St Mary's
DIOCESAN SCHOOL FOR GIRLS

ST MARY'S MATTERS

VOL 19 ISSUE 1

St Mary's

DIOCESAN SCHOOL
FOR GIRLS

Head's Message	Page 1
Junior School	Page 3
Senior School	Page 12
Sports & Recreation	Page 17
The Counselling Centre	Page 19

Dear St Mary's DSG Community

And all of a sudden we are 140 years old!

That is worth celebrating, especially as 2029, the 150th is a long way off as yet.

From a small school called St Ethelreda's, started for the daughters of Bishop Bousfield, and which was rescued from oblivion by the arrival of the Community of St Mary the Virgin in 1903, and since their departure in 1975 has grown from strength to strength, it is important to remember that throughout the past 140 years there have been many ups and downs and no doubt over the next 140, there will be as well. Organisations that survive and grow for this length of time, despite wars, politics and economic pain, must possess something that provides the resilience to "pass the test of time."

It is worthwhile to consider what these may be. Betty Addison, in her centenary history of the School, describes "peaceful simplicity and purpose" as the virtues which best describe "the DSG."

While we at times need to be reminded of the need for peace amidst the exuberance of our girls, and we always need to be reminded of the need for simplicity in this complex and hectic world, purpose is something which we do know, and it is this purpose I believe which has provided the strong foundation which has held the School on course.

In our School prayer the plea "*Bless our School and all is members, past and present*" uniquely asks the "*child of Bethlehem*" to remind us that our School is not ours and that we owe a community of countless people who have gone before. This carries with it the strong message that we are busy even now preparing our School for those who will follow.

The School prayer also includes the phrase "*be with us in our worship, our work and in our play.*" This high and beautiful request begs for the strength to make our entire lives worship, individually and corporately, so that all we do is done not for us but for the glory of God. It asks that in the vast and varied activities which characterise our school we may show our best because this shows the giftedness given us.

And so we celebrate this year, and in it we will once again draw on this higher purpose to keep us grounded. Indeed we ask that "*the hearts of those who teach and those who learn*" will be inspired in 2019, recognising that it is the heart that turns us to higher purpose.

The purpose of the School is also about our place in society. "*Train those who rule and those who obey*" asks for the grace to work for and be part of a society of benevolent and wise rule, and active and peaceful citizenship in a society which reflects the will of God.

Our purpose has always been about more than the academic needs of the individual, the reputation of the School, the financial state of the coffers, or the wealth of share-holders. The school prayer speaks thus "*that all may offer thee the perfect service that is worthy of thy love.*" It has always been about service. Service turns the purpose of the school outwards. As soon as people focus the purpose of the School inwards towards self, there is an immediate clash of purpose and a tangible lack of resonance.

With this purpose so deeply entrenched I have no doubt that the "Daughters of the King" at St Mary's DSG will stand firm this year against any storms that lie ahead, and fly high with confidence and humility in service of each other, this nation and the world.

The Revd Canon A W Paterson

Head of School

Sepedi

After a well-deserved break, it gives me great pleasure to welcome back all the "Sepedi Stars"! As we welcome our Grade 2's to the Sepedi department, I would like to wish them many fun-filled experiences of the new language. They have started off with the basic forms of greeting structures in the Sepedi language and have learnt a "Greeting Song" in Sepedi. The enthusiasm and excitement is pleasing.

The Grade 3 Sepedi girls have started off the term with eagerness. They wrote a poem called "Naledi yela", which they are currently reciting in the classroom. And they have written five sentences of self-introduction. The class is buzzing with excitement.

As we welcome our Grade 4s to the Intermediate Phase, we look forward to travelling an exciting journey with the girls in exploring the many possibilities in the language and embracing its heritage.

