



No 05 - 01 Apr 2021

HERSCHEL PREPARATORY SCHOOL

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INTERMEDIATE & SENIOR

Message from our Head

Dear Parents

As Term One draws to a close and I reflect on the term, I realise that there is much that I have to be grateful for. The extended Herschel family really is special. Thank you to each and every one of you who have supported our COVID systems during the course of the term. It has been fabulous to get positive feedback from parents. It is always wonderful to read a positive email or receive a phone call thanking a member of staff for something that they have done. An enormous thank you too to the PA and Class representatives for all that they have done over the past term to assist the school in various areas, from messages to providing meals for staff and families that have experienced hardship, grief and loss, to gifts, flowers and cards in celebration of birthdays, the birth of babies or special days.

I would like to extend my gratitude to the staff for all that they have done this term to ensure that the girls are nurtured and cared for. The individual care shown to pupils and the time spent ensuring that each little girl feels safe and can flourish does not go unnoticed. I have loved seeing all the interhouse sporting and academic events this term and watching the girls delight in healthy participation and competition. The Admin, Security, Cleaning, Maintenance and Grounds and Estate teams have worked incredibly hard to ensure that we are able to function to the optimum in every area of school life – the additional time and effort required during these unusual times is enormously appreciated by the girls, Academic Staff and myself. Without the collaboration and strong team spirit that we have at the Prep, we could not accomplish all that we do.

Over the course of this term I have covered a number of focus areas from Brene Brown's book, *Daring Greatly*, with the girls. The 10 areas for Wholehearted Living are what we are learning about over the first six months of this year. After the 2020 year with the pandemic and an extended Lockdown and then beginning 2021 with so much uncertainty, we realise that the girls need small, measurable positive goals on which to focus so that they do not become heavily burdened at their young age.

We have used various spaces to explore the concepts and this term we have used the time during assembly, family groups and class connect.



2021

Tue 20 Apr	Term 2 Starts for Pupils
Thu 22 Apr	Earth Day: Restore our Earth 18:00 Gr 7 Movie Night TBC
Fri 23 Apr	Book Day
Mon 26 Apr	School Holiday
Tue 27 Apr	Public Holiday: Freedom Day



Authenticity



Gratitude & Joy



Self-Compassion

Page 1



The areas we have focused on thus far are as follows:

- 1) Authenticity
- 2) Gratitude and Joy
- 3) Self-Compassion and Self-Love
- 4) Resilient Spirit

I encouraged the girls to use the holidays as an opportunity to focus on the fifth area which is Laughter, Song and Dance! Over the last weeks of the term many of the girls participated in the Music Workshops and great fun was had as they celebrated each other's gifts and talents. Please do encourage your girls to have fun, laugh lots, be carefree and explore the chance to dance and sing together with friends and family at every possible opportunity. We will do this too in the first week of the new term.

On Wednesday, 31 March, I thoroughly enjoyed being a part of the Grade 7 Fair. The girls really have amazed me with their creativity, initiative and enthusiasm. I loved their energy and the sense of camaraderie. What a fantastic example they set for our younger girls as they worked hard, sold hard and tidied up, leaving the hall spotless in record time. I am so proud them!

On the last day of the term, I spent the morning popping into each class to bid the girls farewell and wishing them happy holidays. Due to us only being able to accommodate 2 grades at a time in assembly, it is not that easy to see the girls regularly as I would have done in the past. My visits ended in the Pre-Preparatory where the girls were eagerly awaiting the Easter Bunny. I had the most fabulous time listening to them sharing their experiences and stories of the Easter Bunny and even joined the Pre-Ns as they hunted for eggs. It was the most wonderful way to end the term.

Over the course of this term, we have had such positive feedback from parents who have attended the workshops run by our academic and specialist staff, external presenters and therapists. Next term we will continue to run a variety of online parent workshops. As soon as we are able, we will move the workshops that would best be facilitated in person back on campus. In the first week of the new term, we will provide you with dates and times for the first two parent workshops. These are in addition to those already on our planner.

