



## Herschel Transformation Report 2018



## Introduction

### **The Transformational Imperative**

The vision for Herschel Girls School is to create a modern inclusive South African school that continues to produce excellent competent young women who will contribute meaningfully to our collective futures. This is both an ethical and educational imperative which we believe better equips all who pass through our school. In seeking to define the transformation agenda for Herschel Girls School, we have been guided by the Constitution of South Africa, our cherished Anglican heritage and our explicit commitment to a culture of respect and inclusion.

Last year we launched the Diversity and Transformation Policy with a mission to establish a framework to foster a more-inclusive school environment, a place where every girl can feel a strong, authentic sense of belonging. This year the Diversity and Transformation Committee, under the leadership of Logan Govender, has subdivided its strategic work into core **Focus Groups** that have included council, staff, pupils and parents to begin critical and courageous conversations in order to provide meaningful substance for a coordinated and proactive Diversity and Transformation Plan.

A significant amount of time has been spent, over the last year, in the following areas:

- Courageous discussions within the school community; and
- Creating an inclusive environment through the concept of belonging

### **Courageous discussions within the school community**

We acknowledge our joint responsibility, in partnership with parents, guardians, caregivers and families, to provide a range of opportunities for our pupils to be educated about racism, prejudice and discrimination and have intentional dialogues with one another in safe, bold and respectful spaces, in order to truly listen, grow in awareness and better understand the lived experience of others and the destructive impact of discriminatory attitudes and practices. Significant dialogue occurred over the last year and we want to continue to foster a safe environment that enables us all to grow by being challenged to reflect on our own awareness, attitudes and behaviours.

In their brilliant book, *A School Where I Belong*, the authors state: *“While it is natural to fear these conversations because they deal with sensitive issues, avoiding the conversations is something greater to fear... It is when these conversations don’t take place, that things spiral. It doesn’t mean that the conversations won’t be hard and emotional, or that things won’t get heated and we will all agree. But if the conversations are started with the intention of listening and hearing why [people] are feeling as they do, then the outcome can be one of healing and growth.”*

**Creating an inclusive environment through the concept of belonging**

The school wishes to understand, celebrate and affirm differences, promote inclusivity and actively challenge stereotypical views and marginalising attitudes. The year has seen a focus on a sense of belonging at our school. Every pupil, staff member, parent and visitor is worthy of respect, honour, equitable treatment and inclusion, regardless of their race, citizenship, ethnicity, language, gender, sexual orientation, religion, political convictions, social class or ability.

We are thus committed to ensure that all those who choose to attend Herschel feel welcome, appreciated and valued for who they are and that the school acts intentionally and deliberately to redress discriminatory practices, strengthen diversity and build an inclusive culture at all levels.



## DIVERSITY AND TRANSFORMATION FOCUS GROUPS - 2018

### Student Recruitment and Admissions

Staff	Council	Parent
Lin Heidmann (Chair) Stuart West Angelique Claasen Chris McEwen	Logan Govender Tumi Baloyi	Jacques de Wet Arthur Mngxekeza Alistair Petersen Thompson Ganyeka

### Staff Recruitment

Staff	Council	Parent
Andrew Scott Lin Heidmann Stuart West Sharmila Gordon Bongani Sopam Michelle Sylvester	Stuart Harrison	Nasiema van Graan (Chair)

### Social Responsibility and “how we give”

Staff	Council	Parent	Pupils
Linda Martin Lin Heidmann Gillian van Blerk Michelle Sylvester	Aaron Ndhluni (Chair) Tebogo Skwambane	Anna Vayanos	Anathi Mngxekeza Nabiha Ebrahim

### Legal and Policy

Staff	Council	Parent
Andrew Scott	Stuart Harrison	Bronwen Hendry-Sidaki Nevashnee Naidoo

