msengana), Alex Ovenstone, Sandra Liddle (van Hoogstraten)

Grade 1-12 at Herschel


R Bagus


L Berman


A de Villiers


M de Villiers


N Duckitt


H Ebrahim


L Formby


H Fraser


L Frater


R Glanvill


C Hooper


G Horrigan


J Levett


H Meyer


S Miszewski


L Mohamed


A Mondry


S Osman


K Pillay


C Rumbelow


O Sieff


T Spencer


A van Graan


G Wellington


S Wilensky


C Wilson-Trollip







Service

Then, whether I come and see you or only hear about you in my absence, I will know that you stand firm in the one Spirit, striving together as one for the faith of the gospel.

Philippians 1:27



Chaplain's Report

BY REVD LORNA LAVARELLO-SMITH

As 2020 drew to a close and 2021 stretched before us, I was drawn towards this verse from Lamentations 3:21-23:

"Yet this I call to mind and therefore I have hope: Because of the Lord's great love we are not consumed, for his compassions never fail. They are new every morning; great is your faithfulness."

It was with much hope we closed 2020 with multiple Carol Services. Covid-19 protocols meant we had to have Carol Services by Grade in the Preparatory School, finishing with a beautiful Carol Service for the Grade 7s in St Saviour's Church. The Pre-Prep put on a delightful Nativity play and brought their own very special take on a well-known story.

In the Senior School we held an outdoor Carol Service with a mix of modern and traditional Christmas songs. Yes, it was sad that we could not have our usual Christmas Service at St Saviour's, but there was something special about celebrating this occasion outside on the campus.

I owe a huge debt of gratitude to the Music Departments at both schools. Collaboration between the Music Departments and the Chaplain is crucial; the call of God reaches the depths of our hearts with power through music, and our singing expresses with special power the deepest response of our hearts to God. So I am very grateful that we have wonderful musicians and vocalists here at Herschel who enhance our worship in such a meaningful way and for the way in which both departments support the Christian ethos of the school so wholeheartedly.

2021 has been a year of waves. The second Covid-19 wave saw us once again having to cancel Eucharists due to number restrictions and become creative in marking Ash Wednesday, however it was wonderful during the second term to not only have our Easter Eucharist in St Saviour's, but to resume House Eucharist in the Senior School. For our Easter Service we held a joint service with Grades from the Prep and Senior School being represented. The service was recorded and streamed to the rest of the schools. And then the third wave hit and we are back to no House Eucharists and online assemblies. Sadly, we have had to cancel our joint schools confirmation twice and we are hopeful that on the 10th of October 17 of our students will be confirmed by Archbishop Makgoba at Bishops Diocesan College, along with St Cyprian's and St George's Grammar.

Liesel Juries, our Lay Chaplain, was licensed as Lay Minister by Archdeacon Mark Long at Good Shepherd Church in Protea Village on the 23rd of May 2021 and we give praise to God for Liesel's continued ministry here at Herschel. She continues to serve at Good Shepherd on Sundays under the guidance of Revd Jo Tyers.

We were honoured to have Archbishop Thabo Makgoba, Bishop Joshua Louw, Archdeacon Mark Long and Revd Jaques Pretorius (Executive Director of ABESA) with us as we opened and blessed the new Inkwenkwezi Music Centre. The music was outstanding.

Despite the challenges of 2021 we are continuing to flourish, we have hope, and we are thankful for the faithfulness of God. We are also thankful for the continued prayer and support from the parent prayer groups; their faithfulness and prayers have kept us going even through the hardest times. ◊

Blessings
Revd Lorna

FISH

BY RETHABILE MAJODINA AND NAOMIE MUBENGA



In light of a year as tumultuous and as isolating as 2020, our main goal for FISH (Faithful in Serving Him) for 2021 was to create an environment where Christian students could feel more grounded in their faith, secure in their identity in Christ and supported in their journey with God. It was very important to us that students had a platform where they could question the world in correspondence to their faith and relationship with God. FISH is an authentic space where students can find answers. It is also a space that encourages seeking the truth, despite all of us being at different stages in our walks with Jesus Christ.

We meet every Thursday at lunch break to do a variety of activities, ranging from Bible studies, worship sessions, listening to guest speakers to playing fun games. All these activities are aimed at further developing our knowledge of the Bible and our personal relationships with God and each other.

Unfortunately, due to the late start to the year, we had a very short first term. This, however, was the first step in learning how to facilitate FISH in a manner that allows for sessions to feel as they did prior to the Covid-19 breakout, but within the limitations of our new normal. It was incredibly heart-warming to see such a large group of Grade 8s join FISH this year. Our main focus for Term 1 was going back to the basics. We decided to start the year ensuring everyone had a solid understanding of the basis of Christianity. Naturally, we discussed the gospel, its meaning, and the significance of its role in our faith (after a few icebreakers). This was then supported by testimonies from matric student Gemma Wellington, as well as old Herschelians, Olivia Temple (née Clegg) and Lee-Ann Maughan.

The central focus for Term 2 was approaching the Bible. We found that students are not always sure how to engage with the Bible, hence we started with a session on how to study the Bible. We studied 2 Corinthians over a few weeks and applied all our newly gained knowledge on how to engage with the Bible. We were also fortunate enough to be allowed a worship session due to the relaxed Covid-19 restrictions at the time. We finished the term with a session led by the Head of FISH for 2019, Laura Kingston.

Overall, in our experience, FISH is a grounding place of comfort and a calm in the storm that is the busyness of the Herschel school environment. It is a place where you may walk in tired and weary, but you will walk out with lifted spirits, feeling re-energised and cheerful. Being a Herschelian can sometimes foster a mindset that is hyperfocused on schoolwork and extracurricular activities. Thus, we are both very grateful that FISH gives us the opportunity to intentionally and purposefully connect with and learn more about God in the middle of the school day. We will sorely miss the amazing community, which we have become so accustomed to over the years. We are beyond thankful for all the lessons we have learnt from FISH and we will carry them with us wherever our journeys may take us. We extend our sincere gratitude to the phenomenal committee that has helped us tremendously this year. Our deepest thanks also go to Mrs Oelofse and Ms Oosthuizen for their guidance, their wisdom and their love. Lastly to the whole of FISH, we leave you with Philippians 1:27, "Then, whether I come and see you or only hear about you in my absence, I will know that you stand firm in the one Spirit, striving together as one for the faith of the gospel". ◊

> ***"Then, whether I come and see you or only hear about you in my absence, I will know that you stand firm in the one Spirit, striving together as one for the faith of the gospel."***
> **– Philippians 1:27**

Pastoral Care

BY MISS TRACY ROUSSEAU

2021 held the promise of leaving behind Covid-19 and getting back to the "normal" Herschel… but that was not to be. We have had to navigate another year of pandemic challenges and the impact of this on pupils, staff, families and our greater community.

When reflecting back on this year, it has been a time of grief for many, however, the context of grief can be unpacked to mean different things for different people. Grief is felt for: Death; Friendships that have ended; Losing your community; Missing the certainty you once had; Questioning your judgement; Losing traditions you loved; Releasing who you once were.

When unpacking these types of grief, we see many of us have faced some or all of these in 2021:

- **Death –** the loss of loved ones for whatever reason a family suffers a loss.
- **Friendships that have ended –** friendships change as we as individuals change, mature, grow, etc. Sometimes this means friendships blossom, and others end, and we feel the grief of that friendship, no matter how long we had it for, coming to an end.
- **Losing your community –** for many there has been that loss in the sense of community we have, at school and in our home lives. The pandemic has changed the way we interact with each other and has forced a lot of disconnect into many communities.
- **Missing the certainty we once had –** one thing school had was routine. We always knew what every day/week/month/term held and we could roll through the motions getting work done and looking forward to those fun weekends with friends and families, holidays filled with adventure, and the special highlights of a school year. Now we sit with uncertainty of when or if events and holidays and celebrations can take place. We grieve the loss of the certainty we used to have.
- **Questioning your judgement –** we have to think, then double think, even triple think through every decision and plan we make. Gone are the days of spontaneity and "trusting your gut" because now we need to think about symptoms and direct contact, and restrictions, etc. etc.
- **Losing traditions you loved –** here at school we have had to forego so many of the wonderful traditions and activities that seemed to add life to the school. And while we tried to preserve some of them in small ways, things just aren't quite the same. Hearing the joy of a chorus at Interhouse Singing events, competitions and spirit around the sports fields/courts while we support our pupils, musical concerts, Grade camps and bonding, special school milestones and moments.
- **Releasing who you once were –** the pandemic has left some feeling lost and unanchored. Who we were is no longer who we are. We are forever changed by the circumstances and changes we have lived through and the grief of letting the "me I was" go, accepting the changes that I have undergone – some good, some not – and trying to come to terms with who I am to become.

Grief, for all its different reasons, has taken its toll on each and every person in the Herschel community. Our vulnerabilities have been revealed and we have been exposed as humans who feel deeply and need to find a path to recovery. Yet so many have shown up each day with courage and fought bravely to hold on and work through all that life has thrown at them. We have no idea what 2022 holds, but as we end 2021, may this be a time of acknowledging our grief and vulnerability, actively working towards overcoming and finding who we are after all we have been through. ◊



PASTORAL TEAM

- **Herschel Support Unit:** Tasneem Variawa, Paula Sellmeyer, Monica Robertson and Sheila Moolman
- **House teams:** Louise van Wyk, Sharmila Gordon, Nicole Hughes, Bongani Sopam, Hanneke de Bruijn, Lindsay Wills, Hanneke Basson, Jan Gouws, Elsabe Cairncross, Carol Alpert, Yaasien Kerbelker and Heather Oosthuizen
- **Tutors:** 36 dedicated staff members

"Vulnerability is not winning or losing; it's having the courage to show up and be seen when we have no control over the outcome. Vulnerability is not a weakness, it's our greatest measure of courage."

– Brene Brown

Community Service

BY MRS GILLIAN VAN BLERK, COMMUNITY SERVICE DIRECTOR

Due to the Covid-19 pandemic, we were unable to do any of our Community Engagement projects this year. It was very sad for our students to miss out on the opportunity to interact with students from disadvantaged schools who attend our yearly programmes. Despite this, the school had collections for various items.

Our matrics of 2020 donated their school shoes, textbooks, files, and stationery on their last day of school. The shoes and stationery were donated to City Mission School in Bridgetown, Athlone.

Santa Shoe Boxes

VICTORIA HOSPITAL AND WHERE RAINBOWS MEET – VRYGROND

For the past ten years Herschel has hosted a Christmas Party for approximately 130 children at Victoria Hospital. Last year, we were unable to do the party, and instead donated a Santa Shoe Box and a party pack to 130 children who attend as outpatients for various treatments.

On 2 December 2020 all the grades at school participated in making Santa Shoe Boxes. The students were very excited to make Christmas cards, wrap the shoe boxes and pack each box with toiletries, stationery, sweet treats and clothing. The boxes were beautifully decorated by the students with special messages attached. A total number of 220 Santa Shoe Boxes were made and donated to Victoria Hospital and the Vrygrond Community Christmas parties. Party packs were also donated for each child.

In addition, 130 Christmas cards and chocolates were donated to Huis Luckhoff Old Age Home in Rosebank. The ladies at the home were very excited to receive these.

Flip Flop Day

On 26 February, the Senior School raised funds for CHOC through their Flip Flop Day initiative. Students came to school in school uniform and flip flops, giving a donation of R5 or more. Over R3000 was raised for CHOC.

Community Easter Egg Painting Competition

CAVENDISH SQUARE

Cavendish Square hosted a community outreach project for Easter, whereby each school in the Claremont area was given an egg 1m high and 600mm in diameter. The egg was beautifully decorated and painted by our students. The students enjoyed the project and, after many hours of working during break time and after school, submitted a beautifully decorated Easter Egg for the competition.



ABOVE: Cavendish Egg

Cavendish Square had all the Easter Eggs from the 20 schools on display throughout the mall over the Easter period and shoppers had to vote for the most loved egg.

The school that won the competition was Livingstone High School in Claremont, winning a R10 000 Cavendish Square voucher.

Easter Egg Collection

Our school held an Easter Egg collection this year. All Easter Eggs were donated to various organisations and schools.



Reach for a Dream

SLIPPER DAY

On 7 May, students arrived at school in their warm, fluffy slippers in support of Slipper Day. R1 970 was raised for Reach for a Dream and will be used towards funding the dreams of terminally ill children.

Victoria Hospital

CARE PACKS

Our students made up 140 care packs consisting of sweets, tea, soap, etc. for the healthcare workers at Victoria Hospital.

These were gratefully received by the frontline staff at Victoria Hospital after a very demanding year battling Covid-19.

The Interhouse Knitting Competition

The students knitted squares, beanies for babies and scarves. The beanies have been donated to the Zoe Project in Retreat, whilst the knitted squares were handed over to the ladies in Vrygrond to be sewn together to make blankets which will be donated to the residents of Vrygrond.

Caps and scarves were also donated to the children's ward at Victoria Hospital in Wynberg.

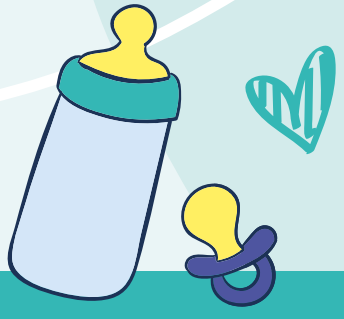
Stationery Drive

The school also held a stationery drive. Our students could donate new or good second-hand stationery, which will be donated to a school in Hanover Park.

Baby Products Drive

KZN

This drive was initiated by Taskya Pillay, a Grade 9 student, following the massive acts of violence and looting spread across KZN and Gauteng in July, the effects of which have left many people jobless and without the most basic of foods such as bread and milk. Taskya organised the collection of baby wipes, nappies or funds, which she then arranged to get to the affected areas.



INTERACT

BY JESSICA PREVÔST



Jars of Hope Collection

The Herschel students collected Jars of Hope for World Food Safety Day. The jars contain rice, lentils, soup mix, one stock cube and a packet of soup powder. One jar can feed a family of four and make 2.5 litres of soup. The jars were donated to the Vrygrond Community, Kewtown Primary School in Athlone, Thandokhulu High School and Victoria Hospital.

Donations

VRYGROND COMMUNITY

Mrs Mymoena Scholtz runs a feeding scheme and has many projects in Vrygrond which she manages. The organisation feeds about 5000 people in the community with a meal per day.

Herschel donated non-perishables, bread, peanut butter, butter, and jam to the project throughout the year. Clothes, books, and stationery items were also donated.

"Thanks for your continued wonderful support, Herschel Girls School. Your donations will help us to continue with our feeding. Together we are stronger."

Interact has had a very successful year, despite challenges that we have faced with Covid-19. Many annual events such as Fun Frenzy, Uncle Willy's Christmas party and One-to-One day did not take place due to the restrictions, however we made innovative new plans to involve as many students as possible in our activities.

Many enthusiastic new students joined Interact this year after the club was extended to include Grade 8s and 9s, in addition to senior students. As a result, our Interact club grew to an eager one hundred members.

Our focus projects were creating Maths and English resources from recycled goods for the Primary Science Programme, painting canvases to brighten the walls of Maitland Cottage, as well as knitting baby items for the Zoe Project. These sessions took place during lunch break on Wednesday and there were several fun Friday afternoon craft sessions. The educational resources, knitting and canvases were all gratefully received in these challenging times.

The knitting project was also extended to the Interhouse Knitting Competition where the whole school was encouraged to take part.

The Interact group knitted baby jerseys, beanies, and booties for the babies at the Zoe Project in Retreat. Zoe Project focuses on providing support to women and babies. Beanies were also donated to the prem babies at Mowbray Maternity Hospital.

We also introduced termly interschools Interact President meetings for the heads of the Interact clubs from various southern suburbs schools.

The first meeting was held at Herschel and was a great success. The aim of these joint meetings was to allow for collaboration between different schools. As a result, Herschel joined the Springfield, SACS and Westerford Interact clubs on Hout Bay beach for a successful beach clean-up. As Interact presidents, Gemma and I have had a fantastic time guiding and extending Interact this year and we look forward to seeing how Interact will grow at Herschel in the years to come.

Interact students did some stunning canvas paintings. The paintings were donated to Maitland Cottage in Newlands and Victoria Hospital for the children's wards.



Thandokhulu High School

On 22 April, 20 laptops were handed over to Thandokhulu High School. Previously, students from Thandokhulu attended history, maths and science classes at Herschel every week. Sadly, due to Covid-19, they were unable to attend for the last two years.

We were very fortunate that Sue Stein managed to source these laptops and load them with academic worksheets, exam papers and instructional videos for the Grade 12 students.

Mr Tokyo Ncunu the Deputy Principal and two students from Thandokhulu gratefully accepted the donation at our school!

"Thank you very much for the donation of canvas art pieces. We are truly excited and happy."
Ms Scheepers,
Maitland Cottage

"Thank you to your students for the amazing canvas painting for the children's ward. It will brighten up the ward. Your students are so talented."
Ms Fatima Hassen,
Victoria Hospital

Service Prefect

BY ALIYA BHORAT

Community Engagement 2021 focused on achieving three things: continuing past traditions, helping to alleviate the devastation that Covid-19 has left in our community, as well as implementing new and sustainable initiatives.

In keeping with past tradition, we were able to carry out several annual Herschel fundraisers. This included Flip Flop Day in collection for CHOC (Childhood Cancer Foundation) and the annual Jars of Hope Collection in honour of World Food Safety Day.

In terms of our Covid-19 relief contributions, on the 25th of March (marking one year since lockdown in South Africa), students worked together in their tutor groups to put together care packages for healthcare workers at Victoria Hospital. This initiative was significant in providing a way to give back to the doctors and nurses of Victoria Hospital, who we know have worked tirelessly and risked their livelihoods to save the thousands of people that have been vulnerable to the Covid-19 pandemic, over this past year. The gift bags contained items such as hand cream, tea/coffee as well as snacks that would aid the doctors and nurses during their long shifts. The collection proved to be an immense success as we were able to make and deliver well over 140 healthcare packages which were much appreciated by the staff at Victoria Hospital. In addition to this, Herschel worked alongside numerous other schools to put together a healthcare video thanking our country's doctors and nurses.

Lastly, we hoped to leave behind an initiative that we hope will continue at Herschel. So we launched our year-long sanitary pad drive. The purpose was to both raise awareness and combat period poverty within our community. It is estimated that 30% of girls in South Africa do not attend school while they are menstruating because they cannot afford sanitary products. Therefore, as an all-girls school, in a position where all of us have the 'privilege' to have access to sanitary products each month, we found this cause particularly important. The students were encouraged to bring in any type of sanitary product on any day and all the products were then distributed to our local communities. We are truly thankful to all the students and staff who brought in items – and we are also excited to have partnered with Springfield for a 'Herschfield' challenge in collecting 1 000 pads! It should be mentioned that many other schools were also encouraged to take part, including Bishops, Cedar House and St Cyprian's. Approximately 2 500 packs were collected and distributed to various schools and children's homes.

Thank you to all the staff and students for your contributions to the community engagement projects throughout the year and finally to Mrs van Blerk for making this a meaningful last year at Herschel. ◊











In the Classroom

"If the plan doesn't work, change the plan but never the goal."

Author unknown

Afrikaans

Teen die Toue

DEUR MARYAM AMEEN (GRAAD 12)

"Is jy oukei, my skat?"

Ma se stem het sagter geraak toe sy haar hand van my skouer af weggevat het. Ek het haar teenwoordigheid agter my gevoel toe ek by die ingang van hospitaalsaal 044 aangekom het, met die woorde "Slegs Kritiese Gevalle" vetgedruk. Ek het myself gehaat dat ek so histeries was oor iets so klein – ek het Oupa daagliks gesien. Hoekom het vandag dan so anders gevoel?