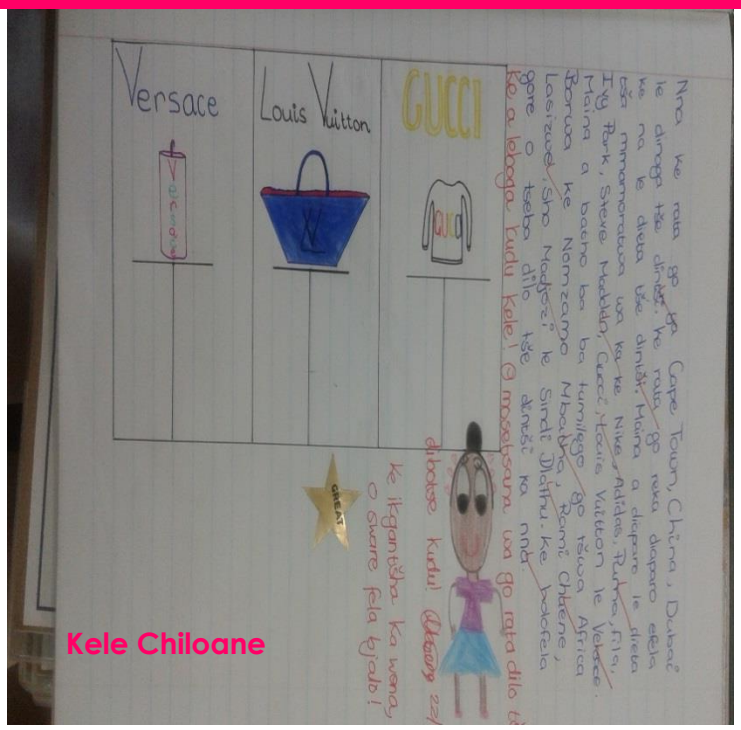
A door to many possibilities are open through reading, for a reading nation is a winning nation. A reading programme has been introduced in Sepedi where the girls will need to read two books in two weeks and write two sentences to summarise what the book is about. Grade 2-3 will get one reader and Grades 4-7 two books each.

We are looking forward to an academic year filled with growth and success in the iconic year of wellness.