### Student Wellbeing – Senior School

Staff	Council	Pupils
Alison Bodenstein (Co-Chair) Michelle Syvester (Co-Chair) Tasneem Variawa Silvana Scarola Leah Nasson Carol Alpert Olu Ncukana	Tebogo Skwambane	Anathi Mngxekeza Danelle Plaatjies Linde Mulaudzi Sabriyyah Ebrahim Helena Comitits Chloe Oaker Jess Austin Malaika Kalassa Amaarah Ebrahim Ariaana Kader Lidian Plaatjies Mbali Williams Jordana Brown

**Student Wellbeing – Preparatory School**

<b>Staff</b>	<b>Council</b>	<b>Parent</b>
Linda Martin (Chair) Asanda Malafane Jenni Brock Zazie Khan Alison Baikoff	Rose Mulder	Preparatory Parents Association Members Anna Vyanos

**Religious Diversity**

<b>Staff</b>	<b>Council</b>	<b>Parent</b>
Stuart West Lin Heidmann Michelle Sylvester Rev. Lorna Lavarello-Smith	Logan Govender (Chair) Neville Wellington Rev. Jerome Francis	Waarisa Brey Bronwen Hendry-Sidaki Karin Berman Nevashnee Naidoo Reyhana Ebrahim

**Procurement**

<b>Staff</b>	<b>Council</b>	<b>Parent</b>
Andrew Scott	Tumi Baloyi (Chair)	Rishda Sirkot Omashnee Ganyeka

**Parent Education and Events**

<b>Staff</b>	<b>Council</b>	<b>Parent</b>
Stuart West Lin Heidmann Zazie Khan	Logan Govender Rose Mulder	Jacques de Wet (Chair) Alistair Petersen Janey Mills Alex Ovenstone Shameela Bhagoo Jo Frater Arthur Mngxekeza Debbie Hickman

**Council Recruitment**

<b>Staff</b>	<b>Council</b>
Stuart West Lin Heidmann Andrew Bearne Andrew Scott	Tracey Dicker (Chair) Logan Govender Stuart Harrison

## Transformation Report for 2018

**Goal 1: To address all forms of marginalisation, prejudice and racism that may exist at Herschel and cause Black girls, teachers or parents to feel excluded.**

The school spent a significant effort in 2018 to address this goal at a student, teacher and parent level. This included direct engagements with students, teachers and parents including behavioural awareness and training.

### **Staff Training**

This year we held further three three-day Diversity and Justice Engagement Workshops for staff facilitated by Rev. Alan Storey. These intensive workshops were attended by 45 Herschel staff who reflect that these workshops have been an enriching learning experience, an important catalyst to explore their own personal growth with respect to transformation and inclusion and that they emerged from the workshop more empowered, affirmed and equipped to understand and promote inclusion.

The second Global Forum on Girls Education hosted by The National Coalition of Girls' Schools in Washington DC provided the unique opportunity for the Head and the Preparatory Head to attend many workshops relating to inclusion, diversity and transformation education, particularly focussing on race and gender. The content of these informative workshops has been reported to Council and shared with the Executives and much of what has been learnt from other school's transformation journeys can be adapted and utilised to assist Herschel in its own journey.

Staff Training is an on-going exercise and is complex as each member of staff has an individual narrative and therefore an individual pace. We are conscious that young women must see themselves in the staff we employ and that classrooms must be safe spaces for our students to be who they are without the need to assimilate in order to have their presence in our school validated.

### **Pupil Wellness– Preparatory School**

Chair: Linda Martin

During the course of 2018, School Management together with the Parents Association and the current Grade 7s, have provided various forums, discussion groups and meetings where parents, teachers and girls have had the opportunity to share stories of their lives, as well as feelings of marginalisation, prejudice, or bias. Each time such a meeting has taken place and whenever marginalisation, prejudice, racism or bias has been raised, the situation has been dealt with in a formal manner. Part of this process has involved remediation of staff, parents and pupils through counselling, imparting of knowledge and skills which deal specifically with unconscious bias, prejudice and racism and honest conversation about the impact on the Herschel community.