Independent Inquiry

An Independent Inquiry into systemic racism was conducted at Herschel between September and December of 2020. The findings and recommendations have been reported to the Heads of School and Council. This term, meetings were held by Council and there has been extensive discussion with respect to the report. Further consultations on some of the matters raised in the report are in progress. A Council Sub-Committee has been appointed to oversee the implementation of the recommendations in the report, finalise any further processes and present final recommendations to Council. The actions and plans arising from these recommendations will be communicated with all stakeholders in Term Two.



Resilient Spirit



Laughter, Song and Dance



Parents Association

We would like to formally introduce you to our Parents Association of 2021. We have included some fun facts about them and wish them a fantastic year.



Tumelo Baloyi

Tumelo is the Chair of the PA, she also serves on Council.

The one thing that we don't know about her is that she does not have a tattoo, she will never get one because she has no tolerance of self-inflicted pain.

Should there be a zombie apocalypse the three people Tumelo would want on her team are her immediate family but hire Will Smith to protect them (he was immune in I AM LEGEND).

As for living without a smartphone for 24 hours, Tumelo says "I can try, it will be hard though, we are all addicts".



Dawood Khan

Dawood is the Vice Chair of the PA and heads the Carnival Committee. He also serves on the Community Engagement Portfolio and the Hospitality and Functions Portfolio.

The one thing that we don't know about him is that he has a twin.

Should there be a zombie apocalypse the three people Dawood would want are William Wallace, MacGyver and Bear Grylls on his team.

As for living without a smartphone for 24 hours, Dawood says "Anytime".





Gail Daniels

Gail is the Head of Class Representatives and serves on the Parent and Staff Portfolio.

The one thing that we don't know about her is that she loves games and board games.

Should there be a zombie apocalypse the three people Gail would want are The Hulk, Wonder Woman and Charlie Chinsaw on her team.

As for living without a smartphone for 24 hours, Gail says "Absolutely – if I can choose the 24 hours".



Caren Fürst

Caren serves on the Community Engagement Portfolio, the Parent and Staff Support Portfolio and the Spirituality Portfolio.

The one thing that we don't know about her is that she is a qualified Commonwealth Cricket Team Umpire.

Should there be a zombie apocalypse the three people Caren would want on her team are her unflappable husband, her Zimbo bestie and Bear Grylls of course!

As for living without a smartphone for 24 hours, Caren says "only if surrounded by good friends and good food".



Candice Henriques

Candice serves on the Parent and Staff Support Portfolio.

The one thing that we don't know about her is that she memorizes number plates.

Should there be a zombie apocalypse the three people she would want on her team are Ellen DeGeneres, Brad Pitt and Warren Buffet.

As for living without a smartphone for 24 hours, Candice says an empathic "No".





Danica Slatter

Danica serves on the Parent and Staff Support Portfolio.

The one thing that we don't know about her is that she was a Springbok Drum Majorette.

Should there be a zombie apocalypse the three people Danica would want on her team are the Karate Kid, Henry Danger and Super Man.

As for living without a smartphone for 24 hours, Danica says "Yes".



Elaine Bergenthuin

Elaine serves on the Hospitality and Functions Portfolio.

The one thing that we don't know about her is that she is busy writing a novel, she loves reading and she is a complete bibliophile.

Should there be a zombie apocalypse the three people Elaine would want on her team are her husband Thomas, Katniss Everdeen and Chuck Norris!

As for living without a smartphone for 24 hours, Elaine says "Probably not, I have never been brave enough to try".



Gareth Hardress-Williams

Gareth serves on the Communications Portfolio.

The one thing that we don't know about him is that he used to make wine in France.

Should there be a zombie apocalypse the three people Gareth would want on his team are his daughter Amélie, Taylor Swift and Dobby the House Elf.

As for living without a smartphone for 24 hours, Gareth says "Easy – let me just Google that to be sure though...".