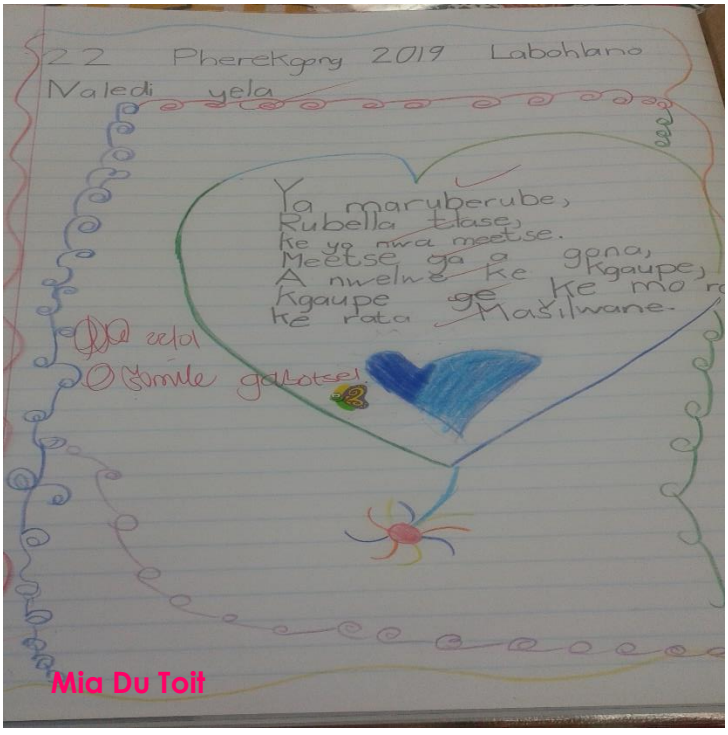
Miss Neli Masengi

Junior School Sepedi Teacher

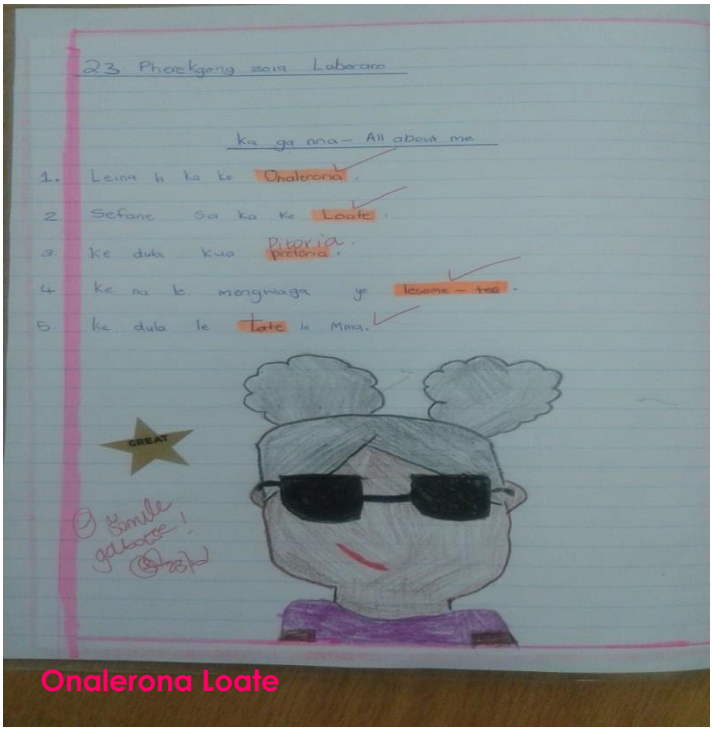
EXAMPLES OF GIRLS' WORK



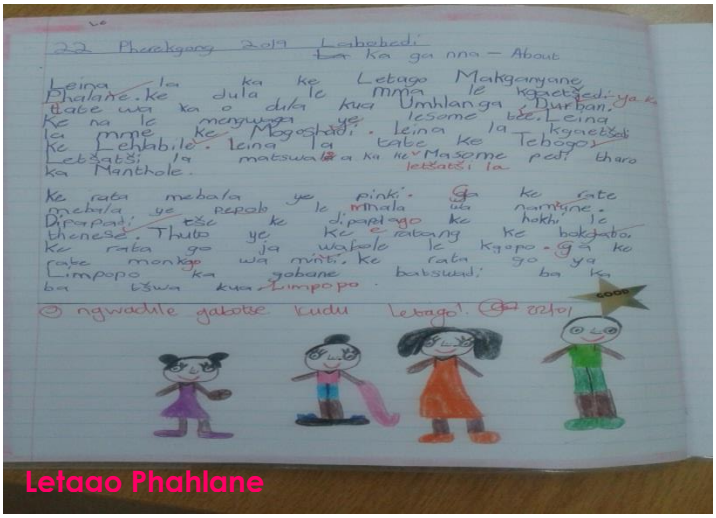
Kele Chiloane



Mia Du Toit



Onalerona Loate



Letaao Phahlane

Art & Design Club

Whether you are an established artist or a pupil, a day in the Art and Design club is bound to inspire.

The process of art making and design does not only allow personal insight and discovery of strength to be enriched, but will enrich the life of the person making the art work, by making a valuable contribution such as enabling them to build their own sense of self confidence, witnessing their unique experiences and valuing their creative expression.

Through this club, the girls will be able to find their own voice and gain confidence when they are encouraged to explore their own creative abilities, as engaging in art and design activities can open up a channel of communication, encouraging them to feel empowered to share about their work.

My general objectives with this club are:

- To encourage each girl to feel good through artistic expression.
- To encourage our girls to employ the arts and design as another source of extra-mural activity.
- To encourage our girls to take part in arts and design exhibitions.
- To improve and enhance their communication and social skills.
- To encourage decision-making and independence.
- To empower the girls to think independently and make personal and meaningful artworks/products.

<u>The theme for Term 1 is: Accessories</u>
The girls will make the following items:

- Button Earring set
- Bangles
- Neckpiece
- Hair Pins
- Pre-tied bow tie and lapel pin

Mrs B Sikhosana
Junior School Art Educator
Subject Head

Izinzipho ezinde zika-Andiswa

Kwasukasukela.

Cosi Cosi!

Kwakukhona intombazane eyayibizwa ngokuthi u-Andisiwe. UAndisiwe waye nezinzipho ezinde. U-Andisiwe wayethanda ukubeka izandla zakhe efasiteleni. Ngelinye ilanga insizwa ebukekayo yafika yambingelela. Insizwa yamncoma yathi "Unezinzipho ezinhle". UAndisiwe wajabula waphendula wathi "Ngiyabonga".

U-Andisiwe wayibuza insizwa wathi "Konje ngizothi ungubani wena?". Insizwa yaphendula yathi " Ngingu-Utholwethu". Utholwethu wathi " Ngicela ukuhamba nawe siye emfuleni." U-Andisiwe wavuma. Bathe uma sebehamba beya Emfuleni bahlangana nentombi nensizwa. Bathe uma befika Emfuleni bathola ubhejane uphuza amanzi. Bathuka babaleka bagibela esihlahleni.