Ses uur se wag vir nuus dat hy oukei was, dat die operasie 'n sukses was en dat hy niks oorgekom het nie, was blote straf. Die hospitaalgange het nie juis 'n toneel van troos, vreugde of hoop vir my sintuie aangebied nie. Die reuk van gaar blomkool gemeng met hoendersop, en die kateters wat van ou lemoensap gestink het, het my naar gemaak.

Ek het diep asem gehaal.

"Hier gaan ons," het ek vir niemand spesifiek gemompel nie toe ek stadig na die deurhandvatsels gevoel het.

Ek het geweet dat dit Oupa se kamer was van die effens sagte, soet jasmyn wat deur die kamer gesweef het.

Die knaende geluid van die hartmasjien was soos 'n naald wat deur my hipotalumus steek en het my kop amper laat bars. Boonop het honderde drade wat Oupa se nek en keel verwurg het, aan my hart getrek, en het my hart ook blou gemaal soos Oupa se geswelde are.

Dit was asof Oupa se hand een of ander oomblik van Oupa se lyf sou afval en dat ek hom betyds sou vang. Die blou bergreeks van are op Oupa se hande het in sterk teenstelling gestaan met die helderskoon Tafelberg waarop die venster uitgekyk het.

Ten spyte van hierdie swakheid van Oupa se blou hande, was Oupa s'n in myne alles wat ek nodig gehad het. Oupa kon nie praat nie of opstaan of loop nie. Ten spyte van alles het Oupa 'n klein glimlag onder sy skrefiesoë probeer.

Die toue wat Oupa verwurg het, was nie net die drade van die hartmasjien of suurstofmasjien nie. Dit was ook die moeilikhede van Oupa se lewe, wat stadig tot 'n einde gekom het. Die geveg teen Apartheid, die diskriminasie, die emosionele aftakeling van die hospitaallewe, en die gewas wat besig was om Oupa se breinselle op te vreet.

Ten spyte van hierdie toue het Oupa gekies om die toue te breek. Oupa was hoopvol. Hy het gekies om te glimlag en nie te kla nie. Hy het gekies om aan te hou glo en om die mooi in die lewe raak te sien. Hierdie onvergeetlike houding is werklik aansteeklik.

Dit was vir nog 'n paar sekondes net ons. Teen die verwoesting en hartseer van die lewe op soveel vlakke: Oupa se hand in myne.

Die res van ons lewensverhale en moontlikhede van die toekoms kon wag. Dit was net ek en Oupa.

Rimpeleffek

DEUR ANONIEM (GRAAD 11)

Terwyl ek voor my vollengte slaapkamerspieël staan, begin ek my voorkoms noukeurig ondersoek: iets wat ek sedert graad 6 gedoen het. Hierdie gewoonte was 'n verpligte deel van my oggendroetine, want naïewelik het ek gedink dat as ek van al my onvolmaakthede bewus was, kon ek dit regmaak.

Ek onthou die eerste keer in my lewe toe ek onvolmaak gevoel het. Dit was in graad 6 toe ek na 'n ander skool verhuis het. Hierdie skool was 'n kontras met my ou een. Die hoë, intimiderende ysterhekke wat die nuut versorgde skoolmure en die asemrowende tuin beskerm het, alles oordadig. Ek was verskrik; tog was ek nog steeds opgewonde oor hierdie nuwe hoofstuk van my lewe.

Pouse het ek die vorige aand se kos – tradisionele Indiese kookkuns: pikante hoenderkerrie met basmatirys uitgepak.

"Sies! Wie se middagete ruik so? Is dit joune, *Adira*? Of moet ek sê Bigfoot!" lag een van my klasmaats histeries terwyl sy na my snor en armhare wys.

"Dit ruik sleg."

Hierdie opmerkings het daarna voortgegaan en my klasmaats se siening van my het my mening oor my kultuur en nasionaliteit spoedig genoeg verander en verander. Die woorde van my maats het 'n rimpeleffek in my lewe veroorsaak en, net soos domino's, het my selfvertroue en selfliefde stadig oorgeneem. Van daardie oomblik af het ek my nationaliteit net as lastig beskou.

"*Adira*! Wat vat jy so lank. Ons moes 10 minute gelede al vertrek het. Maak gou!" weergalm my ma se stem van die trap af.

Ek het geen idee hoekom ek saam met hulle na ons familielede (wat ek nog nie eens ontmoet het nie; hoewel my ma sê ek het) moet gaan nie. Ek kan dit nou al sien: 'n aand vol tantes en ooms wat sê hoe groot ek geword het sedert hulle my laas gesien het. Ek stel geensins daarin belang om een van hulle te ontmoet nie.

Die ergste van hierdie hele situasie is dat ek gedwing word om my sari te dra. Die jeukerige goudkleurige stof gekombineer met taai krale wat in jou vel ingrawe, is nie vir 'n lekker ervaring gemaak nie.

Ek sug diep en begin my lang verraderlike uittog na die motor, in afwagting op die aaklige aand wat kom.

"Ag, kyk hoe het jy gegroei, my kind! Jy het so 'n pragtige meisie geword."

Die vals glimlag wat die afgelope uur op my gesig gepleister is, begin op my wange druk. Die gesels met die ou tannies en ooms oor dieselfde onderwerp, het uiters vervelig geword. Ek weet nie hoe lank ek sal kan uithou voordat my brein ontbrand nie.

Ek het skielik 'n dame gewaar (aan wie ek voorgestel is as my ouma se oudste suster) wat alleen op die stoep sit. Sy waai met haar hand as 'n gebaar vir my om oor te kom. Ek knik en stap op die stoep uit.

"*Adira*, hoe gaan dit met jou studies?"

"U kan my 'Andy' noem en skool is... oukei", lag ek terwyl ek probeer om geloofwaardig te lyk.

"Waarom sou ek jou 'Andy' noem? Weet jy watter betekenis jou naam dra? Dit is 'n baie spesiale Indiese naam. Sterk. Ek verstaan jou baie meer as wat jy besef. Toe ek jou ouderdom was, was ek net soos jy! Ek het glad nie van my naam of my kultuur gehou nie. Jy is nie baie moeilik om te lees nie. Jou valse glimlag het niemand mislei nie. Ek weet dat dit soms moeilik kan wees om werklik trots te wees op wie jy is as almal om jou anders is, maar wees 'sterk'. Moenie klein klippie-rimpelings in jou waters veroorsaak nie. Wees *Adira*. Wees jouself."

Daardie aand het ek nagedink oor wat die tante my vertel het en ek het besluit dat sy reg is. Ek wil liefde vir my kultuur hê. Ek wil trots wees om 'n Indiër te wees.

Van daardie aand af het my gesindheid verander en ek het my pragtige en kleurryke kultuur liefgekry.

Terwyl ek voor my vollengte slaapkamerspieël staan, neem ek my voorkoms in wat my voorheen gewalg het, maar nou is ek nie ontsteld oor wat ek sien nie.

Moet Kameras Op Hommeltuie Alle Publieke Ruimtes Dophou om Misdaad te Voorkom of Is Dit 'n Oortreding van Privaatheid?

DEUR KATE FORREST (GRAAD 11)

Twintig jaar gelede was 'n kamera op 'n selfoon 'n groot, nuwe uitvinding. Vandag kan jy 'n kamera, kleiner as jou vingernael, vir onder R100 koop. Elke dag, op elke plek, in elke stad in die wêreld, is daar 'n kamera wat jou kan sien. As daar geen regulasies is nie, kan jy niks aan hierdie feit doen nie.

Kameras op hommeltuie is onmoontlik om te reguleer. Eerstens kan jy 'n hommeltuig op enige plek koop. Daar is geen manier om te weet wie een sal koop nie, en daar is baie mense wat ander mense se privaatheid wil verbreek en slegte dinge wil doen.

Daar is ook elke week ander nuwe ontwikkelinge. Die wet kan niks daaraan doen nie omdat dit so vinnig gebeur. Al hierdie dinge beteken dat die enigste manier om hommeltuie te reguleer en mense se privaatheid te beskerm is om hulle te verban.

Dit is ook belangrik om mense se privaatheid te beskerm as die owerheid hierdie hommeltuie gebruik. As hulle so baie hommeltuie het "om misdaad te voorkom", sal hulle alles sien. Of jy wil of nie. Baie mense vertrou hul owerheid nie, omdat hulle verskillende opinies het of die owerheid het iets sleg gedoen, en dit sal net die probleem groter maak. In baie lande is die owerheid nie iets wat jy moet vertrou nie. Hulle sal die hommeltuie en kameras gebruik om mense wat protesteer en ander kwesbare mense te straf. Dit is nooit 'n goeie idee om die owerheid so baie mag te gee nie.

Privaatheid is nie 'n maklike ding om te beskryf nie. Dit is nie belangrik of jou privaatheid rêrig verbreek is nie, maar of jou voel dat dit verbreek is. Dit beteken dat, of die owerheid iets sleg met die kameras en die informasie wat hulle daar kry, doen of nie: mense sal bang wees. Al jou aksies is versigtig en jy sal nooit weer alleen voel nie.

Miskien is die belangrikste punt dat dit nie suksesvol sal wees nie. Om hommeltuie met kameras te gebruik om misdaad te voorkom is nie 'n goeie idee nie. Eerstens is daar so baie informasie. Die owerheid sal nooit al die misdaad sien nie omdat daar so baie videomateriaal is wat hulle moet kyk as hulle in elke publieke ruimte 'n hommeltuig met 'n kamera het.

Misdadigers is ook slim.

As hulle weet dat daar kameras en hommeltuie is, sal hulle 'n ander plek vind om slegte dinge te doen. Dit is net 'n groot verkwisting van geld en tyd, omdat so baie mense die hommeltuie moet bestuur. Daar is baie beter, meer suksesvolle en bekostigbare maniere om misdaad te voorkom. Hommeltuie en kameras moenie gebruik word om misdaad te voorkom nie omdat dit nie suksesvol gaan wees nie en net baie onskuldige mense bang sal maak.

Die Dag van my Drome

DEUR NABEELAH DARSOT (GRAAD 11)

"Trieng-trieng, trieng-trieng."

Met moeë oë antwoord ek my selfoon.

"Kyk by jou venster uit," sê 'n bekende stem.

So vinnig soos 'n leeu op prooi spring ek uit my bed en by die voordeur uit. Voor ek dit weet, is ek in die warm arms van Deenah.

Dan maak ek my oë oop en besef dat ek stoksielalleen is. My bed yskoud. Natuurlik is my gunstelingniggie en beste vriendin nie hier nie, want sy is in Johannesburg en ek is in Kaapstad. Eensklaps is my kussing papnat van trane en my oë die kleur van bloed.

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Vandag is my verjaarsdag – 'n dag wanneer ek Deenah die meeste mis, want voor my familie na Kaapstad toe gekom het, het ek hierdie dag altyd saam met haar spandeer en dit was die beste dae van my lewe.

Ek trek my skooluniform aan en probeer om 'n opregte glimlag te gee wanneer my ouers vir my sing en my ma vertel my sy het vir my pannekoeke gemaak.

Dit gaan 'n baie lang dag wees.

By die skool het 'n paar mense vir my 'n lekker dag toegewens, maar my hart breek elke keer 'n bietjie meer. Ek gaan van les tot les en wens dat die dag vinniger kan omgaan, want ek weet nie hoe lank kan ek my trane kan keer nie. Net vier uur.

Wanneer ek my ma se BMW in die skool se oprylaan sien, glimlag ek van oor tot oor – die eerste keer hierdie afskuwelike dag. Ons gaan na *The Creamery* toe: dit is my ma se poging om my gelukkiger te maak en dit werk, want sjokoladeroomys kan vir alles help.

In my kamer doen ek 'n bietjie huiswerk. Toe het ek gebad en my mooiste klere vir aandete aangetrek, want ons gaan na *NV80* vir my verjaarsdag.

Plotseling lui my selfoon: "Deenah."

Met diep asem antwoord ek dit. Sy wens vir my 'n gelukkige verjaarsdag toe en vra hoe my dag was. My stem breek terwyl ek praat en ek probeer vir die soveelste keer hierdie dag om my trane terug te hou. Dan sê sy dat daar 'n verrassing by my voordeur is. Ek weet al dis 'n *Mcflurry*, want sy koop altyd een vir my op my verjaarsdag.

Ek maak die voordeur oop en vir 'n oomblik stop my hart.

Daar voor my staan my gunstelingpersoon in die hele wêreld en in haar hand is 'n *Oreo Mcflurry*.

Ek hardloop vinniger as wat ek nog ooit in my hele lewe het en spring op haar. Trane loop van my wange af.



Eisteddfod

Die Ouderdom

DEUR MIYOLO MVALO (GRAAD 9)

"Sy gaan aan oor hoe sy al die huiswerk gedoen het!"

"Of vergeet sy wie jy en Miyolo is?"

Ek is altyd stil wanneer my suster en my ma lag. Ek vind nooit regtig vermaak in haar demensie nie en ek wil dink dit is redelik normaal by 92-jariges. My fokus verskuif en my oë is vasgenael op die glasvenster van ons 4x4-sedan. Ek sien elke ontmaskerde gesig as ons die strate van Gugulethu binnegaan.

Terwyl my ma die stuurwiel aggressief omdraai en probeer om te voorkom dat sy kaalbolyf kinders terf wat in die pad speel, fokus ek elders. Ek kyk nae die plaaslik geliefde 'Lucy's shebeen', nie oor die oorvloed alkohol wat lekker in yssakke sit nie, maar eerder oor die vreugde wat dit bring. Die klante wat met goudbruin braaivleis op hul tafels bedien word. Dit lyk asof hulle 'n beter 3 uur by die sjebien het as wat ek in 'n rukkie gehad het.

Ons is nou nie ver van my ouma af nie. Terwyl ons om die hoek draai, word ons begroet deur 'n lang boom met sonsondergang geel blare. Die takke is so lank dat hulle val om 'n boog te skep.

DEUR AMY DAVIS (GRAAD 9)



Ek neem altyd 'n rukkie om die skoonheid daarvan te waardeer.

Ek spring kaalvoet uit die motor op die harde, stekelrige sypaadjie wat deur my vel steek. Ek loop op my tone na die huis. Toe ek die deurklokkie lui, besef ek dat ek 'n poeiergrys mammavoeltjie skrik gemaak het wat haar nes bo-op die lig sit. Terwyl ek staan, dink ek hoe gelukkig sy is met so 'n pragtige uitsig op al die veelkleurige plafonpotte wat my ouma gehang het. As die deur oopgaan, begroet my ma ons met 'n warm glimlag wat net so bevredigend is soos 'n drukkie.

As ek deur die kombuis stap om die baie mense wat daar woon te groet, kan ek nie anders as om die reuk van my tante se kookkuns te ruik nie. Ek jaag na die stomende pot om 'n voorsmakie van die amper klaar beesvleisbredie te proe. Dit smaak soos hoe sonneblomme lyk.

Terwyl ons deur die smal kerkagtige gang kom, klop ek aan my ouma se slaapkamerdeur.

"Kom in."

Sy probeer uitroep. Ek gaan 'n figuur tegemoet wat so knus in die bed lê. Sy glimlag en kyk na ons onbekende gesigte. My ma steek haar hand uit om haar brose gesig te streel.

"Hoe gaan dit met jou ma?" sê my ma.

"Ek voel beter," sê my ouma.

Ek luister as hulle ouma-kleinkind se band versterk. Ek kyk na my ouma en sy straal 'n bekende ora uit, net soos die sonsondergang geel boom. Dit is nie die enigste mooi ding wat ek vandag teëgekom het nie.

Binne Vasgekeer

DEUR RAZEENAH PARKER (GRAAD 9)

Almal het gesê ek moenie teruggaan nie, maar ek kon dit nie weerstaan nie. Daardie dag moes ek gesterf het, miskien sou die dood beter gewees het as waar ek nou is. Alleen en vasgevang en dit is alles my skuld, alles omdat ek net te nuuskierig, te gewaagd en te hardkoppig was om te luister na die wyser mense wat my gewaarsku het.

Daardie dag het goed begin, die skool het eintlik vir die eerste keer goed gegaan wat ongewoon was. Nou dat ek daaran dink, was die hele dag eintlik ongewoon. Ek en my vriende was van plan om na skool te gaan branderplankry; ek woon in Haleiwa die see is basies my tweede huis. My veilige plek is as ek branderplankry. As ek deur 'n vatgolf gly verdywn al my bekommernisse As ek met my vingers deur die oppervlak van die water loop is dit asof ek in my eie utopie is.

Die skerp lui van die klasklok tref my oor, dit skop my terug in die werklikheid. My beste vriendin Rachel tik my, dit lyk asof ek dagdroom almal is weg en die klas is leeg. Rachel, Aiden en Dani staan reg voor my en het almal 'n ongeduldige voorkoms gegee. "Oeps," het ek geantwoord. Ek dink ek was net so opgewonde want almal die afgelope tyd so ongemaklik was met die skool. Ons nooit die afgelope paar weke kon branderplankry gaan nie, wat persoonlik vir my soos marteling gevoel het!

Voordat ek dit geweet het, was die dag verby, en die opgewondenheid storm deur my soos 'n weerligstraal. Ek het na die parkeerterrein gehardloop, my blou en swart motorfiets vinnig aangegryp en huistoe gehaas en na Rachel gewaai. Ek onthou nog hoe sy die woorde geskree het, "ry versigtig en wees veilig!". Sy herinner my altyd daaraan om versigtig te wees. Ek dink diep binne weet sy ek luister nooit na dit. Almal wat ek ken noem my onverantwoordelik, alhoewel ek liewer kies impulsief.

Ek het by die huis gekom en binne 20 minute het ek my wetsuit aan en boord in my hand gehad. Ons het almal op loopafstand gewoon en dit was 'n tradisie om elke keer op die drie groot rotse aan die oewer te vergader. Ek kyk rond en kyk my oë skeef om iemand te probeer raaksien.Die wind fluit terwyl alles om my stil is. Die piep van my telefoon breek die stilte. Ek jaag om dit te gryp in die hoop dat dit hulle is, maar eerder 'n boodskap van Rachel. Hulle het gedink dat die weer te winderig sou word en onveilig sou word, en hulle besluit om almal eerder te studeer. Wat vir my smaak te vervelig is. Ek onthou dat ek op daardie oomblik so gefrustreerd was met almal en alles behalwe met die golwe reg voor my.

Ek het eers gaan swem. Ek het opgemerk dat dit meer winderig begin raak, terwyl die water teen die rotse rondloop. As ek in die verte kyk, sien ek hoe groot golwe van oor tot oor in my gesig kom rol. Ek pyl terug na die rotse waar my plank lê, gryp dit en net so is ek in die water. My bene aan weerskante van die bord laat die water my waai terwyl ek wag vir die volgende golwe. 'n Groepie ouer mense kom by my verby wat uit die water kom. Op hierdie stadium het die opgewondenheid my liggaam oorgeneem en alles geblokkeer. Dit het gelyk asof hulle iets belangriks vir my wou vertel, maar al waaraan ek kon dink, was die golwe. Ek het eenvoudig geantwoord met 'n vinnige dankie en verder gegaan.

My gesig verlig toe ek die eerste golf sien wat ek vorentoe roei, my hande op die bord gryp en opstaan. Ek staan op. Op hierdie oomblik het ek die kalmste gevoel, totdat 'n golf teen my val en my van my bord afslaan. Ek sukkel na die oppervlak, maar gryp my

bord en trek myself op. Die volwassenes is nou aan die oewer. Ek kan sien hoe hulle vir my beduie dat almal moet uitklim. Die wind sal binnekort opklaar, het ek aan myself gesê, maar ek moes geweet het dat erger sou kom.

Ten spyte daarvan dat hulle vir my gesê het om nie in die verte terug te gaan nie, het ek 'n magtige groot golf gesien, net nog een wat ek by myself gedink het. So ek het daarnatoe geroei en net so was ek in die vat wat deurkruis totdat dit verkrummel terwyl ek in die middel was. Die water was te taai om weer op te staan. Terwyl ek sukkel, was dit te sterk maar ek was besig om die water uit elke rigting te vee. my plank tref my kop, op hierdie stadium sukkel ek om asem te haal, klem op my ooglede, my hande wankel in nood. Ek probeer skree, maar niemand kan my op daardie oomblik hoor nie, ek onthou die woorde van Rachel, terwyl sy my voortdurend daaraan herinner het om versigtig te wees, terwyl haar stem in my kop afspeel totdat ek iets raak en BOEM. Al my sintuie het net uit my geraak en 'n roerlose liggaam het laat dryf.