Gareth Miller

Gareth serves on the Hospitality and Functions Portfolio and the Communications Portfolio.

The one thing that we don't know about him is that he can cook 2 minute noodles in 1 minute and 30 seconds.

Should there be a zombie apocalypse the three people Gareth would want on his team are Rick Grimes, Carol Peletier and any one of the world's politicians to use as a decoy.

As for living without a smartphone for 24 hours, Gareth says "Not a chance".



Greg Beadle

Greg serves on the Finance Portfolio, the Hospitality and Functions Portfolio and the Communications Portfolio.

The one thing that we don't know about him is that he loves camping and being outdoors whenever he can but he is scared of frogs.

Should there be a zombie apocalypse the three people Greg would want on his team are his wife, daughter and Wonder Woman. So three wonder women then.

As for living without a smartphone for 24 hours, Greg says "Please take it away now!"



Jennifer Yazdanpanahi

Jennifer serves on the Hospitality and Functions Portfolio and the Communications Portfolio.

The one thing that we don't know about her is that her surname is Persian.

Should there be a zombie apocalypse the three people Jennifer would want on her team are her husband and three children, yes four on her team!

As for living without a smartphone for 24 hours, Jennifer says "Happily".





Liza Lucani

Liza serves on the Community Engagement Portfolio.

The one thing that we don't know about her is that the ocean is her happy place.

Should there be a zombie apocalypse the three people Liza would want on her team are the Terminator, Count Dracula and Karate Kid.

As for living without a smartphone for 24 hours, Liza says "Yes but I would probably keep looking for my phone thinking I had lost it".



Siza Mazibuko

Siza serves on the Parent and Staff Support Portfolio.

The one thing that we don't know about her is that she loves sleeping, but sadly all the activities do not allow for her favourite past time.

Should there be a zombie apocalypse the three people Siza would want on her team are any person regardless of their social standing and economic status. A person that exudes authenticity, honesty and openness and a person who is expressive.

As for living without a smartphone for 24 hours, Siza says "Yes and no, it's depends, LOL. Basically, it's the complexity of this question that makes me mumble words".



Tinyiko Ribisi-Termak

Tinyiko serves on the Communications Portfolio.

The one thing that we don't know about her is that she was a comedian in her past life.

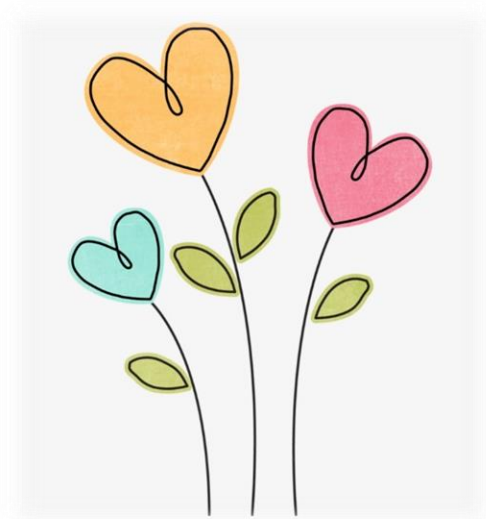
Should there be a zombie apocalypse the three people Tinyiko would want on her team are her hubby and two babies.

As for living without a smartphone for 24 hours, Tinyiko says "But why?"



Pre-Prep

We have come to the end of the first Term and we have had so much fun. Our Pre-Nursery girls have settled into their new school and the girls are getting to know one another. The laughing and interaction have made for a happy and fun term. Last week the girls played with shaving cream and colourful starch and made their own wallpaper.



Foundation Phase

Grade 1

The Grade 1s enjoyed listening to the stories and engaging in questions and actions with wonderful props.

Gilly never reads but only tells her stories; making use of her voice in many ways to make it exciting and fun. Thank you Gilly and we hope you come again soon!