Izinzipho zika Andisiwe zabasiza ukuthi bagibele esihlahleni. Emva kwesikhathi ubhejane wahamba wabashiya besagibele esihlahleni. Uma usuhambile ubhejane behla esihlahleni. Uma befika ekhaya, uBaba ka Andisiwe wathi "Niphuma kuphi? Ungubani wena?" ebuza Utholwethu. UBaba ka Andisiwe wayethukuthele wathi "Ngizozinquma lezi zinzipho zakho". UBaba wakhe wathatha ummese wazinquma izinzipho zika Andisiwe. UTholwethu nomngane wakhe bafika ebusuku ukuzolanda u-Andisiwe bahamba naye baya kubo lapho bazijabulisa ngokuya ukuyobhukuda eMkhomazi.

Cosi Cosi yaphela.

Written by Neo Magubane
Grade 6

Afrikaans

Afrikaans in the Intersen Phase consists of 4 skills: *Listening and Speaking, Reading and Comprehension, Creative Writing* and *Language Structures*. For *Listening and Speaking* girls practise speaking in Afrikaans and listening to instructions. Prepared as well as unprepared readings are done on a regular basis and girls are tested on their reading comprehension as well. A writing project is done once a term where girls must do a creative writing assignment on a specific topic – first on paper and then on the iPads using an app to compile and present their writing. *Language structures* include word structure and sentence construction and is assessed by means of class tests, formal assessments and for Grade 5-7, examinations. Girls can choose storybooks from class to take home on a regular basis. It is very important for girls to make time every week to practise reading out loud in Afrikaans in order to develop fluency, vocabulary and a better understanding of the language. We are looking forward to a wonderful year ahead!

Mrs Karin Snyman
Afrikaans Teacher

EdTech in the Junior School

ICT is alive and well in the Junior School. EdTech as a subject has been introduced for 2019. This will include amongst other topics coding, robotics and design and technology. Mrs Whitelaw and Mrs van Wyk were afforded the amazing opportunity to spend a week in London visiting schools and attending conferences and exhibitions. We eagerly await their feedback as they lead St Mary's DSG Junior School forward on our EdTech journey.

Mrs Cathy Tansell
Foundation Phase Teacher IT

Culture in the Junior School

From this year we will add something new to our timetable. To allow our choirs and orchestra time during school to practise, we have added a cultural period: Foundation Phase on a Monday morning after chapel and Intersen Phase during the last lesson on a Tuesday. Girls not in the choirs and orchestra are involved in a variety of music or drama activities. Girls sign up for a term and are given an opportunity to change to another activity every term. We are very excited to see the growing numbers in our choirs and orchestra and girls will commit for the year. This cultural period does not replace afternoon cultural activities, but gives our girls the opportunity to experience something different.
Activities our girls are involved in during the cultural period:

Foundation Phase

- Choir
- Percussion
- Drumming
- Dance
- Recorder
- Drama
- Choral Verse

Intersen Phase

- Orchestra
- Choir
- Drama
- Stitches
- Debating
- Recorders
- Kids Lit Quiz
- Calligraphy
- Percussion
- Ukelele

How Do STEM Strategies Fit into the Elementary Music Classroom?

Kim Milai (Oxford University Press's Academic Insights for the Thinking World)

Twenty-four preschoolers line up at the edge of the safe line. They are peasants in the "village." The king or queen stands across the room at the "castle" guarded by two sentries at the drawbridge. Between them is the "King's Land." This particular king or queen is not very nice and takes too much of the peasant's produce and money for the royal taxes. The villagers start walking and prancing towards the castle. They believe no one is at home and start trespassing while making fun of the royalty that own the land. They thumb their nose at the castle, make donkey ears, and do other provocative antics while singing.

I'm on the King's land the King is not at home, the King has gone to Boston to buy his wife a comb!

Suddenly the drawbridge comes down and out jumps the king or queen! He or she is at home and runs out to tag as many villagers as possible before they get back to the safe line. These tagged villagers must now become the royal servants. They are set out to tag others on the next round. At the end of ten minutes, the students are counted and the team with the most students wins.