En so beland ek in 'n koma in die Haleiwa Algemene Hospitaal, afdeling 6, hoofsorgeenheid, afdeling B. Dit voel asof dit 'n ewigheid was wat alleen in my bewussyn gesit het. Elke herinnering aan die afgelope 15 jaar van my lewe voor daardie oomblik, wat weer en weer in my kop afspeel soos 'n plaat. Soms hoor ek hulle, my familie en die dokters wat vasgehou het aan die hoop wat vir my oorgebly het, ek voel so hulpeloos dat ek wil skree, net soos toe ek onder die water was, maar niemand het my gehoor nie en niemand sal my nou hoor nie.

In plaas daarvan lê ek hier vasgevang in my eie gedagtes.

Daardie Restourant Sien My Nooit Weer Nie!

DEUR REECE CORKER (GRAAD 8)

"Welkom, welkom by Edgar se Kombuis," het die kelner met 'n groot gaap gesê.

My ma het kwaad gelyk, maar ons was almal baie honger.

"Tafel vir vier, asseblief," het my ma gesê. Die sitplekke was baie vuil en het gelyk asof hulle 'n jaar laas 'n lappie gesien het.

My ma en pa het aan die een kant van die tafel gaan sit en ek my broer aan die ander kant.

"Ma, kan ek asseblief na die badkamer gaan?" het ek gevra.

"Natuurlik."

"Ag nee!" het ek ontsteld geskree.

Die hele badkamervloer was vol spinnekoppe.

"Wat is fout?" het my ma verskrik gevra.

"Julle wil nie weet nie," het ek in 'n bang stemmetjie gesê.

"Kom, kom, julle moet nou jul bestelling plaas," het my pa ons vinnig onderbreek. Ek het geweet dat hy honger was.

"Ek sal die spesiale Sondagaandgereg neem," het my ma laat hoor.

"Ek wil dieselfde hê, dankie," het ek gesê terwyl ek na die spyskaart op die tafel kyk.

"Hier is jul hoofgereg. Twee spesiale disse en twee hamburgers," het die kelner na 'n lang ruk gesê.

"Dankie tog! Ons het 'n hele uur gewag," het my pa vies gesê.

"Ja, ek is baie jammer. Ek het aan die slaap geraak," het die kelner gefluister terwyl hy wegstap.

Almal het 'n groot hap gevat en toe ons gesigte getrek. "Het die hamburger suur geproe?"

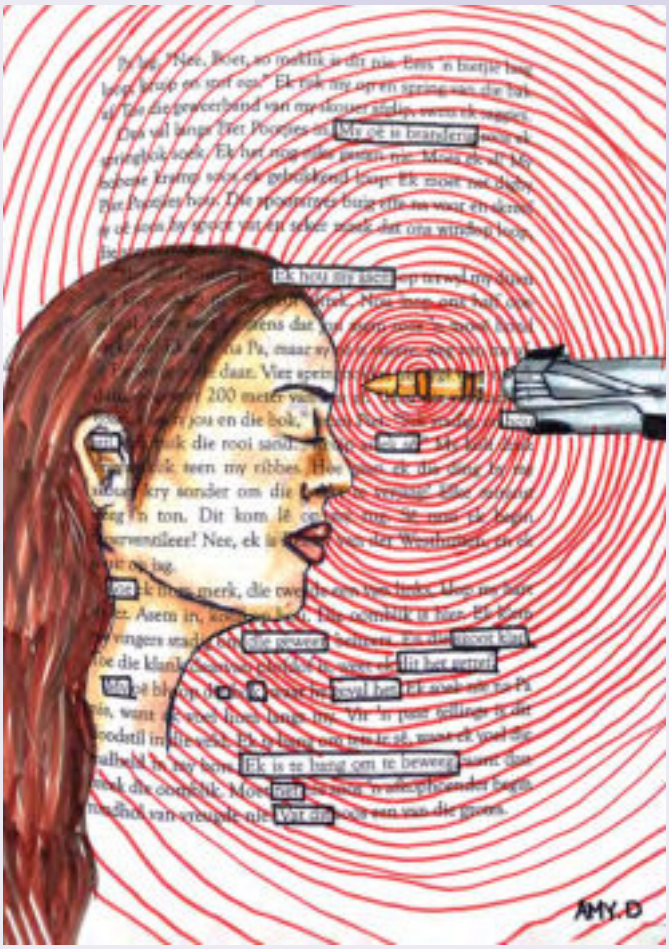
"Is julle reg om te betaal?" het die kelner met nuwe energie gevra.

"Ja, maar kan ek vir jou iets vra?" wou my ma weet.

"Wat was in die vleis wat dit so suur laat proe het?"

"Dit was nie gewone vleis nie. Ons gebruik spinnekoppe om ons frikkadelle te maak."





DEUR REBECCA WOLHUTER (GRAAD 9)

'n Trein Na Die Woestyn

DEUR RUTH MADONKO (GRAAD 9)

Daar is 'n trein wat elke Woensdag vertrek,
12 uur skerp
In die middel van die nag
Dit beweeg deur die donker

Sy blou, bruin verf
Laat dit reg inmeng
Met die donker verligte strate
Dit reis vinnig en ver ooswaarts
Vinnig,
Vinniger
Sy opgeblaasde rook wat ver agtertoe beweeg

Hy bereik sy bestemming
Waar die sand so room soos roomys is
Die woestyn is sy land

Daar is 'n trein wat elke Woensdag vertrek
Dit neem my na die woestyn
Waar ek wakker word in 'n ander land ◊

Art



KATELIN KRUGER



KATELIN KRUGER



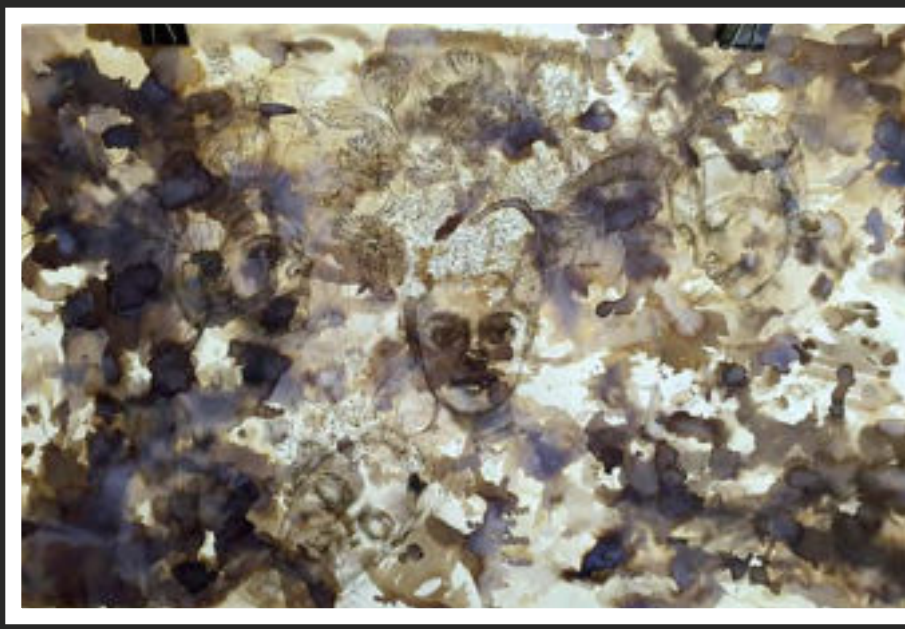
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JOSEPHINE ORPEN

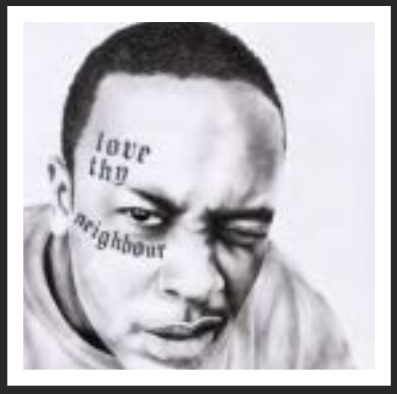


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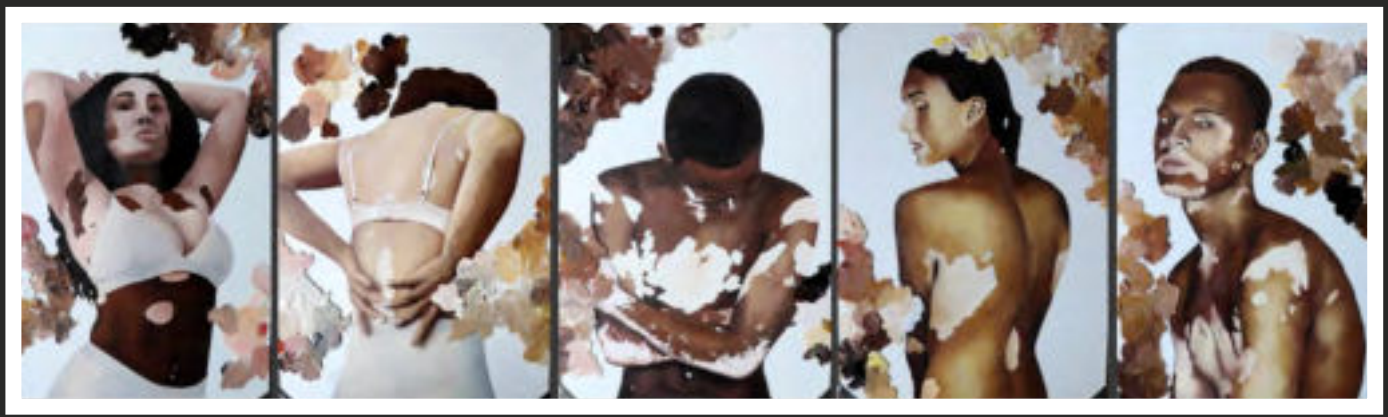
LAURA FORMBY











LUCY FRATER

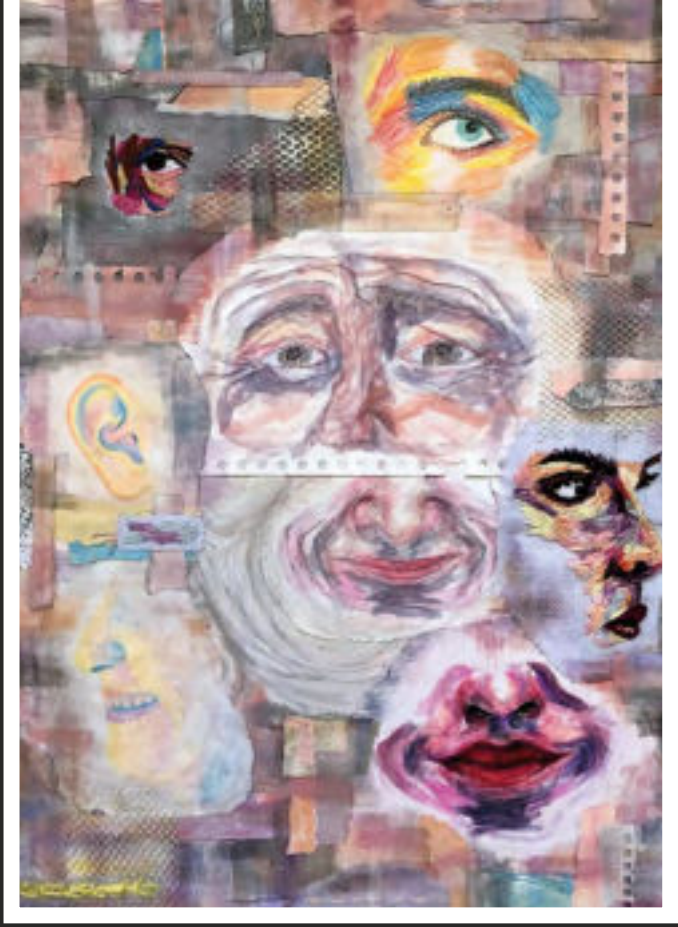








GEORGIA HORRIGAN



OLIVIA BEAUCHAMP



OLIVIA BEAUCHAMP



GEORGIA HORRIGAN





REBECCA GLANVILL

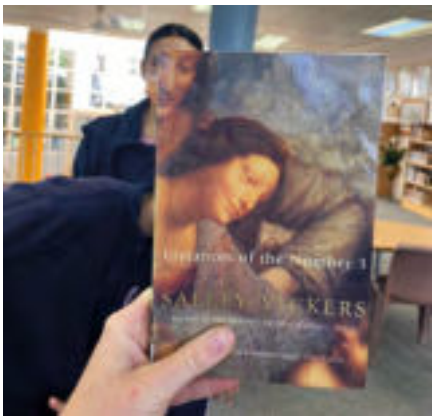
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Baxter Resource Centre

BY MARYAM AMEEN AND SARAH GORDON



With much excitement we opened the Baxter Resource Centre (BRC) at the beginning of the year with the words of author Alberto Manguel, who said, "Maybe this is why we read, and why in moments of darkness we return to books: to find words for what we already know." During this pandemic the BRC has been a safe space for all students and it is evident that through literature we can explore the world and find solace. This has been our aim for the year as we launched into a wonderful year full of service-related initiatives and promoting current events and important national and international days. Even though we were socially distanced, we found a way to bring the BRC team and school community together by connecting with the world through the BRC's activities.

The BRC team started the year by welcoming our five new Grade 9 monitors, who grew to be a group of eight. The students were trained and swiftly became integral parts of the team.

As Term 1 progressed, there was much excitement as we took away the rather ominous-looking hazard tape and reopened the bottom half of the library. The library quickly became a lot bubblier as students began to use the couches and fat sacks to relax and find a comfy spot to read. Shortly after, we hosted an Interhouse poster-making competition to celebrate South African Library Week, with RWD, MCDT, CNH and JNP cruising to victory with their elaborate and detailed designs. As we ended the term, we encouraged our library team to engage with the world around them during the holiday and to report back to the team with one thing that they had learnt or enjoyed.

It was with great excitement that we launched the stationery drive at the start of the second term. This was our biggest community serving initiative, and we are grateful for all of the support we received, which contributed to making this one of Herschel's most successful drives this year. We fervently appealed to students to collect gently used or new stationery items through carefully designed posters which we placed around campus. Our hard work paid off as we delivered the stationery items graciously donated by students, parents and teachers to Morgenson Primary School.

Term 2 was action-packed as we started off with an Interhouse dress-up competition for World Book Day – Mr Deintjie's class made a bold statement resulting in being crowned consecutive winners for library competitions. Our library's 'BRC.Bookflix.com' wall swiftly followed, and we then joined forces with the community engagement team and hosted the sanitary product drive. Towards the end of the term our Grade 9 monitors created a Youth Day display in front of the library, paying tribute to the students who took part in the 1976 protest, and an Africa Day display, by celebrating the writing of our amazing African authors.

In Term 3 the focus turned to our beliefs as we put up a 'values' wall. The Grade 9 library monitors wrote down all the important values and displayed them in the different house colours. The display serves as a reminder to students of their beliefs and to inspire them as they walk into the BRC. During Women's month, we challenged tutor classes to make a video on Generation Equality, where they chose to challenge gender bias, equality, violence and women's rights. Students were inspired not only by the women who marched to parliament on the 9th of August 1956, but also by Sylvia Plath's poem 'Mushrooms'. The speaker in her poem remarked, "Our kind multiplies: We shall by morning inherit the earth. Our foot's in the door."

We celebrated National Book Week on a lighter note by inviting staff and girls to participate in our 'Book Face' challenge! Lots of laughter and fun echoed in the library as girls eagerly visited the library to 'put their face in a book' and create the perfect 'Book Face'.

It has been a privilege to lead this special team who have made working in the BRC a privilege. We especially want to thank Mrs Prins for her guidance, inspiration and support of all of our ideas and initiatives this year, and for being a mum to us throughout our high-school career.

We aimed to instil a lifelong legacy of service through charity in our team, whilst promoting learning through literature, and by initiating and encouraging participation. We believe we have achieved our aims through our endeavours this year and hope to inspire many generations of Herschelians to come. ◊







The Commerce Department

BY MRS NURAAN BARENDSE

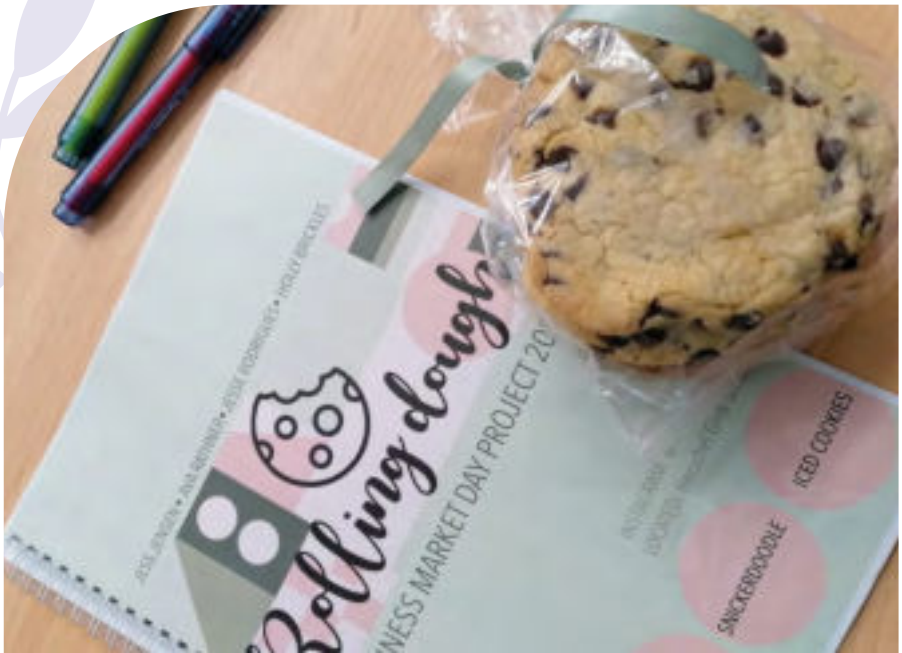
Grade 12 Business Studies and Accounting students have successfully managed to navigate this year through the use of the blended learning model. Development of resilience, autonomous work and self-discipline were some of the personal skills which were thoroughly tested this year.

The Business Studies group explored several pieces of labour legislation practised in South Africa, as well as contemporary topics such as Insurance and Investments, Teamwork and Conflict Management, Human Rights, Inclusivity and Environmental Issues, amongst others. The understanding of these topics as well as the range of personal skills would assist anyone who finds themselves in business courses and those who take the entrepreneurial path in the future.

The Grade 11 group worked collaboratively to create advertisements for their favourite brand and channelled through the world of marketing through investigating the inner workings of the supply chain. The Grade 10 students, through the Business Plan project, organised and ran a successful two-week sales programme which culminated into a Market Day. The groups worked on creating a short and concise business plan and then sold their products for two weeks. This gave them a chance to test the market and master their finances before selling their goods on display at the Market Day. Clay jewellery, brownies, cookies, sweet jars, clothing and gifts were some of the goods for sale. The task gave the students a chance to develop collaborative, technological, problem-solving and general business skills such as marketing, communication and planning. It has also given students a chance to exercise and reflect on their values such as accountability, responsibility, honesty and fairness.

The Commerce Electives consists of an introductory business course called Savvy Start-ups which focuses on creating a business plan, an investor pitch as well as investigating local entrepreneurs. The Money and Me elective introduces a practical course in personal money management. Bank-it is the Accounting for cash elective and IOU is the Accounting for credit elective. These courses introduce students to the General Ledger and the journals, which is the foundation of Accounting and gives them an idea of bookkeeping in a business.