Intermediate Phase

Grade 6 Water Theme

The Grade 6 classes have been busy this term with the driving question, "How does the way we use water today, affect all South Africans tomorrow?" The girls have studied wetlands, designing posters to explain the importance of wetlands. They had a 750 ml day, where they tried to use only 750 ml of water from 06:00 to 12:00. They made their own water cycle using water and a Ziploc bag which was left in the sun. Finally, the girls watched several clips on water shortages in Africa and listened to a Water Walk poem. They



Grade 7 Fair

The annual Grade 7 Fair took place on Wednesday 31 March and it was a wonderful success.

The Grade 7 girls managed to raise **R37 600.00!** What a fantastic achievement. We are so proud of the effort, determination and business acumen that the girls displayed in the lead up to the fair and on the fair day. The proceeds will go to the Grade 7 Community Engagement Projects as well as the annual Grade 7 gift to the school at the end of the year.

We would like to thank each and every one of you who donated items for the Fair. We were blown away by your generosity!

The rest of the school thoroughly enjoyed the crafts and activities on offer and added such a sense of excitement to the morning.

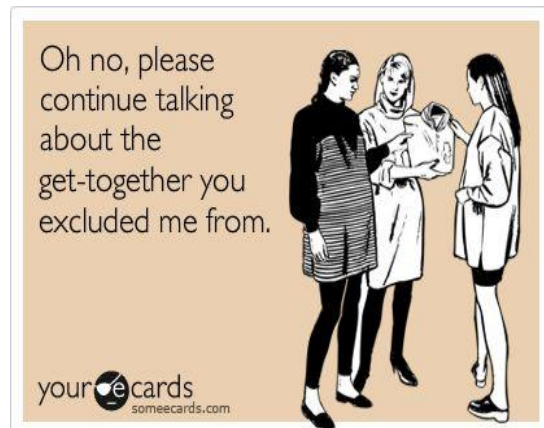


The Sparkle Centre

Summary of Counselling Workshops and Engagements during Term 1

Spending time with our girls across the Grades this term has given me greater perspective about their world view and the challenges that they face both inside, and outside of the school environment. The girls shared with me and their teachers in conversations during class connect or in the friendship workshops facilitated, about their encounters related to:

- ✚ Exclusion (both socially and emotionally)
- ✚ Constant rejection
- ✚ The stares and gossiping
- ✚ Malicious teasing and “ganging up”
- ✚ Social media arguments
- ✚ Mean and popular girls
- ✚ The pressure to fit in
- ✚ Ostracizing when trying to develop new friendships
- ✚ The difficulty of exiting unhealthy friendships
- ✚ Parental over involvement



This term we noticed an increase in relational aggression amongst our girls and noticed the emotional effects of this spilling over into their academic day where girls focused more on their friendship issues and unresolved conflicts than on concentrating on efficient work completion. This trend is not entirely new to us; however, I ask myself whether our current pandemic has influenced the way our girls relate to each other, their teachers and possibly the way they behave at home? On the other hand, can we keep using Covid-19 as an “excuse” for poor behaviour?

Relational aggression is defined as “behaviour that harm others through damage, or threat of damage to relationships or feelings of acceptance.” **Typical examples of relational aggression may include:**

- ✚ Deliberately trying to persuade peers to reject or exclude the person being targeted
- ✚ Spreading vicious rumours or lies about the target
- ✚ Expressing negative attitudes about the target through non-verbal signals

According to research, relational aggression is more common in girls than boys. Girls will often disguise their behaviour and act more passive-aggressive which makes girl-on-girl bullying more difficult to prove. As you can imagine, devastating long-term effects can scar those who are targeted. Our girls are sharing with us that most of the girls who are mean at school do not act alone. Instead, they have followers who support their behaviour. Girls gather around the primary leader in the group in order to gain social status, security, and power. The girls have also confessed to “giving in to peer pressure” even if they know this is wrong. The fear of getting shunned can be more distressing to some girls than making the right choices.