Class connect time was introduced at the Preparatory School this year in order to allow for pupils to engage with their teachers each day. This engagement is teacher led and has provided the platform and opportunity for staff to raise awareness with regard to issues such



as oppression, intolerance, prejudice, discrimination, bias and power. This session has also allowed for staff to have age appropriate discussions with pupils on current issues exposed in the media. Many of these conversations have continued when pupils return to their home environment and the joy of this is that our parents are becoming more aware and educated with regard to their own prejudice, discrimination and bias. Much time has been allocated to the discussion of the Constitution with regard to rights of South African citizens. Specific focus has been on gender related rights and the need for change in South Africa with regard to the rights of women.

Staff of colour at the Preparatory School have been regularly asked for guidance and input with regard to ensuring equality and understanding by staff when dealing with girls or families of colour.

Each event that has been organised in 2018 has been critically evaluated prior to communication with parents and the format and information relayed during these meetings has been adjusted in order to ensure that the event in no way ignores or minimises any parent or girl. This has included relooking at the time of an event, the language used to present at an event, the format of the event and the message communicated at the event. When speakers have been selected for parents and girls at the Preparatory School in 2018 we have ensured greater diversity in both race and gender.

The Grade 6 annual Diversity Workshop has been revised this year with input from our current Grade 7 pupils as well as parents from the Parents Association and Class Representatives focus groups to ensure that the presentation deals specifically with gender, race, religious and economic diversity. The presenters involved in this workshop reflect these diverse categories. The workshop will run across the end of Grade 6 and start of Grade 7 to enable more in depth conversation.



## Senior School

2018 started with the launch of the new house system and vertical tutor groups in the Senior School to ensure that each girl feels a sense of belonging and connection to a smaller family of school life, a place where she feels comfortable to be herself and where she learns to confidently mix with girls of other grades and life experiences. Additionally, frameworks such as the new Peer Support programme and the establishment of the Pride Club have pioneered a number of safe spaces and important mentoring opportunities this year for girls to have brave conversations, connect, raise awareness about gender and identity and, most importantly, to foster a sense of belonging for many.

At the start of the year, the capacity of the counselling department was increased and we now have a team of three counsellors, including a newly appointed full-time black counsellor. This has allowed for greater accessibility to the counselling team by all girls and the proactive and meaningful addressing of relevant social and inclusion issues and challenges within the senior school.

It has been equally important this year that we listen, understand and act to make Herschel a place of authentic belonging – right here and now. In a number of critical conversations with many of our black girls, we realised two important things:

Firstly, that we had to be absolutely clear that any form of prejudice, racism or marginalisation will not be tolerated at Herschel and when reported, will be investigated and addressed according to our Code of Conduct. To effect this, the Head outlined in an assembly and newsletter a clear procedure for girls and staff to report any allegations of racism or prejudice and asked the girls to use and trust that reporting structure. This year we have dealt with incidents involving the use of racial slurs, a perception of cultural appropriation and an allegation of marginalizing behaviour towards a pupil by a teacher. The explicit articulation of a process of reporting will mean that there will be an increase in reporting. As adults we do need to take every allegation seriously, whilst using the gift of discernment to approach each case.

Secondly, the common themes expressed by all our girls in the many dialogue opportunities was a need for our girls to talk with each other in safe, bold and respectful spaces, where they can truly listen, grow in awareness and better understand the lived experience and struggles of others to belong. In the third term there was a remarkable start to these courageous and constructive conversations at the Grade 11 camp. Our Grade 11 girls really talked to each other. For most of the Grade 11s it was the first time there has been a safe opportunity and the mutual trust to share openly and actively listen to each other. So many girls reported that they were changed and encouraged by this experience and wanted more opportunities to engage with each other. We have also started affinity groups in Grade 10 to prepare the way for black girls to speak more courageously and collaboratively about their lived experiences as Herschel girls.