Previously, the teacher had sat down and discussed this traditional English tag game with the class. They all discussed the types of people (kings, queens, and villagers). They defined the word "castle" and learned the mechanics of a drawbridge. They discussed why some kings were good, others bad. What powers did the villagers have?

This is a demonstration of how social studies, science, engineering and maths can be integrated into a music lesson. Music teachers are already doing many of these things, but the next step is to take time to explain the non-music subjects to the students and identify through discussion these standard objectives as a class.

Let's return to the example. One of the science standards in preschool is to design a structure that will reduce the sun's warming effect. As the teacher, you could lead a class discussion on how we (the villagers) could protect ourselves from getting overheated on the King's Land. What could we use, build or bring (trees, canopies, tents, materials)?

How does this tie into STEM? STEM is the acronym for science, technology, engineering and mathematics. The idea of STEM is that blending these skills during instruction improves the learning experience. It also is believed, as a result, that increased numbers of students will become interested in these skilled professions. This blending is one way to approach using STEM strategies in the music class.

An even newer idea is STEAM. STEAM adds the arts to the STEM process. The arts stand for music, visual arts, and design. This crisscrossing of skilled fields is controversial because some experts in the arts view it as diluting and possibly demoting music and visual arts education. But by challenging and stretching our philosophy to try out these new ideas, it cannot be anything but a benefit for our students.

The challenge now for all teachers is to think less of compartmentalizing their subject of expertise and think more of combining additional subjects in ways that enhance their students' learning experience. By elementary teachers adding STEM subject strategies into their lessons, they are modernizing the curriculum to better suit students' needs. It doesn't have to be all at once. They should slowly and naturally add to their lesson plans.

For example, a music teacher could add a maths activity with one song and increase discussions on story and characters with another song. The key is that having STEM and other subjects formally added to the lessons helps show music's place alongside other subjects and most importantly music's place within our society.

Mrs Hildegard Joseph
Music Teacher

Inter-House Gala

"Great things never came from comfort zones"

As the year begins, a buzz begins to spread in throughout the school: its walls, corridors, classrooms and finally into the breath and timbre of the girls. The Inter-House Gala took place on Friday 18th January. As the doors to the school opened, so did the voice boxes of all the girls in preparation for the long-anticipated entrances from each house and the first blast of the buzzer as the swimmers dived in.

The pool is surrounded by blocked colours of red, green, yellow and blue. With parents cheering, girls splashing and teachers timing, the event is alight with energy and chaos. Each year, the House Committees perform an entrance dance and song, after which the entire House joins in for a prominent cheer. This is followed by a morning of encouragement and catchy songs to the swimmers of each House. The girls performed and swam beautifully and filled the mood with a sense of commitment and unity.

At the end of the gala, the winners are announced. Breath and hands are held tightly, as Father Paterson announces the results to the school. A loud cheer as St George House is announced the winners of the swimming and St Patrick House as the winners of cheer and spirit.

At the end of the gala, as the swimmers and their supporters file out, a calm breeze blows back into the school. As the splashes of water started to dry up and the final gazebo has been taken down, everyone breathes a sigh of relief and experiences a sense of accomplishment.

Miss Ashleigh Watson
English & Life Orientation Teacher

House Gala Events 2018

In the final days of the 2018 school term, the girls participated in a series of house-orientated events. Cross country, public speaking and a quiz were the proceedings of the day. The day began with a whole school cross country competition, with the girls and staff running 4kms for house points. Following that, the girls split up into their houses and participated in a general knowledge quiz and various public speaking events. The results of all are as follows:

- Cross Country: 1st George; 2nd Andrew; 3rd Patrick; 4th David
- English Competition (overall result): 1st Andrew; 2nd David; combined 3rd George and 4th Patrick
- Quiz: 1st Andrew; 2nd George; 3rd Patrick; 4th David

Making Lemonade: Life's Lemons and How to Handle Them

In the first Clubs session for 2019, a group of Grade 11 and Grade 12s were introduced to a new club at St Mary's DSG called *Making Lemonade: Life's Lemons and How to Handle Them*. This club aims to teach the girls some invaluable life lessons for the world outside of school. This first session focused on basic car maintenance – vital for all car owners. They were taught how to check the oil and water levels, how to change a tyre, how to jumpstart a flat car battery, and what the different warning lights on a car's dashboard mean. The girls seemed to enjoy the afternoon. The next session will focus on how to set a table for a formal function, how to give a toast for various occasions, and how to be an MC for an event. We hope that by the end of the term, the girls will have learned a handful of skills which will prepare them for the numerous lemons that life has in store for them.