More troubling than this, our girls are mimicking what they are hearing from adults at home. The teachers and I have witnessed conversations and arguments between girls where relational aggression is no longer “hidden”. As young as Grade 3 pupils across to our Grade 6 and 7 girls, the words that are exchanged to each other during conflict presents adult like confrontations. This term has marked one of the busiest and earliest onsets of friendship issues.



A friend shared the following image from Facebook with me (see below) and the caption stating:



- ✚ Your children learn from you
- ✚ If you're nice, they are nice
- ✚ If you're nasty, they are too
- ✚ If you're happy, they are happy
- ✚ If you're sad, they are sad
- ✚ Your kids copy you
- ✚ This is not genetic, it's learned behaviour
- ✚ They are taught by you, think about it

Be a better person to create better people...

It starts with YOU

The knock-on effect of girls saying mean things to each other in adult-like form transferred to the lack of respect we noticed in the way that the girls relate to their teachers and other adults at school. We have noticed concerns about girls not greeting, ignoring the teacher's instructions, interrupting, having their own side conversations while an adult is talking to them, having no regard for a teacher during a lesson and being preoccupied with their iPad devices or something else. Girls are also not taking any accountability for their actions or embracing positive criticism when corrected. It has been difficult for me to help girls to reflect on their own behaviour and to apologize when wrong during mediation sessions. Instead, the counselling space has been used by girls to insult and blame each other for inappropriate behaviour they themselves display. It has been no secret that gossip spreads amongst caregivers, labelling girls and giving the incorrect advice that is used as "fuel for girls to hurt each other" when conflict arises.



Checklist to build resilience in girls:

- ✚ Instead of shielding them from difficulties which they will inevitably face in life, are you providing support for your daughter to discuss and cope with life's transitions, disappointments, changes in friendship, a loss of a loved one, trauma, witnessing an act of violence, body shaming, the danger of social media trends, or mental illness?
- ✚ Are you allowing your daughter to experience life, or do you jump in to save her from getting hurt?
- ✚ Does she know how to manage pressure?
- ✚ Do you teach her to get on with her school day when she forgets something at home that she needed for school?
- ✚ Does she know that it is **OKAY** if someone does not like her?
- ✚ Is she open to positive criticism or correction when needed?
- ✚ Does she have the tools to stand up for herself?
- ✚ Does she know how to ask for help?
- ✚ Is she learning about the importance of feeling adequate and showing empathy in a superficial driven society?

Children Learn What They Live

If children live with criticism,
They learn to condemn.
If children live with hostility,
They learn to fight.
If children live with ridicule,
They learn to be shy.
If children live with shame,
They learn to feel guilty.
If children live with encouragement,
They learn confidence.
If children live with tolerance,
They learn to be patient.
If children live with praise,
They learn to appreciate.
If children live with acceptance,
They learn to love.
If children live with approval,
They learn to love themselves.
If children live with acceptance and friendship,
They learn to find love in the world.



by Dorothy Law Nolte, Ph.D.

CHILDREN are the
priority
CHANGE is the
reality
COLLABORATION
is the strategy.

-Judith Billings

The only way we can help our girls when they are faced with the pressures of life, anxiety, friendship changes, disappointments, lack of confidence, respect for self and others, social media, trauma, or home circumstances is when **we work together**. I have seen the benefits in the way girls behave emotionally when care-givers support the efforts of the school. The link below is a useful article about how care-givers can work together with the school and confront issues head on, even if there may be difficulty with a teacher for example:

<https://www.verywellfamily.com/parents-and-teachers-working-together-620922>

Clarity can prevent damaging misconceptions where effective communication and collaboration with all role-players involved, promote a sense of security to safeguard the child's well-being. There is nothing more important than building a relationship with the school, where your daughter spends most of her time.