The Grade 11s engaged in a Stand Up for Democracy workshop as part of their leadership training to prepare them to change the Herschel experience for black girls starting in Grade 8. We have planned a Dialogue Day in February 2019, that will be facilitated by Dylan Wray and Roy Hellenberg of *Futureproof Schools*, to ensure these conversations continue and that greater understanding, healing and growth continually evolve. We have had a positive response by staff to become Early Adopters who will be trained as facilitators in preparation for this Dialogue Day. They will be empowered to hold the courageous conversations. This process is a watershed moment for our school as we consciously seek to heal the past in order to move forward into the future.

### **Pupil Wellness Focus Group – Senior School**

Chairs: Michelle Sylvester and Alison Bodenstein

The Group has had four meetings this year. At the last two meetings the 2019 Head of Diversity Prefect was tasked with bringing the voice of the pupil body more directly to the table. Key to our meetings has been creating space for dialogue and conversations. Our objective has consistently been to bring our community together and not polarising our pupil body. The interactions were open, honest and robust. The main point to emerge from the discussions was that the school needed to build trust with the black pupils to ensure that they felt a sense of confidence in the processes of the school that instances of racism, marginalisation and prejudice will be addressed adequately. We will continue with this process of building trust and a sense of fellowship where all learners take a collective responsibility for this. With discussions of diversity and transformation we also wish to ensure that the voices of all pupils are heard and that, while we acknowledge guilt and privilege, we move beyond it, to ensure that all learners have a sense of safe spaces and create a school where all learners feel a sense of belonging.

There is a sense that pupils would like to lead the journey to full inclusion and the Diversity Prefect has drafted a Plan of Action for discussion. The School believes that we need to support and empower the learners in this process and play an oversight role. The key points for the Plan of Action are:

- Train all grade 11 pupils as effective conversational facilitators.
- Initiate conversations about diversity and transformation in long tutor periods.
- Introduce and better acknowledge the maintenance, service, ground and externally-employed staff on campus.
- Find time in our academic programme to dedicate a day or two to conversations surrounding key aspects of diversity and transformation (ie. Dialogue Day)
- Implement an intersectional and inclusive culture at Herschel
  - By informing Grade 8s and new pupils from the beginning that hate speech, discrimination, prejudice and bullying is not tolerated at Herschel and encouraging older pupils to actively set an example in mindset and behaviour.
  - Making it known that accountability and education are a fundamental part of the culture the pupils are trying to spread and value.
  - To set up a Diversity Forum consisting of elected representatives from each tutor group in 2019 to provide a structured discussion platform that can strategically inform the Pupil Wellbeing Group about relevant issues.

2019 is a significant year for our senior school as we journey to an authentic and real community. Our pupil body is key to this process and this Focus Group is committed to this journey alongside our pupils. As Anne Wilson Schaef wrote: *Differences challenge assumptions*.

### Parent Education and Engagement Focus Group

#### Chair: Jacques de Wet

The Parent Education and Engagement Focus Group (PEE Group) currently comprises council members, the heads of the school, teachers, representatives from both the Preparatory and Senior Parents Associations and other parents. This group had five meetings during 2018 and separated their activities into the following three facets led by task teams:

- **Facet 1 - High Impact Interventions:** Diversity and Transformation events aimed at the broader parent body which stimulate critical reflection, education/conscientization and engagement. The recent evening with Jonathan Jansen and Herschel graduates was the first of these events under the theme “Be a Part of the Conversation”. Prof Jansen spoke to the critical topic facing all Herschel parents: *“How are we building and enabling our daughters to be successful in a diverse society?”*



- **Facet 2 – Self and Group Development:** This entails the PEE Group’s own development in relation to Diversity and Transformation and education/capacity building. The group is developing a sense of collective identity and evolving a shared critical consciousness in order to engage effectively with the wider parent body. This internal process in capacity building has already begun with various group exercises and discussions.
- **Facet 3 - Strategic Processes:** Multiple ongoing interventions/processes aimed at parents that over time shift the nature of the Herschel Community/Organisational culture (i.e. who we are and how we function/do things). This facet will receive more attention in the new year.

