



HERSCHEL SENIOR SCHOOL NEWSLETTER

No. 1– 28 January 2022

Dear Parents

CENTENARY

If you want to go quickly, go alone. If you want to go far, go together. – African Proverb

This is an incredibly exciting year for the Herschel community as we celebrate our centenary!

Let's go far and let's go together! It is 2022 and our centenary year.

We have come far, but we have a long way to go still ... we are looking ahead with excitement and with a clear focus on our tagline: ***#100 years of learning to make a difference!***

Schools play a significant role in the life of a community, and Herschel has seen thousands of students passing through its gates since its inception in 1922. Herschel has built a reputation as a school that prides itself on its academic success, holistic educational offering and the phenomenal work ethic instilled in staff and students.

For the Centenary year we are updating our tagline to read: ***#100 years of learning to make a difference.*** We want to focus on making a difference both within Herschel and outside of the school. We will be celebrating Founders' Day on Friday 18 February in a special way, including the OHA and the current student and staff body in the birthday rites of passage. On the weekend of the 25 / 26 February we will host a Carnival which will include the Senior

School as a special Centenary initiative. The Carnival is intended to unite the Herschel family in a weekend of fun, camaraderie, music, socialising, delicious food and refreshments, the opportunity to catch up with old friends and to make new friends! More information will be shared soon. In August – Women's month – we will focus on awareness campaigns, actively engaging in issues that challenge women in our communities and globally.

Strategically we are looking ahead to ensure that we position Herschel to be a relevant, innovative and holistic school environment which engages across all intelligence quotients to produce happy, balanced students who learn to make a difference and who continue to make a difference on leaving the school.

There will be communication shortly regarding opportunities for parents who may want a stall at the Centenary market on the weekend of 25/26 February. Please look out for this! We would love your support!

COVID-19 PROTOCOLS

We continue to operate in compliance with the Covid-19 protocols for schools, as per an updated 2022 memo from ISASA and the DBE. We are excited to welcome you back on campus and look forward to seeing you supporting sports, arts and culture as you enjoy being able to watch your daughters participate once more. We would ask that you respect the protocols put in place and that you remain mindful of how those around you might feel as we resume some degree of 'normality' after two years of navigating the pandemic.

INTELLIGENCES: OUR NEED TO SPEAK ABOUT ADVERSITY

We know that there are many types of intelligence. Depending on what one reads and on who one follows, one reads of numerous intelligences such as emotional intelligence, physical intelligence, linguistic intelligence and so on. There is interesting research (since 2018) on the need to balance the intelligence (IQ), emotional (EQ), social (SQ) and **adversity quotients** (AQ) in order to prepare our children for a rapidly changing and robust world. There are a number of scholarly articles on this topic if you are interested in reading further. I have provided a basic outline of this below just to make the point around the importance of the adversity quotient.

Intelligence Quotient (IQ) is the measure of one's level of comprehension. One needs IQ to solve Maths, analyse History, memorise things and recall lessons. Emotional Intelligence (EQ) measures one's character: the ability to maintain peace with others, keep to time, be responsible, be honest, respect boundaries, be humble, genuine and considerate. The Social Quotient (SQ) is the measure of one's ability to build a network of friends and maintain it over a period of time, to engage with people understanding the notion of relationship and the nuance that is required so as not to make assumptions, 'box' a person or cause discomfort of any sort. It represents charisma.

Most schools capitalise on the intelligence quotient, especially in a results-driven context where pressure and perfectionism collide (more on this another time). Through the cultural, sporting and club/society opportunities that exist at Herschel, as well as through the tutor system which is central to our approach to pastoral care, we hope that the EQ and SQ are also nurtured and developed consistently and meaningfully.

A new paradigm has emerged as a fourth quotient: the **Adversity Quotient (AQ)**. This is the measure of one's ability to go through a rough patch in life and to come out the other end, intact, because of the resilience/grit one is able to tap into. When faced with troubles, the AQ will determine who gives up, who struggles and who is able to put in place structures/support in order to plan a way forward in a tough situation.

Having read up on this, I wanted to emphasise our collective need – parents and teachers – to expose our children/teens to all areas of life, and in the context of school, to ensure that we do not encourage a singular focus on academics. To broaden their experience and to enhance and develop their EQ, SQ and AQ, students should participate in culture, sport, community engagement and manual/practical work. This holistic experience will nurture them into multi-faceted people able to do things independently and to come out the other end unscathed, stronger and wiser (even if a little shaken) when faced with adversity. The pandemic has required students to be adaptive and to find ways of doing things differently in order to continue with the curriculum. This will help them to succeed in life because they will be change-responsive and will have found ways of coping with uncertainty, shifting goal posts and an ever-evolving, increasingly technological world.

In a nutshell: ***Do not prepare the road for your children. Prepare your children for the road.*** (Source unknown).

Have a great weekend!

Kind regards,

Heather

[References:

<https://link.springer.com/article/10.1007/s12144-021-01398-z>; <https://eric.ed.gov/?id=EJ1262526>]

2021 Matric Results

We are once again #proudlypink with the impressive results achieved by our 2021 Matric students. Through a particularly challenging two years they have achieved exceptional results!