While it is true that Covid-19 restrictions and protocol make it difficult to carry out certain tasks and activities, we are always mindful that there are ways to work around the circumstances. Activities that involve extensive group work become tricky to do, but we have succeeded in using technology to bridge the gap. Shared documents, task-based applications, as well as video conferencing made it possible to work with those who were in isolation. This ensured that no student found themselves excluded from the learning process. ◊



Curriculum Matters 2021

BY MRS SUE GROVÉ, HEAD OF CURRICULUM AND STAFF DEVELOPMENT

As the year reaches the time for reflection and explicit planning, academic educators at Herschel Senior School have been encouraged to adopt the following philosophy towards the 2022 curriculum:

- to make the curriculum relevant and meaningful for all the students. In this way all students will feel included
- in the process of selecting learning themes, content and designing learning materials and activities: educators must recognise their own implicit biases and aim to explicitly counteract their own prejudices
- to promote 21st century skills which are broadly known as the six Cs: character education, citizenship, communication, critical thinking and problem-solving, collaboration and creativity
- educating the students holistically which includes the development of soft skills to enhance a well-rounded education
- to promote a growth mindset so that students become solution-driven and independent
- to encourage a questioning attitude and to create meaningful, deep and relevant learning opportunities
- to focus on SKVAs (skills, knowledge, values and attitudes) to help students develop into successful human beings in the field of work and in their personal lives and
- to promote curiosity, discovery, collaborative and enquiry-based learning, creativity and critical thinking that enable students to cope in an ever-changing world.

> At Herschel we aim to educate every student holistically, i.e. physically, spiritually, socially, academically and cognitively.

The blended learning experience, necessitated by the Covid-19 pandemic, has led to educators in the senior school continually reflecting on the process of teaching and learning. **In this process, it has been inevitable to ask the following questions:**

- What is deeper learning?
- Has the integration of technology had a negative or positive impact on deeper learning?
- Has the blended learning model at Herschel made learning superficial?

What is deeper learning?

There are many definitions available to answer this question, but the following two are meaningful ones to consider:

"When engaged in deeper learning, students think critically and communicate and work with others effectively across all subjects. Students learn to self-direct their own education and to adopt what is known as 'academic mindsets', and they learn to be lifelong learners."

"Deeper learning is the process of learning for transfer, meaning it allows a student to take what's learned in one situation and apply it to another."

(S. Briggs. 2015. What is deeper learning and why it is so effective? Available: *https://www.opencolleges.edu.au/informed/features/deep-learning/*)

FOUR TYPES OF DEEPER LEARNING HAVE BEEN HIGHLIGHTED FOR CONSIDERATION BY EDUCATORS:

1. PROJECT-BASED LEARNING (PBL)

"This is the ongoing act of learning about different subjects simultaneously. Students need to be guided to identify, through research, a real-world problem (local or global), developing a solution using evidence to support the claim and presenting the solution through a multi-media approach using 21st century tools."

(H. Wolpert-Gawron. 2015. What the heck is project-based learning? Available: *https://www.edutopia.org/blog/what-heck-project-based-learning-heather-wolpert-gawron Accessed 21 August, 2021*)

2. INQUIRY-BASED LEARNING (IBL)

Both the educator and the student are responsible for the learning that takes place. Educators encourage students to question, create ideas and make observations. Students are trained to respectfully challenge, test and redefine their ideas during the process of learning. The educator guides the process and students engage in group work with their peers in this kind of deeper learning.

(Available: *https://tophat.com/glossary/i/inquiry-based-learning/ Accessed 21 August, 2021*)



LEFT: Zeah Douglas (left) and Isabella Jefferies (right) with the geode cake that they baked for the Journey Through Time to the Anthropocene elective class.

3.COMPETENCY-BASED LEARNING (CBL)

CBL refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learnt the knowledge and mastered the skills they are expected to learn as they progress through their education. These are incremental and age-appropriate.

This may affect the format of reporting to best reflect the level of competency. The 12 core competencies are: teamwork, communication, adaptability, reliability, motivation, integrity, decision-making, initiative, work standards, problem-solving, grit and organising.

(Available: *https://best-job-interview.com/12-core-competencies.html Accessed 28 August, 2021)*

4. PERSONALISED LEARNING

As opposed to more traditional classrooms, personalised learning means that the educator works with the student to create opportunities for the student to be more responsible for their learning, but will also intervene and reinforce when a student needs it. The learning that happens will be more personalised and meaningful as a result.

READING AND WRITING IN THE CURRICULUM:

As educators Herschel staff have a collective responsibility to guide students to develop:

- Reading skills
- Reading stamina and increased reading speed through practise
- A more extensive academic vocabulary which includes subject jargon and vocabulary
- Focus and concentration and
- A love of reading.

Educators have become more aware of an increasing number of students whose lack of ability and skills has resulted in poor articulation of their thoughts and ideas in traditional forms of writing. The use of an abbreviated form of language is problematic when requested to structure an academic extended writing piece. A concerted effort will be made in all academic subjects to bridge this gap and train students not to overwrite or use colloquial language.

SKILLS-BASED TEACHING AND LEARNING:

When preparing and delivering lessons, educators will continue to plan and include activities and tasks which enable the students to develop and demonstrate their skills. This is part of the outcomes or goals included in each unit of lessons.



ABOVE: Creative textiles



ABOVE: French Elective Grade 8 – 9



ABOVE: Elective Grade 9 painting in oils



ABOVE: Where art meets design



ABOVE: Viola Unite-Penny (left) and Isabella Maltz (right) learning about the different states of the layers of the earth in A Journey Through Time to the Anthropocene.

A further emphasis will be on soft skills. These are personal qualities not measured by tests and include the following:
a sense of wonder, endurance, grit, a questioning attitude, leadership, courage, humility, enthusiasm, empathy, motivation, spontaneity, reliability, critical thinking, self-discipline, resilience, curiosity, humour, civic mindedness and self-awareness.

It is important to note the top five skills in demand by employers:
- Communication skills
- Ability to work in a team
- Problem-solving skills
- Leadership skills
- A strong work ethic.

https://www.bizlibrary.com/soft-skills-training/

As educators we need to heed the advice of Michael Fullan, the former Dean of the Ontario Institute for Studies in Education and Professor Emeritus of the University of Toronto.

"Schools must inquire deeper into their own practices, explore new ways to motivate their learners, make use of learning styles, introduce multiple intelligences, integrate learning, and teach thinking, and in the process discover the passion and moral purpose that makes teaching exciting and effective."

THE CURRICULUM IN THE GETC PHASE:
2021 marked the third successful year of the elective system as a result of the transformation of the junior curriculum.

Students study the following core subjects: English HL, Afrikaans FAL or isiXhosa FAL, Mathematics, Natural Sciences, Life Orientation and Creative Arts (either Visual Art and Design, Drama or Music). In addition to the six core subjects, each student chooses three elective courses per semester within the following compulsory learning areas: Economic and Management Sciences (EMS), Social Sciences (HSS) and Technology (TECH). If compulsory ones have been covered, then students can select French (SAL), isiXhosa (SAL/Clicking with isiXhosa), an elective in the Creative Arts or Integrated Studies.

Students listed many reasons why they were in favour of the elective system:
- they enjoy the range of options open to them
- the freedom of choice afforded to them in each learning area
- they favour the choice of practical electives in Arts and Technology courses especially
- smaller classes of interested students who have chosen the course
- interesting topics and options... amongst others.

Although the Grade 8s and 9s do not write formal examinations, both formative and summative assessments are an integral part of the curriculum. Content and knowledge construction, skills-based activities, developing personal values and demonstrating a positive approach to learning and life, are all integral parts of the GETC curriculum.

In closing, I wish to thank my colleagues for their loyal support and risk-taking to introduce a transformed curriculum in 2019. I know their enthusiasm and innovative approach have resulted in many creative lessons and a sense of wonder and awe in many classrooms. As I retire this year, I wish both the students and the academic staff well for the future.

Ad Dei Gloriam! ◊





Drama

BY MRS SARAH MCARTHUR AND ROMY MYERS

Shakespeare Schools Festival

In the words of Shakespeare, 'All the world's a stage, and all men and women are merely players. They have their exits and their entrances; And one man in his time plays many parts.' This quote from *As You Like It* sums up the experience that the Grade 10 Drama students had at the annual Shakespeare Schools Festival. From rehearsals that brought the students closer together to the final performance, every single moment was full of excitement. The Grade 10s were off to the Artscape bright and early, ready for a big day of rehearsals leading up to their final performance. They had the privilege of performing at the Artscape theatre under professional conditions, enjoying the perks of being a professional actor complete with dressing rooms, call times, stage management, lighting and sound, and a final performance in front of an audience.

The two drama classes took on 30-minute abridged versions of the plays *Much Ado about Nothing* and *King Lear*. *Much Ado*'s cast adapted their play to modern day, in which the turbulent romances and sibling rivalries of the story could play out in a High School setting. *King Lear* employed minimalism in its staging to explore a world that was stark and grey. Characters consumed themselves with the hollow pursuit of rank, property and materialism – to their own downfall. A barren tree stripped of its leaves formed a striking visual metaphor for this idea. One thing that made the process very challenging was the use of masks and following of Covid-19 safety protocols. Nothing, however, could have dampened the energy and enthusiasm of the keen and talented Grade 10s who extended themselves, learnt a lot and thoroughly enjoyed the experience. ◊

Interhouse Film

BY MRS SARAH MCARTHUR

This year's Interhouse Film competition saw the Grade 11s adapt the traditional Interhouse Plays into films, to the theme of 'Side Hustle'. Students had to work together to write, cast, produce, film and edit the films entirely on their own.

The students were faced with the challenges of working in a medium in which they were not entirely comfortable, but they worked hard to embrace and overcome these challenges. Routine Covid isolations within casts, and students struggling to juggle a myriad of conflicting commitments made this process all the more complex for the filmmakers.

The process was such an exciting opportunity for them to explore a new artform and medium with which to tell a story. Given the challenge, our Grade 11s performed admirably and produced films in which they were able to create narrative and explore characters through engaging, funny and moving stories.

Best script went to Jagger, best supporting actor to Jessica Judge, best actor to Kaela Muller and best film to Rolt. ◊



English

The Little Boy that Santa Claus Forgot

BY ANITA MIRA (GRADE 11)

The car, like the sky, was indecisive. It even said as much as it hummed and hawed, and gave deep, rumbling groans about what colour it thought it was. Turquoise, aquamarine? No, an insipid pastel blue, suited to the dithering, dillying, dallying pace at which the vehicle moved forward. The sky wanted to rain but instead just sighed, then sighed again, breathing billowing mist over the countryside.

The boy sighed, then sighed again, fogging up the car window he pressed his nose against. That awful squeaking noise of a grubby finger tracing squiggles on the glass broke the silence. His mother gripped the steering wheel with renewed rigidity, turning up the radio.

A crackly recording sang, "He's the little boy that Santa Claus forgot… And goodness knows, he didn't want a lot…"

Her face had been stern before. Now the mother shot a furtive glance behind her, concern etched into the corners of her mouth. Yet she didn't glimpse more than the skinny ankles, the grimy socks, and the shoes on the wrong feet with the laces painstakingly knotted.

"He sent a note to Santa for some soldiers and a drum… It broke his little heart when he found Santa hadn't come…"

The air in the car tasted stale and musty, but out in the open it was fresh and it was brisk: snow had fallen a few nights ago. It lay muffling and flocculent next to the road, next to the frost-covered road that grew ever more precarious as it snaked across the hills. The car was mightily unsteady the way things were, without ice to worry about. On it spluttered. On sang the radio.



"In the street he envied all those lucky boys… Then wandered home to last year's broken toys…"

The temperature was plummeting. The cold no longer simply nipped at bare skin. The heater hadn't worked in years; the boy was piled into jerseys, swaddled up in scarves, and nursing his red, runny nose with his many sleeves. His mother's nose ran too, not from the cold.

"I'm so sorry for that laddie… He hasn't got a daddy…"

The engine sputtered to a stop.

"The little boy that Santa Claus… forgot...."

Rain beat down on the dented little automobile; the hands that had strapped the cheerful Christmas tree onto the roof rack, hours earlier, were so achy, so numb.

The tree creaked as it sagged, its glistening tinsel wilted, its lights glimmering in the gloom, those merry twinkling lights dimming – the electric wires were now soggy and sodden. The quiet, inside and outside, weighed the car down more than the tree ever could.

Tears ran from the mother's face as she rested stiffened, frozen fingers on the empty passenger's seat, and the boy watched mesmerised as the frost formed crystals on his window.

"Legal" Adventures through Brak-ish Water

BY ZOË ARENHOLD (GRADE 9)

"Plakkies float, right?"

I roll my eyes at the absurd question. Anjo laughs as she, too, realises two pieces of rubber would have to be able to float. I throw her a wicked grin as we dive into the murky water of Klein-Brak Rivier. The town itself is located just past Mosselbaai, known by few. Our family has been going there for over three generations – December being the only time when we can reunite. Our enormous family is spread out all over South Africa.

I hardly feel the luke-warm water as we paddle across the river, plakkies in hand. A few drops seep through the zip on the back of my wetsuit, encasing me in goosebumps. Murray, being a water polo player, arrives at the bank before us. He helps both Anjo and me onto the bank, over a cluster of rocks, as any older cousin should. Tina, despite being the youngest of the family group, arrives at the bank before both Anjo and me. My brother slowly sidles up beside me from his place along the bank, as Richie brings up the rear of our pack. No one, thankfully, has been cut on the jagged edges of the rocks.

We form a line of mismatched heights as we assess the land before us. Light green, verging on yellow, fruits adorn the branches at uneven intervals, a contrast to the neat rows of guava trees. Not entirely ripe, their smell light on the nose. Fresh. A scent often associated with this part of the river.

Over the past three years that we have been "legally borrowing" fruits, we've never seen a single member of the farm's staff. Granted, we only came once every December holiday.

Anjo and I slip the plakkies onto our wet feet, the soft rubber squeaking as we walk. We quickly outpace the rest of the pack as they hop from foot to foot, howling when a thorn finds its mark. About a minute passes before their yelping and whining fades into the distance. We walk on, mud now crusting the legs of my wetsuit, as I fail to avoid getting dirt between my toes.

Rounding a corner, Anjo and I smile at the jackpot we've discovered.

Al – more commonly known to any other Herschel student, but her niece, as Mrs Baikoff – had spied this nook on the drive up here on their rubber duck. Just as Al had described, the fruits here were riper, larger. Their smell tugging up long forgotten childhood dreams of exploring tropical islands, ruling over pirate ships. It is a smell so familiar that just looking at the fruits I can taste their delicate flesh.

We carefully begin to walk our way into the row, plucking fruits as we go. Never taking too many from one tree – we couldn't reach most of them anyway. Venturing too deep into one row is never an option. With no closed shoes, the idea of facing a potential snake is enough to keep us on our toes. When we run out of space in our hands, Anjo casually suggests we use my wetsuit to our advantage. Ten minutes later, all the guavas are shoved just above my swimsuit top and they are beginning to itch and poke me. It takes me catching one which had found a route out of its rubber cage for Anjo to decide we'd gathered enough.

The trek back was filled with lighthearted banter. Upon reaching the rest of our pack, we casually unload all the guavas we'd managed to store. Pockets were filled as Murray began to complain about his feet, which had begun to look like a grandma's pincushion. I grinned from ear to ear as Richie reminded him to "suck it up and eat a guava."

As per usual, we all listened to Richie.

The guava was perfectly ripe; it's flesh bursting with flavour. I'd come to realise guavas often tasted a lot better when you'd picked them yourself.

As a unit, we take a slow pace back to our point of entry, chuckling when others step on thorns. The cold water is once again welcomed as the dirt from my wetsuit is washed away.

"Blood is thicker than water."

I disagree. Diluted blood, in water, is the strongest of all.

"Be Different"

BY KIRSTY BUISINNE (GRADE 8)

Open your eyes!
Your view is murky. Change your lens.
See something different!
Wash your mouth.
Your mouth will not say anything other than complaints. Change your words.
Say something different!
Cleanse your mind.
What you think are only problems. Change your thoughts.
Think something different!
Look around, are you blind,
You cannot hide in your privileged thoughts.
Change your life.
Be different!

"Be a Woman They Say"

BY LUSINDA DUMEKUDE, CATHERINE WALKER AND MIA SCHEIBE (GRADE 8)

I cannot begin to think about how many people are told the same thing as I am told.
I am told to be a lady, be a girl, treat my body like a temple.
Act ladylike, behave, talk when you are spoken to.

I am told to stop acting like a boy, that I must start embracing my womanhood.
But what I am never told is to be me. To be myself. We are told to act like the person society wants us to be. Somebody else.

I am taught to think that the perfect daughter is a girl who sits with her legs crossed and does her hair in a near style.
Does the way I style my hair define me?

They tell me to stop running or I will get broader shoulders.
They tell me not to play the sport as I'm "too weak for it"
They tell me I need to get A's for everything, yet a boy can get the worst grades, but be strong, and be defined as a perfect picture?
They tell me it's "normal" because boys will be boys.

But I am a woman, I am strong. I have a mind of my own, and I have character to make my own choices.
I can be strong, I can be sporty, and I can be a powerful woman.

Creature's Comfort

BY EMMA VAN DER VELDEN (GRADE 12)

The worst part about eating humans is the hair. I had many years to ponder this issue but I never came to a solution. I would have eaten anything else if I could have, but they only sent hairy Greeks down into my Labyrinth. I suppose they'd never heard of a balanced diet.

That elaborate maze was my home for over 20 years. On the day of my birth, I made the midwife faint and my mother scream.

"What a hideous creature, wife. How could you give birth to something like this?" My father held me at a distance as he inspected my snout and famous gold horns. He pulled my tail and flicked my hooves. My father looked at my mother and something shifted between them. My mother's embarrassing infidelity was the lock on my Labyrinth. I was enclosed beneath the castle and left to live my life in solitude, eating treasonous citizens my father didn't know what to do with.

To occupy my time, I would sit beside a grate in one of the many damp passages. Often voices were carried down from the castle's servant quarters. That is how I learnt my name.

"Minotaur," one kitchenmaid giggled.

"I heard he was cursed by the gods," another whispered.

At night, if the sky was clear, I would spend my time gazing through the cracks in the mossy walls. I could just get a glimpse of the stars glittering above the kingdom. I would wonder if the gods could see me from their soaring palace. Was that it? Was I cursed? Destined to eat soggy, cold meat for the rest of my life; endlessly picking hairs from between my canines.

The boy arrived loudly. He smelt of hay and sweat. I followed his trail of wool to find him.

"Very clever," I thought. When I spotted him in the hazy glow of his torch, I was disappointed. He was so skinny! He was my first meal in two weeks yet there was nothing more than skin on him. With my head hanging low, I trudged over to him.

He whirled around when he heard the clopping of my hooves. The wool tangled at his feet but he lifted his bronze sword high.

"I – I am Theseus, son of King Aegeus of Athens. I have come to slay you, b-beast!" The tremor in his voice echoed through the maze. At that moment, a draft passed through the crumbling halls. The torch flickered.

It struck me like no other smell had before. It was so different from the tang of blood or the musk of wet cobblestone. I raised my nose up and let it guide me. I pushed Theseus's sword to the side. His slight frame began to shake as I towered over him. My nose explored further.

"What's in your pocket, Theseus?"

"I am here for my father's honour and I will kill you, Minotaur," he pointed his sword at my horns "And I will cut those off you to prove that I have done it."

I couldn't wait any longer. I dug into his pocket and pulled out something soft and crumbly. I held it to my tongue.

The sweetness exploded in my mouth. Every bad thought and smell evaporated. Theseus looked at me, examining my utter bliss. He lowered his sword and exhaled loudly.

"I don't have to fight you!" he chuckled. "Here, have it all." He rummaged through h is pockets and pulled out more and more of the sweet treats wrapped in wax parchment. My hand quivered as I reached out to grab them but before I could, Theseus snapped them away.