The PEE Group has worked very well and will continue with the various initiatives in each of the three facets listed above in 2019.

## Religious Diversity Focus Group

### Chair: Logan Govender

Our current Diversity and Transformation Policy includes the statement that Herschel: *“is an Anglican School that provides education within the context of Christian belief and practice. Herschel respects all religions and encourages an understanding of the meaning and significance of all faiths, whilst preserving and developing its religious character in accordance with the principles of the Anglican Church.”*

This Focus Group was created to consider how Herschel can be more inclusive from a religious perspective and continually seek to create an environment where all learners, parents and staff feel a sense of belonging. To achieve this, we adopted the following strategy:

1. Create a committee that was representative of different religions. We currently have Christianity, Islam, Hinduism and Judaism represented on the committee.
2. Understand what exists in the current environment that makes other religions not feel included.
3. Review how this can be accommodated considering the constraints we have as a Christian Anglican school.

The committee has met twice this year and it was important for the group to spend time listening to the input of the various members. We will continue, over the next year, to consider the various perspectives and make recommendations for Council to consider.

## **Goal 2: To actively transform the pupil population to better represent the demographic diversity of South Africa, especially in relation to race.**

We previously identified that to transform the pupil population requires an Admissions Policy that facilitates this; the creation of an organisational culture where people feel that they belong, are accepted and valued and the communication of this to fee paying black parents to make Herschel their school of choice, and lastly creating sustainable funding mechanisms to offer disadvantaged black girls the opportunity to study at Herschel.

### Preparatory School



In the intake years of Pre-Nursery and Grade R, there has been a dramatic increase in the percentage of black pupils accepted. The black pupil average for Pre-Nursery for 2019 is 38%. Seven of the eight placements for Grade R for 2019 are black pupils and eight of ten places offered from Grade 1 – 7 are black pupils. The introduction of the Herschel Preparatory Bursary Fund creates sustainable funding mechanisms to offer disadvantaged black girls the opportunity to study at Herschel in the future.

## Senior School

Currently, each of our senior school grades have a black pupil ratio of between 25-36%. There is still work to be done in creating 'pull-through' of black girls who apply for Grade 8 places. This year 46% of the girls who wrote the Grade 8 Entrance test for 2019 were black and our offer of place was to 83% of those black students. The final acceptance by black pupils for Grade 8, 2019 currently stands at 28%. The key stated barrier to acceptance is the need for financial aid.

**Goal 3: To actively transform the profile of the Herschel teachers at all occupational levels to better represent the demographic diversity of South Africa, especially in relation to race.**

## Recruitment Focus Group

**Chair: Nasiema van Graan**

In continued support of Herschel transformation, the Recruitment Focus group is pleased to note that additional teachers have been appointed at the school. Since the 2017 report there have been an additional 7 black staff members appointed at Herschel, including 6 black academic staff. In 2018 the percentage of black academic staff across the school was 25.0%, compared with 21.6% for 2017. For 2019 the percentage will be 26.4%.

In accordance with Herschel's ethos of excellence, the notable appointment of highly qualified and skilled senior black teachers in 2018 is a beacon to our girls to see black excellence first hand. Specifically, over the last 2 years, Herschel has been fortunate enough to appoint black staff in leadership positions at both the Preparatory and Senior schools, including a new Deputy Head at the Senior School, a Chaplain, a Foundation Phase Head, as well as a Geography Subject Head. An existing black teacher has also made his mark in another area of responsibility at the Senior School by being appointed as a House Director. This is another step in ensuring that all our pupils have role models with whom they can identify.

The Learnership Programme at the Preparatory School received an injection of funds from the Parents Association fundraising which enabled us to pay for an additional Learnership in 2018. During the course of 2018 two of our three Learnerships have qualified and completed their BEd Degree. One of these staff members has taken up a full-time position at a local school and the other has applied at various schools and is awaiting confirmation of interviews. The Workskills Development Programme in the Preparatory School continues to be successful. This year three Assistant Teachers were provided financial support for their studies through Unisa. These staff members also received mentoring and guidance from Herschel staff in order to ensure that they are supported as they attempt to balance work and home lives. One of the Assistant Teachers qualifies with her BEd Foundation Phase Degree at the end of 2018.