- The Class of 2021 achieved a 100% pass rate and a 100% Bachelor's Degree pass.
- The 100 candidates achieved 485 subject distinctions (including Advanced Programme Mathematics and Advanced Programme English). This equates to an average of 4,85 subject distinctions per candidate.
- 17 girls attained an aggregate over 90%.
- 62 girls attained an A aggregate (over 80%).
- In total, 95 girls attained an A or B aggregate (over 70%).
- 14 subjects achieved a subject average of over 80%. These are English, Afrikaans FAL, Mathematics, Mathematical Literacy, Life Orientation, Accounting, Dramatic Arts, French, Geography, History, Life Sciences, Music, Physical Sciences and Visual Arts. Advanced Programme Mathematics had an average of 74.1% and Advanced Programme English, 64.3%.
- 44 pupils achieved 6 or more subject distinctions and 70 pupils achieved 4 or more subject distinctions.

OUTSTANDING PUPIL ACHIEVEMENTS:

9 subject distinctions (1 pupils): Safiya Mia.

8 subject distinctions (10 pupils): Aliya Bhorat, Emily Dalley, Robyn Dunn, Laura Formby, Lucy Frater, Ghanaan Mohamed, Natasha Paul, Kendal Pillay, Jessica Prevôt, Emma van der Velden.

7 subject distinctions (23 pupils): Amaara Abdulla, Jenna Betty, Samiya Bhorat, Kayla Casewell, Zoë Cohen, Jodie Collins, Melissa Dalley, Kristen Fabing, Hannah Golding, Caroline Hooper, Georgia Horrigan, Hannah Meyer, Rachael Mol, Hannah Pearse, Sarah Philander, Amy Raichman, Chloë Rumbelow,

Zeeka Sellidon, Louisa Siebel, Saskia van der Byl, Megan Van Rooyen, Aria Ward, Gemma Wellington.

6 subject distinctions (10 pupils): Sarah Gordon, Shazia Kader, Katelin Kruger, Julia Levett, Kimberley Makin, Anastasia Mondry, Victoria Moxley, Layla Omar, Epiphany Stransham-Ford, Ella Tomlinson.

5 subject distinctions (14 pupils): Zaakirah Adams, Farah Ahmed, Maryam Ameen, Bibi Aishah Balim, Gemma Ball, Annabelle Bowman, Lauren Butler, Noa Duckitt, Haadiyah Ebrahim, Ella Manthorp, Sophie Miszewski, Jaryd Stewart, Alexandra Swanepoel, Caitlin Wilson-Trollip.

4 subject distinctions (12 pupils): Olivia Beauchamp, Olivia Duffus, Rebecca Glanvill, Maria Guerrini, Jungyeon Lee, Emma McElroy, Josephine Orpen, Saarah Osman, Olivia Sieff, Indigo Thorpe, Emily Warwick, Samantha Wilensky.

The Dux for 2021 is Jessica Prevôt (96,2%) followed by Safiya Mia in second position (95%). In third position is Natasha Paul who achieved (94,3%)



Jessica Prevôt &
Natasha Paul



Safiya Mia



ARDERNE HOUSE NEWS

Our theme this term in the boarding house is
“Let us grow together.”

On our first day home together as a family, we planted a plant in a messaged container. A prize will be awarded to each lady whose plant survives to the end of the first term! (Sherry Dwyer, Boarding Head)



NEW STAFF

We are delighted to welcome the following staff to the senior school:

Top Row, L-R: Sasha Ferreira (Boarding Assistant), Feroza Cerff (HSU Secretary), Crystal Davids (Music Secretary), Sherry Dwyer (Boarding Head)

Middle Row, L-R: Tanna Blumberg (English), Camngca Willie (Boarding Assistant), Alexandra Himunchul (Maths/Science), Kerri-Lyn East (Deputy Head)

Bottom Row, L-R: Tanith-Lee van der Merwe (LO), Thandekile Kamushinda (Maths Lit), Ncita Koopman (Commerce), Edwin Charikinya (IT)



Matric Dance Invitation Ceremony

There was GREAT excitement on the Herschel Senior School campus this week as the Matric Class of 2022 were presented with their official invitations to the Matric Dance! Topping off the celebrations was a dance extravaganza and a surprise performance by South African artist Will Linley, who entertained pupils and staff with his No. 1 hit single “miss me (when you're gone)”



FROM THE DESK OF THE OLD HERSCHELIAN ASSOCIATION



CENTENARY COMMEMORATIVE ITEMS

Old Herschelians are looking forward to celebrating Herschel's centenary with the pupils and Herschel parents at the various Centenary events in February and throughout the year. We invite all Herschel parents to support the fundraising efforts of the OHA by purchasing some of the **Centenary commemorative items** which have been designed and sourced by the OHA Centenary Committee. Please visit: <https://oha100.co.za/>



TRAFFIC CONGESTION – KENMAR ROAD

Please refer to Andrew Scott's email from the 14 January as a reminder of our collective need to be considerate in terms of our neighbours who are residents and who often experience frustration as a result of the traffic congestion at peak times. In the letter reference is made to the directional flow required in order to alleviate the problem. This includes using Kenmar Road as a one-way during peak periods in the direction of Highwick Road.

(Please remember that this is a Herschel request to our parents and that we do not have the authority to prescribe road usage to residents and the broader public). If your child is not ready to be

fetched, you should do the full circle and re-enter Kenmar as this will maintain traffic flow.

We understand that this can be frustrating, especially if you are wanting to go back towards Claremont, but more importantly it has been recommended by Arup (a transport planning company) that if we do use the road in this way we will improve traffic flow considerably and avoid unnecessary traffic jams.

We appeal to you to be empathetic towards residents and especially not to park in driveways or in areas that impede access. In this way we can ensure safe, mutually respectful, and friendly drop-off and pick-up zones at Herschel, maintaining good relations with our neighbours.