"But you have to help me, Minotaur. Give me your horns and I'll make sure you get plenty of this halva." He winked and gave me an easy smile.

I watched Theseus's ship sail away from the crack in the wall, his black sails swelling in the wind. I stuffed my face with the "halva". Absent-mindedly my hand would wander to where my horns had been, now stubs. I settled into a rare ray of sun and napped as crumbs fell onto my lap.

Reading, a Treasure of my Life

BY JUNGYEON LEE (GRADE 12)

I've always been a consistent reader before I moved to South Africa. My mom is the most enthusiastic reader that I know, and she influenced me a lot in terms of reading books from an early age. From that moment until now, today the knowledge and sense I have gained from reading, have been such an important part of myself.

I was exposed to books ever since I was born. My mom would love to read them out loud while I was having a rest or nap. One of the rooms was filled with a massive number of books on every side of the room. I noticed that my mom, in her free time, was not going on her phone or watching TV, but reading. It became so natural to me that reading is a tool

for relaxing because everyone around me thought so.

When other parents were so desperate to teach their kids how to write from a very young age, mine didn't stress about that at all. They would continue exposing me to new books. Once I started to go to primary school, I was the one who developed well in writing and speaking skills, faster than any other kids. Of course, no one could keep up with my speed of reading, or skill of understanding the text almost perfectly. I thank books I've read, as well as my parents, for introducing me to the habit of reading.

I do agree that books are the most valuable human technology because I've experienced it. All the life skills I have gained from books, stay in my soul, no matter what situation. I am quite sensitive in picking up what people are thinking, what they are feeling and predicting their actions. It's because I have so many characters I remember from books, which allows me to create a new character for the person I'm dealing with, and make a new story. Most of the time, my guesses are accurate. I always keep in mind, that every character has a different background, and I don't know what they are going through, which helps me to avoid judging others. This enables me to get to know them even more, without prejudice.

It's not only emotive or figurative senses I have gained by reading. I have such diverse knowledge about different components of the world, due to the fact that I don't have any specific genre of books which I prefer. I would read a range of books from science fiction to philosophy. People around me are often surprised by my general knowledge. Again, I thank the books.

However, even though I love reading, my affection for books weakened on my arrival in this country. I was unable to bring all my Korean books due to their weight. Added to this, my parents wanted me to be exposed to books written in English, in order to familiarise myself with it. Unfortunately, I then lost my interest in books. Until now, I don't feel the same connection when reading books in English. However, I recently discovered that I haven't completely lost my enthusiasm to read. When I'm reading a book in my own language, I still feel passionate about it, and I realise that I should read books that I enjoy rather than those which I am forced to read. Also, it's better to read, than not to read at all. Reading Korean books won't help me to improve my English grammar, vocabulary and expressions, but I can still gain creativity, knowledge, and critical thinking skills. I believe I have found the joy of life again.

Reading is a huge part of my life and I would not like to lose any factors that influenced me. Those factors are mainly positive with the exception of one, the fact that I use too much of my academic time on reading. Still, I believe it is not a waste of time because it gives me so many valuable skills, other than just studying. I have recently started reading books again, and I'm developing and improving my life skills, which I hope to continue well into the future.

The Coffee Shop

BY CHARLIZE KARIMI-TABESH (GRADE 8)

I walk briskly along the cobbled brick road, taking short breaths of the sharp, icy air, itching as my woollen scarf rubs against my neck.

The stairs are laced with ice. The thin coat of ice softly cracks as I take my first step. Once I reach the top of the stairs, I tightly wrap my fingers around the shiny brass handle and pull the heavy, wooden door. The door slowly starts to open and a comforting warm gust of air bursts through, and surrounds me with its scrumptious smell of freshly baked goods, and the slight buzz of people talking.

I walk towards the counter to be welcomed by a friendly face. I stare at the large chalk board decorated in coffee and cake orders, feeling overwhelmed by decisions. I eventually place an order and receive my hot, vanilla latte. The warmth of the paper cup slowly melts my frosted fingers.

I navigate my way to the roaring fire, and take a seat on the black leather couch close by. My face is greeted by a warm fiery glare. I move my paper cup closer towards me and take a big gulp. A sharp taste of syrup stains the tip of my tongue, as the hot milky liquid seeps down my throat, slowly warming every inch of my body.

I take more and more delightful sips of this warm silky liquid, lined with vanilla and whipped cream. I finish my drink feeling completely satisfied… yet wanting more. I hop over to the counter and order a huge blueberry muffin. I walk back over to the leather couch and gently sit back down, eager to devour my muffin.

Purple syrup oozes down from the sweet sticky blueberries, hidden in the soft airy cake. Practically drooling, I take my first bite. My tastebuds burst in excitement of the maple glazed cake, and the sweet, gooey berries. The smooth textured cake crumbles against my teeth as I take another bite. Every bite is savoured until it's all gone.

I convince myself to stand up. Using every muscle, I manage to get my feet on the ground.

The wooden panels lightly creak as I place my foot on floor. I make my way to the door and tug hard on the slim handle. The iced air consumes me, I shiver slightly and exhale a warm foggy breath. I step outside the door, and disappear into the grey, misted distance.

In the Dark

BY KATHERINE BENNETT (GRADE 11)

In the darkness of the isolated attic the privilege of sight is easily forgotten as you begin to do the only thing you can; feel. Feel the press of Princess Pinky's eternally bent elbow and the pressure and occasional drop of debris from Pretty Penny's worn and steadily disintegrating head. Feel the feeble draft endeavour to escape the vent and aerate the suffocating room. Feel the vibrations of the occasional movement of the people below. But as you allow yourself to feel, you also begin to feel the others. Feel the anger and frustration and sorrow of the abandoned, which entwine with the already stifling environment to create a cynical and bleak maelstrom, which engulfs all within the room. It is what connects us.

Alerted by a resounding pound from below, we were all completely aware when the fateful grind of the rusting hinges, the source of our entrapment and potential freedom sounded, the trapdoor. Someone was arriving. The sliver of blinding but awe-inspiring light gradually increased, spilling over the scene. Illuminating all the forgotten inside and, perhaps, justifying our desertion. Decrepit and undesirable, the light a horn of judgement proclaiming what we truly are. The asphyxiating layer of dust created a filter on all who resided within the attic, making the shabby and used objects throughout look antiquated and decaying.

The silhouette of an other-worldly entity ensnared our gazes as it rose into our domain, each step accompanied by thunderous tremors, shaking our world. And while we should have been hopeful, with this potential proposition of liberation, the unmistakable tang of fear flowed throughout the room. None of us were entirely certain as to how or why, but all of us felt the same. We did not wish to leave. We did not wish to be truly thrown away, or even given away as an act of charity, not for the ones who deserted us. We belong in the attic. We have all become the attic and as the silhouette finally intruded upon our space, it was with defiance we confronted them.

But the dark figure immediately retreated from the room, slamming our barricade closed and eliminating all traces of the light once again, but not before we saw the new forsaken box, filled with fraying, ragged clothes. And this time the wavering waft of air brought with it a sense of gratitude, for what we do have. A home. ◊

French



BY JEMIMA MCQUEEN (GRADE 8)

Je m'appelle Jemima je suis de Cape Town et j'étudie à Herschel. J'aime étudier l'histoire et la biologie et je parle un peu français maintenant. Je n'aime pas étudier les maths et l'anglais. J'aime danser et chanter et le weekend, j'adore parfois surfer et nager à Muizenberg. J'aime aussi beaucoup voyager et j'adore visiter Paris et Londres. Avec ma famille j'aime jouer à « Pictionnary » et à « Trivial Pursuit ».

Le Sport

BY RUBY MOLLER (GRADE 11)

D'un côté, je crois que ce n'est pas bon pour la santé de rester au lit toute la journée, mais, de l'autre côté ce n'est pas bon pour la santé de jamais faire de récréation. Donc, je pense qu'avoir un équilibre entre le sport et le repos est essentiel.

Si on n'est pas actif, on peut tomber malade, comme avoir mal à la tête ou au dos. Pour cette raison, j'essaie de courir cinq fois par semaine, mais ça dépend de ma paresse… Parfois moi et mon frère, nous allons courir ensemble.

Mais, la santé n'est pas seulement le sport- c'est un style de vie. Pour une bonne, mais précisément, une vie qui est en équilibre ; je crois qu'on doit aussi manger des fruits et des légumes frais, même s'ils n'ont pas toujours un goût délicieux. Quelques légumes sont bons, pas seulement pour la santé, mais aussi pour la beauté. J'ai lu que le brocoli aide les cheveux et la peau.

En conclusion, je crois que c'est essentiel pour la santé et pour la vie d'être en forme. Quand je fais du sport je peux me reposer, à l'air frais et au soleil et rire avec mon équipe.

Mes vacances d'été

BY BUHLE TWANA (GRADE 12)

Mes vacances en 2018 ont été très différentes de mes autres vacances. Il y avait une chose très triste qui est arrivée pendant mes vacances, à laquelle nous ne nous étions pas attendues. Ma grand-mère est morte le 28 novembre 2018.

En effet, on ne pense jamais vraiment au fait qu'une personne qu'on aime peut mourir. Pour cette raison nous sommes allés au Eastern Cape en autobus et par nous je veux dire : moi, ma mère, ma sœur, ma tante, mon oncle et mes cousins.

Quand nous y sommes enfin arrivés, tout le monde était heureux parce qu'il y avait trop d'années passées depuis notre dernière réunion.

Le jour important de l'enterrement de ma grand-mère dont je dois parler est vite arrivé. Son enterrement était beau et tout le monde qui l'avait adorée était là : sa famille et ses amies. Le jour s'est terminé avec de la pluie et dans ma culture, nous croyons que c'est une bonne chose.

Pendant les autres jours de mes vacances, j'ai passé du temps avec mes tantes et mes cousines et nous avons chanté, joué et dansé. Nous avons aussi tous participé aux corvées à la maison et rangé et nettoyé. Il y a une chose spéciale qui arrive quand on passe du temps avec toutes les personnes qu'on aime et c'est justement cela que j'ai senti pendant ce temps partagé. S'il y a une chose que ma famille fait bien et que je dois vraiment mentionner c'est cuisiner. Elle fait la meilleure cuisine. Mes tantes ont fait des salades, du poulet frit, du bœuf et souvent mon préféré : le « gallet » come dessert.

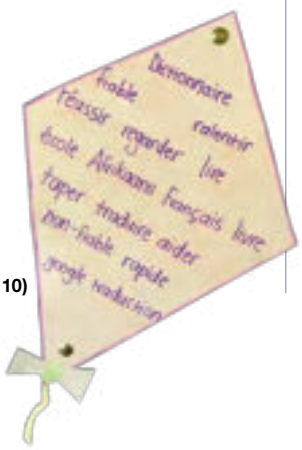
Une autre chose que j'aime beaucoup au Eastern Cape est que c'est très vert et il y a beaucoup d'herbes et d'arbres. L'air est frais et j'ai besoin de prendre de l'air frais après une année à l'école. Quand je suis dans cette région je vais souvent dans une ville qui est très petite. C'est ce que j'aime justement, car tout le monde connaît tout le monde. C'était drôle à l'époque car la plupart des personnes ne pouvait pas croire à quel point j'avais grandi.

Aujourd'hui ma grand-mère me manque encore. Mes vacances one été consacrées au souvenir de ma grand-mère et à notre grande famille. Il y avait de beaux moments et des moments tristes mais mes vacances resteront toujours mémorables à cause de la célébration de la vie que ma grand-mère avait vécue.

Joyeuse Jessica

BY JESSICA PETERSEN (GRADE 9)

Joyeuse
Efficace
Sympa
Super
Intelligente
Créative
Amusante



RIGHT: Poéme by Leya Patel (Grade 10)

« Peut-on tout pardonner ? »

BY SAFIYA MIA (GRADE 12)

Si on peut tout pardonner, c'est un sujet très discutable. Nous vivons dans un monde dans lequel il y a beaucoup de gens et donc beaucoup de diversités et complexités. Avant de donner mes opinions, je pense que c'est très important de comprendre que tout le monde est différent – par exemple, je peux pardonner à quelqu'un, mais c'est également juste si une autre victime ne veut pas pardonner à quelqu'un d'autre la même chose.

Je considère que je suis une personne très logique et raisonnable. J'aime avoir les faits et comprendre mes émotions avant d'arriver à une conclusion. J'ai de la chance parce que je n'ai jamais eu des expériences très sérieuses avec des criminels. Mon opinion est basée sur les gens que je vois à la télé. Quand je regarde les nouvelles, j'entends l'horreur et la peur des femmes dans notre pays. Tous les jours, il y a beaucoup de violence et de meurtres surtout contre les femmes. Je vois comment les familles et les amis des victimes souffrent et cela me rend en colère. La vulnérabilité et la peur des femmes sont injustes.

A mon avis, on ne peut pas pardonner le viol et le meurtre. Les victimes souffrent à perpétuité – il n'y a rien qui peut améliorer leur chagrin. Mon esprit de vengeance veut que ces criminels doivent souffrir pour l'éternité. Ils ne méritent pas les belles choses de la vie.

Cependant, pour les crimes moins sérieux, comme si une personne prend quelque chose de toi sans autorisation, on devrait lui pardonner. Dans ma famille, il y a eu un incident, il y a 10 ans, où nous étions victimes d'un cambriolage. C'était triste pour ma mère qui a perdu ses bijoux très chers, mais aujourd'hui nous avons totalement oublié cet incident. Les agents de police n'ont jamais trouvé ces criminels, mais nous continuons à vivre notre vie. Il n'y a pas beaucoup de souffrance. La raison pour laquelle certains veulent voler est plus compréhensible que le viol ou le meurtre.

En conclusion, tout pardonner dépend de l'individu. Il n'y a pas de vraie réponse. Mais dans mes expériences personnelles et d'après ma personnalité, mes opinions sont basées sur la longueur de la souffrance des victimes. C'est pourquoi je ne peux pas pardonner aux meurtriers et aux criminels sexuels, parce que la douleur et le chagrin sont irréversibles ; mais c'est facile pour moi de pardonner à un voleur, parce que la souffrance est temporaire. ◊

"If the plan doesn't work, change the plan but never the goal."

– Author unknown



Geography

BY MRS NASEEMA PARKER

As the world faces another year with the Covid-19 pandemic spiralling into many waves, we as a Geography department had to plan around the different levels of restrictions, but wanted to ensure that our girls received the skills, the grit, and experiences to enable them to navigate these changes.

On the cloudy and humid first day of March, the Grade 12 Geography class embarked on an excursion to the Oak Valley Farm in Elgin.

As the bus drove through the wide gates, we were greeted with rows of trees, heavy with red apples. Over the past 130 years, since the farm's establishment, they have expanded their business to include pears, wine and freshly cut flowers. The large greenhouses scattered around the farm contain a large variety of colourful and rare flowers. The Grade 12s walked eagerly into each greenhouse and were bombarded with the hot, sticky temperatures. We were amazed to learn about the unique and precise farming methods that are used to harvest flowers throughout the year, even in the coldest winter months.

Next was a stroll through the apple orchards. Everyone was excited to see their favourite type of apple hanging on a tree right in front of them. Being allowed to pick and eat our own apples was definitely the highlight of the day. From Granny Smith to Top Red and Pink Lady, Oak Valley supplies most of the apples to the Western Cape and far beyond.

A little while after, the Grade 12s sat in the bus, crunching into the apples they had picked, a sweet end to a most informative adventure.

The excursion equipped our Matrics with the fieldwork needed to complete their research essays, and to understand the dynamics of farming and the crucial role it plays in maintaining food security in our country.

Thanks to Emma van der Velden (Grade 12) for contributing to the article.

As virtual spaces have become our new reality, our Grade 10-12s participated in the Virtual South African National Geography Olympiad, held on the 18th of May 2021.

As newbies, our eager team of 14 young Herschel Geographers participated in a rather challenging and thought-provoking Olympiad. I am so incredibly proud of them all for participating and achieving certificates ranging from platinum, gold, bronze, and silver. Our shining star was Chelsea Thompson, in Grade 10, who received the Top Female Award, as well as Top Grade 10 Award for the SANGO 2021 Royal Geographic Society Antarctic Module. ◊



A FEW OF THE PARTICIPANTS FROM LEFT TO RIGHT: Lathitha Sicweby (Grade 10), Cameron van Wyk (Grade 10), Chelsea Thompson (Grade 10), Suzy Whall (Grade 10), Emma van der Velden (Grade 12), Jungyeon Lee (Grade 12)



ABOVE: Chelsea Thompson (Grade 10)

History

BY MS LINDSAY WILLS





This year, the Herschel History department has continued to grow its capacity and has endeavoured to create a progressive and innovative history curriculum.

The elective system remains a space where deep and meaningful explorations of a variety of topics can take place, for example, the history (histories) of Africa and her people, World War 1, the Holocaust, major turning points of the Sixties, and for developing historical thinking skills necessary to engage with historical themes such as democracy and its fragility, feminism, gender representation, and ethical citizenship.

For this year's magazine, we thought to highlight the Grade 10's experiences, given that it is their first year of senior history...

- I've really enjoyed Grade 10 history. I don't have a favourite topic because I've learnt so much from all of the topics we've done, and I really loved learning about them. But, if I had to choose, I would say the French Revolution was definitely amazing to learn about and I would be so excited if I saw that history! **Ongamela Peter**
- As it turns out, we learnt that there was more to the French Revolution than, "Let them eat cake!", which wasn't actually said in the first place and, to my surprise, "Off with their head!" was a more accurate statement! **Jessica Jensen**
- My favourite topic was definitely the French Revolution – it was also just so inspiring to hear the citizens working together to achieve fair and equal rights. The other topic I loved learning about was the Aztec and the Spanish. This topic was just so intriguing to me because of all the violence and torture! **Anna Koenig**

Due to the continued restrictions of Covid, it has been difficult to organise outings. However, we have had the privilege of having a number of guest speakers.

In May, Dr Lwazi Lushaba spoke to the Grade 10, 11 and 12 History students, giving a presentation entitled 'Can there be non-racialists in a racist society?' Dr Lushaba provided a historical discussion about racism, touching on topics such as the Enlightenment, colonialism, 'race science' and genocide, which are areas all three senior grades study in their history curriculum. The students loved the experience of hearing someone speak with great authority and purpose on issues which are complex and multi-faceted. They found him a compelling and interesting speaker, who 'really made them think'. Dr Lushaba expressed how meaningful it was for him too – in particular, he found the students' candour and integrity refreshing, saying that this was because he 'was conversing with minds that were not actively resisting what they were hearing.'

In June, Mitchel Hunter, a researcher and activist in Israeli-Palestinian affairs, came to speak in the context of renewed tensions and a flare-up of deeply historical issues in the region. He gave a powerful, informative and relevant presentation, which was received with great positivity across the diverse community that makes Herschel. In a complicated, fractured moment, the talk opened up a space to foster greater harmony and understanding.



In August, we were honoured to have Mary Burton, the former TRC Commissioner, speak to the Grade 12s about her personal experiences and her reflections on the TRC process. As someone who played a key role in the Human Rights Commission hearings between 1996 and 1998, Mary provided invaluable historical contextualisation of the TRC. She shared many stories and anecdotes, which have immeasurably enriched the Grade 12's understanding of a complex aspect of our recent history. Speaking with authority and compassion, Mary left a great impression on us all.

Finally, it is with the heaviest of hearts that we must bid farewell to our colleague Sue Grové. Sue is a teacher characterised by a deep passion for history, a conviction for the power of history education to protect and further democratic values and a passion for innovative pedagogy. Having taught history at Herschel for more than a decade, she leaves a distinctly outlined Sue-shaped hole which will be hard to fill. ◊

IsiXhosa

BY MS ZIKHONA BOVANA

This year has come packaged and wrapped with a lot of challenges, uncertainties and opportunities to learn, adjust and grow. It has broadened our horizons as humans and shown us how our actions affect others and the difference that we can make when we work together.