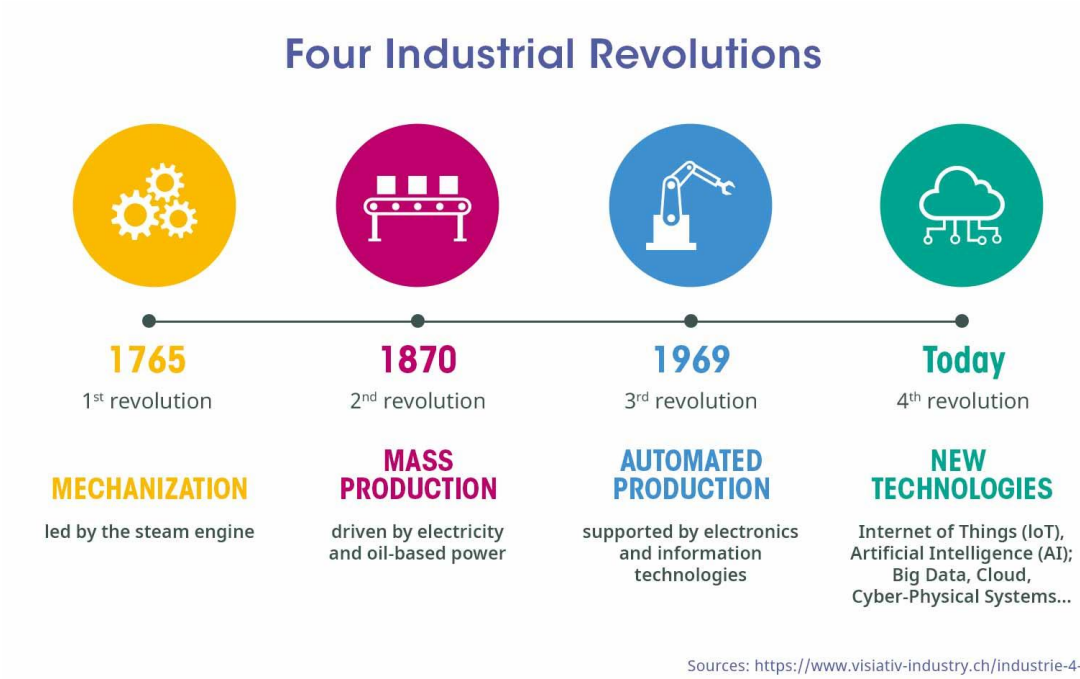
BETT – London 2019

23–26 JANUARY 2019
LONDON EXCEL

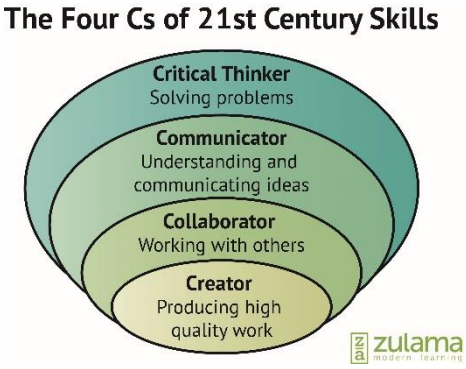
Mrs Jomari Miller, (Vice Principal of Academics – Senior School), Mrs Astrid van Wyk (Intersen Phase IT teacher) and I were fortunate enough to visit London from 18 – 26 January this year. The purpose of our trip was to attend BETT, the world's largest event for educational technology. In addition to going to the fair, we visited a school, Stephen Perse Foundation, in Cambridge and attended a day of Apple Leadership. We were exposed to the latest ways to use technology for teaching and learning.

Not having left this continent since 1996, I was amazed to find how technology has changed the efficiency of how many businesses are run today. The hotel that we stayed in did not have a large reception desk, as all bookings were on the receptionist's cell phone, we scanned the bar codes at the supermarket ourselves and we were even responsible for booking ourselves in on our return flight which included checking our luggage in too. Not having my own sons to assist me, as I always tend to rely on their assistance when it comes to self-service or changes in technology, I was forced to learn very quickly that I could do this by myself.