Please view the link below for 25 parenting books about raising strong girls:



<https://www.amightygirl.com/blog?p=12416>

- ✚ Untangled: guiding teenage girls through the seven transitions into adulthood
- ✚ No more mean girls
- ✚ Enough as she is
- ✚ The curse of the good girl
- ✚ So sexy so soon: the new sexualized childhood and what parents can do to protect their kids
- ✚ Under pressure: confronting the epidemic of stress and anxiety in girls
- ✚ Little girls can be mean: four steps to bully-proof girls in the early grades
- ✚ The myth of the perfect girl: helping our daughters find authentic success and happiness at school and in life

In **life**, you're going to be **LEFT OUT**, **TALKED ABOUT**, **TIED TO** and **USED**, but you have to **decide** who's worth your **tears** and who's **NOT**.

In the Foundation Phase:

CARRY OUT A
RANDOM ACT OF
KINDNESS, WITH
NO EXPECTATION
OF REWARD, SAFE
IN THE KNOWLEDGE
THAT SOMEONE
MIGHT DO THE
SAME FOR YOU.



I spent time with our Grade 1, 2 and 3 girls to help them understand the concept of kindness, empathy and widening their friendship circle. The girls had valuable questions about how to build and maintain friendships, making amends for their mistakes and how to express their feelings. It is crucial for us to remember that at this age, girls are still learning the skills to navigate their way through friendships. Here is a useful article to help your daughter expand friendships:

<https://www.parentingscience.com/kids-make-friends.html>

The Grade 1 and 2 girls enjoyed a video (kids book read aloud) about “Kindness gets a thumbs up”. The little ones in pre-nursery and nursery at home can also benefit from this:

<https://www.youtube.com/watch?v=PSA4oY4JvNY>

Have a safe and pleasant holiday
Ms. Steenkamp (School Counsellor)
lsteenkamp@herschel.org.za

Sustainability

27 March: Family Eco Hike and Earth Hour

Alan Woodcock led the group along the Woodcutter's path. The forest was truly enchanting after the rains of the night before. Thank you to all who joined the event and a special thanks to Alan for his guidance and support. The next Eco Hike will be on 15 May.



Community Engagement

Easter Egg Collection

A huge thank you to all parents for their overwhelming support of the Easter egg drive. We were able to send Easter eggs to Kewtown Primary with their sandwiches on Tuesday and the remaining eggs went to Llitha Creche, Nooitgedagt farm school and creches and play schools in the Langa, Nyanga, Khayelitsha and Delft areas.

Soap and Toothpaste Collection

Thank you for all the donations of soap and toothpaste. Your response to this appeal was overwhelming and we have been able to send donations to Christine Revell and Lily Bloem Children's Home, Saartjie Baartman Centre and Marsh Memorial.



Music, Arts and Culture

We are very proud of the following girls that sat the Trinity Digital Music and Drama and London Academy of Music and Dramatic Arts Examinations and achieved outstanding results.

Distinctions

Drama: Nsovo Baloyi, Eva Hacking, Rana Rinquest, Hania Hendricks, Inara Hersov, Gem Ferguson, Amy Rich, Kira Totaram-Jacobs, Abigail Turner, Rachel Murray, Rebecca Koller, Alexandra Murray, Sarah Hollwill.

Piano: Kira Totaram-Jacobs and Bailey West.

Merit Drama: Sophia Turner, Ruby Lumb, Cara-Grace Henriques

Merit Piano: Sophie Leinberger and Gabriella Bosini

A special congratulations to the following girls whose results placed them in the top achievers in the Western Cape:

Drama: Nsovo Baloyi, Eva Hacking, Emily-Grace Groenewald, Rana Rinquest and Hania Hendricks.

Music: Iona Slingsby (piano), Ruqaya Bassadien (piano)

Music Workshops

Please follow the link to enjoy our Term 1 Music Workshops:

https://drive.google.com/drive/folders/1OMkiv22-eSzlytiybxObcxUUGUGW7C_-?usp=sharing

Music Staff News

We are sad to inform you that Dr Linda Muller has resigned from the Prep School with effect from Term 2. Dr Muller has been an integral part of the Prep Music Department and has certainly taken drums and percussion to a new level here at Herschel. 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. We wish her well as she pursues new projects and adventures. We are certain she will leave a lasting impression wherever she goes and make a great success of it.