I will start off by saying what an amazing start to my career as a teacher this has been. I would like to thank everyone for your support in helping me transition to the world of work. This has not come without challenges, but with time and development, I am only looking forward to where we are going. Starting a job where social interaction and gathering are restricted, face covering, and physical distancing are mandatory, meeting and interacting with people has been a challenge.

One of the ways to celebrate one's culture and identity is through language. We often overlook the impact of language on building a more diverse, inclusive and accommodative nation and environment. Clicking with isiXhosa in Grade 9 and Conversational isiXhosa in Grade 8 offer an amazing platform for this. On the right is a poem that is written by a lecturer at UCT about isiXhosa. This poem evokes an emotion and motivation for me to continue growing and nurturing the language. ◊

Ulwimi lwam lwesiXhosa

BY SIMPHIWE NOLUTSHUNGU (UCT)

Lukhangelelwa phantsi ziintlanga
de nathi balo sadikwa lulo.
Lujiijeke lwade lwagoba.
Lakrolonqwa de lwafumaneka.
Kwikhaya leenkedama
kulapho luqeqeshwa kho.
Emasimini phaya akukho mnkcenkcesheli
Ebumnyameni phaya akukho nyanga
Engqondweni phaya akukho kucinga
Esazeleni phaya akukho kuphila
Entabeni phaya akukho themba
Emafini phaya akukho thontsi.
Asithongi kukuqokelel'eziny'ilwimi
Asiphumli kukujija ulwimi
Sihlek'inyanga nelanga
Phantsi kwamafu esiNgesi
iAfrika yethu siyizele ngomva
ukukhongozel'inkcubeko yaseNtshona.
Singamakhumsh'adel'iintloni
Ngeempumlo ukusintsentsetha
de kusabele oondlebe zikhay'ilanga
ubungqondi sibulinganisa nesiNgesi
ze ubudenge sibunxibise olwethu
inkendam'ebazali badl'amazimba
Mna ndedwa ndakulwa kubuy'uNxele
Ndityityimbe kuvakalelwe ubumnyama bam
Ndilondle olu lwam
Ndilondlele izizukulwana ze-Afrika
Ndakuma ke phantsi kwethunzi lezigxeko
De kukhanye nasemqolombeni apho







Life Orientation

BY MRS SHARMILA GORDON

As we celebrated the end of 2020, possibly the worst academic year that most can remember, we had no idea that the skills we had learnt would stand us all in good stead as we faced a new academic year, still in lockdown.

Our senior girls showed their resilience as they joined us online while we delivered the curriculum in a virtual space that had now become comfortably familiar to all. Our Grade 10, 11 and 12 students were excited that they would be allowed to come to school on at least one of their LO Days so that they could participate in the Physical Education component. While lockdown levels continued to make it hard for our girls to enjoy the full benefits of physical exercise, it did provide us with opportunities to make this component recreational and take it outside of the Sports Centre. Our Grade 12s, in particular, thoroughly enjoyed choreographing dances with groups of girls, all whilst maintaining social distancing. As teachers, we got to see many line dances and were surrounded by peals of laughter as our girls innovatively navigated Covid protocols. We were still not able to bring in guest speakers on LO Days, so we took this online too. Our Grade 11s were tasked with virtual job shadowing and though the task seemed impossible at first, our girls acquitted themselves like true champions. Our Grade 10s faced their first full assessment in the form of the June examination, and here again, our girls showed true grit and managed to overcome this hurdle.

Our junior girls displayed their tenacity by embracing their respective curriculums with great fervour. While our Grade 9s focused on making vital subject choices for the senior phase of their academic careers, they also enjoyed the Mindfulness sessions as well as the newly added Emotional Intelligence classes. Our Grade 8 curriculum continues to focus on Personal Development and the Building of Relationships, both of which form the basis of a healthy high school career.

Unfortunately, we had to take leave of Mrs Monique Nyback at the end of the second term, but we were soon joined by Mrs Melanie Williams who not only continued and completed the process of subject choice with the Grade 9 students, but also went on to offer the all-important module of Study Skills, which will definitely assist our students as we get ready to take on the IEB curriculum from 2022.

While the subject of Life Orientation continues to face much criticism, I would like to leave you with the following:

"Any learner coming through a carefully structured Life Orientation programme has a good sense of self-awareness, a sound moral compass and the necessary skills and knowledge to take on the challenges of the future. They also have an appreciation of the beauty of the world around them, possess a healthy mind and body and have an enviable zest for life." ◊

– Ismail Teladia (Senior Curriculum Planner for Life Orientation: WCED)

Maths



ABOVE: Carla Lampe, Sophie Vickers and Maaryah Brey in Grade 8 all won Gold Awards in the UCT Mathematics Competition and were invited to write the UCT Mathematics Challenge as a result.



ABOVE: Kate Forrest and Juliette Roux in Grade 11 both won Gold Awards in the UCT Mathematics Competition and were both invited to write the UCT Mathematics Challenge. Their performance in the Challenge then meant they were invited to write the UCT Mathematics Olympiad, where Juliette won a Gold Award.



ABOVE: Proudly wearing their South African blazers are Daniella Kaye (Grade 10) and Juliette Roux (Grade 11).

Daniella represented South Africa as a member of the National A Team in the Indonesian International Mathematics Competition and as a member of the South African Team at the Pan African Mathematics Olympiad.

Juliette, once again, was a member of the South African Team attending the International Mathematics Olympiad. At this competition Juliette did exceptionally well and was awarded the Mirzakhani award for the highest-placed female contestant on the African continent.







ABOVE: Daniella Kaye (Grade 10), Kate Forrest (Grade 11) and Juliette Roux (Grade 11) all made it to the third and final round of the South African Mathematics Olympiad, where Juliette placed second.









ABOVE: Daniella Kaye, Keryn van der Westhuizen, Taskya Pillay and Juliette Roux all made it to the final round of the Wits Mathematics Competition.



ABOVE: Grade 8s investigated the effects of curvature in a Mathematics lesson on Gaussian Curvature.



Consumer Studies

BY MRS BRIGITTE CASS





A wide variety of topics is 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 Grade 10s have had, despite Covid-19 restrictions, an exciting year with their entry into the subject. For the first time we introduced personal chef jackets and caps for the girls, giving them a sense of identity in their kitchen space. Their practical lessons included basics like pancakes and omelettes, as well as more adventurous dishes like poke bowls. 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. It has been a relief being back in the kitchen after spending many months online and sharing cooking ideas via Google Meet. 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 décor for an outdoor space, while including all the elements that make up a quintessential outside living space.

The Grade 12s tried their hand at butter chicken and roti and gourmet burgers, making their rolls too. Early on in Term 3, 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 the 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. ◊





Life Sciences

BY MRS SANDY RULE

2021 started with a very productive "new normal" term at Herschel. We welcomed four classes of new Grade 8s to Life Sciences. Grade 9s embarked on the customary exploration of the Scientific method, culminating in a Covid-friendly EXPO project. The Grade 10s who had chosen Life Sciences as one of their FET subjects were treated to a fresh air 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, including the novel Coronavirus, and the Grade 12s continued their studies of an extensive syllabus with the exit exam in sight.

This Coronavirus continues to be topical as well as interesting and it has dominated the running of our lives. Every day there is an interesting new snippet to discuss, enriching our study of viruses and of our immune system. By now there is still a debate about the Coronavirus's origin, but the effectiveness of vaccines and the virus's ability to mutate dominates the chatter. The eradication of this pandemic is of paramount importance – highlighting the abilities of the world's biologists.

This pandemic has dictated the mode of teaching in the Life Sciences department. As well as being classroom teachers we have become emergency online teachers during temporary online days this year. Google Meets, videos, scanned documents and WhatsApp groups have become the order of most days as we usually have both students present and students isolating but online at home. Our students have responded very well to this newly termed blended learning programme. 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 2020 who achieved outstanding results despite having to adapt rapidly to an extensive lockdown. Many hours spent exploring a large syllabus and the girls' exemplary work ethic was well rewarded. We wish these students of 2020 all the best for their future and hope that Life Sciences remains part of their knowledge and skills base. 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 amid 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 diseases.

All of this is 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. ◊

Physical Sciences

BY MRS CANDICE LACERDA

It is not always obvious that science shapes our daily lives, but the fact is science impacts countless decisions we make each day. From managing our health and wellbeing, choosing paper over plastic at the grocery store, or answering a child who asks why the sky is blue, science has an important role in our lives. More than ever before, our Physical Science teachers need to employ teaching strategies that inspire and prepare children to embrace science and potentially pursue it in their college and career choices.

In the Physical Science department at Herschel over the last year, we have certainly had to adapt and change in many different ways to make sure that our learning environment provides the very best academic support for the girls. We are proud to have been able to continue with our practicals by using two laboratories instead of one. All of our notes are accessed online. Learners that are not able to be in class physically are still able to engage with the teacher and the material through regular Google Meets. We have had to learn and adapt our ways that we teach to be more interactive and encouraging in the online space. As a Physical Science department, we have risen to the challenge!

Our science teachers help students develop science process skills instead of focusing solely on the memorisation of a body of facts – Science should be a verb instead of a noun. Some of the teaching strategies that we are using to promote Physical Science include problem-based learning, incorporating educational technology into the lesson, and project-based learning. We are very fortunate in that we have world-class laboratories where we are able to demonstrate concepts. The theoretical becomes very practical in our classrooms – from making esters to titration acids, to exploring Newtons Laws and making connections in electric circuits. We have it all! We are proud of how far we have come, and we are excited to continue to grow our department further! ◊

"Whilst we are still amid a pandemic writing history, we plan to continue to inspire young biologists who may become virologists of the future."

Robotics and Programming

BY MRS SUE STEIN

The Grade 8 and 9 students attend a Digital Literacy class every week where they learn to navigate the Google Suite platform and the Herschel digital structures. The students learn the skills required to use technology to create and share ideas, assignments and tasks. The students are exposed to creative applications and the Google Suite to effectively create, receive, research, present and communicate information. The students and staff make use of Google Classroom to access and turn in assignments and tasks.

The Grade 8 Robotics and Coding classes have included Swift Programming and EV3 Lego robotics. The students used their iPads to learn Swift coding via the Playgrounds application.

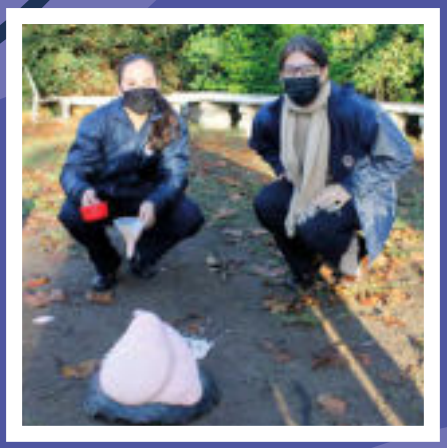
The EV3 robots were happy to come out of isolation and be programmed to do various activities.

The Grade 9 students were enrolled in a Khan Academy course to learn HTML, CSS and JavaScript. The Khan Academy courses exposed the students to self-paced online learning.

Coding, robotics and programming are becoming more and more popular at Herschel. The extramural Coding Club is growing. We are enabling our young women to launch into many vocational fields, such as animation, engineering and programming, by exposing them to coding. ◊









Beyond Books

In every walk with nature, one
receives far more than he seeks.

John Muir

Arderne House

BY CARLY CARTER AND YUDIE HU, 2021 LEADERS OF ARDERNE HOUSE

Reflecting on this year is a complicated matter. As the leaders of Arderne House in 2021, we are honoured to have led the House. We have worked towards creating an embracing environment together with the Head of Arderne House, Mrs Cornish, and her new Assistant, Miss Nicole McCarthy. It has, however, been an especially challenging year due to the long-lasting effects of the Covid-19 pandemic. We believe, however, that overcoming many obstacles has brought the Arderne family even closer.

Arderne House is a home away from home for 23 students who come from a diverse set of backgrounds. This diversity allows students to be exposed to different cultures, and yet, it is a community where each student feels comfortable to be herself. It goes without saying that every member of Arderne House is appreciative of the relationships that have been developed over the years. The sisterhood that has flourished in the boarding house not only decreases the academic stress from school, but also provides support to conquer personal challenges faced during high school.

Due to the Covid-19 pandemic, the boarding house was forced to change its layout and new rules were added to apply the prescribed safety protocols. These changes challenged our daily routines in our living environment. To minimise the spread of the virus within the House, new safety rules were implemented that were followed by everyone. We learnt to take responsibility for both ourselves, and others, through this. We are grateful to Mrs Cornish, Miss McCarthy, Miss Dina Malouw and Mrs Lenet Jacobs-Louw, who were our strongest support system during the tough times.

Although it's been an unusual year, we remained optimistic and managed to enjoy special moments in Arderne House such as family nights, scavenger hunts, putt-putt outings and laser tag night. Our bonds were strengthened as we helped and supported each other in difficult situations.

NOTES FROM DIFFERENT GRADES OF ARDERNE HOUSE IN 2021:

- **Grade 11:** "Yet another year has gone by! From playing putt-putt on the promenade to late-night swims, the boarders have once again proved that together we can find the positives in every situation."
- **Grade 10:** "Even with all the challenges we have faced, such as going into a lockdown away from our families, we have once again managed to have a year full of fun and made memories that will last forever."
- **Grade 9:** "This year has been so much fun for us as boarders. We feel like we have grown together into a tightly knit family. We really do feel like this is our home away from home. This year has been a journey full of development and, despite Covid-19, we have grown stronger as a family and we have created an unbreakable bond. Our friends in the boarding house have shown us love and care. We have had lots of fun."

Through our many years in Arderne House, we have come to know a community that creates an atmosphere of being in a family. Over the years, new faces came and went, but the unconditional love and loyalty within the boarding house remained unchanged. ◊



Clubs

Crescent Club

BY MRS SHARMILA GORDON AND MR YAASIEN KERBELKER
(ASSISTED BY ZAKIYA BHOREY AND FATIMA TU ZAHRA PARKER)

2021 has seen the inception of the Crescent Club – a place where Muslim girls find belonging, feel valued and are able to engage with like-minded students because they can express themselves freely. The club, however, is open to all students irrespective of religion, creed or race. No one is compelled to wear the headscarf and Muslim girls only do so if they wish.

The club was born out of discussions that had taken place in 2020 after the School Council decided that Muslim girls may wear headscarves. These discussions saw our girls decide on the design of the scarf and how they wanted to implement wearing it. The headscarf is a sign of modesty in Islam but has also often been seen as a symbol of oppression by the international community. Our girls want to change this perception by displaying their independence, free-thinking abilities and empowerment of women, which is encouraged in Islam.

With permission from Mrs Goedeke and with assistance and donations of carpeting, prayer mats and a Qu'raan from Mr Kerbelker, a prayer room was established where girls could not only complete their prayers but also have a place to go to when they want to quietly contemplate their spirituality. This also means that girls do not have to miss out on daily prayers as these can now be completed at school.

The club meets once in a two-week cycle and all Herschel students and staff are welcome. The Crescent Club is NOT only for Muslim girls or for "religious" Muslims. Rather, it is for all students who want to learn more and feel like they have a place, or community, in our school. At these meetings we also do fun quizzes, recitations from the Qu'raan, host Iftaar evenings and have informative lectures where we discuss the issues facing Muslim women currently. We also reflect on all the Islamic festivities which take place during each lunar month of the Islamic calendar.

For the month of Ramadaan we collected foodstuffs for a children's safe house which we then delivered on the afternoon of the Iftaar evening that we were privileged to host at school this year. Breaking our fasts together and sharing with each other and the school management team was a lovely, yet humbling experience and also gave us a chance to display the generosity that is one of Islam's main pillars.

Our vision for this young, beautiful club is to make it a more known, safe place where all students from various beliefs and backgrounds can come to learn, support our future charity drives or to just join in on all the fun that is had during meetings. Like the Prophet Muhammad PBUH said, "Charity does not decrease wealth."



Debating

BY GRACE NORTH

Debating at Herschel exists in two forms. Firstly, there is the Debate Society, which anyone can join regardless of age or skill level. Society has weekly training sessions where they do lots of practice debates, learn content, and how to win arguments. Once a year, Society holds trials for the second part of Herschel debating, Squad. The Squad is a smaller group of debaters that show promise, and they get more focused, longer hours of training (sometimes this means eight-hour days – but there's food, so it's not too bad!).

The annual Western Cape Schools Provincial Debating Championships (called "Provincials" by the debating community) is a chance for students around the Western Cape to compete against each other and grow as speakers with help from some of the best adjudicators in the country. Debates at Provincials are in World Schools format, meaning that the topic (referred to as the "motion") is given to the teams one hour before the debate begins. Teams do not get to choose their sides, and no research is allowed (inventing statistics is not encouraged, but is definitely not unheard of), meaning that in order to prepare for Provincials, teams often research current affairs and international relations. During debates, speakers may offer questions to a speaker delivering their speech (which are called "points of information", or more commonly as simply "POIs"). Speakers can choose to accept or decline POIs but must answer them immediately and convincingly if they choose to accept them. This year, the Herschel team made it to the finals, where they debated against DF Malan, and after a closely fought debate, on the topic of land ownership on Mars, DF Malan were awarded the tournament. At Provincials, Herschel won the highest number of debates out of all schools at the tournament.

The team consisted of: Leo (Layla) Abrahams, Enqi Du, Emma Gordon, Nobuntu Lingela, Khahliso Kojane, Grace North and Kate Forrest. Lulama Lingela is a team reserve.





Emotional Intelligence Club

BY MRS ALISON BODENSTEIN

We have had two Grade 12 groups and one Grade 11 group running for most of this year. It has been a wonderful space for reflection during this time of heightened anxiety for everyone. We have spent a great deal of time working through our emotional space, focusing on being able to differentiate between our emotions and learning to deal with those that are fear-based and celebrate and nurture those that are love-based. I trust that these meeting times will be the basis for each student to further explore their own EQ journey as they leave school and move through life.



Hiking Club

BY MRS WENDY PATERSON

2021 has been a good year for the Hiking Club because we have managed to get onto the mountain and into the fynbos and fresh air on a fairly regular basis. Many Grade 8s have joined the club this year and it was good to see some old faces back as well as new ones from other grades. We have watched a variety of inspiring and breathtaking outdoor documentaries during the Thursday lunch breaks and enjoyed a marshmallow braai on the lawn. Our hikes this year have taken us up and down Skeleton Gorge, Nursery Ravine, Chapman's Peak and Constantiaberg, as well as a long hike to Grootkop, a Mother's Day excursion to Silvermine and of course a few swims in dams. We have enjoyed seeing Red and Blue Disas, flowing rivers, swirling clouds and pristine fynbos. The Hiking Club is a wonderful escape from the stresses of school and the City and it is always lovely to hear the incessant happy chatter floating in the breeze. This year we are excited to be going on the Tsitsikamma Hiking Trail during the September holiday. Thank you to Jessica Prevôst for being such an organised Hiking Club leader this year, helping with ideas, logistics and first aid.





Orange River

PHOTOGRAPHS BY GRAVITY.CO.ZA













Induna Trail

BY MISS TRACY ROUSSEAU

Six Herschel students, one Bishops boy and a teacher set off on a wilderness adventure from 3 – 7 April to walk the Induna Trail in the Munyawana Game Reserve (KwaZulu-Natal), which forms part of the greater Phinda Game Reserve.

Mornings and afternoons entailed long walks in the bush, guided by two highly trained and knowledgeable rangers, being educated on the various flora in the reserve, animal prints, the Big Five, the Little Five and every other animal or insect we came across… not every classroom has four walls. We were privileged to see a lot of game and enjoy the natural beauty and wonder of the bush. Evenings were spent around the fire pit chatting and sharing stories, followed by sleeping under the stars. Each person also did a solitary night shift hour – a different time each night – where you were responsible for patrolling the camp area to alert the rangers if there was any animal activity, and this presented a wonderful time for everyone to reflect upon the day and be alone with their thoughts… and listen to the roar of lions close by!

The last night was spent in the wonderful Bayala Lodge where we were treated to a swim in the pool, an afternoon and early-morning game drive, delicious meals, warm showers and a comfortable bed to sleep in.