During the selection process for teachers for 2019, two outstanding Assistant Teachers were interviewed. We only had one vacancy for an Assistant Teacher, but made the decision that in order to ensure that the profile of Herschel teachers transforms, we would appoint both candidates, creating the opportunity for both of these candidates to receive financial assistance, academic support and an opportunity to study in order to obtain a BEd Foundation

Phase degree. Both of these candidates are home language isiXhosa speakers and this will allow our black girls to have role models within their phase.

The Recruitment Focus Group is committed to building on this encouraging foundation, and has identified Key Strategic Objectives for recruitment that focus on ensuring that we maximize our ability to attract and retain the best black teachers. These Objectives focus on: how and where we advertise to create maximum penetration with our target audience; the wording of our advertisements to ensure that teachers of all backgrounds see Herschel as an aspirational career choice; using alternative sourcing methods to find those teachers of excellence who will add value to our school; and removing any unconscious bias from the recruitment process by making the process more accessible and inclusive. Furthermore, we are committed to understanding the experiences of our current black staff to ensure that these excellent teachers not only continue to add value to our girls, but also feel valued and act as ambassadors to assist with attracting additional talented black teachers.

Moving into 2019 we are pleased that we have expanded the Focus Group to include teachers and parents across the grades so that we can continue our focus on the actions to support these Strategic Objectives.

**Goal 4: To ensure that all academic staff are committed to the delivery of a formal and informal curriculum that is of a high standard. The curriculum content, concepts and resources utilised and selected for all pupils from Pre-Nursery to Grade 12, must be relevant, meaningful and appropriate within the context of South Africa and Africa; must address the inequalities of society and marginalisation, as well as the legacy of Apartheid, in an explicit manner, at every opportunity, and in all subjects and teaching.**

In August Prof. Gerald West facilitated a workshop for academic staff entitled *Explicating Decolonisation*. Prof. West had given this talk to Anglican Heads last year and it was so well received that he has been asked to speak and facilitate in many ISASA schools. In the workshop he provided a framework and suggested concepts from his academic research work to help academic staff grapple with contemporary and relevant notions of the “entanglement” of the indigenous, colonial, post-colonial, ‘decolonial’ and Anglican/Christian constructs that continue to shape our schools. He challenged staff to not only audit the knowledge and content of their subjects, but to go further and question what we consider to be “knowledge,” how we construct “knowledge” and what that “knowledge” is used for in our teaching methodologies. He suggested that our Anglican Christian heritage should compel us to ensure that our school reality conforms “God’s kin-dom” so that our teaching is relevant for, and embraces, a body of pupils from widely divergent backgrounds and religions.

## Preparatory School



At the end of 2017 all Preparatory staff met to critically evaluate the resources and content that was taught in all subjects. The aim was to ensure that the selection of materials, resources and content for 2018 must be relevant, meaningful and appropriate within the context of South Africa and Africa. A variety of changes were made that ensured that diversity and inclusion was the focus of every resource used. Some of these included changes to :

art supplies to include colours that accurately reflects their skin tone in their self-portraits or in drawing people, themes to be more diverse and inclusive of our Herschel family, more focus on women in a variety of roles and the purchase of local textbooks/workbooks/readers (new editions) which cover a range of local/South African content. Added to this, books were removed from our library and classroom if the content was racially stereotypical or offensive. New reading materials and novels that deal with issues of inclusion, gender equality, racism, exclusion, relationships, and the legacy of apartheid were purchased.

More books for 'Story Time' in the junior grades with female protagonists of colour were purchased and classroom posters were also updated to ensure pictures up in the classroom are representative of a diverse group. Many of the electronic resources utilised were also changed to reflect inclusion and diversity.