The reality of this is that we are in the Fourth Industrial Revolution. This revolution is the current and developing environment in which technologies and trends such as the Internet of Things (IoT), robotics, virtual reality (VR) and artificial intelligence (AI) are changing the way we live and work.



It is, therefore, our responsibility to prepare the children that we teach to be able to live and work in this rapidly changing world. Using the correct technology tools in the classroom enhances the learning experience and provides them with the necessary 21st century skills, these being critical thinking, communicating, collaborating and creating. The importance of the human factor whilst using technology needs to be nurtured and developed.



https://rioschools.org/blog/21st-century-skills-practices-stuff/

It was a wonderful opportunity to learn about education in the rest of the world, and to be affirmed that the changes that we are making to our curriculum are correct. We need to continue to strive for excellence and to look after the well-being of our children.

Mrs Louise Whitelaw
Deputy Academics – Junior School

Sports

What a ride January has been for the Sport Department. There is no better way to get rid of the excess Christmas – shall we say 'cheer' - than by starting a new sporting year!

After strategizing for 2019 at an enlightening and successful Sport Indaba, we welcomed Ms Lisa Poole to the Junior Sport Department to take care of Swimming and Netball matters, as well as sport intern Ms Suzanne Strydom, to lend a (very welcome!) helping hand to the organisers and PE staff.

Swimming season is in full swing with our girls having represented the school wonderfully at galas and Summer Splash, with the eye firmly focused on the Senior and Junior Inter-Schools galas fast approaching.

Volleyball has yet again been proving that although it is a relatively new sport to St Mary's DSG, our girls do not stand back for any of the so-called big names in the Volleyball league. Thus far, we have been commended by our opponents for putting up Goliath fights! Congratulations to Ms Kladis and her committed coaching staff.

The remainder of our winter sports are focused on selections and ranking tournaments, in order to be league-ready as soon as the swimmers re-join their respective sports.

VOLLEYBALL

Counselling Centre

Bullying

The facts and what parents can do to help their children and the school.

At St Mary's DSG all the teachers and staff are deeply dedicated to the well-being of each learner and want each person to feel safe and happy at school. You as the parents, however, will probably be the first person to know or realise when your child has been bullied. For you to best assist the school staff to handle the situation correctly and to help your child, it is important to be aware of the following:

1. BE INFORMED

Bullying is when an individual or group of people **purposefully or intentionally** and **repetitively** use their **power** (perceived or real) to **hurt or harm** somebody else by words or actions, causing the bullied person to **feel helpless** to respond.

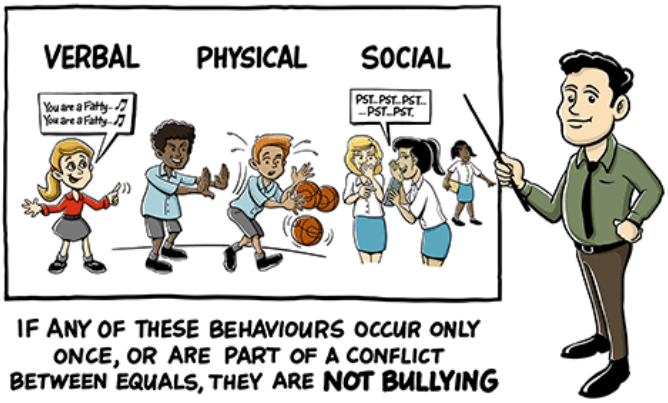
Bullying is therefore not:

- single episodes of social rejection, break-up of friendships or dislike
- single acts of nastiness or spite
- random acts of anger, aggression or intimidation
- arguments, disagreements or "normal" fights.
- reprimands for doing something wrong or breaking rules

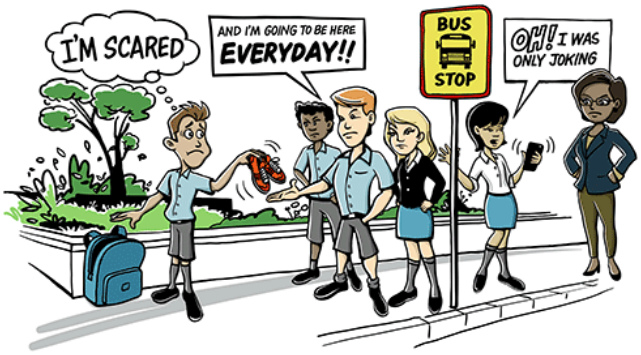
Although these actions can cause great distress, they do not fit the definition of bullying, and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