Many memories were made, and we are grateful for the opportunity to engage with the beauty of nature in this way. ◊



In every walk with nature, one receives far more than he seeks

– JOHN MUIR







Matrics

Imagination is more
important than knowledge.

Albert Einstein

Valedictory Address

BY MRS NURAAN BARENDSE

Good afternoon to everyone present at this very special event where we celebrate our Matrics of 2021.

Dear Grade 12s, the business students will tell you that before presenting information, you have to research the audience. And that is just what I did. I consulted the "most trusted and reliable" source of any information: They.

They say that Generation Z, which is you, Matrics, also known as iGen, Gen Z, Centennials or Zoomers, are characterised by a few common qualities:

- You were born between 1997 and 2012
- You were born into the world of internet, digital devices and social media
- Gen Z is characterised by its self-expression of uniqueness, a commitment to ethics and an unending search for truth – truth in the world, truth in being oneself and truth in the meaning of everything
- On the flipside, you are also very hard to please and don't smile or laugh much, so... if nobody laughs at my jokes today, I'll know why.



Time has passed quickly...

It feels like just the other day... when you appeared at the gates as wide-eyed Grade 8s with shiny name tags and fully stocked pencil cases. And then evolving into grouchy Grade 9s (thank goodness that only lasted a year). Soon the excitement of choosing your subjects and going on StepOut appeared and Grade 10 was gone in a flash. One year later you turned into these "11-11"-obsessed 11s with someone shouting "it's 11, 11" in every lesson five. I still need to know why.

Sitting in front of us now are our gorgeous Grade 12s. A group of strong and resilient human beings who have flourished and soldiered through 12 years of school, two of which brought the most unexpected changes to life on Earth, as we know it.

The journey to this point has been very different for many. Having to adapt to sudden changes in daily routines and habits has not been easy for anyone. It has been especially hard for some. Covid has brought a great sense of loss for many – loss of loved ones, of quality time spent with others, of opportunities for engagement, enrichment and leisure and so many other things. But it has also brought with it the birth of some new and interesting perspectives and a sort of revolution of thought and ways of living. The new normal is what they call it. The events over the past years have brought to light the importance of good mental health and the fact that mental health is something that MUST be prioritised throughout our lives.

Grade 12s, you have navigated the new normal up until now and just look at how far you have come. Take a moment to appreciate the fact that YOU made it. All the mountains you've climbed and hurdles you've jumped to get here. All the studying and cramming and crying. All the TikToks you've had to make and Netflix you've had to watch just to get through life. All the Google Meets and Turnitins and assignments you've survived to reach this point.

How did you get here? Through your determination to not let yourself down. The self-love that sits within each of you gives you the strength to build and achieve the things you dream of. Take a moment to appreciate your effort. And take time to appreciate the support of those who love and care for you – your parents and guardians, family members, teachers, friends and others, who show you in so many ways, that you matter.

So what did school teach you? Geometry and Mapwork? Yes. Balance Sheets and the Skills Development Act? Yes. And that's all good. Especially the Skills Development Act. But school has also taught you how to make new friends, how to manage your time and be punctual, to be patient with and understanding of others, how to communicate and negotiate and solve problems. School has taught you self-control and self-expression, how to work with others peacefully and productively, and lastly and most importantly, how to use your imagination.

Imagination is the nourishment of life. It is such an important cognitive instrument that it is argued by some that imagination is the very cause of our existence. The existence of anything for that matter. A Spanish scholar once said, "He who does not know the status of imagination is totally devoid of knowledge". Imagination is what bridges the gap between potentiality and action. It is what allows us to grasp concepts, to empathise with others, to plan our lives, to think of new ideas, to solve problems, to grow as students and evolve as human beings. It is what enables us to push the limits of our intellectual, physical and emotional development. Albert Einstein said, "Imagination is more important than knowledge".

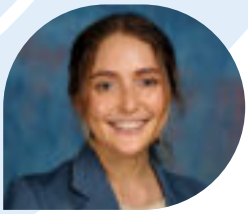
Grade 12s, be intentional about making time to stretch your imagination. Whether it be through reading, socialising, travelling, daydreaming, creating or just finding space to think without your cellphones! The word "think" shares the same Germanic root as the word "thank". So to think is an act of being thankful. Thankful for the power of thought.

The only way you will change the world, Grade 12s, is to use your imagination. Everything that is evident today, whether good or bad, was once imagined.

One of the loveliest characteristics of Generation Z is that they want to make a positive impact in the world – through activism and actions in the most ethical way. So in the words of Maria Montessori, "Imagination does not become great until human beings, given the courage and the strength, use it to create". So create a future that is good. And go well with strength and courage.

Thank you. ◊

Leadership



DEPUTY HEAD PASTORAL:
Jenna Betty



HEAD GIRL:
Haadiyah Ebrahim



DEPUTY HEAD OPERATIONAL:
Laura Formby

CARTER HOUSE



HOUSE HEAD:
Natasha Paul



GRADE 8 DEPUTY:
Emily Dalley



GRADE 9 DEPUTY:
Zeeka Sellidon



GRADE 10 DEPUTY:
Melissa Dalley

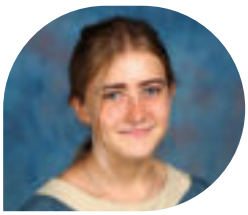


GRADE 11 DEPUTY:
Samantha Wilensky

MERRIMAN HOUSE



HOUSE HEAD:
Chloë Rumbelow



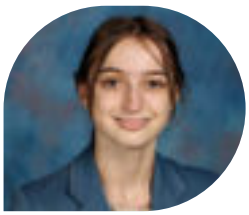
GRADE 8 DEPUTY:
Annabelle Bowman



GRADE 9 DEPUTY:
Amy Raichman



GRADE 10 DEPUTY:
Ghanaan Mohamed



GRADE 11 DEPUTY:
Emily Warwick

COMMUNITY ENGAGEMENT



HEAD OF COMMUNITY ENGAGEMENT: Aliya Bhorat



HEAD OF INTERACT:
Gemma Wellington



HEAD OF INTERACT:
Jessica Prevôst



HEAD OF SERVICE:
Kristen Fabing



HEAD OF SERVICE:
Lucy Frater

MEDIA AND EVENTS



HEAD OF MEDIA AND EVENTS: Safiya Mia



BAXTER RESOURCE CENTRE:
Maryam Ameen



BAXTER RESOURCE CENTRE:
Sarah Gordon



TECHNICAL CREW:
Bibi Aishah Balim

2021 saw a change in the leadership structure of the school where we invested more into our House system and removed the grade system of the past.

The most significant change was not having a Grade Prefect for each grade, but rather allowing for a Grade Deputy, per grade per House. This enabled us to establish a more team-based approach with leaders managing smaller groups of pupils, and also having two sources of support – a House team to rely on as well as other Grade Deputies of other Houses.

JAGGER HOUSE



HOUSE HEAD:
Leah Berman



GRADE 8 DEPUTY:
Hannah Golding



GRADE 9 DEPUTY:
Hannah Meyer



GRADE 10 DEPUTY:
Buhle Twana



GRADE 11 DEPUTY:
Alexandra Swanepoel

ROLT HOUSE



HOUSE HEAD:
Thembelihle Mhambi



GRADE 8 DEPUTY:
Hannah Pearse



GRADE 9 DEPUTY:
Caroline Hooper

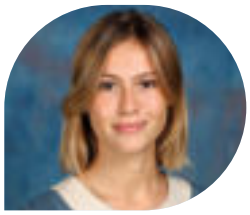


GRADE 10 DEPUTY:
Rachael Mol



GRADE 11 DEPUTY:
Jaeda Ssemanda

CULTURE



HEAD OF CULTURE:
Noa Duckitt



HEAD OF ART:
Olivia Beauchamp



HEAD OF DRAMA:
Caitlin Wilson-Trollip



HEAD OF MUSIC:
Kendal Pillay

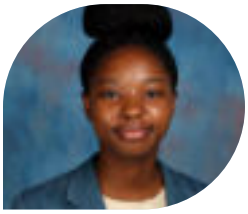
SPIRITUALITY



HEAD OF CHAPEL:
Robyn Dunn



HEAD OF FISH:
Rethabile Majodina

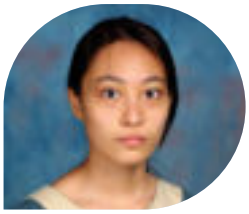


HEAD OF FISH:
Naomie Mubenga

ARDERNE HOUSE



HEAD:
Carly Carter



DEPUTY HEAD:
Yudie Hu

Matric dance







































Houses

Taste the relish to be found in competition –
in having put forth the best within you.

Henry Kaiser

Carter



BY MRS LOUISE VAN WYK (HOUSE DIRECTOR), MRS SHARMILA GORDON (DEPUTY HOUSE DIRECTOR: SENIORS) AND MRS NICOLE HUGHES (DEPUTY HOUSE DIRECTOR: JUNIORS)

If there is one silver lining to the Covid-19 pandemic, it is that it has forced us to slow down and focus on what is truly important in life. For Carter, 2021 has therefore been all about having fun, building relationships, and reflecting on our core values.

From starting the year off with a TikTok challenge, to dressing up together for Book Day, to taking part in various Interhouse Challenges – House Time has given us the opportunity to connect with one another.

When we played games at the Summer House Day, it was about bonding as a tutor group, not about prizes. When we cheered on our dancers at the Interhouse Dance Competition, it was about house spirit, not about winning. When we knitted for the Interhouse Knitting Challenge, it was about providing warm clothes to babies in need, not about house points.

It was also exciting to critically engage with the topic of values, before finally settling on respect, authenticity, accountability, compassion and equity as the core values for Carter.

A big thank-you goes out to Natasha and her team – Emily, Zeeka, Melissa and Sam – for being reliable, creative and adaptable leaders who made the most of everything this year threw at them.

We also thank our caring team of Carter tutors (Mrs Bodenstein, Ms Bovana, Mrs Harding, Mrs Hughes, Mrs Karstens, Mrs Macfarlane, Miss McCarthy, Mrs Rule and Ms Wesson) for being the stable foundation that this House is built on.

We are grateful to everyone in the Carter community for adding a bunch of happy memories to what has been a challenging year. Because despite life's challenges, life's never too blue with the Carter crew.

BY NATASHA PAUL, CARTER HEAD 2021

2021 has been a memorable year for Carter, despite the many difficulties and uncertainties caused by Covid-19. We have had a year full of fun, enthusiasm and friendship.

We started off the year by welcoming our new Grade 8s into the Carter family. Our goal was to make them feel as involved in our community as possible and it was wonderful to see how quickly they became an integral part of the house. Their enthusiasm to be part of house activities was marvellous. This is what Carter Grade 8 deputy, Emily Dalley, says about the Grade 8s: "During my time spent with the Grade 8s we played fun games to get to know each other better and to introduce them to the school. We laughed and ate yummy food while watching the series *Friends*! I thoroughly enjoyed getting to know them and spending time with them."

Our Grade 9s didn't get to spend much time with their house, due to the limited amount of time we had last year. This is why it was just as important to introduce them to the Carter family. Carter's deputy head for Grade 9, Zeeka Sellidon, was thrilled to spend time with her grade. This is what she said about the Grade 9s: "Despite the uncertainty of lockdowns and new regulations, we still tried our best to make the best out of the year for the Grade 9s by doing fun activities to keep the Carter "gees" going. The Carter Grade 9s had many movie dates in which they enjoyed their favourite chick flicks and because they're a group that really enjoys physical activities, they also had egg and spoon races and played lots of soccer matches. This along with many other house activities and fun days made the Grade 9 year a blast!"

We've had many house assemblies over this past year, however, due to regulations we often had to split up into grades. This allowed each grade to have incredible opportunities to bond with their peers. Melissa Dalley, Carter deputy for Grade 10, speaks about some of the activities she coordinated for the Grade 10s during house assemblies. "I enjoyed spending time playing energetic games with my fun bunch of Grade 10s, such as a scavenger hunt around the school which brought out everyone's competitive side. The





Grade 10s also got to sing their hearts out in a competitive sing-off between the houses which built up the grade's spirit. I've loved spending time and getting to know the Grade 10s this year."

Grade 11 is always a tough year, so we wanted to make sure that they always felt supported by their house. This is what Carter deputy for Grade 11, Samantha Wilensky, said about the time she spent with the Grade 11s: "We started our bonding day with a quick introduction, followed by some ice-breaking games such as 'Heads Up'. The Grade 11s were enthusiastic and competitive, really showing their Carter Spirit! We then followed with questions and a discussion on their Grade 11 year and some tips and tricks to cope with pressures that they have and will encounter. The Grade 11s are filled with Carter energy and blue blood!"

This year we were unable to do the Interhouse Gala and Interhouse Singing, so we were absolutely thrilled to hear that we would be having an Interhouse Dance Competition. The Carter dancers and our leadership team worked very hard to make our performances incredible, and it was lovely to see how beautiful our dancing was that night. Carter's theme for the event was Women Empowerment and we were proud to represent it powerfully.

All the Carter Grade 12s showed resilience and leadership as we sped through our last year of high school. I felt so lucky to have all my peers by my side while leading our incredible house. Each and every one of them successfully filled their role as the leaders of the school in various aspects.

This has been a magical experience and it has been a pleasure to lead this group of extraordinary people.

CARTER... WHO HA HA! ◊







Jagger

Adjust, adapt and regain our Jagger life!

BY MR BONGANI SOPAM (HOUSE DIRECTOR), MISS HANNEKE DE BRUIJN (DEPUTY HOUSE DIRECTOR: SENIORS) AND MS LINDSAY WILLS (DEPUTY HOUSE DIRECTOR: JUNIORS)

After the Covid-19 pandemic severely affected house activities in 2020, we were full of optimism that 2021 would be a far more connected and activity-filled year than last year.

The year did, indeed, start off on a high note as Leah Berman, the Head of House, and Hannah Golding, the Grade 8 Head, really put together a warm welcome for our Grade 8s and new girls in other grades. In this endeavour they were well supported by the other Grade Leaders, the Senior Leaders in the tutor groups and the tutors themselves. The Grade 8s were soon a happy, settled group of new Herschelians.

We also welcomed Ms Lindsay Wills into the house as the new Deputy House Director (Junior grades) in the Jagger team. She has certainly made her mark this year and has already shown great initiative and commitment in this role.

Unfortunately, the second wave of the Covid-19 pandemic soon hit us thereafter and this affected big group activities. But we have learnt to adapt, adjust and regain our lives and many tutor groups organised smaller group activities among themselves on days when all grades could not be at school together. On House Assembly days we did manage to meet in groups of two to three grades together and this also helped the Jagger leadership team (directors and student leaders) to get to know the girls in their grades better. We were certainly much savvier in dealing with Covid-19 than we were in 2020!

In March, the Summer House Day provided much-needed relief from the daily grind of academics, as tutor groups either competed or just joined in the fun in a host of highly diverse activities. This also brought fun to life at school that has drastically been changed by Covid-19. It was quite an exhausting day but the smiles, the laughter and the joy of having fun together made it 100% worthwhile.

Probably one of the most joyous and celebratory evenings of the 2021 Herschel year was the evening of the Interhouse Dancing competition in Term 2. The evening was marked by the joy of performance and the unfailing appreciation, support and respect from the audience for all the performers. Our Jagger dancers certainly stepped up to the plate and made us extremely proud! The quality and variety in the dancing was breathtaking; it was a truly memorable evening.

Meanwhile, as we settled into winter, the knitters came to the fore and all over campus beanies, baby jerseys and squares started popping up in all sorts of places. And Jagger







girls were giving each other lessons in casting on and off, plain and purl stitches and putting jerseys together. New skills were learnt in a most important endeavour.

Early in September, as the winter sports season came to a close, the sports department launched an Interhouse Netball competition and this proved to be a most enjoyable and popular event – certainly something that can be repeated in the future.

The annual House Plays seemed to be under Covid-19 threat, too, but we have learnt to adapt and adjust and regain our Herschel life. This year the Grade 11s wrote film scripts and instead of live theatre, the Interhouse Film competition was launched. The screening of the films will be a wonderful climax to the Spring House Day. As we write this report the girls are busy with shooting and we are looking forward to the final product with great enthusiasm as it is the first for houses.

Another Spring House Day, full of activities, is also around the corner and the girls cannot wait to take part in it given the fun they had in our first Summer House Day.

Hermione Hippo, our mascot, could not be awarded this year as we also cancelled many house assemblies due to social distancing and lack of activities where our girls could show their talents. Everyone is looking forward to the year 2022 where we will continue to find ways to turn around the abnormal to normality again. We will continue to work on achieving the goals of fun, and house spirit, and on striving to be the best in all that we do as Jagger House and as a school.

We thank our Jagger tutors who (in what has been another challenging year) continue to do what they do in supporting our girls in their tutor groups, sharing their love and care! Our team: Ms Burden, Mrs Cass, Ms Klassen, Ms Wills, Mrs Parker, Mr Stegmann, Mrs van der Merwe, Mrs Venter and Ms Walter.

We would also like to thank Leah Berman and her team for their initiative and unfailing support. The student leadership tried their best in a year that did not provide many opportunities to learn and develop their leadership skills.

BY LEAH BERMAN (HEAD OF HOUSE STUDENT LEADER)

It goes without saying that 2021 has been a crazy year! Full of challenges, hard work, adjustments... more adjustments... and a whole lot of excitement thrown into the mix! Although it was not quite the year that we anticipated, the Jagger hippos tackled it in true Jagger style – with unconditional spirit!

We started off our year by welcoming in the wonderful new Grade 8s – who brought with them a balance of nerves, anticipation, new ideas, and cheerful new faces. Through games, laughter, and fun, the baby hippos seamlessly integrated into our big wild family.

Regardless of Covid-19 cutting some events short, Jagger was still able to shine in the Summer House Day and Interhouse Dancing! In true Jagger style all the tutor groups took on Summer House Day with every ounce of spirit within them. From playing soccer on the matric lawn, to flying high in the "Guess the Song" game, the Jagger hippos proudly showed everyone what they were made of.

It must be mentioned that one of our favourite highlights was the Interhouse Dancing – where our dancers rose to the challenge, performed with immense talent, and, without any surprise, the mixed grades group won their section.

It has been nothing but an honour to lead a house that is characterised by so much passion, spirit, and pride. We thank each and every person who has been there cheering Jagger on, from the House Directors to the staff, we are so thankful. We are constantly blown away at the absolute dedication the girls show to our hippo family – we will continue to wear green proudly and remember this close-knit family for life. ◊

Merriman

BY MISS HANNEKE BASSON (HOUSE DIRECTOR)
Another year disrupted by Covid-19 has given Merriman many challenges to deal with. There were also lots of opportunities to connect, have fun and get to know each other better. The tutor groups have been the stable home for all our students to start every academic day on a positive note.

BY MR JAN GOUWS (DEPUTY HOUSE DIRECTOR SENIOR PHASE)
What kept a smile on my face throughout the last two years (albeit behind a mask), was the tenacity shown by so many students. I am sure that once the world becomes a little bit more normal, we will find that we have all become much more resilient, more aware of others, and that we will appreciate and celebrate the things that we took for granted before Covid.

BY MRS ELSABE CAIRNCROSS (DEPUTY HOUSE DIRECTOR JUNIOR PHASE)
What I enjoy about the vertical tutor group is that in our early morning chats, the opinions that are shared are very diverse, but respected by all. We all have different personalities, some feel free to participate eagerly, others not and it is okay. During long tutor, we get to know each other better on a different level, playing games, for example: Uno, Trivial Pursuit, Hangman. And of course sharing our munchies!



BY MS PAM BOWREN
The vertical tutor system is amazing! My tutor group generally stick to their grade but at the same time there is lots of intergrade mixing and getting involved helping each other, which is great to see. The Summer Interhouse Day was a blast – the girls loved it and it was great to see the group as a whole getting involved.