## Senior School

2018 has been a year in which more conversations have started in earnest on how to drive transformation and diversity through curriculum delivery. Academic staff have been encouraged to include an audit of the knowledge framework (content) of the subject they teach, to be sensitive to issues such as inclusivity within the curriculum and to celebrate diversity. At Subject Heads meetings, academic leaders of departments have been asked to lead discussions within their subject departments to raise awareness about the need to be more inclusive in the planning and delivery of the curriculum. Staff have been encouraged to be more focussed on South Africa and Africa in their selection of case studies and to include indigenous knowledge more explicitly. Mrs Sue Grove, the Head of Curriculum and Staff Development, with the Heads of Department, recently compiled a review of curriculum changes introduced in 2018, with special audit on how the curriculum was driving Diversity and Inclusivity in the classrooms. The review gives a comprehensive review of the curriculum, pedagogical and resource shifts that have happened in the senior school classrooms this year.

### Staff Development in the Cluster Programme:

In Term 3 staff watched clips from *A School where I belong* and engaged in very valuable discussions of stimulating topics that arose as a result of the materials viewed. Staff were challenged to be agents of change in their classrooms and beyond as they selected content, facilitated learning and chose methodologies to encourage development of the girls who they teach and guide. This assisted staff as tutors, mentors and subject tutors and led to fruitful discussions on diversity, accepting difference, increasing consciousness and an awareness to celebrate diversity. The anonymous views of girls of colour within Herschel where they described their feelings, thoughts and experiences at Herschel were very sobering and alerted



all to the need of girls to belong in the broader Herschel community. All staff who engaged with materials and in discussion definitely came away enriched.

### **Enrichment Week 2018:**

Specific parts of the Enrichment Week programme in the following grades are mentioned as developing empathy and increasing understanding of others and self-awareness:

- Grade 9: This year the grade examined *Home* as a theme and explored, in very tangible ways, what home means to different people living in the broader communities of Cape Town. Financial constraints, legacies of the past and the impact of poverty were examined closely to help the girls understand how people struggled to own a home and the difficulty of managing a city that has to deal with rapid urbanization, inequitable development and a shortage of services. The drama production LAND ACT was sensitively presented and gave the audience much food for thought as it examined ownership of resources, white privilege, and land issues confronting our communities in Cape Town.
- Grade 10: The girls were guided by staff and guest speakers through the theme *Breaking Barriers and Building Bridges* to see diversity as a positive rather than a negative aspect. A diversity workshop was held with Grade 10s from Claremont High School and a rich dialogue was achieved in this context. Discussions were held on better listening skills, connectedness and empathy. Girls engaged with speakers who highlighted diversity, the impact of living with disability and how to be more inclusive. The girls spent time in NGO's specializing in supporting people with physical and psychological barriers.



- Grade 11: The pupils were challenged in group work and through speakers and group sessions to understand their own identity and awareness on diversity and difference. The pupils participated in a series of facilitated deeply meaningful conversations with one another, learning new insights into the stories and life experiences of their peers. At the end of the week they called for the need to have more courageous conversations with each other to leverage and lead attitudinal change at School.



#### **The Baxter Resource Centre:**

The Librarian, Mrs Carmelita Prins, has been assisting departments in obtaining new resources to enrich and diversify the teaching and learning environment while stocking the library with many new novels that deal with issues of inclusion, gender equality, racism, exclusion, relationships, and the legacy of apartheid.

**Goal 5: To ensure that Herschel learners and teachers are committed to meaningful Social Responsibility Programmes that promote partnerships with other school communities and engage with our broader community in the Western Cape.**

#### **Preparatory School**

Much discussion was had prior to the start of 2018 to ensure that each act of service was in line with our aim to teach our pupils the value of action in service. Community Outreach continues to offer wonderful opportunities for the girls to make a difference to the lives of others. We have used opportunities of service where the girls are involved in the action of service and are required to sacrifice their time in order to make a difference in the lives of the community. Each girl did 67 minutes of service by action for Mandela Day and involved their families and friends in these projects. Each project was age appropriate and designed to instill empathy and compassion. The aim of our school outreach projects this year has been to ensure sustainable relationships are built and created with educational institutions, medical facilities and projects that assist children and families, as well as animal related projects.