We are very pleased to inform you that Mr Daniel Nambassi will be taking over Dr Muller's students. Mr Nambassi hails from KwaZulu Natal. He attended the Drakensberg Boys' Choir School and completed his schooling at Hilton College. He pursued a degree in Psychology and Politics at the University of Cape Town before completing a Bachelor of Music Degree. Amongst his many achievements, he is the co-founder and Beatboxer of the acappella music ensemble, AnecNote. They have performed at Kirstenbosch and Grand West Arena and have appeared on public radio, national and international television, as well as being the winners of SA's Got Talent in 2017.



Winter Uniform

For the first two weeks of Term 2, girls may choose to wear either their summer or winter uniform depending on the weather conditions. Winter uniform will become compulsory from Monday, 3 May.

Please note that on the days that they wear sports uniform they may wear their tracksuit over their sports kit. They may also wear the hoody or sports warm-up top. No fleece tops may be worn with tracksuits or sports kit.



Staff News

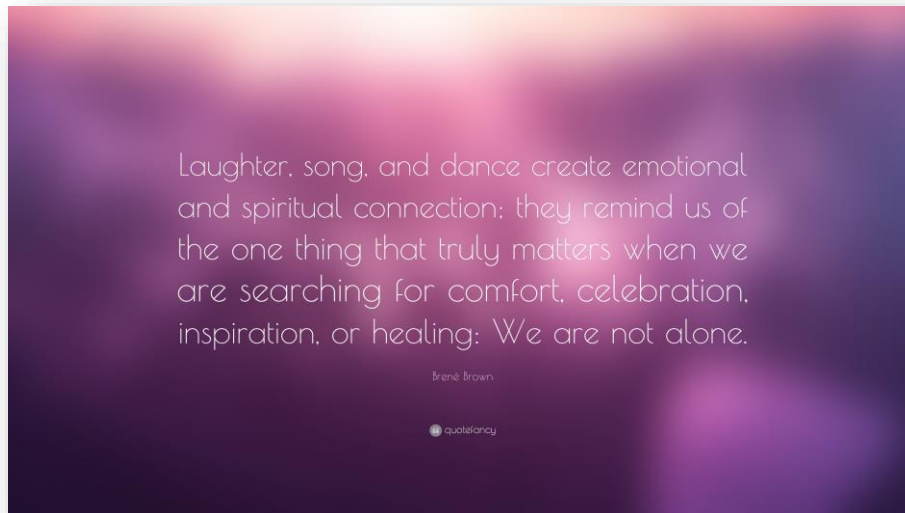
We would like to extend a congratulations to Mrs Angelique Claasen and her husband Nick on the birth of their son Tyga Jude Claasen born on Monday, 26 March. Mom and Dad are so proud of the new addition to their family.

Mrs Claasen will be away on maternity leave for four months and will return in August. During her maternity leave Mrs Corinne Levitt will move across to the Prep School Admin Office in the afternoons. Mrs Claasen's role will be taken over by Mrs Cindy Guercio and admissions will be overseen by Mrs Lynne Gibb until her return.



I will be away from school at the start of Term Two as I will be having a full knee replacement. Mrs Martin will act as the Head in this time, so should you have any queries or concerns, please contact the office and they will ensure that she receives the message. I look forward to seeing you all on my return.

I do hope that you and your family are able to spend quality time together over the holidays. I have no doubt that the girls will thrive in the knowledge that they have more freedom than they did in 2020 over this same time period. I hope that you are able to walk, hike, swim, cycle and gather strength and peace from the beauty of nature. I hope too that you and your family have time to gather together and spend a happy time in each other's company due to the travel restrictions within the country being lifted. May you remain safe over this time and return renewed and ready for the new term.



Warm regards
Mrs B. Heidmann
Head of Preparatory