BY MRS CANDICE DU TOIT
I joined Herschel at the beginning of Term 2 and what a warm welcome I received from my tutor group! My tutor group is a mixture of outgoing, sporty, intellectual, creative and courageous young women. We managed to win a Silver in the Olympics Poster Challenge and Maryam Ameen has been instrumental in driving not only the Stationery Drive, but also co-ordinating the Women's Day Poster and Video Challenge.

BY MS DEBBIE MAIN
The longer the vertical tutor system is in place, the stronger the bonds grow in the tutor group itself. The older girls have really begun to be more inclusive of the younger ones as they join the group. Our favourite activity this year was the Summer Interhouse Day at the end of Term 1.

BY MR BRENT PALMER
I have discovered such a warmth amongst the students in my tutor class. At the beginning of 2020, when I started teaching at Herschel, I perhaps experienced a cautiousness amongst my tutor group. However, as I have personally begun to feel more relaxed, I have discovered the students to be engaging and generous, with a huge capacity to support one another.

MS NICOLE ARENDSE LETS HER TUTEES DO THE TALKING:

- *I love how eager everyone in our tutor class is to participate in all activities.*
- *I really enjoyed when Merriman went to Arderne Gardens and played games after school. I enjoyed when our tutor class dressed up as dalmatians for Book Day and when we play Kahoot.*
- *The Interhouse Dance was one of many amazing days for me because I felt that the girls in Merriman did amazingly. Even though winning was a plus, I enjoyed the performances.*





Polar Plunge

BY CHLOË RUMBELOW (HEAD OF MERRIMAN HOUSE)

While most of us were huddled inside trying to keep warm this winter, Ms Euvrard and Mrs van Lieshout's tutor groups had something COMPLETELY different in mind... a polar plunge to celebrate the winter solstice and collect blankets for the homeless! The groups assembled in their towels at the school swimming pool before school and after Ms Euvrard's motivational speech, braved the icy water shouting "into the light!" We could not be more proud of the Merriman family for taking this initiative and hope that this becomes a tradition!

Interhouse Dance

BY EMILY WARWICK (DEPUTY, GRADE 11)

In May, Herschel hosted its first Interhouse Dance Competition in over two years. Merriman held auditions for any interested dancers, and managed to recruit a keen team of nine. There was a lot of intergrade bonding during this time, as we all got to know each other and our lives a lot better. It was especially rewarding to have had fun whilst producing something that we were proud of. On the big night, we left our circuit room home, ready to put on a show, and all of the carefully thought-out lighting, costuming and dancing came together to do just that! We were so proud of ourselves, and it was just the cherry on the cake when we found out that not only had Lulama and Esther Irish-danced their way to the top of their section, but we had actually come in first place overall as a team!

Summer House Day 2021

BY GHANAAN MOHAMED (DEPUTY, GRADE 10)

Even with Covid-19 around we were still able to have the 2021 Summer Interhouse Day, filled with lots of laughter and house gees! With a variety of different games from Bingo to treasure hunts to 'Guess the Song', the students thoroughly enjoyed the break from their academic school work.

The disappointment on Mr Kerbelker's face when Merriman won the water station THREE times in a row was priceless! It is always heart-warming to see the Merriman community fully engaging and always giving their best even though we do not always win. The smiles on everyone's faces, the pictures and spirit is what always makes it the most memorable.

House Day 2021

BY AMY RAICHMAN (DEPUTY, GRADE 9)

2021 was the first year of the house days and definitely should not be the last. The Merriman Reindeers were split into two teams within their grades and they competed against each other in a variety of short games. They played soccer, 'X and Os pong, a spinning game where the students had to spin around with their head placed on a hockey stick and then try and jump over a pole. Volley balloon (throwing water balloons over a volleyball net with towels) was definitely one of the favourites! After all the games had been played, there was even a medal ceremony for the winners. The house day really brought about an element of fun into a hard and unpredictable time in our lives.

House Assemblies

BY ANNABELLE BOWMAN (DEPUTY, GRADE 8)

Merriman house assemblies have been a blast this year. They allow our students time to unwind and have fun as a house before the stress of the school day sets in. For our very first one of the year, we marched all the reindeer to the Arderne Gardens and had a welcome ceremony for our new Grade 8s, then played ridiculously fun water games under the boiling sun. The fun has not stopped there. Our matrics have spent house assemblies making bunting and having tea, coffee and treats to celebrate their final moments as reindeer together, while the other grades indulged in movie marathons and an array of ice-breaking games. It is safe to say we made the most out of every house assembly despite the current circumstances. ◊



Rolt

BY MRS CAROL ALPERT (ROLT DIRECTOR)

"This is my wish for you: Comfort on difficult days, smiles when sadness intrudes, rainbows to follow the clouds, laughter to kiss your lips, sunsets to warm your heart, hugs when spirits sag, beauty for your eyes to see, friendships to brighten your being, faith so that you can believe, confidence for when you doubt, courage to know yourself, patience to accept the truth, Love to complete your life."
– Ralph Waldo Emerson

Despite the uncertainties of the past year, Rolt has continued to shine. Interhouse Dancing was phenomenal. Our dancers took to the stage and were simply spectacular. The excitement in the theatre was tangible. The audience were on their feet applauding the dancers. A huge shout-out goes to our talented choreographers, Thembelihle Mhambi, Jaéda Ssemanda and Saskia Prevôst, who were not only incredible dancers themselves, but did their house proud with their eclectic styles of choreography. Miriam Haihambo and Okuhle Sopam stole the judges hearts as they performed their unforgettable duo.

The Herschel Summer House Day definitely had no shortage of fun. It was tangible – there was laughter, bright house colours, faces adorned with glitter and gorgeous outfits. Everywhere you looked, tutor groups were engaged in one of the many stations set up for the day.

As the year unfolded, Rolt participated in all activities, whether it was to honour libraries and reading, collecting for Pride homes, exceptional contribution of yellow knitting squares, booties, hats and scarves, it was bake sales to raise funds for Operation Smile. R1 623 was raised. Thank you to Mr Yaasien Kerbelker and his formidable Rolt seniors who put their hearts into this fundraiser.

The Rolt Grade 11s are currently rehearsing the Interhouse filming of their plays. We cannot wait to watch the screening.

Rolt tutors, thank you for your resilience, your commitment and courage. I am reminded on a daily basis of the incredible spaces you create for your tutees.

My two deputies, Heather Oosthuizen and Yaasien Kerbelker, thank you for your unwavering support this year. You have both provided Rolt with support in academics and pastoral areas.

To all the Rolties, you are incredible. Thank you to our Rolt leaders, led by Thembelihle Mhambi. Jaéda Ssemanda, Hannah Pearse, Caroline Hooper and Rachael Mol, your support, gees and guidance was valued. I know that the year was not what you had dreamt of but you still made it your own and shone brightly at every occasion.
EQUALITY, RESPECT, EMPATHY, INCLUSIVITY, ACCOUNTABILITY.

BY MS HEATHER OOSTHUIZEN, DEPUTY HOUSE DIRECTOR (JUNIORS)
In spite of the somewhat restrictive year, it has been a pleasure getting to know the junior Rolties better this year. Their spirit and enthusiasm for house activities have been contagious. The Grade 8s and 9s especially have shown up and brought lots of energy to the Summer and Spring House Days. They loved the various activities that ranged from soccer to Sudoku and gave it their all. There were also a number of our Rolt juniors involved in the Interhouse Dance and Interhouse Plays. We look forward to and hope to have greater opportunities for social group activities and Grade Camps next year. We certainly will appreciate these events all the more after the rather challenging two years that we have had!

BY MR YAASIEN KERBELKER, DEPUTY HOUSE DIRECTOR (SENIORS)
I see my role as one of nurturing our potential new leaders for that which lies ahead of them in the coming two years. The Grade 10s and 11s organised movie evenings in collaboration with their Grade 12 heads. Both evenings were a great success. This taught them how to work collaboratively, an essential skill for leadership in the future. It was a great bonding exercise







for those who wished to engage. Another important duty is for me to show pastoral care, allowing the pupils to voice their concerns in a mutually respectful and confidential manner. Earning the trust of the pupils, who are experiencing great amounts of pressure, is a challenge that I feel will make my role as deputy a steep learning curve for me and for them. I look forward to 2022 in the hope that Rolt will grow from the lessons learnt this year.

BY THEMBELIHLE MHAMBI, HEAD OF ROLT

It has been an honour being the Head of Rolt for 2021. Looking back on the year, I am extremely proud of everything we achieved, from the dancing, and the knitting to the bake sale that raised funds for issues that are close to our hearts. The house plays/films were wonderful despite the struggles that Covid-19 restrictions placed on us. We continued to shine with all our amazing dress-up days where Rolties walked around the campus and painted the school yellow with our spirit. I thank each and every Roltie for always participating and being enthusiastic. Thank you to the incredible team that stood by my side. As I finish my final chapter of high school, I feel confident that I am leaving Rolt in capable hands. Just a heads-up, 'my blood will always be yellow'.

My final message to the house: "Look after each other. Remember what your profession is." ◊











Sport

Everyone's a spark and in the night, together
we make a light, a fire burning bright.

Herschel School Song



Sports Report

BY MRS HELEN BOTHA, DIRECTOR OF SPORT

I started off my report last year with the following… "2020 will be a year that many of us will never forget. The year of Covid-19."

Sadly, 2021 has been another tough year and we have really missed the opportunity to compete in the various disciplines against other schools.

This year the sporting greats were lucky enough to compete in the "2020" 32nd Olympic Games which was hosted in Tokyo in July.

At the 1924 Olympic Games held in Paris, the motto "faster, higher, stronger" was adopted.

This year the International Olympic Committee (IOC) approved the adding of the word "together" to the motto; it now reads "Citius, Altius, Fortius – Communiter", Latin for "Faster, Higher, Stronger – **Together**."

If nothing else, the Covid pandemic has taught us just how important togetherness is in society. The psychological and social development of our pupils at Senior School is of paramount importance to their ultimate success in life.

Most of the sports that we offer at Herschel are seen as amateur games in the sporting arena. Our girls are involved in sport because they love the game and the camaraderie that surrounds the game. These characteristics are found at all levels.

The team sports teach our girls many life skills and to appreciate what every single player brings to the team. The development of the team is paramount, and players have to learn to rely on their teammates around them and to appreciate what every single player brings to the team. It is this acceptance of the individual strengths and weaknesses and the appreciation of each player's unique contribution to the team that generates the team's success. Success this year is not how many wins a team may have had, but how each student has uplifted, supported and shown empathy when teammates have been in bad spaces.

It is ultimately this genuine appreciation for every single individual that gives strength to the team and therefore yields results. This lesson in identifying these attributes and their ability to use them constructively to a common goal, are skills that they will find very useful in later life.

With the pandemic, more than ever the students have learnt to value the time spent together, learning new skills, doing the drills that test skills learnt and showing empathy and kindness to students who have been ill or who have had to miss sessions due to isolating etc.

Our school song says this:
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.

All sports require a certain amount of skill to play the game. Most of our sessions this year have had to be skills-based and hopefully going forward when competition returns, we will reap the benefits of all these sessions.

We are very privileged at Herschel to have the most amazing team of coaches. Their knowledge of their sports and the commitment they have shown has enabled our girls to develop into good players.

At the beginning of the second term, we were told that Interschool competition was allowed and we had two weeks where sport was beginning to feel normal again. We were lucky to have our Rhenish derby day and two other fixtures. Unfortunately, this was short-lived and before we knew it, we were back to lockdown again.

The winter season drew to a close and we were fortunate to have had a few more fixtures towards the end of Term 3.

As we continue to negotiate the pandemic, we hope that in the months ahead there is light at the end of the tunnel. As our school song says: *"Everyone's a spark and in the night, together we make a light, a fire burning bright".*

Let's keep our fire burning and look forward to seeing all the girls touring, participating against other schools and with our parents back on the sidelines supporting their daughters. ◊





Basketball

BY CHLOË RUMBELOW AND REBECCA GLANVILL

This year our Basketball season began with the Grade 8 training sessions. We were delighted to see the overwhelming number of eager Grade 8s who turned up to start their basketball journey at Herschel. We assisted with every Grade 8 session and over the weeks we got to know every player. It was such a privilege to work with our exceptional coaches and play a part in the development of these junior players' basketball skills. We couldn't be prouder of how far they have come and know that they will make the Herschel basketball family proud in the years to come.

Meanwhile, the seniors were not going to let Covid stop them from having fun either. Despite the restrictions, we were able to continue having basketball sessions while adhering to the necessary protocols. Although we weren't able to play external matches, the coaches continued our lessons and as a result new skills were developed, and many laughs were had.

The season ended in true basketball style with a party enjoyed by all. We feel so grateful to have been part of this group of people we can call our family at school.



Indoor Hockey

BY JODIE COLLINS

The past year has been a difficult one for everyone. Disruptions to academic work and adjusting to online learning weren't the only challenges that students had to overcome. Sport is a large part of what makes school enjoyable for many and it is immensely important for not only the physical health, but the mental health of students. It is a break from the stress and anxiety of schoolwork and life in general. Unfortunately, the Interschools indoor hockey league was not able to happen as it usually does in the first term. If there had been a league, I am confident that our teams would have competed well for the top spots. Despite this, all our teams were able to have practices and play internal games in their squads in place of Wednesday match days. This gave our Grade 8s and 9s a chance to get to know each other better and make new friends after spending much of their first year of high school in lockdown.

Our teams ended off the season with parties with their coaches, which I know everyone enjoyed. I would like to thank Ms Bowren, Mr Scott, and the indoor hockey coaching staff for all they have done for us this past year. Although we were not able to play Interschool matches, our coaches put in a lot of effort every practice to make it as fun as possible whilst following all Covid-19 protocol.



Cross Country

BY JODIE COLLINS

Due to the pandemic, the cross-country league was not able to take place, but this didn't stop our cross-country runners enjoying their Monday and Wednesday runs along the newly established route. The 'buddy running system' made it easier for our runners to get to know each other and the commitment by the runners was great to see.

I would like to thank Mrs Rossouw, Ms Bowren, Mrs Harding, Mrs Paterson and Mrs Sellmeyer for running with us and keeping our runners safe on our bi-weekly runs.



Hockey

BY SARAH GORDON AND SKYE MURRAY

Herschel's hockey was kept alive this year by the enthusiasm and patience that each and every player showed throughout the patchy season. We began the season with high hopes as Covid cases began to drop and fixtures started lining up as we entered Term 2. Our Rhenish and Bloemhof derby days kicked us off with much excitement. All teams started the season on a strong foot and these matches were used to discover what needed to be practised before we began playing league matches. This excitement was short-lived, however, as the season came to a grinding halt on the 19th of May when all contact school sport was suspended, just a week before our big Herschfield Derby.

Patience swiftly became an important part of hockey training, both immediately and in the long run. As we were not allowed to tackle, coaches and players had to come up with ways to encourage zonal marking and to read the game's space instead of being ball focused. Non-contact hockey training initially put a damper on many spirits, but players soon learnt to love the challenge and the focus of practices switched to skills development and team bonding while the sports department waited eagerly for matches to resume.

After a long wait we were finally able to play a few matches towards the end of the season. We enjoyed a set of internal games with mixed age groups and then played friendly fixtures starting with Rustenburg early in September, with Herschel players really enjoying their games under the Friday night lights. Ending the season off strongly, our players played their hearts out against St Cyprian's. All Herschel players can be proud of the sportsmanship that they have shown, especially during these uncertain times.

Herschel students continued to shine, despite these circumstances, with a number of players being selected for the various Western Province teams. **Congratulations to the following players:**

- **U18A:** Emma Lea, Frances Bolton, Grace Goodwin, Jodie Collins, Olivia Dearnaley
- **U18B:** Georgina Stewart, Nina Vermaak
- **U18 non-travelling reserve:** Maya Fourie
- **U16A:** Alexa Knott, Emma Clarke, Leya Patel, Mbali Antony, Mia Andrew
- **U16B:** Amy Gordon, Zara-Leigh Oliphant
- **U16 non-travelling reserves:** Cate Lea, Emily van Heerden
- **U14 WP Squad:** Aasiyah Bailey, Kirsten Böttger, Kelly Cadiz, Samantha Flint, Hannah Henderson

What was most noticeable about the 2021 season was how the Herschel hockey family has grown. We welcomed Ms Scarola and Mr Kerbelker, along with the tech staff, into our family, as hockey branched into the technical world of live streaming. On behalf of our parents and supporters, thank you very much to everyone who helped to live stream our matches.

We are beyond proud of everyone who played hockey this year!



ABOVE: 1st XI after close 1-0 win against St Cyprian's.

Squash

BY REBECCA GLANVILL



Squash, this year, has been filled with laughter, fun and a united group of players. Although Covid has taken away most of the Interschool competitions, it hasn't taken away the 'gees' within the squash court. The squash courts have been an area always buzzing with laughter and chatter.

It has been a privilege to be part of this amazing sport which has taught me so much and lightened the lives of many of the Herschel students. There have been several students who have tried out the sport for the first time and have grown to love it. I am so proud of them; they have grown as players and shown vast improvement in their skills.

Squash is more than just a sport; it has taught us many valuable life lessons. We as Herschel students are so privileged and lucky to have this amazing sport offered at the school, along with the wonderful facilities provided.

Congratulations to the students who made it into the Western Province squash teams. Herschel has three girls in the U16A WP team and three girls in the U19A WP team this year. This is an amazing achievement and shows the huge depth we have in squash.

2021 has been an unpredictable but lovely year for all the students involved in squash. We are very privileged to have two expert coaches, Warren Lawrence and Ms Silvana Scarola. Their commitment and passion for this special game rubs off on all the players and we would like to thank them for their dedication and hard work.

Netball

BY CHLOË RUMBELOW AND ALEX SWANEPOEL



This year the 2021 netball season began with the annual Rhenish Derby Day. After months of isolation, it felt incredible to be back on the courts and playing with our teams again. Everyone was delighted, especially the 1st Team who had the chance to show off their new and improved pink netball dresses for the first time. The excitement continued as we faced Rustenburg the following week for the second (and unfortunately the last) matches of the season. Days later we received the news we'd all been dreading. Due to Covid-19, all sports matches, tournaments, and tours were to be postponed.

As one would expect, this news brought much disappointment, however the netball family wasn't about to let Covid-19 stop them from enjoying the game we all love so much. Thanks to our wonderful coaches we were able to continue having socially distanced strength building, ball skills and fitness sessions filled with endless laughter and smiles. One such practice even included a Pilates session which was thoroughly enjoyed by all. The 1st Team decided it was only right to wear their special dresses to practices making up for the matches we'd missed out on. We are proud to say that despite the difficult circumstances this year the Herschel netball players had a wonderful season. Yes, it was different to what we initially expected it to be and there were certainly ups and downs along the way. But we pushed through, supporting one another along the way and as a result many meaningful relationships were made, and lifelong lessons were learnt. And to us, that's all we could ever ask for. ◊

The Visual Arts Practical Prize

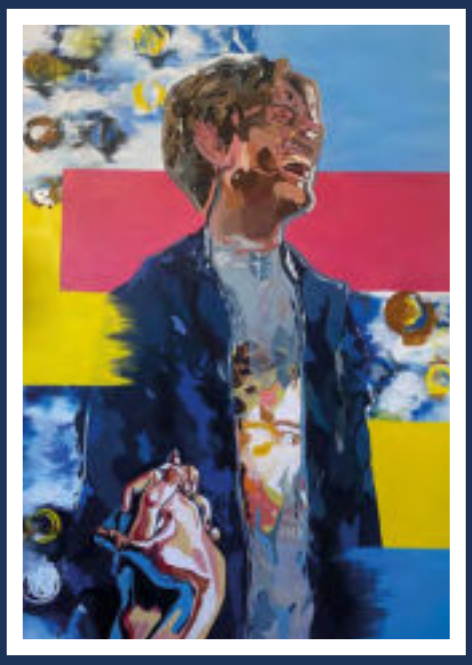
KATELIN KRUGER AND JOSEPHINE ORPEN





Josephine Orpen





Katelin Kruger

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