The 2018 Grade 7 Fair saw an incredible amount of R56 410 profit being made. This amount forms the basis of the Gr 7 outreach fund. This year the fund has provided support to various schools with regard to literacy and numeracy resources and outreach transport costs.



To lift the hearts of many sick children on Valentine's Day, we organized the making and distribution of Valentines cards made by the Preparatory girls, to The Red Cross Children's Hospital and Groote Schuur Hospital. The majority of the children in both of these government facilities are underprivileged. In addition, red heart Sweetie Pies were handed out to children at the Plumstead Childhood Cancer Foundation of South Africa (CHOC) and to the Cancer Ward of the Red Cross.

#### **Senior School**

At our Senior School we are endeavouring to fill the gap in the lack of educational resources. We continue to work alongside partner schools like Thandokulu High, Heathfield Senior Secondary, Kewtown Primary, Capricorn Primary and Regina Coeli who bring groups of pupils on to our campus for tutoring opportunities and we use our resources as a means of

paying it forward. We also engage in general service opportunities seeking diversity in the organisations we work alongside.

We are conscious that our students do need to venture out of the Herschel bubble and proceed with meaningful work in communities. Our girls currently go out to provide support and care to children in Maitland Cottage, Heatherdale Children's Home and the Vryground Community. We are aware that to those whom much is given much is required. More can be done in communities on our Herschel doorstep. In the pipeline is a committed service project within a West Coast community as well as a partnership with Steenberg High with the help of a Grade 11 parent.

**Goal 6: To actively transform the Herschel Council to better represent the demographic diversity of South Africa, especially in relation to race.**

This year the Herschel Council has had fourteen members which includes five black members: Vice-chair Logan Govender (parent), Dr Aaron Ndhluni (parent), Mrs Thumelo Baloyi (parent), Rev. Jerome Francis (Rector of St Saviours and Archbishop's Representative) and Tebogo Skwambane (business woman and Old Herschilian). The Archbishop is ex-officio the Visitor to the school and has been consulted on significant issues deliberated by Council. The Preparatory Parents Association and Class representatives this year ensured that their committees were more diverse and representative. Both bodies increased the number of Black members this year.



**Goal 7: To assist in the transformation of the South African economy by supporting Black Economic Empowerment-compliant companies in our procurement and tendering policies.**

**Procurement Focus Group**

Chair: Tumelo Baloyi

This year the Group reflected on The Codes of Good practice in terms of Broad Based Black Economic Empowerment (BBBEE) and also evaluated the procurement policy drafted by the school. The position taken is that as a school we will adhere to the codes of Good practice. The draft policy is being enhanced to be direct and clear in terms of the position of transformation. The finalised copy will be submitted to Council for approval in Term 1 of 2019.

**Goal 8: To include Diversity and Transformation on all future Executive and Council agendas with the express aim of ensuring that these issues are addressed regularly and in a focused and purposeful manner.**

Diversity and Transformation has been a fixed agenda item at all Council, Management, Executive, Preparatory PA, Senior House Parent Representatives and EduCom meetings in 2018. This has ensured that all key committees of the school have held discussions and strategized on how best to permeate key diversity and transformation imperatives into every aspect of the school.

**Goal 9: To plan, implement, monitor and report to Council on the Herschel activities relating to these transformation goals.**

The termly written reports to Council by the two Heads provide a quarterly update to Council on Diversity and Transformation. The Diversity and Transformation Committee has met termly this year to review and discuss the work of the Focus Groups and the transformational imperatives within the school and its minutes were tabled at each Council meeting.



**Stuart West**  
**Head**



**Lin Heidmann**  
**Head of Preparatory**