Bullies use different styles and tactics to intimidate and control their victims: some may be sly about how they attack their target, while others may be downright mean. We can describe the different kinds of bullying as follows:

- Type of behaviour: verbal , social and physical



- Setting: in person and online
- Means: direct and indirect (damaging another's social reputation, peer relationships and self-esteem).
- Visibility: overt (easily visible to others) and covert (looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with and sometimes difficult or impossible to observe from the outside)
- Harm: physical and psychological



- Context: home, work and school

2. ASSIST YOUR CHILD BY FOCUSSING ON THE FOLLOWING:

- **Start early**.
  Parent/child talks are essential. Teach children to respect others before they start school and continue to talk about this topic on an ongoing basis. Do not allow them to tease or humiliate younger children or siblings and set an example of kindness and caring.

- **Teach your children how to be assertive.**
  Encourage your children to express their feelings clearly, without being rude, angry or overly emotional. They must learn to say no when they feel uncomfortable or pressured, stand up for themselves without fighting and walk away in threatening situations.

- **Stop bullying when you see it**. Adults who remain silent when bullying occurs are encouraging it and making it worse.

- **Listen and support children who speak up.** Stay calm and do not over react or react emotionally. Spend time listening to them and affirm and support them to handle the situation in an assertive and confident way before you take actions.

- **Teach your children to take action when they see bullying behaviour.** Tell them to speak out against the bully and inform a teacher if the behaviour doesn't stop. Bullying continues only when we allow it to.

- **Keep your child safe online by:**

❖ Reminding your child to tell a trusted adult if they are bullied online.
❖ Telling your child not to share their passwords with others.
❖ Reminding your child to only give their mobile number or personal information to trusted friends.
❖ Talking with your child and understanding the ways in which they are using the internet and their mobile phone.
❖ Finding out the age restrictions for the sites and applications your child wants to use.
❖ Making sure that your child's account settings are set to 'private' to control who sees their information.
❖ Making sure that your child knows how to block unwanted users.
❖ Encouraging your child to only be friends online with people they know in day-to-day life and not to chat to strangers or try to support strangers.
❖ Reminding your child to think carefully before they post comments, or upload or send images online.

3. GET HELP IF NEEDED

4. USE IT AS A LEARNING EXPERIENCE

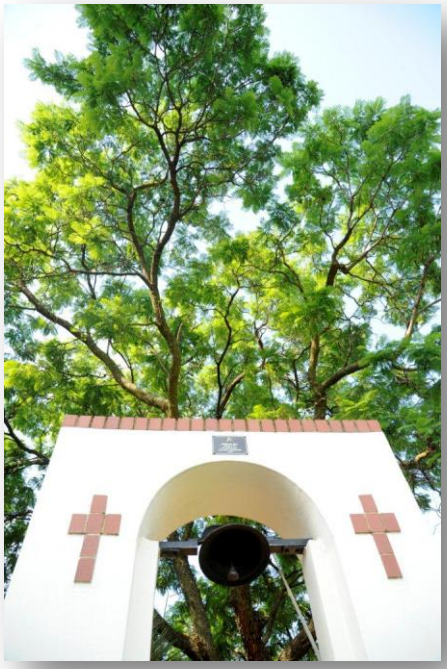
Life is filled with trials, tribulations and challenges. Most children are teased for something one or other time in their lives. Running away from problems would set them up for failure in the future. Use difficult experiences (like being involved in bullying) as an opportunity to encourage communication, to build a stronger relationship with your child and to teach your child life skills to deal with adversity.

Resources on the internet:
https://antibullying.nsw.gov.au
http://www.mentalhealthamerica.net/bullying-tips-parents
https://bullyingnoway.gov.au
https://www.verywellfamily.com
https://www.ncab.org.au/bullying-advice/bullying-for-parents

Compiled by Dr Marthé Pienaar
Educational Psychologist

St Mary's

DIOCESAN SCHOOL
FOR GIRLS



Contact Us:

www.stmarys.pta.school.za

Tel: 012 366 0500

Email: dsg@stmarys.pta.school.za